



# SRE ORIENTATION PROGRAM (SECONDARY)

CCD PARRAMATTA  
FEBRUARY 2020

**"WHOEVER WELCOMES ONE  
SUCH CHILD IN MY NAME WELCOMES ME"**

- MARK 9:37

CONFRATERNITY OF CHRISTIAN DOCTRINE,  
DIOCESE OF PARRAMATTA  
PO BOX 3154, NORTH PARRAMATTA NSW 1750  
☎ 02 8838 3486 🌐 [parracatholic.org/ccd](http://parracatholic.org/ccd)

# WELCOME AND INTRODUCTION

## Thank you for volunteering to teach Special Religious Education (SRE) in your Parish.

NSW government legislation provides various religious denominations with the opportunity to teach religious education to the students attending government schools.

Time is set aside in the school timetable for religious education classes to take place once a week. The time allocated can vary slightly between schools but for the majority of schools the lesson is half an hour.

*‘Teaching SRE is an educational process aimed at helping the students learn about their particular faith.’*

*(Taken from “Teacher’s Pet” by Mark Hillis p7 1995)*

Part of the requirement of SRE is that volunteers receive training to develop skills and techniques in teaching children. This introduction today will prepare you to go into a classroom for the first

time and lead you into the Accreditation Course that you will undertake later this year.

The Confraternity of Christian Doctrine (CCD) is a worldwide organization designed to further the religious education of children. It began around 1556 and was promulgated to be established in every parish throughout the world by Pope Pius X in 1905.

In Australia Cardinal Gilroy, in 1959, linked the many organizations doing catechetical works within a central archdiocese Confraternity of Christian Doctrine.

Following the establishment of the Parramatta Diocese, a Diocesan CCD was established by Bishop Bede Heather on the 15 June, 1987.

Its primary aim is to assist the bishop to undertake the religious education and faith formation of Catholic students attending NSW Government schools.

## CONFRATERNITY OF CHRISTIAN DOCTRINE (CCD)

### CONTACTS

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# PRAYER

## OPENING PRAYER

Leader: Lord, you call us to this ministry of Special Religious Education to share in the Church's mission of spreading the Gospel. We ask you to bless our gathering. May today's session help us grow in readiness to use our gifts and talents at the service of your son through this ministry. We ask you this in Jesus' name. Amen  
Let us listen to God's word.

## READING

*A reading from the Gospel of Mark (Mark 9:33-37)*

Then they came to Capernaum; and when he was in the house he asked them, 'What were you arguing about on the way?' But they were silent, for on the way they had argued with one another about who was the greatest. He sat down, called the twelve, and said to them, 'Whoever wants to be first must be last of all and servant of all.' Then he took a little child and put it among them; and taking it in his arms, he said to them, 'Whoever welcomes one such child in my name welcomes me, and whoever welcomes me welcomes not me but the one who sent me.'

The Word of the Lord.

**R Thanks be to God.**

*Please pause for a moment and reflect on the Gospel reading.*

## REFLECTION

Jesus tells us that little children are welcome to come to him and not to stop them (Mt 19:14). We are called to serve the children and youth in our state schools. We strive to welcome them as we would welcome Christ, and to help them learn and grow as His disciples.

God knows our work isn't always easy. We are constantly challenged by influences beyond our control. Thankfully, we are not alone in our Ministry. Jesus is with us as a people gathered in His name - strengthening us with the wisdom and courage of the Holy Spirit.

Jesus tells us that love of God and love of children are woven together in mystery. As we reflect on our call to serve the children in our parish schools in the faith, we can take comfort in knowing that our efforts will help them grow in knowledge and love of God.

No effort to reach out to a child ever goes to waste, and in God's eyes, no kindness toward them is ever forgotten. As SREs we plant seeds of faith which with God's grace will bear fruit at some stage in their lives.





