



SRE CATECHIST ORIENTATION PROGRAM (PRIMARY/SECONDARY)

CCD PARRAMATTA
MARCH 2023

“WHOEVER WELCOMES ONE
SUCH CHILD IN MY NAME WELCOMES ME”

– MARK 9:37



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WELCOME AND INTRODUCTION

Thank you for volunteering to be a Special Religious Education (SRE) Catechist in your Parish. I would like to warmly welcome you to the SRE Catechist ministry!

SRE Catechists are in a privileged position to bring a life changing message to our young people of God's great love, the hope we have in Jesus and the importance of faith in our lives. In a time when young people have so many challenges and distractions and are navigating life to attain a strong sense of self identify, we bring them the priceless message of God's infinite goodness and love for us all.

The work of SRE in NSW is governed by legislation which requires that time is set aside in the school timetable each week for religious instruction. Within this legal framework there are a number of mandatory requirements of SRE Catechists. Many are to do with ensuring the safety and protection of children and so we actively support and abide by all these requirements. For example from 2021, the mandatory online Child Protection Training Unit must be done by all new SRE Catechists before they are authorised by the Parish to represent the Church. Also we teach according to the approved curriculum "Christ our Light and Life", and do not introduce unapproved materials. SRE Catechists are required by public schools to follow the Department of Education COVID-smart measures.

SRE Catechists are required to be trained. The orientation session is a precursor to Level One training which SREs are required to undertake in the first year of teaching. Once an SRE Catechist completes this initial course which is offered several times each year, the volunteer will be accredited to teach SRE. Catholic SRE in the Parramatta Diocese is overseen by the Confraternity of Christian Doctrine (CCD). The CCD was first established in 1562 to provide religious instruction to the young and eventually under Pope Pius X became an agency of all dioceses worldwide. In NSW each of the 11 dioceses have a CCD office. The Parramatta CCD office was established by Bishop Bede Heather in 1987.

When teaching children about God, remind them to "Reach up as far as you can, and God will reach down all the rest of the way" as our Bishop, Vincent Long says.

New catechists will be joining a worldwide network of faith-filled people, committed to bringing children the greatest gift of all – Jesus. Enjoy the journey!

God bless

Merilyn Hancock
Head of Confraternity of Christian Doctrine (CCD), Diocese of Parramatta

Note: Throughout this booklet the term SRE Catechist has been used to refer to those working in the Catechist ministry in state schools and so generally includes both SRE Teachers and Helpers.



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.

✠ Thanks be to God.

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

REFLECTION

In this passage from Mark, Jesus tells his disciples that children should be welcomed into his presence. We are called to serve the children and youth in public schools and to welcome them as we would welcome Christ, helping 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 local State 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 SRE Catechists we plant seeds of faith which with God's grace will bear fruit at some stage in their lives.

REFLECTING ON YOUR CALL TO BECOME AN SRE CATECHIST

Questions for discussion

- ***Why was I drawn to this Ministry?***
- ***What message do I want the students to take with them?***
- ***What challenges do I feel I may face?***



ORIENTATION SESSION AGENDA

The orientation session is an essential part of joining the SRE Catechist Ministry. The following are the main topics addressed in this booklet and which need to be covered in the orientation session. Please allow plenty of time to cover these areas properly.

1. **Prayer & reflection**; reasons for joining the ministry
2. **CCD Mission Statement**
3. **SRE authorisation process**
4. **SRE Catechist training**
5. **COLAL Curriculum** - including curriculum overview page, Teacher's Manual and Activity books
6. An **overview of Lesson Planning** using the COLAL curriculum – see Appendices for Lesson Plan template and sample lesson plan.
7. **Essential Compliance matters**
 - a. Code of Conduct for working with children & young people (see Appendices)
 - b. Child Protection Notification process (See Appendices)
 - c. Responding to Reportable Conduct fact sheet (See Appendices)
 - d. Classroom Management
 - e. Dept of Education/Health COVID-smart measures (see handout)
8. **Helpful advice** including
 - a. ABC of SRE
 - b. CCD and Other Resources
 - c. Useful websites and bookshops

CCD MISSION STATEMENT

The Confraternity of Christian Doctrine (CCD), Diocese of Parramatta consists of catechists who are mainly volunteers, dedicated and committed to teaching Special Religious Education (SRE) in public schools.

We strive to ensure that children from Catholic families attending public schools, have an opportunity to hear the Good News, to develop a relationship with God and to feel welcomed as valued members of the Church community.

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

We will strive to challenge unjust structures which impede the mission of Jesus. We seek the support of our colleagues and collaborate with other ministries and organisations to enable this mission to emerge.

We commit to engage in ongoing formation, responding to signs of the times in continuing the mission of Jesus Christ.

We value the opportunity to give witness to our faith, and to work alongside other Christians and other faith teachers, in our common commitment to enhance the human and spiritual development of students in public schools.



SRE AUTHORISATION CHECKLIST

- Complete the NSW Working With Children Check (WWCC) application **and** Parish verification process.
- Attend an orientation session with your Parish Coordinator and/or Regional Coordinator
- Complete the Child Protection online Module (after the orientation session). To enrol email Maree Collis at ccd.training@parracatholic.org advising that you have completed the orientation session and providing your name, contact information and parish name.
- Email ccd.training@parracatholic.org to advise that you have completed the Child Protection module.
- Complete the SRE Engagement Form and return it to your Parish Co-ordinator.
- Receive your blue provisional Parish Authorisation Card. Once an SRE Catechist has completed Level 1 training they will be issued a full green Authorisation Card.



COMPLIANCE MATTERS

Religious Education in NSW was legislated as part of the Public Instruction Act of 1880 and has remained part of the timetable in public schools since that time. Approved providers of the various religions that teach in public schools are required to be compliant with certain conditions.

