

# The SRE Teacher in the Parish and the School & The Classroom Experience

## Legal Basis for SRE

The place of SRE in Government schools is governed and/or influenced by the following in NSW:

- Education Act 1990 (see page 6)
- Religion in Education in NSW Government Schools (1980)
- Memoranda issued by the Director-General of Education and Training
- Religious Education Policy, NSW Department of Education and Training
- Religious Education Implementation Procedures, NSW Department of Education (DoE)

SRE has had an integral place in public education in NSW since the Public Instruction Act 1880. Its place is presently governed by the Education Act 1990. It would require an Amending Act to be passed by the NSW Parliament for the place of SRE to be changed.

## DEFINITIONS:

- **Special religious education (SRE)** is education in the beliefs and practices of an approved religious persuasion by authorised representatives of that persuasion.
- **General religious education** is education about the world's major religions, what people believe and how that belief affects their lives. It is taught mainly through the school curriculum.
- **Special education in ethics (SEE)** is education in ethical decision making, action and reflection within a secular framework, based on a branch of philosophy. Religious Education Implementation Procedures document, DoE)

The Department of Education (DoE) regulations for SRE have three main requirements:

- ❖ **Churches/SRE Providers must be approved (have the approval of the Minister for Education to deliver SRE)**
- ❖ **SRE teachers (catechists) must be authorised**
- ❖ **Curriculum- materials and pedagogy- must be authorised**

**NOTE-** The DoE does not approve or authorise people or programs; that is the responsibility of the provider.

The Diocese of Wagga Wagga is a provider of SRE and therefore is responsible for authorising SRE teachers/helpers and the curriculum to be used.

## Various Groups:

**Confraternity of Christian Doctrine (CCD)**- is an ecclesiastical organisation of the Catholic Church whose primary purpose is to provide religious education and Christian formation for Catholic children in public schools.

**Catholic Conference of Religious Education in State Schools (CCRESS)**- is a representative association of the Catholic Diocese in NWS/ACT. Diocesan Directors meet twice a year to discuss issues relating to SRE and support of Catholic SRE teachers.

**Inter-Church Commission on Religious Education in Schools NSW (ICCOREIS)**- established in 1972 this group represents member churches in negotiation with the government and DoE in respect of religious education in public schools.

## **DIOCESAN AUTHORISATION PROCEDURE**

- Apply for Working with Children Check number (under 18s complete the Department's *Working with Children Check – Declaration for volunteers and contractors*)
- Fill in the Teacher Engagement Form
  - Contact details
  - WWC number and Date of Birth
  - Signed by the Volunteer and the Parish Priest
- Read and sign Diocese of Wagga Wagga Code of Conduct in the Protection of Children and Young People.
- Complete the Child Protection introductory training available on website (for SRE teachers/helpers/relief)
- Wait until you receive a lanyard containing ID and Authorisation Card before going to schools
- A letter with your name, contact details and DOB will be issued to the schools you nominate on the Teacher Engagement Form. These are the only schools you are authorised to enter for the purpose of SRE, even as a fill in. Should you wish to have authorisation to attend another school in the parish you will need to contact the Diocese Coordinator and sign a release of information form.
- You must wear your Authorisation Lanyard at all times when you are on school property for the purpose of SRE. You are also required to carry photo ID (eg driver's licence) and be prepared to present it at the school's request.
- Schools are not required to have your WWC number, if a request is made please contact the Diocesan Coordinator.

**The Diocesan Authorisation Procedure document can be downloaded from the website:**

<http://www.wagga.catholic.org.au/Education-Catechesis/SRE-Catechesis.aspx>

## **WHO NEEDS AUTHORISATION?**

Every SRE teacher, and anyone who accompanies the SRE teacher into the school precincts, must be authorised. (ICCOREIS Handbook, 3.4.2)

All *catechists (SRE teachers), relief catechists, helpers and observers* (those considering if they would like to become a catechist) need to obtain authorisation before going onto school property for the purpose of SRE.

At no time is an unauthorised replacement to be used or unauthorised persons (including children) to be taken with the catechist into the school. If a catechist is unable to attend a session then a person **with a current authorisation for that particular school** may be used as a replacement, but the school must be notified of this arrangement.