# OUR MISSION STATEMENT

The Confraternity of Christian Doctrine consists of a united group who are mainly volunteers, dedicated and committed to Special Religious Education in State Schools.

We strive to ensure that Catholic children attending Primary, Secondary and Special Education State schools and their families have an opportunity to hear the Good News, to develop a relationship with God and to feel welcomed and valued members of the Church community.

We endeavour, by our living of gospel values, to nourish and support the faith development of the children and their families.

We will strive to transform unjust structures which impede our mission and we seek the challenge of discovering alternate ministries whenever and wherever needs emerge.

We accept the responsibility of continually calling each other to ongoing formation and commitment to mission.

We value the opportunity to work alongside other denominational groups in common commitment to children in State schools.

## STRUCTURE OF THE CONFRATERNITY OF CHRISTIAN DOCTRINE IN THE DIOCESE OF PARRAMATTA



BLACKTOWN REGION	HAWKESBURY REGION	PARRAMATTA REGION	BLUE MOUNTAINS REGION	HILLS REGION	NEPEAN REGION
Blacktown	Richmond	Granville	Blackheath	Baulkham Hills	Cranebrook
Doonside	Riverstone	Greystanes	Emu Plains	Castle Hill	Emerton/ Mt Druitt
Lalor Park	Glenwood/ Stanhope Gardens	Guildford	Glenbrook	Dundas Valley	Kingswood
Marayong	Quakers Hill	Harris Park	Lawson	Kenthurst	Glenmore Park
Plumpton	Windsor	Merrylands	Upper Blue Mountains	North Rocks	Mt Druitt South
Rooty Hill	Kellyville	Parramatta	Springwood	North Parramatta	Penrith
Seven Hills		Toongabbie		Rouse Hill	St Clair
		Wentworthville		Rydalmere	St Marys
		Westmead		Winston Hills	Luddenham/ Warragamba

# KNOW YOUR SCHOOL

## WELCOME TO THE MINISTRY OF SPECIAL RELIGIOUS EDUCATION (SRE) IN PARISH.

The SRE Parish Coordinator/ Team: \_\_\_\_\_

Name(s): \_\_\_\_\_

Ph: \_\_\_\_\_ Email: \_\_\_\_\_

I will be teaching/assisting at school on a \_\_\_\_\_

I will be teaching/assisting year at am/pm \_\_\_\_\_

School Address: \_\_\_\_\_

School Ph: \_\_\_\_\_

School appointed SRE Coordinator: \_\_\_\_\_

Email: \_\_\_\_\_

Parish appointed school SRE Coordinator: \_\_\_\_\_

Ph: \_\_\_\_\_ Email: \_\_\_\_\_

**NB: Please contact school SRE Coordinator if you are unable to teach/assist at any time.**

### THE SCHOOLS IN OUR PARISH ARE:

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Ph: \_\_\_\_\_

Teaching day: \_\_\_\_\_

School SRE Coordinator: \_\_\_\_\_

Name and No: \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Ph: \_\_\_\_\_

Teaching day: \_\_\_\_\_

School SRE Coordinator: \_\_\_\_\_

Name and No: \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Ph: \_\_\_\_\_

Teaching day: \_\_\_\_\_

School SRE Coordinator: \_\_\_\_\_

Name and No: \_\_\_\_\_



Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Ph: \_\_\_\_\_  
Teaching day: \_\_\_\_\_  
School SRE Coordinator: \_\_\_\_\_  
Name and No: \_\_\_\_\_

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Ph: \_\_\_\_\_  
Teaching day: \_\_\_\_\_  
School SRE Coordinator: \_\_\_\_\_  
Name and No: \_\_\_\_\_

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Ph: \_\_\_\_\_  
Teaching day: \_\_\_\_\_  
School SRE Coordinator: \_\_\_\_\_  
Name and No: \_\_\_\_\_

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Ph: \_\_\_\_\_  
Teaching day: \_\_\_\_\_  
School SRE Coordinator: \_\_\_\_\_  
Name and No: \_\_\_\_\_