One such requirement is that SRE Catechists must undergo initial and ongoing training in child protection, classroom management and in how to teach the approved curriculum with sensitivity and in an age appropriate manner.

Parramatta CCD ensures these obligations are met through:

- the orientation session
- Level 1 training
- 'refresher training' throughout the year at parish team meetings, and
- ongoing training modules for trained and experienced SRE Catechists.

Within the orientation session, your Parish Coordinator or Regional Coordinator will take you through the following important compliance documents:

- Parramatta Diocese Code of Conduct for working with children and young people – see Appendix 1
- Child Protection Notification process for Special Religious Education teachers - see Appendix 2
- Responding to Reportable conduct - see Appendix 3
- Classroom Management – see page 16.
- Any COVID-smart measures currently in place for SRE. See:
<https://education.nsw.gov.au/teaching-and-learning/curriculum/religion-and-ethics>

When these documents are reviewed annually at term parish meetings your Parish Coordinator will record attendance on the parish SRE Catechist register; so it is essential that all SRE Catechists are present.



SRE CATECHIST TRAINING

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, Saint 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.'*

CCD Parramatta offers three levels of SRE Catechist training, plus reflection and formation days throughout the year. Information about upcoming training dates can be obtained from your Parish Coordinator.

Level 1 (Compulsory)

The Level 1 course is compulsory and includes topics such as: exploring the curriculum, teaching strategies, classroom management, the Bible and lesson planning. Level 1 training is offered several times during the year and runs on one day of the week over 8 weeks: 9.30am to 2.30pm. If a session is missed it can be made up at another Level 1 course - just let the CCD Office know when catching up on missed sessions.

Some Level 1 units are available online. Please enquire through your Regional Co-ordinator. Zoom training sessions may also be offered.

Level 2

SRE Catechists who have completed Level 1 are highly encouraged to go onto Level 2 and then Level 3 training courses, although they are not compulsory. Level 2 runs over 7 weeks (one day/week) and builds on the classroom skills learnt in Level 1 and offers an opportunity for deeper understanding of faith development of the students and faith formation for the SRE Catechist.

Level 3

Level 3 comprises two parts: Part A -Study of the Gospel of the year (5 weeks) and Part B - Journey of Faith is (5 weeks). Part A is open to anyone wishing to further their understanding of the Gospels.

Certificates of Completion are presented to SRE Catechists who have completed all sessions and other requirements of the Level 1 and the Level 2 courses, at their Regional Mass the following year. Those who complete the Level 3 Training Course are presented with their Graduation Certificate at the Annual CCD Diocesan Mass.



CURRICULUM OVERVIEW: Christ our Light and Life (Primary)

TEACHER'S MANUAL CONTENTS

- ◆ Introductory sections:
 - ◇ Overview
 - ◇ Foundational Goals
 - ◇ Roles of Catechists
 - ◇ Catechetical methodology
 - ◇ Family centred curriculum
 - ◇ Curriculum resources
 - ◇ Sacred scripture
 - ◇ Prayer place
 - ◇ Content strands
- ◆ Syllabus outcomes**
- ◆ Scope & sequence
- ◆ Know your school
 - ◇ Procedures
 - ◇ Aids & equipment
- ◆ Templates for lesson planner & attendance/roll call
- ◆ Lesson Plans x 32 + Intro lesson
- ◆ Appendices (Plays, Glossary, Activity book solutions)

CONTENT STRANDS

(See page v Teachers Manual)



1. God the Holy Trinity

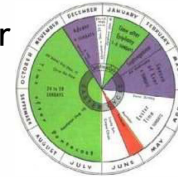
2. Creation



3. The Moral Life



4. Liturgy/Liturgical Year



5. The Church

ACTIVITY BOOK CONTENTS

- ◆ Activity pages for each lesson
- ◆ 8 extension activities
- ◆ A treasury of prayers
- ◆ Values for Australian schools

**VALUES & ATTITUDES/KNOWLEDGE/SKILLS

LESSON PLANS—FIRST PAGE

- * Teaching Focus
- * Learning outcomes
- * Catechism of the Catholic Church
- * Scripture
- * Resources

Lesson Structure is then as follows:

YEARS K-2

(Pre stage 1 and Stage 1)

- * Opening prayer
- * Step 1 Telling the Story
- * Step 2 Reflecting on the Story
- * Step 3 Proclaiming the Word
- * Step 4 Response

YEARS 3-6

(Stages 2 and 3)

- * Opening prayer
- * Step 1 Orientation
- * Step 2 Development
- * Step 3 Synthesis



CURRICULUM OVERVIEW: Christ our Light and Life (Secondary)

TEACHER'S MANUAL CONTENTS

Introductory sections:

Overview | Foundational Goals | Role of Catechists | Catechetical methodology | Sacred Scripture | The Teachers Manual | CCD Website

Know your school

Procedures | Teaching Aids & equipment

Lesson planner template (photocopy)

Class Attendance template (photocopy)

Lesson Plans x 12 (Years 7-10)

Lesson Plans x20 (Years 11 and 12 combined)

Appendices

Student Activity Solutions | Treasury of Prayers | Glossary | Feedback form

Secondary Content Strands:



God, Religion & Life

Scriptures & Jesus



Church & Community

Prayer, Liturgy, & Sacraments



The Moral Life

LESSON PLANS

Background information page

Teaching Focus | Learning outcomes
Catechism of the Catholic Church |
Scripture | Resources

Lesson structure

Opening prayer

- * Step 1 Orientation
- * Step 2 Development
- * Step 3 Synthesis

Final prayer

To remember

Resource Sheets

(may be photocopied for students)

****VALUES & ATTITUDES/KNOWLEDGE/SKILLS**

LESSON PLANNING AND THE COLAL CURRICULUM

As SRE Catechists teaching in NSW Public schools, we are required to teach from the approved Curriculum and in Parramatta Diocese the approved curriculum is *Christ Our Light and Life* (COLAL).