## **Guest Speakers:**

One-off guest speakers visiting the classroom

- Have the permission of the Parish Priest
- Contact the principal in order to follow school protocols for guest speakers (sign in procedures etc)
- Notify the Diocesan Catechist Coordinator
- Guest speakers must be in the company of an authorised SRE teacher and must not be left alone with the children

## **OTHER POINTS REGARDING AUTHORISATION**

- Authorisation is for a period of 3 years. It is the responsibility of SRE volunteers to renew their authorisation by submitting a Teacher Engagement Form to be processed prior to their authorisation expiring. Please remember to allow time for processing and postage of authorisation cards.

- The Parish Priest signs as the authorizing agent for his parish. If someone wants to volunteer across two parishes the signature of both Parish Priests (Parish Administrators) is required. If you leave a parish and want to be involved in SRE in another parish a new Teacher Engagement Form must be filled in.
- SRE teachers are responsible for providing the Diocese with their new WWC number when they have renewed it following expiry (5 years). No catechist can go into schools without a current WWC. Should your WWC expire and you have not applied for a new one, your authorisation will be suspended until you have provided your new WWC number and it has been verified by the Diocese. You must wait until your number has been verified before returning to schools.
- Expired Authorisation Cards should be retrieved and destroyed by the Parish Coordinator/Parish Office when the new ones are issued.
- Lanyards containing identification and Authorisation Card of retiring/inactive/suspended catechists must be collected and returned to Diocesan Catechist Coordinator.

## TRAINING

The DoE requires that providers have in place initial (basic) training and ongoing training in the areas of child protection issues, classroom management strategies and implementation of the curriculum for SRE teachers and helpers. All SRE teachers and helpers are required to complete Basic Accreditation training within the first 6 months of their authorisation. The training modules for Basic Accreditation can be downloaded from the diocesan website or a hardcopy can be obtained by contacting the Diocesan Catechist Coordinator. Basic Accreditation training is completed by correspondence allowing volunteers to complete the modules at their convenience. SRE volunteers are expected to submit one training module per month and should contact the Diocesan Coordinator to obtain an extension if required. Failure to complete the Basic Accreditation modules at the end of 6 months will result in authorisation being temporarily suspended until the modules are complete.

### Basic Accreditation Training Modules:

- Child Protection and Code of Conduct Introductory Training (completed prior to being issued with authorisation)
- The SRE Teacher in the Parish and School & The Classroom Experience (includes Teacher Review Process)
- The Mission and Ministry of the Catechist
- Using an Authorised Curriculum for Planning (explains how to use a curriculum)
- Classroom Skills- Behaviour Management (introduction and tips)
- Introduction to Sacred Scripture

### Ongoing Training:

Following Basic Accreditation SRE volunteers are provided with ongoing training and formation opportunities to further develop the knowledge and skills needed for the effective transmission of the Christian mystery in the context of SRE. Areas that will be covered include: the Catholic Faith, Scripture, Classroom Management Strategies and Implementation of the Curriculum, and Child Protection. Training sessions are held in each deanery. Some training is optional, but some training is mandatory as part of our agreement with the DoE.

### The MINIMUM STANDARD (Mandatory Training requirements) for ONGOING training to maintain authorisation is:

- **Child Protection** every 2 years (even years 2022, 2024, 2026 etc.)
- **Classroom Management Strategies and Implementation of the Curriculum** update every 2 yrs. (2021,2023,2025 etc.)

If unable to attend a mandatory training update face to face, then volunteers will be required to complete the training in another format as provided by the Diocesan Catechist Coordinator. It is the responsibility of the SRE volunteer to contact the Diocesan Coordinator if unable to attend a mandatory training update.

Failure to meet the deadlines to submit correspondence training material will result in the temporary suspension of authorisation until the training is completed. **A request for an extension can be made by contacting the diocesan CCD Coordinator PRIOR to the due date.**

Training dates and venues are communicated to parishes and via email to SRE volunteers who provide their email address. Training information is also advertised on the Diocesan website.