**I have read the School Policy on:**

- |   |        |
|---|--------|
| 1. Signing on                               | Yes/No |
| 2. Emergency procedures                     | Yes/No |
| 3. Marking rolls and absentees              | Yes/No |
| 4. Class rules regarding discipline         | Yes/No |
| 5. Students leaving classroom during lesson | Yes/No |
| 6. Eating in the classroom                  | Yes/No |
| 7. Mobile phone policy                      | Yes/No |



# COLAL SECONDARY LESSON

## For 45 minute lesson

1. The Parish will provide a Teacher's Manual. Every lesson contains a teacher's resource page. It is crucial to read this page before preparing the lesson.

This includes:

- Teaching Focus
  - Learning Outcomes
  - Catechism of the Catholic Church
  - Scripture
  - Resources
2. Actual lesson plan:
    - Revise previous lesson (3 minutes)
    - Orientation Phase (main points) (7 minutes)
    - Development Phase (25 minutes)
    - Synthesis Phase (10 minutes)
    - To remember
  3. Lesson followed by 3 or 4 pages of worksheets/handouts
  4. The back of the Manual includes:
    - Solutions
    - Glossary of terms
    - Treasury of prayers

***NB: Each year level includes 12 lessons. These can be expanded - see example below.***





Outcomes

Revise previous lesson

Prayer

Resources

Year                      Lesson No.  
Lesson Title

To Remember

Orientation/Introduction  
Phase

Development/Body Phase

Synthesis/Response  
Phase



# Lesson Template

Opening Prayer:

STEP  
1

## Orientation/Introduction Phase

*During this phase teachers can establish students' prior knowledge and life experience relating to this lesson*

**Timing**

10 min

**Resources**

STEP  
2

## Development/Body Phase

*During this phase students and teachers may come to new and deeper understanding of the topic. They will come to hear and respond to the word of God and to explore the relationship that exists between life and the Christian story.*

**25 min**



**STEP  
3**

**Synthesis/Response Phase**

*This phase provides opportunities for teachers and students to reflect upon the learning experience and to respond both personally and communally.*

**Timing**  
10 mins

**Resources**

**TO REMEMBER:**



# CLASSROOM MANAGEMENT

In our SRE classroom we walk together to seek a deeper relationship with Jesus Christ. In order to do this we strive for a cooperative classroom that encourages us all to show:

- courtesy, respect, humility, tolerance, good humour and integrity.
- respect for and appreciation of the talents of others
- care for the environment in which we live and work

## **Preparing your lessons well helps with the management of your class.**

- Be organised
- Try not to cover too much in each lesson
- Keep it simple
- Keep it do-able
- Expect good behaviour – acknowledge it when it happens
- Calmly insist that reasonable standards are met. Calmly persist until they are
- Don't talk/preach at the students - allow time for questions and discussion
- Above all radiate enthusiasm, joy and calm
- Familiarise yourself with the school policies
  - Discipline policy (eg. cannot send students out of the classroom)
  - Evacuation policy, lock-down procedures
  - Policy regarding truancy and non-attendance
  - Policy regarding return of confiscated phones etc
- Make use of the school's reward program e.g. merit cards, points system etc
- Be consistent and fair in discipline
- Follow-through with consequences
- Discipline individual students quietly and privately. Never engage in a disciplinary conversation across the room

## USING PRAISE EFFECTIVELY

- Get to know the students by name and use their name when speaking to them.
- When students are working on an activity move about the room and praise or encourage them to continue the good work they have started.
  - Catch them 'doing good' and praise them for it, so that students begin to understand that you will give them the attention they want when they behave well.
- Always speak courteously and with respect to students when speaking to them.  
"We are all made in the image and likeness of God" (Gen 1:26-27).

Remember to ask for advice and support when needed, from your parish coordinator or the school appointed coordinator.



