



The Guide

**FOR CHRISTIAN RELIGIOUS INSTRUCTORS
IN QUEENSLAND STATE SCHOOLS**

Helpful tips for conducting Religious Instruction

Table of Contents

Why you do what you do	2
Before the Year Starts	3
Helpful Hints.....	4
Religious Instruction Policy Statement	5
Establishing a religious instruction program.....	5
Religious Instruction Policy Statement (continued)	6
Delivering a religious instruction program.....	6
Withdrawing students who are attending religious instruction.....	6
The Act	7
Education (General Provisions) Act 2006.....	7
What do I need to know?.....	8
The Regulation	9
Education (General Provisions) Regulation 2006 - Part 5 Religious instruction	9
Aims and Goals of Religious Instruction in Queensland State Schools	10
Using the Authorised Program (approved material)	11
Preparing Your Lesson.....	12
Helpful Hints	12
Stages of Child Development	13
Lower to Middle Primary Years.....	13
Stages of Child Development	14
Middle to Upper Primary Years.....	14
The Language of the Religious Instruction Classroom.....	15
Ways Children Learn	16
Creative Classroom Ideas.....	17
Encouraging Responsible Behaviour.....	18
The Three Circle Model	19
Working Cooperatively	20
Working as a team	21
Need more help?.....	22

Why you do what you do

In 1910 legislation was passed to permit clergy to teach religion in Queensland primary schools. A similar 'right of entry' was granted to high schools in 1931.

This legislation is an important educational endeavour that enables young people to understand their own experiences of faith and the faith of those in their community.

Today, religious instructors in state schools form one of the largest volunteer movements in the country. Week by week, people of faith go into classrooms in almost every state, to share their love of God with children whose parents choose for them to be instructed.

Presenting religious instruction is not just about preparing lessons, creating visuals and speaking about God, but involves respect and a genuine love and concern for those participating and for the environment in which you are working.

Training is provided by cooperative groups and by those employed by churches. Compulsory training is provided by the school in which you are instructing. Take advantage of these opportunities to develop your skills and knowledge.

One hundred years from now
It will not matter what kind of car I drove,
What kind of house I lived in,
How much I had in my bank account,
Nor what my clothes looked like.
But the world may be a little better
Because I was important in the life of a child.
Author unknown.

Remember ...

- ... you are part of a team dedicated to the total education of students
- ... you don't have to be a parent to attend the school's P & C meetings
- ... to pray for all members of the school community, teachers, students and school staff

Before the Year Starts

The following steps must be taken before you commence as a religious instructor to comply with Education (General Provisions) Act 2006 and its Regulation.

1. Ensure that you hold and carry a current blue card and a Positive Notice letter. For more details visit: <http://www.bluecard.qld.gov.au>
2. Your religious leader is required to provide a copy of Form 2 (Religious Instructor Approval), received from the school/s, to each religious instructor as evidence of their approval.
3. You are to retain a copy of Form 2 (Religious Instructor Approval) issued from each school in which you will be instructing. You are **not** required to carry the letter of approval with you while at the school. <http://education.qld.gov.au/schools/school-operations/ri-policy->
4. Attend school-based induction in Student Protection <http://education.qld.gov.au/parents/school-life/health-wellbeing/student-protection-policy.html> and Code of Conduct to fulfil Education Queensland requirements.