For organizational purposes- such as handouts, tables/chairs, tea/coffee supplies etc., volunteers are required to register their attendance. Failure to register for training by the set date may result in not being supplied with a handout, in which case it will be the volunteer's responsibility to organise obtaining a copy of the handout themselves if they would like one. Volunteers are still able to attend even if they don't register.

#### **SRE Teacher Review:**

The Diocese of Wagga Wagga is required to review SRE Teaching, which could include teacher self-reflection, student feedback, classroom observation, supervisor feedback, mentor support and adherence to the authorised curriculum. The diocese is required by the DoE to report the results of the teaching review process, which will be part of the annual assurance process, describing efforts to address identified issues such as further training and mentor support.

#### **Authorised Curriculum Review:**

As a Provider of SRE the Diocese of Wagga Wagga agrees to the continual improvement of teaching and learning materials through feedback to curriculum developers from review of teaching and ongoing training of SRE teachers as part of the Teaching Review Process.

The Teaching Review Process will form part of the authorised curriculum reviews. Reviews of the authorised curriculums will occur every 5 years (2020, 2025, etc.)

#### **Notifying the school**

As an approved provider The Diocese of Wagga Wagga needs to notify all schools where SRE is taught

1. The link to the approved provider's website which holds information about SRE, to allow schools to place the link onto the school's website.
2. The approved providers participating in a combined arrangement, including participating denominations and which approved provider is responsible for managing the authorisation of the SRE teacher(s), the curriculum and complaints.

## **THE SRE TEACHER**

As representatives of a religious persuasion, it is important that catechists strive to foster positive relationships with the school.

- Preparation
- Punctuality
- Reliable attendance
- Respect for the school's policies and organization
- Being an effective teacher

All contribute towards establishing and maintaining strong and cooperative relationships with the school.

#### **RESPONSIBILITIES OF THE SRE TEACHER**

- Complete the Authorisation Process including the Child Protection and Code of Conduct Introductory Training

- Complete the correspondence Basic Accreditation modules within 6 months of authorisation
- Participate in ongoing training in areas of Classroom Management and Child Protection at least every two years
- Teach the authorised curriculum
- Ensure that any visitor or guest has authorisation before entering the classroom.
- Give sufficient notice to the Parish and/or School SRE Coordinator if unable to attend. Organize another **authorised SRE teacher from your parish for that particular school** to replace you. The school must be notified of the arrangement.
- Sign the attendance book each week
- Wear your ID Lanyard with Authorisation Card
- Carry photo ID (e.g. driver's licence) and be prepared to present it upon the request of the school
- Be familiar with Child Protection reporting procedures
- Comply with the Diocesan Code of Conduct and become familiar with this document
- Become familiar and comply with school policies, rules and class procedures

#### **SOURCES/Documents:**

- Special Religious Education Handbook, ICCOREIS (NSW) Inc January 2011
- Special Religious Education Procedures (DoE, updated May 2020)
- SRE Authorisation Procedure Document, Diocese of Wagga Wagga, October 2019.
- Education Act 1990

## **Accessing SRE Information on the Diocesan Website**

<http://www.wagga.catholic.org.au>

From the Diocesan Home Page click the option 'Education & Catechesis'

Then click- 'SRE & Catechesis'

**OR** to go directly to the section on SRE & Catechesis:

<http://www.wagga.catholic.org.au/Education-Catechesis/SRE-Catechesis.aspx>

What you will find on the website:

- General information about SRE
- The Authorisation Procedure document with all the necessary forms and instructions on how to obtain your WwCC and the Child Protection and Code of Conduct Introductory Training material
- Basic Accreditation training modules
- A list of Catholic programs authorised for use in SRE
- A list of recommended programs for Joint-denominational SRE
- Links to the curriculum outlines for each of the programs
- SRE Code of Conduct and Complaints Handling Policy
- Upcoming Training Days- topics, dates and venues for each deanery (when advertised)
- Reflection Days- dates and venues for each deanery (when advertised)
- The Education Act 1990
- Helpful Links- including Church documents such as Catechesi Tradendae, the Catechism of the Catholic Church, the Compendium to the Catechism of the Catholic Church etc.