# CHILD PROTECTION MATTERS

## NOTIFICATION PROCESS FOR SRE TEACHERS

### CONTACT DETAILS

**Cecilia Zammit, CCD Director**  
**Diocese of Parramatta**  
 ☎ 02 8838 3486

**The CCD Director will ensure the Parish Priest is informed**

If you think that a child or young person (yp):	<ul style="list-style-type: none"> <li>• Is at risk of harm, or</li> <li>• Has been subjected to physical or sexual assault, ill treatment, neglect or psychological harm</li> </ul>
<b>THEN YOU MUST FOLLOW THE 3RS:</b>	
<b>REASSURE</b> – the child or yp that	The child or yp did the right thing by telling you <ul style="list-style-type: none"> <li>• The child or yp is not in trouble</li> <li>• You will tell someone who can help the child or yp</li> <li>• The child or yp has a right to feel safe and protected</li> </ul>
<b>RECORD</b>	Immediately anything that you are told or that you observe <ul style="list-style-type: none"> <li>• Include the date, time, parties involved</li> <li>• Sign the record</li> </ul>
<b>REPORT</b> – the incident immediately or as soon as practicably possible to:	<ul style="list-style-type: none"> <li>• Principal of the school</li> <li>• CCD Director</li> </ul>

## WHAT YOU MUST DO

**Note:** *A child is defined as a person under the age of 16 years.*

*A young person is defined as a person who is 16 or 17 years.*

SRE Teachers (Catechists and Assistants) are to be aware of the [NSW Department of Education Code of Conduct](#), which includes the [Social Media Policy](#) (see Section 23 of the Code) and act in accordance with the conduct described in it.



# TERMS YOU NEED TO KNOW

## Risk of harm

- Basic physical or psychological needs are not being met or are at risk of not being met
- Absence of necessary medical care
- Risk of physical or sexual abuse
- Risk of psychological harm due to exposure to domestic violence
- Conduct of the care-giver causes or has the potential to cause harm

## Indicators that a child or yp is at risk of harm include:

- Bruising, lacerations, welts, burns and scalds
- Persistent sexualised behaviour
- Self destructive behaviour
- Bullying and other behavioural disorders
- Extreme attention-seeking behaviour

## Sexual Assault and Sexual Misconduct

- Any sexual offence or misconduct committed against, with or in the presence of a child or yp
- Includes inappropriate conversations of a sexual nature, comments that express a desire to act in a sexual manner, unwarranted and inappropriate touching, sexual exhibitionism, watching a child or yp undress, personal correspondence with a child or yp in respect of the adult's sexual feelings
- Grooming behaviour or patterns of behaviour aimed at establishing trust with the child or yp for inappropriate purposes, such as inappropriately giving gifts, showing special favours to them but not other children, spending inappropriate special time with the child or yp
- Possession or display of child pornography

## Physical Assault

- A hostile or reckless act in the eyes of the victim
- The application of force against a child or yp
- Acts that cause a child or yp to fear that an assault or immediate force is likely to occur
- It does not have to involve actual injury or harm
- It is irrelevant whether or not consent is provided

## Ill treatment

- Excessive restriction of freedom
- Excessive demands placed on a child or yp
- Punishment is disproportionate to the behaviour or inappropriate in the circumstances
- Punishment is inconsistent with community standards

## Neglect

- Failure to provide basic physical or emotional necessities of life
- May be an ongoing situation or an isolated incident

## Psychological Harm

- Conduct causing significant emotional harm or trauma
- Can include exposing a child or yp to violence isolating, belittling, exploiting or excluding a child or yp repeatedly

## Professional Misconduct

- Inappropriate conduct involving a child or yp eg. Social contact, grooming behaviours, inappropriate physical conduct, inappropriate gestures and comments





# DIOCESE OF PARRAMATTA CODE OF CONDUCT WORKING WITH CHILDREN AND YOUNG PEOPLE

## PREAMBLE

To have the opportunity to work with children and young people is a wonderful privilege. As you will be representing your Parish community there are commitments to care for children and young people, yourself and the communities you represent. This Code of Professional Conduct is based upon a commitment to the children and young people in our care, their parents and the broader faith community.