Helpful Hints

1. Talk to your Religious Instruction (RI) Coordinator and/or minister/church leaders about their expectations for religious instruction program in the school/s.
2. Take advantage of opportunities to get to know your RI Coordinator and the team and attend training sessions being offered.
3. Find out the starting dates, term dates, class allocation and any other school calendar events which may impact the RI program.
4. Meet with your classroom teacher before your lessons commence and ask about any special needs or issues pertaining to the students in your class. Remember that this information is private. See Privacy Act
5. Visit your school/s in person or look up the website/s.
6. Get your RI curriculum material (authorised program) as early as possible. Read through at least one term's materials so you get the big picture of where the lessons are going.
7. Start collecting visuals and other resources in advance.
8. With your RI coordinator and team reflect on the goals for the RI program (as recorded in the Cooperative Agreement).
9. As Christians, prayer underpins everything we do so start praying for all involved in religious instruction.
10. Research the age and stages of development and characteristics of children of the age you will be instructing to learn as much as you can about their interests, concerns, abilities, likes and dislikes.
11. Familiarise yourself with the school in which you will be working. School websites can help you do this. Consider a visit to the school to introduce yourself to the principal, administration personnel and classroom teacher.
12. Ask for a list of the names of the students who will be attending your religious instruction classes always observing your obligations under the Privacy Act.
13. Consider providing the classroom teacher/s with your contact details.
14. Find out the school's/s' procedures for
 - Photocopying
 - Using resources (AV equipment etc)
 - Calling in sick (have phone numbers for your RI Coordinator and the school/s to hand)
 - Signing in when you arrive and out when you leave the school
 - Name tags
 - School Newsletter (ask for a copy or download it from school website)
 - Individual students leaving the classroom during religious instruction
 - Parking
 - Storage of materials used in religious instruction
15. Check with your RI Coordinator for the school's policy on the role of classroom teachers during religious instruction.
16. Ask for a copy of the school procedures (handbook) including Behaviour Management Policy, fire drill, evacuation and lock-down procedures or obtain them from the school's website.
17. Consider offering your services in other areas of school life, if you have the time.
18. Ask if you can observe one or more regular classes to become familiar with classroom procedures and ethos.

Religious Instruction Policy Statement

Queensland state schools embrace a multitude of cultural, religious and non-religious beliefs and encourage students to grow and develop as a whole person, in particular, in beliefs, values and attitudes. State schools respect the background and beliefs of all students and staff by not promoting, or being perceived as promoting, any particular set of beliefs in preference to another.

Queensland state schools provide religious instruction in accordance with Chapter 5 of the [Education \(General Provisions\) Act 2006](#) (EGPA) and Part 5 of the [Education \(General Provisions\) Regulation 2006](#) (EGPR) by making available up to one hour per week for the provision of [religious instruction](#) to students (except Prep students) who are members of a [faith group](#) that has approval to deliver religious instruction at the school.

Establishing a religious instruction program

In accordance with s.76 EGPA and s.25 EGPR, [religious leaders](#) who wish to provide religious instruction to students of their faith group [apply to the principal in writing](#) to establish a [single](#) (one faith group only) or [cooperative arrangement](#) (more than one faith group working together).

Principals consider the applications from faith groups and, if there are students of that faith group at the school, [approve](#) the minister of religion or accredited representatives to be [religious instructors](#) at their school.

All students (except Prep students) are [placed in either religious instruction or other instruction](#) in accordance with information provided on their [Application for Student Enrolment](#) unless parents have provided other written instructions.

Religious Instruction Policy Statement (continued)

Delivering a religious instruction program

In accordance with s.27 EGPR, religious leaders approve the program of religious instruction to be used by their accredited representatives as religious instructors. The religious leaders are responsible for the quality of the religious instruction program that is to be delivered in schools and are required to screen their accredited representatives, provide them with ongoing support and training and ensure they are delivering only the [authorised program](#).

The religious leader (or leaders in a cooperative arrangement) nominates a [religious instruction coordinator](#) to manage and monitor the religious instructors and the delivery of the authorised program in a school.

Religious instructors are required to maintain accreditation with their faith group, have a current and valid [Blue Card](#) and deliver only the authorised program of the faith group/cooperative group.

As part of school-based induction, religious instructors are required to complete [Student Protection](#) and [Code of Conduct](#) training.

As defined in s.31 and s.32 EGPR, principals register the attendance dates and times of the religious instructors who attend the school and ensure religious instruction and [other instruction](#) are not conducted in the same classroom.

[Faith group publications](#) used for religious instruction are not to be accessible for other students and are to be securely stored or removed from the school premises at the completion of religious instruction.

The religious instructor is required to follow the advice and directives of the principal while on school premises.

Withdrawing students who are attending religious instruction

In accordance with s.76 EGPA parents may withdraw their child from all religious instruction by notifying the principal in writing.