Approved Providers have in place a process of initial training which includes:

Awareness of the department's [Code of Conduct](#) which includes the [Social Media Policy](#).

Training in child protection. Providers may wish to [obtain a log on](#) and access the department's [online child protection training](#).

Knowledge of the authorised curriculum and the scope and sequence

Delivery of the curriculum with sensitivity and in an age appropriate manner

Training in the practice of self-reflection and evaluation including why

The use of classroom technology such as interactive whiteboards and digital projectors.

Approved Providers have in place a process of:

Regular ongoing training which includes child protection, classroom management strategies, and implementation of the curriculum

Review of SRE teaching which could include teacher self-reflection, student feedback, classroom observation, supervisor feedback, mentor support and adherence to the authorised curriculum

Reporting the results of the review process which will be a part of the annual assurance process and include a description of efforts to address identified issues such as further training and mentor support.

Approval of any materials and internet resources that are identified for use by SRE teachers.

Continual improvement of teaching and learning materials through feedback to curriculum developers from review of teaching and ongoing training of SRE teachers as part of the Teaching Audit Process. Authorised curriculum will be revised every 5 years.

## Special Religious Education Procedures

(Document from the Department of Education)

<https://policies.education.nsw.gov.au/policy-library/associated-documents/REimplementproced.pdf>

### SUMMARY OF KEY POINTS

- Parents/caregivers have the right to choose which religious persuasion SRE class their child attends. They may also choose not to have their child attend SRE.
- Parents/caregivers who choose for their child not to attend SRE are to be informed about what other options are available including special education in ethics.
- SRE is to be allocated between 30-60 minutes of meaningful learning time per week. (A flexible time schedule may be used).
- SRE is an integral part of school activities, no academic or formal school activities should occur during the time set aside for SRE.
- Students not attending SRE are in a separate physical space from the SRE classes.
- Schools provide meaningful activities for students not attending SRE that do not compete with SRE classes. Suitable activities include reading, private study, completing homework.
- Approved providers authorise persons to teach SRE and only those persons should teach SRE on behalf of that persuasion.
- While on duty, members of school staff do not teach SRE.

- Student information is confidential. SRE teachers are to be provided with a list of names of the students in their class and any information, such as disability or special needs which may affect the health, behaviour or performance of particular students.
- Principals and teachers retain duty of care of students and intervene where necessary to maintain order and conduct.
- Class teachers are not required to attend SRE classes, but may with the agreement of the SRE teacher or at the request of the principal assist with behaviour management and remain in the room.
- It is the responsibility of the provider to recruit, train and authorise SRE teachers.
- The provider must provide the school with a list of names and contact details of the authorised SRE teachers and the local representative.
- SRE teachers are required to wear a name badge when on school grounds for the purpose of SRE.
- The provider must authorise the materials and pedagogy used by SRE teachers.
- The provider gives assurance to the NSW DoE that authorised teachers are only using materials and pedagogy authorised by the provider, that is- they are only using an authorised program.
- Lesson content or a program outline and curriculum scope and sequence, is to be made available on a website.

### **Joint-Denominational SRE**

- Religious persuasions may decide to provide a combined arrangement.
- All religious persuasions authorise the persons who teach and authorise the curriculum content.
- No religious persuasion is compelled to participate in this form of organization.
- A combined arrangement is reviewed often by the school and the religious persuasions.
- Only students who have nominated one of the participating religious persuasions on their enrolment form should be involved.

## **Education Act 1990**

### **SECULAR INSTRUCTION**

30. In government schools, the education is to consist of strictly non-sectarian and secular instruction. The words 'secular instruction' are to be taken to include general religious education as distinct from dogmatic or polemic theology.

### **SPECIAL RELIGIOUS EDUCATION**

32. (1) In every government school, time is to be allowed for the religious education of children of any religious persuasion, but the total number of hours so allowed in a year is not to exceed, for each child, the number of school weeks in the year.
- (2) The religious education to be given to children of any religious persuasion is to be given by a member of the clergy or other religious teacher of that persuasion authorised by the religious body to which the member of clergy or other religious teacher belongs.
- (3) The religious education to be given is in every case to be the religious education authorised by the religious body to which the member of the clergy or other religious teacher belongs.
- (4) The times at which religious education is to be given to children of a particular religious persuasion are to be fixed by agreement between the principal of the school and the local member of the clergy or other religious teacher of that persuasion.