This Code will assist to clarify the parameters of appropriate conduct for those who work in child and youth related ministry. It is anticipated that the general principles expressed in this Code may be applied to circumstances not referred to in this document when required.

[To view the NSW Department of Education Code of Conduct please click here.](#)

## 1. PROFESSIONAL RESPONSIBILITIES

### 1.1 In attending to compliance matters it is expected that you will:

- Comply with lawful instructions and policies presented by the Diocese, Parish Priest or his delegate.
- Comply with legislative and industrial requirements and any policies and procedures implemented by the parish
- Demonstrate a duty of care to children and young people by being punctual, diligent and sensitive to their needs
- Take reasonable steps to protect children and young people from foreseeable risk of injury and to protect their own health and safety at all times
- Take reasonable steps to ensure that the workplace is free of all forms of harassment and unlawful discrimination
- Be aware of and apply the Privacy policies of the parish and the Diocese
- Complete your duties in accordance with the directions provided by the Parish
- Consider the risks of proposed activities and tasks and develop strategies to manage these risks.

### 1.2 In matters relating to professional standards it is expected that you will:

- Support the core values of the Diocese
- Adhere to an appropriate standard of dress when engaged in ministry
- Use language that is appropriate and non-threatening
- Be cautious about the responsible storage of medications
- Respect the privacy and dignity of all Parish and Diocesan personnel
- Maintain the security of all official and confidential information at the parish relating to your ministry
- Report to the Diocesan Chancery AND the Parish Priest reportable conduct that is brought to your attention

**PARTICULARLY:**

- Any sexual offence or sexual misconduct committed against, with or in the presence of a child (including child pornography)
- Any physical assault, ill-treatment or neglect of a child
- Any behaviour that causes psychological harm to a child
- Misconduct that may involve reportable conduct as listed above

**AND**

- any circumstances where you suspect that a child or young person is currently at risk of harm.

## 2. PROFESSIONAL RELATIONSHIPS WITH CHILDREN AND YOUNG PEOPLE

**It is expected that you will:**

- Be caring, respectful, compassionate and take an interest in the children and young people in your care
- Avoid as far as possible being alone with a child and young person and if required discuss strategies with supervisor prior to being alone.
- Respect a child and young person's cultural diversity.
- Avoid favouring individual children and young people and treat them all equally
- Be equally available to all children and young people
- Avoid offering or receiving gifts to or from individual children and young people
- Avoid any contact with a child or young person that is not part of an approved activity by the parish.
- Remain removed from personal relationships with children and young people
- Restrict the transportation of children and young people in your personal car to circumstances that are in accordance with prescribed policy
- Ensure that physical contact with children and young people is reasonable for the purpose of their management or care.

**Examples include:**

- assessing a child or young person who is injured or ill
- comforting an upset child
- guiding a child or young person in a non-threatening manner
- protecting a child or young person from imminent danger to himself/herself or to others
- demonstrating or guiding a particular action or skill a part of drama or other activities within the lesson

## 3. INAPPROPRIATE PRACTICES

The following practices are inconsistent with the values of the parish you represent and are therefore not permitted:

- The application of corporal punishment or physical force to punish or correct a child or young person
- Using an object, such as a book to gain a child's attention in a hostile or inappropriate physical manner
- Hitting, kicking, shaking, pulling, shoving, grabbing, pinching, poking or pushing a child or young person
- Holding or restraining a child or young person other than to prevent injury or harm to them or others



- Intimidating, humiliating or swearing at a child or young person
- Locking a child or young person in a confined space
- Refusing biological needs or basic necessities
- Using practices which instil fear or cause a child to feel alienated
- Having in your possession or providing children or young people with alcohol or prohibited substances
- Providing tobacco or tobacco-based products to children and young people
- Engaging in conduct of a sexual nature that is improper including inappropriate touching, inappropriate conversations of a sexual nature, suggestive remarks or innuendo, obscene gestures, sexual exhibitionism. Personal correspondence, exposure of children or young people to sexual behaviour
- Exposing a child or young person to material that contains violent, inappropriate sexual messages or adult concepts and themes that are inappropriate given their age and level of maturity.