The Act

It's important to understand the legislation which defines how we are to operate in schools. Operating within the boundaries of the legislation helps to ensure the continuity of religious instruction in state schools in Queensland.

Education (General Provisions) Act 2006 - Chapter 5 Religious instruction

Section 76 Religious instruction in school hours

1. Any minister of a religious denomination or society, or an accredited representative of a religious denomination or society, which representative has been approved by the Minister for the purpose, shall be entitled during school hours to give to the students in attendance at a State school who are members of the denomination or society of which the person is a minister or the accredited representative religious instruction in accordance with regulations prescribed in that behalf during a period not exceeding 1 hour in each week on such day as the principal of that school appoints.
2. Instruction in accordance with a regulation may be given in State primary and special schools during school hours in selected Bible lessons.
3. A separate reading book shall be provided for such purpose.
4. Instruction of a kind mentioned in subsection (2) is not to include any teaching in the distinctive tenets or doctrines of any religious denomination, society or sect.
5. Notwithstanding anything in this section, any parent of a student in attendance at a State school may withdraw such student from all religious instruction in such school by notification in writing to the principal that the parent desires the student to be so withdrawn.
6. The provisions pursuant to this section shall not apply or extend to students enrolled in the preparatory year at a State school.

What do I need to know?

1. Religious instructors should be familiar with the Education Queensland Religious instruction policy statement <http://education.qld.gov.au/schools/school-operations/ri-policy-statement.html>, Education (General Provisions) Act Section 76 (*see page 7*) and Education (General Provisions) Regulation (*see page 9*).
2. Be familiar and comply with relevant Codes of Conduct for the school and the Cooperative.
3. The Principal of a State school appoints the day and time for Religious Instruction.
4. Students in State schools are entitled to receive Religious Instruction for a period of up to one hour per week.
5. Each religious instructor must be nominated as a religious instructor by his or her religious leader (Form 1). The Religious instructor should ensure she/he has a copy of the Letter of Approval from the Principal sent to their religious leader (Form 2).
<http://education.qld.gov.au/schools/school-operations/ri-policy-statement.html>
6. Parents may withdraw their child/children from religious instruction lessons by notifying the Principal in writing.
7. Students may not attend religious instruction lessons given by a representative of a religious society or denomination different from their own unless a parent has given written consent.
8. It is not necessary for students from the participating denominations in a Cooperative Religious Instruction Program to have a parental letter of consent.
9. Religious instructors must not leave any sectarian or denominational material on state school premises.
10. Religious instructors must record name, time and date of attendance in the school register as they arrive and leave the school premises.
11. The school is responsible for providing alternative instruction for students not participating in religious instruction classes.

The Regulation

Education (General Provisions) Regulation 2006 - Part 5 Religious instruction

25 Application for approval of representative

An application under section 76(1)4 of the Act for approval as an accredited representative must be in writing.

26 Approval to be produced

If asked by the principal of a State school, an accredited representative at the State school must produce an approval given to the representative under section 76(1) of the Act.

27 Authorised religious instruction

A minister of religion or an accredited representative may give only religious instruction approved by the religious denomination or religious society the minister or accredited representative represents.

28 Time for religious instruction

The principal of a State school must fix the day on which religious instruction is given each week.

29 Students to attend religious instruction

(1) The principal of a State school must not allow a student to attend religious instruction given by a minister of religion or an accredited representative other than the denomination or 4 Section 76 (Religious instruction in school hours) of the Act **s 30 17 s 33**

Education (General Provisions) Regulation 2006 No. 246, 2006 society of which the student is a member, unless the student's parent has given written consent.

(2) However, students may attend classes arranged for students of more than 1 denomination or society by agreement of the ministers of the denominations or societies concerned.

30 Bringing and leaving sectarian publications on State school premises

- (1) A person other than a minister of religion or accredited representative must not bring onto, or use on, State school premises any denominational or society publication.
- (2) A minister of religion or accredited representative must not leave on State school premises any denominational or society publication used by the minister of religion or accredited representative for religious instruction.