The COLAL Teacher's manual and activity books are obtained from your Parish Coordinator.

Lesson planning is important in ensuring: your SRE lessons are as effective as possible, your students are engaged with interesting activities and discussion and that lesson Learning Outcomes are achieved.

The COLAL Teacher's Manual provides an excellent basis for your lesson plans, but as the teacher you are in the best position to determine the methods and materials which will be most engaging for your individual learners. Planning your lesson with varied and interesting activities suited to your students' interests, abilities, learning preferences and learning stage is the best way to avoid having to manage inappropriate behaviour in the classroom, and it will maximise learning.

A template lesson plan is provided in Appendix 5 of this booklet and an example completed lesson plan can be found in Appendix 6. The lesson planning session in the Level 1 training course will go through this and other lesson planning tools and approaches. This session is taught towards the end of the Level 1 course so you can use your learning and ideas gained from the rest of the course into preparing lesson plans. We encourage you to review how your lesson went using the Self reflection template provided at Appendix 7. Complete the evaluation form at least a few times a year eg once a term to continue to improve your teaching practice.

The time and effort you put into your lesson planning is an invaluable investment in the faith development of your students.

Pope Francis calls us to be creative

In a message sent to catechists from all over the world, Pope Francis stressed the need to not only make Christ the centre of their lives, but to be creative and adaptable in finding ways to reach the people in their area.

"The catechist is creative; they search for different means and forms of announcing Christ," the Pope said in his July 12 message.

Believing in Jesus is "beautiful," he said, because Jesus is the way, truth and life "who fills our existence with joy and gladness." "This ...leads us to find new signs and ways of transmitting the faith," he said, noting that while the means might be different, what's important is to imitate "the style of Jesus, who adapted to the people he had before him in order to make them close to the love of God."

Source: 'Pope Francis calls catechists to be joyful creative witnesses of Christ', Catholic News Agency 2/7/2017 (www.catholicnewsagency.com)



SECONDARY SRE LESSON PLANNING

The Lesson Planning template and example lesson plan provided (see Appendix 5 & 6) are suited to a Primary SRE lesson although they can be adapted for secondary lessons. In Secondary SRE while the structure of the lesson is similar with time allocated for prayer, orientation, development and synthesis there are important differences. One of the first things you will notice as a Secondary SRE Catechist is that there are just 12 lesson plans for a given curriculum year, not 32. There is also no Activity book for Years 7-12. This means a different approach to lesson planning is required. Time allocated for Secondary SRE lessons may differ to Primary school.

Instead of activity books, additional information and exercise sheets are provided in the Teacher's Manual after each lesson. Just as Primary SRE Catechist teachers often choose to take more than one week to properly cover a given topic, this is even more the case with Secondary SRE Catechist. Treat the lesson plans provided as stimulus material from which you can cover a range of related topics or introduce other related materials.

Here are a few other tips for Secondary SRE lesson planning:

- You may wish to draw from lesson plans across other years of the COLAL curriculum, ensuring that the material provided is age appropriate. This could involve going back to a Stage 3 lesson, if you are confident it is not overly familiar to your students, or going forward, if you are confident they won't be exposed to the same content within a year or so, and it is appropriate to their learning stage and needs.
- Encourage discussion on the topic: your learners have more to contribute being older and with more life experience. Engaging your learners through stimulating discussion will make them active participants in their faith learning. Remember the COLAL methodology which is to integrate the Word of God/Church Teaching with the personal experience of the learner: *"The communication of faith in catechesis is an event of grace, realized in the encounter of the word of God with the experience of the person."* (GDC#150)
- Find relevant and engaging videos and multimedia materials. Make sure they are approved resources. See the 'Useful Websites' section of this booklet for recommended online resources
- Refer to the 'Know, Worship and Love' textbooks for your Year level as they have a wealth of related information.
- Creative approaches to prayer. Awaken them to the myriad prayer forms we can use to talk to God. Have them create their own prayers. Guide them in a reflection, meditation, Lectio Divina or the Rosary. Consider a person or situation where prayer is needed, and practical ways we can respond to those needs. Use intercessory prayer. Create a classroom liturgy. Reflective music can also assist to create a prayerful atmosphere.
- Keep an eye out for secondary training sessions which are run by the CCD, where you can update your learning and share ideas with other Secondary SRE Catechists.



HELPFUL ADVICE

- Arrive at the school at least ten minutes before the lesson if possible. Being punctual is important as the children should not be left alone.
- On arrival, sign in using their sign in procedure eg. attendance book; electronic sign in
- Be prepared - even over prepared for your lesson.
- Children learn in different ways so try and engage them all.
- Vary ways of saying prayers e.g. use music and singing, intercessory prayers, gratitude, meditation, poems. Remember to encourage the children to participate in a prayerful, reflective manner.
- Vary storytelling methods e.g. rather than reading the story each week use 'Echo Mimes' where the story is told using actions and the children repeat the story and actions after you - for example Exploring Scripture (which is based on Godly Play) and 2D and 3D Biblical Figures.

YOUR FIRST LESSON

1. Introduce yourself to the children.
2. Discuss some rules for the class with the children.
3. Use positive language, e.g. 'Listen when others are speaking' rather than 'Don't talk while others are speaking.'
4. Teach the behaviour you want. If the children do something you aren't happy with tell them and teach them what you expect. Always practice this with the students.
5. Give instructions clearly and slowly and only one at a time.
6. Don't allow the children to railroad the lesson. They often like to tell you their life stories. Keep them on task.