***Acceptable physical contact with children and young people***

- ***Physical contact should be appropriate, given the age, maturity, health or other characteristics of the child***
- ***Physical contact should be consistent with any specific management plan for specific children***
- ***Physical intervention (including physical restraint, removals or escorts) should be avoided and used only as a last resort to ensure safety and protection of children and others. Physical intervention may be regarded as appropriate when a child or young person is causing or at risk of causing injury or harm to self or others or when it is part of an approved behaviour management plan.***

***NOTE: Evidence supporting the use of inappropriate practices may result in the termination of your involvement in this and other ministries that involve children and young people.***

# THE ABC OF SRE

**A**lways be early for your class.

**B**e careful never to be alone with only one or two students .

**C**lass rules/expectations must be discussed and set in your first SRE lesson of the year, always with reference to the school rules/expectations.

**D**o find out about school policies covering rolls, behaviour management, mobile phone policy, lock down and emergency procedures etc.

**E**nure additional resource materials are in line with the approved curriculum (COLAL).

**F**orm good working relationships with scripture teachers from other denominations and staff at the school.

**G**o with confidence into your class knowing God is always with us.

**H**elpers in the classroom are God's gift to teachers.

**I**n all lessons adhere to the approved curriculum - COLAL .

**J**ust ignore the temptation to give out lollies or food to the students as they may cause an allergic reaction.

**K**now your students' world. Take an interest by noticing special events that are taking place at their school .

**L**earn your student's and class teacher's names

**M**ake sure you are aware of and follow the parish procedure if you are unable to teach/assist your lesson.

**N**ever take photos of the students in your class without the written permission of school and the parents.

**O**ther visual resources should be organised well in advance. All DVDs/videos/You Tube clips, must firstly be viewed by yourself and approved by the school SRE Co-ordinator before being viewed by the students.

**P**ray and prepare your lessons well - the work put into preparation will be rewarded in the classroom.

**Q**uestions are important to achieve high student involvement. They also foster self esteem by your encouragement.

**R**emember to wear your Authorisation Card and lanyard as well as name badge while at the school.

**S**elf reflection is the way we review the effectiveness of our lessons and suggest new ideas to include in future lessons.

**T**eaching is about relationships- we are building relationships with our students and this is the basis of effective communication of the Gospel message. Be mindful to teach with sensitivity and age appropriateness.

**U**nderstand that students learn and respond in different ways and at different speeds, therefore be mindful of students with additional needs.

**V**isual resources will make the lesson brighter and more interesting. Displaying images is a powerful way to build student engagement and boost learning ensuring any visuals are age appropriate.

