

**THE ANGLICAN DIOCESE OF GRAFTON
DIOCESAN POLICIES AND PROCEDURES**

SUBJECT: TEACHER AUDIT PROCESS – SPECIAL RELIGIOUS EDUCATION (SRE)		PROCEDURE REFERENCE NUMBER SRE-003
DATE APPROVED 31 October 2018 by Bishop-in-Council		REVISION NUMBER Original
POLICY IMPLEMENTATION DATE 1 November 2018	REVIEW DATE AND FREQUENCY 3 Yearly	RESPONSIBLE FOR REVIEW Bishop-in-Council

1.0 PURPOSE

To provide guidance to teachers of SRE in NSW public schools on auditing their performance to assist with continuous improvement of the delivery of SRE.

2.0 SCOPE

This policy applies to the SRE activities of the Anglican Diocese of Grafton.

This policy is not applicable to any other area of mission, ministry, employment or administration of the Anglican Diocese of Grafton including the Anglican schools of the Diocese.

3.0 BACKGROUND

Under the Education Act 1990, public schools in NSW provide two kinds of religious education

- General religious education – taught by teaching staff at the school and part of the normal curriculum
- Special religious education (SRE) – taught by people who represent their faith, are authorised, trained and may be voluntary or paid.

In NSW the most commonly taught SRE is Christianity, taught by members of approved Christian churches. The Anglican Diocese of Grafton participates in the teaching of SRE in public schools within the Diocese as a member of Inter-Church Commission on Religious Education in Schools (NSW) Inc. (ICCOREIS).

ICCOREIS represents many churches that provide religious education in public schools in NSW and encourages consultation and cooperation between members with the goal of supporting, promoting and developing quality religious education in public schools.

This policy is adapted from an ICCOREIS template policy.

4.0 AUDIT PRINCIPLES

4.1 Teacher audits are based on the principle of self-reflection and evaluation.

“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 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.”

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4.2 The teacher audit is to use the following steps:

- (a) Teacher completes self-reflection questionnaire (Schedule 1) annually or as required.
- (b) Self-reflection identifies areas for support.
- (c) Teacher self-reflection questionnaires are forwarded to supervisor.
- (d) Supervisor to speak with teacher as required.
- (e) Teacher Classroom Observation form (Schedule 2) to be used where indicated for a random sampling of SRE delivery which includes positive feedback.

5.0 REFERENCE DOCUMENTS

Nil

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SCHEDULE 1 - SRE TEACHER SELF-REFLECTION QUESTIONNAIRE



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Teacher Self-Reflection Questionnaire

For the use of those teaching SRE in NSW public schools for the purpose of performance improvement.

Name:

Date:

OUTCOMES	YES/NO
Relationships with Students: I have created a happy, engaging atmosphere and I interact with students in a warm and friendly way.	
I guide student's behaviour in a positive way.	
Respect for Students: I initiate and maintain communication with students and my communication conveys respect and promotes equity.	
I respect the diverse abilities and the social and cultural backgrounds of all students and I accommodate the individual needs of each student.	
Staff Interactions: I communicate effectively and work collaboratively with the school staff and I function well as a member of the school community.	
Learning and Development: I encourage students to make choices and take on new challenges.	
I foster curiosity and spiritual development.	
Safety: I follow the school's safety and evacuation policies.	
I am aware of the Departments Code of Conduct and adhere to its principles at all times.	
Curriculum: I feel confident in my knowledge of curriculum outcomes and the delivery of the curriculum.	
I require additional support and want to further this discussion with my supervisor.	

Adapted from SRE Teacher Audit Process issued November 2017
V001/17
Developed by AFSRE and ICCOREIS in consultation with the NSW Consultative Committee for SRE

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Self-Evaluation

1. Reflecting upon your previous lessons do you believe:

(a) That you were able to sustain the students' interest:

Yes No

Please provide examples where you believe that this was the case or what you have tried:

(b) That you were able to manage classroom behaviour appropriately:

Yes No

Please provide examples where you believe that this was the case or what you have tried:

(c) That you communicated effectively with the classroom teacher and/or school administration:

Yes No

Please provide examples where you believe that this was the case or what you have tried:

(d) That you adhere to the Department's Code of Conduct and adhere to its principles:

Yes No

Please provide examples where you believe that this was the case or what you have tried:

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SCHEDULE 2 – TEACHER CLASSROOM OBSERVATION FORM

Classroom observation can be a powerful tool for growth as a teacher. Classroom observation:

- Gives teachers feedback on whether they are on track in delivering the curriculum or whether changes are required;
- Provides tangible, observed evidence by the observer as a basis of discussion;
- Develops teachers' self-awareness about their own teaching practice and its impact;
- Guides professional learning needs at individual and provider level;
- Supports the development of a common understanding of effective teaching practices that have impact; and
- Provides opportunities to discuss challenges and concerns with colleagues.

Processes for classroom observation

It is necessary for teachers to learn and grow from classroom observation. Classroom observation can serve to inform and enhance the quality of the teaching. However, if not handled well, it can lead to anxiety and resistance.

Ideally there should be a **pre-observation meeting** which provides the opportunity for the teacher to highlight areas where feedback is sought. It also provides the opportunity for the observer to go through aspects of the lessons that will be observed. It assists in building a rapport between the teacher and the observer.

During the observation the observer takes descriptive, not interpretive notes e.g. 'Interactions with students provided opportunities for students to asks questions' rather than '____ did a good job, well done.'

Post observation meeting occurs as soon as possible after the observation. Both the observer and the teacher share reflections on the lesson. The observer poses questions to prompt further development.

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Teacher Classroom Observation Form

For the use of those teaching SRE in NSW public schools for the purpose of performance improvement.

Teacher's name: _____ Date: __/__/__

School: _____ Year: __ No of students: __ Lesson: _____

Signed in Arrived on time Marked the class roll Dressed appropriately

Rating Key:
1=Not observed 2=Inappropriate 3=Needs Improvement 4=Meets Expectations
5=Exceeds Expectations

A. Delivery of the lesson: 1 2 3 4 5

Comments:

B. Student Engagement: 1 2 3 4 5

Comments:

C. Level of interaction: 1 2 3 4 5

Comments:

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D. Age appropriateness: 1 2 3 4 5
Comments:

E. Utilisation of resources: Yes No other:
Comments:

F. Achieving aim: Yes No other:
Comments:

G. Knowledge of curriculum: Yes No other:
Comments:

H. Class discipline/behaviour management: 1 2 3 4 5
Comments:

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Pre-Observation Meeting Notes

Teacher	Observer
In this lesson I am focussing on	In this lesson I will look at the following descriptors..... <i>(observer to define each of the descriptors and the rating scale to provide clarification for the teacher)</i>
I would like feedback on.....	To assist with feedback after the meeting, I will take notes on each of the descriptors.

Post Observation - Reflection with Observer

Teacher	Observer
Reflection on the lesson.....	Feedback notes.....

Observer signature: _____ Teacher signature: _____

Date: __/__/__

Date: __/__/__