QUESTIONING ADVICE & TIPS

- Be enthusiastic about the students' questions. Be glad they asked.
- Commend them for using the good minds that God gave them to find out about the truth.
- Encourage them to keep asking questions. Remember that questions help us to have insight into their thinking and understanding.
- Treat all questions seriously.
- Affirm that it is good to ask questions.
- Give simple answers and stick to the point.
- Ask students 'What do they think?'
- Give the students more information if they are unsatisfied with the answer.
- Ask the student to restate the question if you think you have misunderstood what is being asked.
- Use simple concepts and language that is age appropriate.
- If you don't know the answer tell them that you will try to find out and invite their participation in finding the answer.
- It is better to say that you don't know than to invent an answer or say something that you know to be wrong.
- Always give time for the students to answer a question rather than answer your own question. The students will learn to wait for you to provide the answers.



WHAT DO YOU DO WHEN:

1. A student suggests an answer that is incorrect:
 - Affirm the student for offering an answer.
 - Suggest that the student considers something from the lesson that will help them see the correct answer.
 - Clarify any misunderstanding before you move on.
2. No-one offers an answer:
 - Give the class some extra information that will help or retell the section of the lesson that contains the answer. It's better to help them get there than answering your own question, if possible. If this happens a lot, the self-reflection tool might be helpful to think about how to improve class engagement. (Level 1 training will cover this.)
 - Tell them the answer and move on with the rest of the lesson
3. A student's answer is very lengthy:
 - Thank them for their thoughtful answer but explain that you'd also like to hear other students' thoughts.
 - Suggest to the student that you will talk to them later (don't forget to do so)
4. A student begins to give you personal details or information that is not appropriate:
 - (if applicable) Follow the Notification Process for Catholic SRE.

COLAL Activity Books

- Each child will receive an activity book. They will often receive a note from the parish requesting payment for the book. If your parish does this, collect the money and return it to the parish office.
- Children are given an activity book whether they have paid their money or not.
- Ask the teacher in the classroom for a place to keep the books rather than carrying them back to school each week.



THE ABC OF SRE

Always be early for your class.

Be careful never to be alone with only one or two students.

Class rules/expectations should be set in your first SRE lesson of the year with reference to the school rules.

Do find out about relevant school policies eg. rolls, behaviour management, mobile phone policy, lock down emergency procedures etc.

Ensure additional resource materials are in line with the approved curriculum (COLAL).

Form good working relationships with scripture teachers from other denominations and staff at the school.

Go with confidence into your class knowing God is always with us.

Helpers in the classroom are God's gift to teachers.

In all lessons adhere to the approved curriculum – Christ Our Light and Life COLAL.

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

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

Learn your student's and class teacher's names.

Make sure you follow the parish procedure if you are unable to teach/assist your lesson.

Never take photos of the students in your class without the written permission of school and the parents.

Other visual resources eg. video clips, youtubes should be approved by the school SRE Catechist coordinator in advance.

Pray for your students and prepare well - the work put into preparation will be rewarded in the classroom.

Questions are important to achieve high student involvement. Encourage their questioning minds.

Remember to wear your Authorisation Card and lanyard while on school grounds.

Self-reflection is important to review the effectiveness of your lessons and to generate new ideas.

Teaching is about relationships - the basis for effective communication of the Gospel message.

Understand that students learn in different ways and at different speeds. Be mindful of additional needs students.

Visual resources make the lesson brighter and more interesting. Ensure any visuals are age appropriate.

When dealing with disruptive behaviour use positive reinforcement techniques and ask for assistance if necessary.

Xplain clearly the behaviour you expect from your students and always give clear instructions.

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

Zeal and zest inspired by the Holy Spirit makes this ministry vibrant.



CLASSROOM MANAGEMENT

Preparing your lessons well is an important aspect of the classroom management. Keeping your classes fun, engaging, inclusive and interesting is key to preventing classroom management issues.

- Be organized and try not to cover too much in each lesson
- Keep it simple
- Keep it do-able
- Expect good behaviour and neat work – acknowledge it when it happens
- Calmly insist that reasonable standards are met
- Calmly persist until they are
- Above all, radiate enthusiasm joy and calm. Without this, we are not effectively witnessing to God's love
- Teach the behaviour you expect from the children in your class and acknowledge and affirm them when they are carried out. Some examples:
 - To raise their hand before speaking
 - To raise their hand before moving in the room
 - To wait for your response
- Respond to good behaviour so that students begin to understand that you will give them the attention they want from you when they behave well
- Have a few simple rules:
 - We will raise our hand before speaking
 - All eyes on the person speaking
- Keep instructions simple and ensure all eyes are focused on you when giving these instructions

USING PRAISE EFFECTIVELY

- Get to know the children by name (name tags can help!) and use it 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:
 - 'Mary, I like the way you raise your hand and wait for your turn.'
 - 'Blake, you have really tried hard with your find-a-word, well done'.
- Always speak courteously and with respect to students when speaking to them, remembering "We are all made in God's image and likeness".

Also remember to:

- Have some useful activities that can be used in spare five minute periods or for children who work quickly and finish before others.
- Ask for advice and support, when needed, from your parish coordinator or the school appointed coordinator.

SCHOOL POLICIES & PRACTICES TO BE FAMILIAR WITH

- Reward program e.g. merit cards, points system etc.
- Dealing with difficult students and discipline policy
- Evacuation policy and procedures.



