



ANGLICAN DIOCESE OF GRAFTON

Reporting the results of the Teacher Audit/Review Process

Notes

1. From 2020 all SRE teachers are required to undergo an annual self-reflection questionnaire evaluation and lesson observation as part of their professional practise in schools. (See separate document *Teacher Audit Process*)
2. Rectors of Parishes will indicate on Section D (SRE) of the annual return to the diocese that Lesson observations have taken place at either Primary or High school level.
3. A copy of the lesson observation pro-forma (See pages 7-9 Teacher Audit Process) will be sent to Maree at the registry along with the annual return by 31st March of that year.
4. Any training needs or other support identified in those returns will be copied to the Diocesan SRE Co-ordinator (michaelaridge2@outlook.com) who will address those needs with the specific SRE teacher involved.

Attached to this document please see:-

5. **Appendix one – Section D Annual return**
6. **Appendix two – pages 3-5 Self-reflection questionnaire**
7. **Appendix three – pages 7-9 Lesson observation forms**

Parish: Dorrigo

SECTION D 2019 SRE Return

If you do not have SRE teachers, and are not part of any combined SRE arrangements or joint SRE boards, tick the box below and return this form to the Registry office.

Nil Return

If you do have SRE teachers, please complete the following:
All teachers of Anglican SRE in the above Parish have:

- Completed an SRE Application Form (available from the Registry)
- A current Working With Children Clearance
- Completed a Safe Ministry Training Course in the past 3 years
- Attended Faithfulness in Service training in the past 3 years
- Completed Modules 1 and 4 of accredited SRE training (as a minimum)
- Been issued with a card by the Registry authorising them as an SRE Teacher.

SRE DECLARATION (Tick to certify)

Yes

In Progress

If status of "in progress" has been declared, action will be taken to complete all steps as soon as possible.

.....
Incumbent/Rector/Priest-in-Charge

...../...../2019

Parish: Dorrigo

RELIGIOUS EDUCATION IN SCHOOLS

How many teachers are involved in this ministry?

How many schools are involved?

Primary Schools

Intake

Pupils opted out unless opted in by parents

Yes No

Pupils opted in unless opted out by parents

Yes No

Lesson observation

Teachers are observed annually in the classroom

Yes No

Teachers are supervised by a member of staff when teaching SRE

Yes No

High Schools

Intake

Pupils opted out unless opted in by parents

Yes No

Pupils opted in unless opted out by parents

Yes No

Lesson observation

Teachers are observed annually in the classroom

Yes No

Teachers are supervised by a member of staff when teaching SRE

Yes No

SRE Teachers

Surname & Title:(Mr, Mrs, Ms, Dr)	
Christian Names	
Mailing Address	
Phone No.(s)	
Email Address	
School(s) Attending for SRE	

Surname & Title:(Mr, Mrs, Ms, Dr)	
Christian Names	
Mailing Address	
Phone No.(s)	
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Parish: Dorrigo

Surname & Title:(Mr, Mrs, Ms, Dr)	
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Surname & Title:(Mr, Mrs, Ms, Dr)	
Christian Names	
Mailing Address	
Phone No.(s)	
Email Address	
School(s) Attending for SRE	

For any enquiries about SRE please contact the Coordinators
South - The Reverend Michael Ridge
North – Vacant - to be advised

**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

SCHEDULE 1 - SRE TEACHER SELF-REFLECTION QUESTIONNAIRE



THE ANGLICAN DIOCESE OF GRAFTON

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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(e) That you met the outcomes/aims of the lessons:

Yes No

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

(f) Please indicate if you require further support and/or training in any area mentioned above or you have other concerns that need to be supported:

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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: __/__/__