- (5) Children attending a religious education class are to be separated from other children at the school while the class is held.
- (6) If the relevant member of the clergy or religious teacher fails to attend the school at the appointed time, the children are to be appropriately cared for at the school during the period set aside for religious education.

### **OBJECTION TO RELIGIOUS EDUCATION**

33. No child at a government school is to be required to receive any general religious education or special religious education if the parent of the child objects to the child's receiving that education.
  
- 33A Special education in ethics as secular alternative to special religious education
  - (1) Special education in ethics is allowed as a secular alternative to special religious education at government schools.
  - (2) If the parent of a child objects to the child receiving special religious education, the child is entitled to receive special education in ethics, but only if:
    - (a) it is reasonably practicable for special education in ethics to be made available to the child at
      - the government school, and
      - (b) the parent requests that the child receive special education in ethics.
  - (3) A government school cannot be directed (by the Minister or otherwise) not to make special education in ethics available at the school.

33A- Amendment to the Act approved in 2010



## Transmitting Christ's teaching

Christocentricity in catechesis also means the intention to transmit not one's own teaching or that of some other master, but the teaching of Jesus Christ, the Truth that he communicates or, to put it more precisely, the Truth that he is.<sup>1</sup> We must therefore say that in catechesis it is Christ, the Incarnate Word and Son of God, who is taught- everything else is taught with reference to him- and it is Christ alone who teaches- anyone else teaches to the extent that he is Christ's spokesman, enabling Christ to teach with his lips. Whatever be the level of his responsibility in the Church, every catechist must constantly endeavour to transmit by his teaching and behaviour the teaching and life of Jesus. He will not seek to keep directed towards himself and his personal opinions and attitudes the attention and the consent of the mind and heart of the person he is catechizing. Above all, he will not try to inculcate his personal opinion and options as if they expressed Christ's teaching and the lessons of his life. Every catechist should be able to apply to himself the mysterious words of Jesus: 'My teaching is not mine, but his who sent me.'<sup>2</sup> Saint Paul did this when he was dealing with a question of prime importance: 'I received from the Lord what I also delivered to you'.<sup>3</sup> What assiduous study of the word of God transmitted by the Church's Magisterium, what profound familiarity with Christ and with the Father, what a spirit of prayer, what detachment from self must a catechist have in order that he can say: 'My teaching is not mine'!

(Catechesi Tradendae, Pope John Paul II, 1979, paragraph 6)

### Qualities of the SRE teacher:

The SRE teacher should be someone who enjoys working with children and is able to develop a good rapport with them. They should have a strong personal commitment to the faith with a concern for the spiritual growth and wellbeing of children. The SRE teacher may be described as "a person of prayer."

The SRE teacher endeavours to transmit by his/her teaching and behaviour the teaching and life of Jesus in union with the Magisterium of the Catholic Church in whose name they teach; and should participate in the liturgical life of the parish through weekly Sunday Mass.

The SRE teacher should be open to developing their own knowledge and skills necessary for this ministry and be willing to participate in training opportunities to assist them in this.

The SRE teacher is a citizen in good standing with the legal requirements in working with children.

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<sup>1</sup> Jn 14:6

<sup>2</sup> Jn 7:16. This is a theme dear to the Fourth Gospel: cf Jn 3:34; 8:28; 12:49-50; 14:24; 17:8; 14.

<sup>3</sup> 1 Cor 11:23: the word 'deliver' employed here by St Paul was frequently repeated in the Apostolic Exhortation *Evangelii Nuntiandi* to describe the evangelizing activity of the Church, for example 4, 15, 78, 79.

# THE CLASSROOM EXPERIENCE

## SRE TEACHER REVIEW PROCESS

### Introduction

Effective teachers are first to admit that no matter how long they have been teaching for or how good a lesson is, their teaching strategies can always be improved<sup>1</sup>.

We are created by a loving God, who calls us to fullness of life, and who wants us to be the best version of ourselves. God not only wants us to share the gospel with the students but also to learn and grow as a teacher.