ROLE OF SRE CATECHIST HELPER

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

The role of the SRE Catechist Helper will be negotiated between the SRE Catechist and the Helper 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 powerpoints and audiovisual etc
- When appropriate, assisting with reading in class
- Demonstrating actions for a song or drama
- In collaboration with the SRE Catechist nominating children for merit awards
- In collaboration with the SRE Catechist planning the lesson
- When confident, assisting in the presentation of the lesson
- Evaluating the lesson with the SRE Catechist following the lesson

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

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

An SRE Catechist Helper may choose to remain a Helper and not take on the responsibility of teaching a class however they will still be required to complete Level One Training.

CCD RESOURCES

The CCD Office has a large range of resources for borrowing including many of the music, books and posters listed as recommended resources in the Christ our Light and Life curriculum. It's important to ensure any resources used are age-appropriate and sensitive to the students and their needs. Resources not listed in the curriculum must be approved by the CCD Office, RCs or Parish.

The list of CCD Resources can be found on the CCD website under Teaching Resources. See ccdparramatta.org.au

To arrange to borrow from the Library, please call Maree Collis on 02 8838 3486 or email: maree.collis@parracatholic.org



OTHER RESOURCES

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

USEFUL WEBSITES

CCD Parramatta	ccdparramatta.org.au
The Well (Parramatta Diocese)	thewell.org.au AND thewell.org.au/kids (content for kids)
CCD Sydney	ccd.sydneycatholic.org
Together at One Altar	togetheratonealtar.catholic.edu.au
Free Bible Images	freebibleimages.org
Caritas Australia	caritas.org.au
Worlds of the Text	catholicidentity.bne.catholic.edu.au/scripture/SitePages/Three-worlds-of-the-text.aspx
Parramatta Cathedral virtual tour	parracatholic.org/st-patricks-cathedral-virtual-reality/

Useful Websites for purchasing music include:

John Burland	johnburland.net
Michael Mangan	litmusproductions.com
Andrew Chinn	butterflymusic.com.au/artists/andrew-chinn/

BOOKSHOPS

Mustard Seed Bookshop	mustardseed.org.au 133 Liverpool St, Sydney NSW 2000 (02) 9307 8350
Koorong	koorong.com <ul style="list-style-type: none"> • 61/79 Henry St, Penrith NSW 2750 (02) 4724 4477 • 28 West Pde, West Ryde NSW 2114 (02) 9857 4477
St Patrick's Cathedral Giftshop	stpatricksgiftshop.com Murphy House, 1 Marist Pl, Parramatta
Pauline books & media	Paulinebooks.com.au 150 Castlereagh St Sydney
Garratt Publishing	garrattpublishing.com.au

CCD CONTACTS & REGION/PARISH STRUCTURE

CONTACTS			
ADDRESS	Bethany Centre 470 Church St Parramatta NSW 2150	PO Box 3066 North Parramatta NSW 1750	
HEAD OF CCD	Merilyn Hancock	02 8838 3485	merilyn.hancock@parracatholic.org
CCD OFFICE MANAGER	Maree Collis	02 8838 3486	maree.collis@parracatholic.org
REGIONAL CO-ORDINATORS			
BLACKTOWN	Connie Cassar	0410 346 484	connie.cassar@parracatholic.org
	Jill Franco	0402 172 346	jill.franco@parracatholic.org
HAWKESBURY	Carol Vella	0422 429 043	carol.vella@parracatholic.org
HILLS	Wendy Hord	02 9674 4931	wendy.hord@parracatholic.org
	Helen Zammit	0401 183 268	helen.zammit@parracatholic.org
MOUNTAINS	Melissa McDonald	0408 693 042	melissa.mcdonald@parracatholic.org
NEPEAN	Carmel Fenton	0402 222 143	carmel.fenton@parracatholic.org
PARRAMATTA	Fiona Clarke	0404 895 539	fiona.clarke@parracatholic.org



STRUCTURE OF THE CCD IN THE PARRAMATTA DIOCESE



OUR REGIONS

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





Appendix 1: DIOCESE OF PARRAMATTA CODE OF CONDUCT- WORKING WITH CHILDREN AND YOUNG PEOPLE

PREAMBLE

The opportunity to work with children and young people in the ministry of Special Religious Education (SRE) is a 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 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.

Because SRE Catechists work in public schools they are also bound by the NSW Department of Education Code of Conduct.

[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



2. PROFESSIONAL RELATIONSHIPS WITH CHILDREN AND YOUNG PEOPLE

21 **Acceptable Behaviour:**

- 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:
 - 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
- 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.

22 **Unacceptable Behaviour:**

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 instill fear or cause a child to feel alienated
- Making any kind of drug, alcohol or cigarettes available to children and young people, or consuming and/or being under the influence of any substance while working or volunteering with 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.



3. REPORTABLE CONDUCT

From 1 March 2020 the *Children's Guardian Act 2019* defines Reportable Conduct¹, as:

- A sexual offence committed against, with or in the presence of a child
- Sexual misconduct with, towards or in the presence of a child
- Ill-treatment of a child
- Neglect of a child
- An assault against a child
- An offence under section 43B (failure to protect a child at risk of harm) or 316A (failure to report a child at risk of harm) of the Crimes Act 1900
- Behaviour that causes significant emotional or psychological harm to a child

WHAT DOES IT MEAN FOR YOU?

Steps in reporting the unacceptable conduct of an adult.

As a WWCC Holder, you have an obligation to report the conduct of other WWCC Holders who work with children if you think it may be Reportable Conduct.

You must report to the Head of CCD and remember that the information is confidential. Do not inform others of this information.

If you are a WWCC Holder and an allegation of Reportable Conduct is made about your behaviour towards children, the Diocese must report to the Children's Guardian and conduct an investigation.

