

2015 Review of Special Religious Education and Special Education in Ethics in NSW Government Schools

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Recommendations to be considered in consultation with the NSW Consultative Committees for SRE and SEE

The following 16 recommendations will be presented to the NSW Consultative Committee for SRE for their consideration and response.

Recommendation	Response
<p>15. Providers to place in the public domain a sufficiently detailed description of the processes they use to authorise their SRE teachers and the minimum requirements, qualifications and basic training they require of their SRE teachers.</p>	<p style="text-align: center;">To be developed by the NSW Consultative Committee for SRE.</p>
<p>16. Providers conduct regular audits of SRE teaching and use of approved curriculum, and report the results of the audits and any efforts to address any identified issues.</p>	
<p>17. Faith groups consider forming a joint committee of all faith SRE providers to:</p> <ul style="list-style-type: none"> – assist with development of shared guidelines/understanding of requirements – develop common minimum standards for authorisation of teachers to increase the confidence of schools and parents that the person is known, suitable and adequately prepared. These should be widely promoted to all providers. 	
<p>18. All providers to place in the public domain their curriculum scope and sequence and that this be in sufficient detail for parents/caregivers and schools to be able to understand what is covered in SRE lessons.</p>	
<p>23. Providers make publicly available their complaints policy and procedures.</p>	
<p>24. Providers consider offering the same basic training for all SRE teachers and more regular on-going training and greater support including mentoring and observation of individual SRE teachers' practices.</p>	

Recommendation	Response
<p>25. Providers inform the department annually what SRE Boards, Associations and Committees they are part of and where. The department publishes a list of Boards, Associations and Committees which includes their membership by school network areas on the departmental website.</p>	
<p>26. SRE Boards, Associations and Committees inform schools they work with on an annual basis, which religious persuasions are part of the SRE Board, Association or Committee and which curriculum has been cross-authorised. Schools to publish this information on the website and update annually. They should also inform schools of any third party organisation to which they have delegated human resource management functions.</p>	
<p>28. Providers put in place processes for approval of any materials and internet resources that are used by SRE teachers in their classes and educate SRE teachers about these approval processes.</p>	
<p>29. Providers consider making available training in use of interactive whiteboards and digital projectors for SRE teachers.</p>	
<p>30. SRE curriculum developers would benefit from having access to guidelines on what constitutes well-structured curriculum documentation. Providers should seek advice from education experts (the department is one source of advice) to gain a shared understanding of:</p> <ul style="list-style-type: none"> – what is meant by the term ‘curriculum outline’ – what is meant by the term ‘curriculum scope and sequence’. 	
<p>31. SRE developers would benefit from having access to guidelines on elements that constitute a well-structured teachers’ manual. Providers seek advice from education experts (the department is one source of advice) to clarify:</p> <ul style="list-style-type: none"> – sequence of learning for each school term – lesson plans or lesson planning templates – advice on how students can be challenged and supported in age appropriate ways – advice on strategies to increase student engagement and participation – advice on strategies to accommodate student needs, backgrounds, perspectives and interests – access to resources to support teaching and learning. 	
<p>32. Providers seek to improve the quality of SRE pedagogy, relevance and age appropriateness of teaching and learning materials. To be developed by the NSW Consultative Committee for SRE.</p>	
<p>33. Providers and SRE curriculum developers consider effective pedagogies and age appropriate opportunities for learning when reviewing and developing curriculum.</p>	

To be developed by the NSW Consultative Committee for SRE.

Recommendation	Response
<p>34. Providers and SRE curriculum developers review their curriculums on a cyclical basis (e.g. five-yearly basis).</p> <p>35. Providers seek advice from education experts (the department is one source of advice) to develop a shared understanding about what is meant by the term</p> <ul style="list-style-type: none"> – ‘effective pedagogies’ – ‘relevant learning experiences’ – ‘age appropriate learning experiences’. 	<p>To be developed by the NSW Consultative Committee for SRE.</p>

Recommendations – Special Education in Ethics (SEE)

The following 6 recommendations will be presented to the NSW Consultative Committee for SEE for their consideration and response.

Recommendation	Response
<p>47. Primary Ethics to conduct regular audits of SEE teaching and use of approved curriculum and publicly report the results of the audits and any efforts to address any issues identified.</p> <p>52. Any future providers of SEE should make publicly available their complaints policy and procedures.</p> <p>53. Primary Ethics regularly monitors SEE teachers’ performance and learning needs and provide more individual support to address these needs including mentoring and observation of individual SEE teachers’ practices.</p> <p>54. Primary Ethics provides training in use of interactive whiteboards and digital projectors for SEE teachers.</p> <p>55. Primary Ethics curriculum developers to map the SEE curriculum against the learning continuum provided by the Australian Curriculum, Assessment and Reporting Authority (ACARA). Requesting the curriculum developers to note aspects of the SEE curriculum that support content descriptions and learning areas within the Australian Curriculum where applicable and appropriate.</p> <p>56. Primary Ethics curriculum developers consider whether there is a need to reduce the amount of repetition in the curriculum to prevent older primary aged students from disengaging.</p>	<p>To be developed by the NSW Consultative Committee for SEE.</p>