All schools require a professional approach to any sort of volunteer work that is undertaken in the classroom<sup>2</sup> and under the agreement with the NSW Department of Education, the Diocese of Wagga Wagga is now required to conduct regular audits of SRE teaching and use of approved curriculum, and report the results of the reviews and any efforts to address any identified issues.

In the SRE classroom experience this can be achieved through a process of self-reflection, classroom observation and mentor support.

Self-reflection is about questioning, in a positive way, what you do and why you do it and then deciding whether there is a better, or more efficient, way of doing it in the future.

Classroom observation can serve to inform and enhance the quality of your teaching and develop an opportunity for mentor support.

This new process may seem daunting and overwhelming at first. You may even feel anxious and resistant to participate. Please, do not be afraid, as the teacher review process has been developed and tested to be non-threatening, supportive and a journey in learning and growth.

## SRE Teacher Review process

The following process will be used to assist your journey.

- 1) Teacher completes an **SRE Teacher Self Reflection Form** annually or as required.
- 2) Self-reflection identifies areas for support.
- 3) **SRE Teacher Self Reflection Forms** are forwarded to Diocesan Catechist Coordinator.
- 4) Diocesan Catechist Coordinator to speak with teacher as required.
- 5) **SRE Teacher Observation Form** to be used annually or as required, by which includes positive feedback.
- 6) **SRE Teacher Observation and Support meeting** to be held annually or as required, to share observations and knowledge in an affirmative manner.
- 7) **SRE Teacher Observation Forms** and **SRE Teacher Observation and Support meeting minutes** to be forwarded to Diocesan Catechist Coordinator for review.
- 8) Diocesan Catechist Coordinator reports the results of the reviews and any efforts to address any identified areas.

## Self-Reflection

As challenging as teaching is, self-reflection offers teachers an opportunity to think about what works and what doesn't in the lesson<sup>3</sup>.

Self-reflection is like looking into a mirror and describing what you see. It is a way of assessing yourself and your ways of working.

Reflecting helps you to develop your skills and review their effectiveness, rather than just carry on doing things as you have always done them. It is an opportunity to step back and see how engaging you are with the students.

The **SRE Teacher Self Reflection Form** should be completed annually or as required and forwarded to the Diocesan Catechist Coordinator.

## Classroom Observation

Teacher observation is an important part of professional development for SRE teachers. It helps teachers to critically review teaching: celebrate the positives and work on diminishing the negatives. It is not a pass or fail situation but a way of increasing the SRE teacher's awareness and skills and receive constructive feedback.

Each SRE teacher is to be observed by another person to receive feedback. The person observing should be, 'someone you can learn from.' It could be the Diocesan SRE Coordinator, Parish Coordinator, a school teacher or a fellow SRE teacher (preferable). This is to be conducted annually or as required using the **SRE Teacher Observation Form**.

## SRE Teachers Observations and Support Meeting

Once all observations are completed SRE teachers are to **attend SRE Teacher Observation and Support meeting** as soon as possible. At this meeting SRE teachers will share their observations and knowledge in an affirmative manner and record on the **SRE Teacher Observation and Support meeting minutes** observed strengths, areas to improve and general discussion.

The completed **SRE Teacher Observation Forms** and **SRE Teacher Observation and Support meeting minutes** are to be sent to the Diocesan Coordinator for review. If required, further training and mentor support will be provided by the Diocesan Coordinator.

The meeting is also an opportunity for SRE teachers to support and mentor fellow SRE teachers. In general discussion the SRE teachers are encouraged to share their teaching story, as well as provide guidance, motivation, emotional support and role modelling.<sup>4</sup> A qualified DoE Teacher & SRE Teacher with over 45 years of school teaching experience once said *"The occasional get together of SRE Teachers will give encouragement, an opportunity to meet and discuss with others, and knowledge that support is there when needed."*

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## References

- 1&3 Janelle Cox <http://www.teachhub.com/teaching-strategies-value-self-reflection>)
2. [www.whysre.com.au](http://www.whysre.com.au)
4. [www.washington.edu](http://www.washington.edu) \doit\what is the role of a mentor?