Reportable Allegations or Reportable Convictions regarding WWCC Holders may be received by the Head of CCD who in turn will report the concern to the Office for Safeguarding (Chancery) and inform the Parish Priest. Alternatively, you can report directly to the Office for Safeguarding (Chancery) at safeguarding@parracatholic.org or phone 8838 3419.

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.



Appendix 2: CHILD PROTECTION NOTIFICATION PROCESS - SRE

<p>All those who have Working With Children Check (WWCC) clearance and work with children (0-15years) and young people (16 and 17 years old) are required to make a report if they believe a young person (yp) is at risk of significant harm (ROSH). Under the relevant Act (<i>Children's Guardian Act 2019</i>) an SRE is considered a <u>'mandatory reporter'</u> for children (0-15) at risk of significant harm (ROSH).</p>	
<p>If you think that a child or young person (yp):</p>	<ul style="list-style-type: none"> • Is at risk of significant harm, or • Has been subjected to physical or sexual assault, ill treatment, neglect (medical/educational) or psychological harm or is living in a household with domestic violence
<p>THEN YOU MUST FOLLOW THE 3RS:</p>	
<p>REASSURE – the child or yp that</p>	<ul style="list-style-type: none"> • the child or yp did the right thing by telling you • the child or yp is not in trouble • you will tell someone who can help the child or yp • the child or yp has a right to feel safe and protected
<p>RECORD</p>	<ul style="list-style-type: none"> • (as soon as practical) anything that you are told or that you observe • include the date, time, parties involved • your role and name • sign the record
<p>REPORT</p>	<ul style="list-style-type: none"> • You must inform the Principal of the school to make a report to the Department of Communities and Justice (DCJ) and then • You must also contact the Head of CCD, Diocese of Parramatta and give details of the incident. • Additionally, you are required to complete a formal report yourself and lodge it with the Department of Communities and Justice (DCJ) by either <ul style="list-style-type: none"> - calling the Child Protection Helpline: 132 111(24/7) or - if the report is non-urgent you can submit an e-report reporter.childstory.nsw.gov.au - the Head of CCD can assist you in making the report (ph 8838 3486) • in an emergency you should call 000 • Confidentiality is essential.

WHEN IS A CHILD AT RISK OF SIGNIFICANT HARM (ROSH)?

<p>Risk of significant harm occurs when needs are not met or are at risk of not being met</p>	<ul style="list-style-type: none"> • Basic physical or psychological needs • Non-attendance at school • Absence of necessary medical care • Risk of physical or sexual abuse • Risk of psychological harm due to exposure to domestic violence • Conduct of the caregiver causes or has the potential to cause harm
<p>Indicators that a child or yp is at risk of harm include:</p>	<ul style="list-style-type: none"> • Bruising, lacerations, welts, burns and scalds • Persistent sexualised behaviour • Self-destructive behaviour • Bullying and other behavioral disorders • Extreme attention-seeking behaviour • Low self-esteem

SRE Catechists and Helpers are expected to follow the Child Protection Notification Process described in this document as it follows the direction given in the Children and Young Persons (Care and Protection) Act 1998 and the NSW Department of Education Code of Conduct, which includes the Social Media Policy.

Reports to the Principal, the CCD Office/Office for Safeguarding and the DCJ must be made within 24 hours.

CONTACT DETAILS DIOCESE OF PARRAMATTA

Merilyn Hancock, Head of CCD
 02 8838 3485
 merilyn.hancock@parracatholic.org

Office for Safeguarding Manager
 02 8838 3419
 safeguarding@parracatholic.org

The Head of CCD will ensure the Parish Priest is informed.

TERMS

WWCC	Working with Children Check
ROSH	Risk of Significant Harm
Child	A child is defined as a person under the age of 16 years.
Young person (yp)	A young person is defined as a person who is 16 or 17 years
DCJ	Department of Communities and Justice



Appendix 3: REPORTABLE CONDUCT SCHEME – ADDITIONAL INFORMATION & REFERENCES

- *Reportable conduct is covered in Section 3 of the ‘Diocese of Parramatta Code of Conduct – Working with Children and Young People’ -see Appendix 1.*

WHAT IS THE REPORTABLE CONDUCT SCHEME?

The Reportable Conduct Scheme requires WWCC Holders to report any allegations regarding Reportable Conduct involving a WWCC Holder (**Reportable Allegations**), or convictions regarding Reportable Conduct involving a WWCC Holder (**Reportable Convictions**), to the head of their entity. The Bishop is the Diocese’s head of entity, but in practice the Office for Safeguarding assists the Bishop to meet his obligations.

The Scheme covers the conduct of WWCC holders towards children (under 18 years), whether that conduct occurs at home or at work.

The Scheme also requires the Bishop to report any Reportable Allegation or Reportable Conviction involving a WWCC Holder to the Children’s Guardian and initiate an investigation.