**W**hen there are issues of disruptive behaviours try positive reinforcement techniques and ask for assistance.

**X**plain clearly the behaviour you expect from your students and always give clear instructions.

**Y**ou always need to remember that parents are the first and principal educators of their children in their faith.

**Z**eal and zest inspired by the Holy Spirit makes this ministry vibrant.



# NSW GOVERNMENT – DEPARTMENT OF EDUCATION GUIDELINES

## RESPONSIBILITIES OF PROVIDERS

Reference: <http://bit.ly/2CCSSRW>

1. The authorisation of personnel to teach SRE is the sole responsibility of each individual religious persuasion. The persuasions are not to authorise any person as a SRE teacher who has not obtained a Working With Children Check that has been verified by the Diocese of Parramatta or who has a criminal conviction for:
  - a crime against a minor; or
  - violence; or
  - sexual assault; or
  - the provision of prohibited drugs.
2. It is the responsibility of each persuasion to provide sufficient SRE teachers. The relevant representative of the religious persuasion should inform the principal when SRE teachers are unavailable.
3. It is the responsibility of the approved religious persuasion to:
  - a) authorise representatives to teach SRE
  - b) authorise materials and pedagogy used by SRE teachers
  - c) ensure that the school is provided with a list of the names, date of birth and Authorisation Card numbers of authorised SRE teachers.
  - d) provide information about the content of lessons when requested by parents/caregivers.

## OPPORTUNITIES FOR SRE TRAINING AND FORMATION

Sharing faith with others is a great responsibility, and it requires the development of special skills and knowledge.

In an address to a plenary assembly in April 1992, Blessed Pope John Paul II stated that:

*'To set high standards (for catechist training) means both to provide a thorough basic training and to keep it constantly updated. This is a fundamental duty, in order to ensure qualified personnel for the Church's mission, with good training programs and adequate structures, providing for all aspects of formation – human, spiritual, doctrinal, apostolic and professional.'*

As a person of faith, SREs (catechists) hand on the tradition and teaching of the Catholic Church to students. As a result, anyone planning on being involved in the SRE ministry will be required to participate in Training (Minimum Level 1).

CCD Parramatta offers numerous opportunities for skills training, personal growth and faith formation. Please take advantage of the Training Courses, Reflection days and In-services on offer.

Please contact your parish co-ordinator or the CCD office for details.



# ROLE OF SRE HELPER

An SRE Helper/Assistant is someone who journeys with a SRE Teacher. They can participate in the lesson, assist the students and provide support as necessary.

The role of the Helper/Assistant will be negotiated between the SRE Teacher and the Helper/Assistant and may include:

- Leading the class in prayer
- Marking the class roll
- Distributing Student Activity Books
- Assisting students with their book work or activities, eg. craft
- Assisting with technology, eg CD player, data projector etc
- When appropriate, assisting with reading in class
- Demonstrating actions for a song or drama
- In collaboration with the SRE Teacher nominating children for merit awards
- In collaboration with the SRE Teacher planning the lesson
- When confident, assisting in the presentation of the lesson
- Evaluating the lesson with the SRE Teacher following the lesson

SRE Helpers/Assistants should be provided with a copy of the Teacher's Manual and Student Activity books for the class they are helping/assisting. The SRE Teacher should provide the lesson plan to the Helper/Assistant so they have an awareness of what will be taught during each lesson.

SRE Helpers/Assistants are encouraged to attend the CCD Level 1 Accreditation Course. Upon completion of the course a Helper/Assistant could fulfill all the duties of an SRE Teacher and teach an SRE class on their own, if they choose.

An SRE Helper/Assistant may choose to remain a Helper/Assistant and not take on the responsibility of teaching a class.

This decision remains the choice of the Helper/Assistant. However, should a Helper/Assistant make this decision, the Level One Training must be undertaken.



## CCD RESOURCES

Resources, including music, books and posters named in the curriculum Christ our Light and Life, are approved for the SRE classroom to be used in a sensitive and age-appropriate way. Any other materials and internet resources must be approved by the CCD office and Diocese of Parramatta.

The CCD library is located at Suite 6/10 Victoria Road, Parramatta. It has extensive resources available for borrowing.