31 Students withdrawn from religious instruction

The principal of a State school must arrange for a student who has been withdrawn from all religious instruction by the student's parent to receive other instruction in a separate location during the period arranged for religious instruction.

32 Register of ministers and accredited representatives

The principal of a State school must keep a register of the ministers of religion or accredited representatives who attend the school and the dates and times of the ministers' or representatives' attendance.

33 Selected Bible lessons

The principal of a State primary or State special school may arrange a period of one-half hour a week for religious instruction in selected Bible lessons.

Aims and Goals of Religious Instruction in Queensland State Schools

Form 1: Single/cooperative arrangement and religious instructor approval refers to local groups developing Aims and Goals. Below are some examples –

Example 1:

- To enable an understanding of foundational Christian ideas, practices and the values that underpin them as well as their origins
- To note the worth of these values as contributing to positive individual and community living
- To enable skills in dealing with and reading sacred texts, in this case, The Bible.

Example 2:

1. That students might know basic Christian biblical teaching, namely
 - The nature of God
 - The teachings and person of Jesus Christ
 - Christian morals and values
2. That students might understand that
 - Religious instruction offers reflection on the spiritual dimension of the human person.
 - A religious dimension to life can transform everyday life
 - Beliefs can be put into practice and that they ought to be practised
 - God's loving presence can be experienced in everyday situations
 - The Church cares for them
3. That students might reflect on
 - The implications of Christian teaching for life
 - Relating to the person of Jesus Christ
 - Christian beliefs in practice

Example 3:

- To foster an understanding of religious traditions and spiritual beliefs
- To promote tolerance and respect for religious diversity within the school community
- For Christians to be seen to be working together

Using the Authorised Program (approved material)

Religious instructors are required to use the program which has been approved either by the denomination or the cooperative group.

1. Know the approved material which has been agreed upon for your program ... and use it.
2. Remember, it is appropriate to adapt a lesson to suit the needs of both instructor and students as long as the overall aim or meaning of the lesson is retained.
3. Consult with your religious instruction coordinator about the level of flexibility allowed in using the material.
4. If some adaptation is allowed, use the Three Circle model (*see page 19*) as a guide to determine when such modification is necessary. Asking the following 3 simple questions may assist –
 - a) Is there content in this lesson which relates to traditional belief systems? (eg Bible stories, creeds, symbols, distinctive language)
 - b) Is there content in this lesson which relates to issues and ultimate questions that all humans face? (eg Why am I here? Why does evil exist?)
 - c) Is there content in this lesson which relates to individual patterns of belief? (eg In my experience ..., I believe ..., I put my faith into action by ...)

Preparing Your Lesson

Each lesson requires preparation time. Some lessons may need to be adapted to suit the students and/or the instructor.

Helpful Hints

1. Allow yourself plenty of time
2. Pray for yourself and for the students
3. Read through the lesson notes and student workbook
4. Be clear about what the lesson aims to achieve
5. Complete the appropriate material in the student workbook yourself prior to the commencement of the lesson
6. Be clear about what the children are to know, understand and reflect on at the completion of the lesson.
7. Plan an engaging way to introduce the lesson to the students
8. Highlight the key points of the lesson in your Instruction Manual so that you know what needs to be emphasised.
9. Across the unit of work ensure there is a balance between the three circles ... God Talk, People Talk, Me Talk (*see page19*)
10. Ensure the activities are suitable for the particular age group and learning styles of the students
11. Ensure the conclusion draws together the theme of the lesson
12. At the end of each lesson ask yourself –
 - a) What worked well?
 - b) What could be improved?
 - c) Was the aim of the lesson achieved?
13. Where appropriate, invite feedback from the students for consideration in future planning.

Stages of Child Development

Lower to Middle Primary Years

In the early years of schooling, children may tell us this week that they want to follow Jesus; last week that they wanted to fly to the moon and next week that they want to be a firefighter! Children of this age are unlikely to have a developed moral sense. 'Bad' is what is punished, therefore what goes unpunished must be acceptable. Children may surprise us with their answers to our questions, but they may be trotting them out parrot-fashion rather than understanding. Religious words can easily become confused.