REFERENCES

Children’s Guardian Act 2019
Responding to Reportable Conduct Policy
Responding to Reportable Conduct Practice Guide

MORE INFORMATION

For further information on the Reportable Conduct Scheme you can visit the Children’s Guardian website at kidsguardian.nsw.gov.au (**Fact Sheets - Reportable Conduct**)

If you have specific questions about the *Children’s Guardian Act 2019* in relation to Reportable Conduct, you can email the Office for Safeguarding (Chancery) safeguarding@parracatholic.org



Appendix 4: THE ANNUAL ASSURANCE LETTER

As Head of the Diocese of Parramatta the Bishop is required to give certain assurances to the Department of Education about SRE on an annual basis. It's important for all SRE Catechists to understand these commitments. They include:

- That all SRE Catechists have a Working With Children Check clearance, and that this clearance has been verified by our Diocesan Safeguarding office.
- That we have in place a system of authorised initial and ongoing training for our SRE Catechists and that this training include training in classroom management, mandatory reporting and child protection.
- The ongoing training includes efforts to address findings in the review of teaching SRE.
- That we have a curriculum scope and sequence published on our website
- That our SRE Catechists are teaching our curriculum with sensitivity and in an age appropriate manner.
- That we provide the school a list of the names, dates of birth and contact details of authorised SRE Catechists. (This enables the school to check the Department's 'Not to be employed list'.)
- SRE Catechists are to present photo ID upon request by the school.
- SRE Catechists are to wear a name badge which includes the name of the authorised provider. (We meet this requirement with our authorisation card displayed in a lanyard.)
- That SRE Catechists report incidents of "Risk of significant harm" – see Appendix 2.
- Our complaints procedure is published on our website

For more information about the responsibilities of approved providers refer to 'Special Religious Education Procedures – Implementation document for Religious Education policy' found at the following link <http://bit.ly/2CCSSRW>.



Appendix 5: LESSON PLAN TEMPLATE

Stage/Year: _____ Lesson Number: _____ Lesson Title: _____

BEFORE YOU BEGIN: - Reflect on what the lesson means for you

WHAT AM I TRYING TO COMMUNICATE - Learning Outcomes

WELCOME AND GATHERING

Time allowed

WHAT WILL I NEED?

Movement into the classroom, Set up prayer place

Resources

LET'S PRAY Opening Prayer

mins

Use traditional and other prayer forms)

LET'S SHARE

mins

For **K-2** this is 'STEP 1 Telling the Story' in the COLAL Manual.

For **3-6** this is 'STEP 1 Orientation Phase'.

- Revision questions, orientation discussion. For K-2, plan your Story telling method– (Storybook, song, drama, echo mime. etc.)

K-2 STEP 2: "Reflecting on the Story "I wonder..."

mins

- List the "I Wonder" questions to ask the students



LET'S DISCOVER

mins

K-2 STEP 3: Proclaiming the Word

3-6 STEP 2: Development Phase

- For K-2, plan your Story telling method– (*Storybook, song, drama, echo mime. etc.*)

3-6: "I WONDER" QUESTIONS

mins

- List the questions to ask the students

LET'S DO AN ACTIVITY

mins

K-2 STEP 4: Response/ 3-6 STEP 3: Synthesis Phase

- Provide clear instructions for your activity eg page number etc.

LET'S REFLECT, CONNECT AND PRAY

mins

'To Remember' & Final prayer

CONCLUDING THE LESSON

Well before the bell goes, gain the attention of the class, through use of a ritual—hand clapping etc,

- . *Collect activity books*
- . *Sum up your lesson outcomes*
- . *Farewell greeting*
- . *Dismiss students in an orderly manner*

WHAT WILL I NEED?

Resources



Appendix 6: LESSON PLAN EXAMPLE

Stage/Year: Stage 2/Year 3. **Lesson Number:** 25 **Lesson Title:** THE MAN WHO CHANGED HIS WAYS

BEFORE YOU BEGIN: - Reflect on what the lesson means for you

The God I believe in is loving and forgiving and reaches out to me even when I feel unworthy.

WHAT AM I TRYING TO COMMUNICATE - Learning Outcomes

- Read and discuss the scripture passage about Zacchaeus;
- Consider the idea of repentance and ‘beginning again’;
- Identify personal actions or behaviours that need to change

		WHAT WILL I NEED? Resources
<p>WELCOME AND GATHERING <i>Time allowed</i></p> <ul style="list-style-type: none"> • <i>Movement into the classroom, Set up prayer place</i> <p>Set up the prayer place with the help of the students. (Have students sitting on the floor).</p>		<p>Materials for the Prayer Place</p> <ul style="list-style-type: none"> • Bible • Candle • Cross • Coins
<p>LET’S PRAY Opening Prayer 2 mins</p> <ul style="list-style-type: none"> • <i>Use traditional and other prayer forms</i> <p>Sing the Our Father with actions.</p>		<p>Music/iPad</p> <ul style="list-style-type: none"> • Our Father • I’m So Special
<p>LET’S SHARE 3 mins</p> <p>For K-2 this is ‘STEP 1 Telling the Story’ in the COLAL Manual. For 3-6 this is ‘STEP 1 Orientation Phase’</p> <ul style="list-style-type: none"> • <i>Revision questions & Orientation discussion</i> • <i>For K-2, plan your Story telling method– (Storybook, song, drama, echo mime. etc.)</i> <p>Have some coins on the prayer place to prompt the students’ memory of the previous lesson ‘The Rich Young Man’Ask the students:</p> <ul style="list-style-type: none"> • What did Jesus ask him to do? • Why did the rich young man go home sad? <p>Remind the students that his wealth meant a lot to him and he would not share what he had with others so it was hard for him to follow Jesus. He was very sad.</p> <p>Brain storm with the students the word FRIENDSHIP. Using a mind map, ask the following questions to generate ideas. (May not need to ask all these questions)</p> <ul style="list-style-type: none"> • What does friendship mean to them? • Have you ever hurt another person? With words? Or with actions? • How did you feel? How did they feel? • How do we forgive? What did Jesus teach us about forgiveness? <p>Show flashcards ‘FORGIVENESS’ and ‘SORRY.’</p> <p>It’s hard to like some people because of the way they act and the way they treat others. Jesus reminds us to always treat people with love and respect. He always reached out to people in friendship and showed forgiveness, making things right between them, God and others.</p>		<p>Materials for Mind Mapping</p> <ul style="list-style-type: none"> • Large sheet of paper • Markers – different colours <p>Flashcards</p> <ul style="list-style-type: none"> • Forgiveness • Sorry
<p>K-2 STEP 2: “Reflecting on the Story “I wonder...” mins</p> <ul style="list-style-type: none"> • List the “I Wonder” questions to ask the students <p>Not applicable here.</p>		