Please call Maree at the Diocesan office on ☎ 02 8838 3486 before coming in to ensure that someone will be at the office to let you in. Below is a selection of some of the resources available for borrowing:

### MUSIC

ARTIST	ALBUM	CDs FOR PERSONAL REFLECTION
Various	As One Voice	Bernadette Farrell
Various	Bible Songs	David Haas
Carey Landry	Various	Marty Haugen
Circadian Rhythms		Monica Brown
Darlene Zschech	Change Your World	Secret Garden
Hillsong	Various	Taize
Gary Pinto	Take Back our World	
John Burland		
Kevin Bates		
Matt Maher	Alive Again The end and the beginning The love in between All the People said Amen Welcome to Life	
Michael Mangan	Various	
Michael W Smith	The first decade 1983-1993	
Monica Brown	Various	
Peter Kearney	Various	
Top 25 praise Songs	Various	
WOW #1s	Christian Hits	

## DVDS

Caritas - Make poverty history	Journey of life
Catholic youth bible	Love one another
Catholic youth bible triple challenge	Paul apostle of grace
Christianity and Islam	The bible Genesis
Christianity the second thousand years	The Christ files
Christianity the first thousand	The life and times of Jesus Christ
From one blood	The life and times of Jesus Christ
Discovering the bible	The spirit of Oz
Holy land journey	The Ten Commandments - Cecille B. De Milles
Jean Vanier - gift of community	The Theory of Everything
Jesus "Who do men say that I am"	The touch of the masters hands
Jesus in the Holy Land	The treasure house
Jesus seeking his own land	Volume 1 - eye drops
Jesus the new way - Exploring Biblical Jordan	Walk where Jesus walked
Journeying with Jesus	Walking the Bible
Journeying with Jesus in the Holy Land	World Youth day Sydney - Stations of the Cross

## POSTER SETS

- God's Promises - The Old Testament Part 1
- Holy Week Posters
- Jesus our Hope - the Ministry of our Lord - New Testament
- Jesus our Light - the Early Life of Jesus
- Posters of Old Testament Images
- Sing Praise - The Psalms - Old Testament Part 2
- The Footsteps of Jesus - Journey of the Cross and Beyond
- Craft and Activity Books - Bible
- Creative arts and many others
- Adult Reflective and Formative
- Dramas/Games/Liturgies /Plays
- Biblical Characters





## OTHER RESOURCES




### PARISH

- **CCD Library** – some parishes have their own Library
- **Local Catholic School** – See your Parish Co-ordinator to find out about the process for borrowing resources from your parish catholic school.

### USEFUL WEBSITES

- **Andrew Chinn website**  [www.butterflymusic.com.au](http://www.butterflymusic.com.au)
- **CCD Sydney**  [www.ccdsydney.catholic.edu.au](http://www.ccdsydney.catholic.edu.au)
- **John Burland Website**  [www.johnburland.com](http://www.johnburland.com)
- **Michael Mangan**  [www.litmusproductions.com](http://www.litmusproductions.com)
- **Together at One Altar**  [www.togetheratonealtar.catholic.edu.au](http://www.togetheratonealtar.catholic.edu.au)

### BOOKSHOPS

- **CCD Sydney**  
Polding Centre, Level 6, 133 Liverpool Street, Sydney NSW 2000
- **Koorong**  
28 West Pde, West Ryde NSW 2114  (02) 9857 4477
- **Koorong**  
61/79 Henry St, Penrith NSW 2750  (02) 4724 4477
- **Mustard Seed Bookshop**  
133 Liverpool St, Sydney NSW 2000  (02) 9307 8350





*SENDING FORTH  
MATTHEW 28:19-20*

**“GO, THEREFORE, AND MAKE DISCIPLES  
OF ALL NATIONS, BAPTISING THEM IN THE  
NAME OF THE FATHER, AND OF THE SON,  
AND OF THE HOLY SPIRIT, TEACHING THEM  
TO OBSERVE ALL THAT I HAVE COMMANDED  
YOU. AND BEHOLD, I AM WITH YOU ALWAYS,  
UNTIL THE END OF THE AGE.”**

CONFRATERNITY OF CHRISTIAN DOCTRINE,  
DIOCESE OF PARRAMATTA  
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☎ 02 8838 3486 🌐 [parracatholic.org/ccd](http://parracatholic.org/ccd)