# SRE TEACHER SELF REFLECTION FORM

Teacher reflection is an important part of professional development for SRE teachers. It helps you to critically review your teaching: celebrate the positives and work on diminishing the negatives. It is not a pass or fail situation but a way of increasing your awareness and skills.

| Please reflect on the following               | Yes/No |   | Yes/No |
|---|--------|---|--------|
| I was well prepared                           |        | I paced the lesson well   |        |
| I followed the curriculum well                |        | I managed the students well   |        |
| The lesson started well                       |        | I gave the students the opportunity to share their ideas and ask good questions     |        |
| The lesson finished well                      |        | I worked at developing good relationships with the students and supervising teacher |        |
| My instructions were clear and easy to follow |        | I explained the lesson well   |        |
| The lesson was engaging                       |        | My language was age appropriate for the lesson                                      |        |

Today's strengths

Things I need to improve

Times in the lesson when I was concerned about was happening

What was I doing? What were the students doing?

Comments

Once completed please email, SMS or post to Catechist Coordinator (details below.)

Thank you & God Bless.

Trevor Dal Broi PO Box 8128 Griffith East NSW 2680 [catechist@wagga.catholic.org.au](mailto:catechist@wagga.catholic.org.au) 0407 537 994

# SRE TEACHER OBSERVATION FORM

Date: \_\_\_\_\_  
 Year Level: \_\_\_\_\_  
 Time: \_\_\_\_\_

School: \_\_\_\_\_  
 SRE Teacher: \_\_\_\_\_  
 Supervising Teacher: \_\_\_\_\_

Please tick the box that applies best next to each statement:

|  | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | N/A |
|--|----------------|-------|-----------|----------|-------------------|-----|
| SRE teacher arrived and left on time.  |                |       |           |          |                   |     |
| The SRE teacher's appearance and 'dress' was appropriate for school.                         |                |       |           |          |                   |     |
| The SRE teacher engaged positively with the supervising teacher.                             |                |       |           |          |                   |     |
| The SRE teacher's manner was friendly and inclusive.   |                |       |           |          |                   |     |
| The SRE teacher showed care and attention.   |                |       |           |          |                   |     |
| The SRE teacher was prepared with all the necessary resources.                               |                |       |           |          |                   |     |
| The SRE teacher is knowledgeable about their lesson material and content.                    |                |       |           |          |                   |     |
| The SRE teacher followed the approved curriculum.  |                |       |           |          |                   |     |
| The SRE teacher used age appropriate language and content.                                   |                |       |           |          |                   |     |
| The children seemed interested in the way the lesson was taught.                             |                |       |           |          |                   |     |
| The SRE teacher used technology with confidence.   |                |       |           |          |                   |     |
| There was a good balance between 'teacher talk' and 'class discussion'.                      |                |       |           |          |                   |     |
| The SRE teacher made the lesson fun and engaging.  |                |       |           |          |                   |     |
| The SRE teacher used (or does use) a variety of teaching methods and styles.                 |                |       |           |          |                   |     |
| The SRE teacher used thought out transitions to move children from one activity to the next. |                |       |           |          |                   |     |
| The children seemed challenged by some of the ideas.   |                |       |           |          |                   |     |
| There was a clear link with the children's life.   |                |       |           |          |                   |     |
| SRE gives children a chance to explore Christian values and ethos.                           |                |       |           |          |                   |     |

Further comments or suggestions; please use the other side if needed.

Once completed please mail, email or SMS form to Catechist Coordinator

Thank you & God Bless.

Trevor Dal Broi PO Box 8128 Griffith East NSW 2680 [catechist@wagga.catholic.org.au](mailto:catechist@wagga.catholic.org.au) 0407 537 994

## SRE TEACHER OBSERVATIONS AND SUPPORT MEETING

Date:

Present:

Apologies:

Prayer:     *Our Father*

Observed strengths:

Observed areas to improve:

General Discussion:

Closing prayer:         *Lord, guide us in the classroom and open the hearts of the students to the message of the gospel, Amen.*

*Please email, SMS or post Observation Forms and Meeting Minutes to Catechist Coordinator.*

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