<p>LET'S DISCOVER 7 mins</p> <p>K-2 STEP 3: Proclaiming the Word/ 3-6 STEP 2: Development Phase</p> <ul style="list-style-type: none"> For K-2, plan your Story telling method– (<i>Storybook, song, drama, echo mime. etc.</i>) <p>Before starting the story make sure everyone is quiet - ask the students, “Are you ready to listen to a story?” Explain the meaning of a tax collector before starting the story. Let’s listen to a story that comes from the New Testament section of our special book, the Bible. It’s where Jesus reached out in friendship to a man who was not popular because he took more money than he needed. This Story is about a man named ZACCHAEUS....show flashcard Using the story script and required resources, present the story of Zacchaeus.</p>	<p>Flashcards</p> <ul style="list-style-type: none"> Zacchaeus <p>3D Biblical Characters presented in a box</p>
<p>3-6: “I WONDER” QUESTIONS 5 mins</p> <ul style="list-style-type: none"> What were Jesus and Zacchaeus talking as they had dinner together? How the people felt when Zacchaeus gave back their money? Have you ever grumbled or complained about something? Are you ever a bit like anyone in this story? <p>Remind the students –</p> <ul style="list-style-type: none"> Jesus invites us to let him show the way in our lives. It doesn’t matter what has happened in our lives in the past, Jesus calls us to follow him. People looked down on Zacchaeus. Jesus’ reached out to him and this reminds us not to judge people Jesus wants us to know he loves us and wants to have a loving friendship with us. Perhaps Zacchaeus was undeserving of the kind act of Jesus but Jesus always came to find and save people like Zacchaeus This invitation is for us too. Jesus always invites us to make a newstart and welcome God more fully into our hearts. 	
<p>LET'S DO AN ACTIVITY 7 mins</p> <p>K-2 STEP 4: Response/ 3-6 STEP 3: Synthesis Phase</p> <ul style="list-style-type: none"> Provide clear instructions for your activity eg page number etc. <p>Get the students’ attention before explaining the activity. Ask them to describe the character of Zacchaeus BEFORE and AFTER he met Jesus</p> <p>After giving the instructions ask the students if they have any questions about the activity before they go to the tables, then direct them to pages 52 & 53.</p>	
<p>LET'S REFLECT, CONNECT AND PRAY 4 mins</p> <p>‘To Remember’ - GOD LOVES US AND WANTS US TO RETURN TO HIM</p> <ul style="list-style-type: none"> In the last 2 minutes of the lesson direct the students to return to the floor. Ask: ‘What was the most important thing you heard today?’ Ask for a volunteer to lead the final prayer from the Activity book. Dismiss the students, collect activity books and farewell individually. 	<p>Play Music as a prompt for the students to return to the floor.</p> <ul style="list-style-type: none"> ‘I’m So Special’
<p>CONCLUDING THE LESSON</p> <p><i>Well before the bell goes, gain the attention of the class, through use of a ritual—hand clapping etc,</i></p> <ul style="list-style-type: none"> Collect activity books, sum up the lesson outcomes, farewell greeting, and dismiss students in an orderly manner 	



SRE SELF REFLECTION – ‘REFLECTIVE TEACHERS ARE EFFECTIVE TEACHERS’

SRE teachers are trained to reflect regularly on their own teaching using this self-reflection tool. The use of this tool is part of Level One and Two Training courses, and used when SREs are observed in their classrooms by their supervising teacher.

To continue to improve the SRE experience for our students the following are suggested areas of reflection. Remember no lesson is perfect and we can learn something from each one.

YEAR:	LESSON NO & TITLE:
CONTENT- Was content kept within the authorised curriculum & child appropriate? Yes / No	
<ul style="list-style-type: none"> If any concerns please comment 	
STUDENT ENGAGEMENT - Was the lesson engaging & interesting?	
<ul style="list-style-type: none"> What techniques were used to engage the students eg. visuals, flashcards, music, craft, drama, small group tasks, games, peg people, Smartboard, quizzes, big books What techniques worked well and what could be done differently to be more effective? Were questions/ questioning techniques (eg. open, closed, deeper thinking, reflection) used to engage students? Did students ask questions? Were they given an opportunity? 	
PRAYER - Was there an opportunity to encounter Jesus through prayer? Was there a prayer place present?	
<ul style="list-style-type: none"> What prayer types were used? What other techniques/ideas could be tried? 	
TIME MANAGEMENT - Was time used effectively?	
<ul style="list-style-type: none"> Was time allowed for each lesson stage ie. Telling the story/ I wonder/Proclaiming the Word/Response (K-2 lessons); Orientation/Development/Synthesis (3-6) 	
CLASSROOM ENVIRONMENT - Has a positive classroom environment been established?	
<ul style="list-style-type: none"> Were positive reinforcement strategies used? What strategies worked well? Why? Which strategies did not? Why not? What could be done differently? Are there particular behavioural issues that require further support from the school? 	
LEARNING OUTCOMES - Were learning outcomes for this lesson met?	
<ul style="list-style-type: none"> How were learning outcomes for this lesson met? If not met, please comment. Is there any content that should be covered next time? 	
IDEAS TO TRY NEXT TIME... /& ANY OTHER COMMENTS	



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
BETHANY CENTRE, 470 CHURCH ST, PARRAMATTA NSW 2150

PO BOX 3066, NORTH PARRAMATTA NSW 1750

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