

2019- Report on MEC SRE Teacher Evaluations

During 2019, MEC authorised 12 SRE teachers

These teachers had:

- Completed the 7 modules of SRE Accreditation Training (except for exemptions as per Youthworks <https://youthworks.net/new-sre-teachers>)
- A current Working with Children Check
- Up to date Safe Ministry training
- Supplied the completed SRE Authorisation form and any other documentation requested by individual schools
- Completed two or more hours of additional professional development relevant to SRE over the year

Five of the MEC SRE teachers hold a qualification that exempts them from Module 6 of SRE Accreditation Training, two of those chose to be evaluated regardless. The other seven were observed according to the protocol given by Hunter SRE and evaluated along the following six criteria:

Planning and Preparation	Lesson Delivery	Communication Skills
Classroom Management	Use of Resources	Spirituality and Classroom Environment

Of the nine MEC SRE teachers evaluated, seven were evaluated by Department of Education teachers supervising the class, and two were evaluated by another SRE teacher (the guidelines allow for either).

The results of the assessments were extremely positive, with the assessor asked to indicate whether they had observed/not observed target skills and behaviours within each category. **All MEC SRE teachers were observed to demonstrate every target skill in every area for the first five categories above.**

In the category 'Spirituality and Classroom Environment'. This Category was a tick-a-box which included the responses:

- Respect for Prayer
- Respect for the Bible
- Joyful and enthusiastic
- Sense of wonder and awe
- Inclusivity and respect
- Culture of openness
- Sense of expectation
- Safe environment for teacher and students

With the exception of the notes below, **all MEC SRE teachers were noted by observing teachers to demonstrate all above characteristics.**

One teacher did not receive ticks in the boxes that indicate 'sense of awe and wonder' and 'sense of expectation'. It is difficult to determine whether this is a measurement of the children's response, the teacher's attitude, or the context of the particular lesson. It is also hard to know how this can be quantified and measured. This will be monitored next year. It is also worth noting that this evaluation conducted by another SRE teacher, (most of the others were done by class teachers) which may have changed the baseline for 'awe and wonder' and 'sense of expectation'.

The comments on every evaluation were also overwhelmingly positive towards all MEC SRE teachers. No negative comments were given.

Two areas of follow up noted in the comments were:

Area	Follow up for 2020
1. Using age appropriate vocabulary and sentence structure	<p>This was a young teacher (18 years). For other new/young teachers</p> <ul style="list-style-type: none"> • Modelling and mentoring from experienced teachers • Explicit feedback • Practicing delivery of talks before lessons
2. Using classroom language and formulas to gain the attention of children	<ul style="list-style-type: none"> • Develop a practice of asking each school SRE coordinator for school wide behaviour management/ positive behaviour strategies at the beginning of each year • Develop a practice of each teacher checking if there are any specific cue words being used to gain/reinforce attention or aid in transitions between activities • Reinforce strategies in regular SRE team meetings • Have more experienced SRE teachers observe and mentor new SRE teachers

Another area to develop (which was not commented on, but is evident from teacher self-reflection) is SRE teachers being able to trouble shooting technology breakdowns when smartboards and sound are not working within the classroom. Many class teachers also struggle with this skill. This could be done in-house at MEC with qualified personnel.

The following is a WordArt collation of the comments given to SRE teachers during their evaluations. These comments indicate the SRE teachers have an overwhelmingly positive relationship with the students and class teachers, that class teachers feel our lessons are relevant and engaging, that there is a positive, respectful and loving classroom environment, and that we are using technology effectively to engage and teach. This indicates a good foundation to continue to build from in delivering SRE lessons in Primary schools across Maitland.