Some characteristics

1. Enjoy play
therefore ... include fun elements
2. Energetic
therefore ... allow opportunities for movement
3. Dependent on adults
therefore ... be available as a good role model
4. Take words literally
therefore ... avoid abstract language
5. Short attention span
therefore ... offer short, varied activities in lessons
6. Enjoy repetition
therefore ... re-use songs, prayers and activities that were enjoyed
7. Need security
therefore ... be consistent in your care for students
8. Limited vocabulary
therefore ... use language students can understand
9. Inquisitive
therefore ... encourage questions, give short answers
10. Imaginative
therefore ... encourage creative expression

Stages of Child Development

Middle to Upper Primary Years

Children in their later primary years still struggle to understand abstract concepts like 'truth'; they do, however, believe people whom they trust. They are normally curious about the world and thirsty for information. They have a remarkably strong sense of justice and loyalty. They leave us breathless with their energy.

Some characteristics

1. Influenced by those they admire
therefore ... use real-life and biblical role models
2. Belonging to a group is important
therefore ... provide opportunities for teamwork and group activities
3. Peer pressure is a big influence
therefore ... create opportunities for positive attitudes to be expressed
4. Influenced by popular culture
therefore ... include positive examples from that culture
5. Often says "It's not fair!"
therefore ... be fair and consistent in all your dealings with children
6. Becoming sexually aware
therefore ... be sensitive to these physical and emotional issues
7. Sometimes, hostile to authority
therefore ... balance authority with friendliness
8. Competitive
therefore ... provide occasional opportunities for healthy competition
9. Sometimes moody
therefore ... acknowledge and respect situations which may be outside your control.
10. Sensitive to criticism
therefore ... choose your words carefully.

The Language of the Religious Instruction Classroom

Students come to religious instruction with their own understanding of religious terms and concepts which may differ from your own. Language is a very powerful tool and needs to be used carefully. Therefore when teaching religious instruction remember...

1. Language and concepts appropriate to the student's stage of development
2. Adult religious language may contain words and phrases which will provoke a range of responses from children eg "Jesus is the Lamb of God". Be prepared to explain or rephrase the concepts in words that are more clearly understood by children.
3. It is appropriate to *own* what you say so that students know where you stand on a particular issue eg "I believe ...", "I feel ...", "I think ..."
4. *Ground* what you say so it is clear from where a statement comes eg "Many Christians believe ...", "For Anglicans ...", "Micah 6:8 says ..."
5. Fact-type statements are those which can be scientifically, historically or empirically proven eg "Many people worship as part of their religious observance". These do not require *owning* or *grounding*.
6. Belief-type statements are those which require an element of faith to be accepted as true eg "There is life after death". These should be *owned* or *grounded*.
7. Use language that allows students the freedom to consider belief statements and accept them if they wish.
8. It is important to use *owning* and *grounding* with all year levels.
9. Explain or simplify religious terms or 'jargon' where appropriate eg 'grace'.

Ways Children Learn

Do not assume that all children learn in the same way. An understanding of different learning styles will help children benefit most from your time spent with them. Children learn best from teachers who love, respect and build relationships with them.

1. Ways of learning

- Thinking – What we know and believe
- Feeling – Our internalised responses (emotions and intuitions)
- Doing – Actions and activities

2. The learning process

- In early primary years the teacher provides children with opportunities to learn from immediate experiences and activity
- In middle primary years the teacher provides children with opportunities to learn through research and discovery
- In upper primary years the teacher provides children with opportunities to learn through group work and discussion

3. Learning styles

Children have different preferences for the way they learn best –

- Auditory – learning by listening
- Visual – learning by seeing
- Tactile – learning by doing

4. The journey of faith

Children in primary school are most likely to display the first two of these four styles of faith developed by John Westerhoff III.

Read more about this at <http://www.formedfaith.org/s/Westerhoffs-Faith-Styles.doc>

- Imitative faith – a view of God and faith adopted from significant others
- Affiliative faith – a sense of belonging to, and participation with, a community of faith
- Searching faith – seeking integrity between teachings and practice
- Owned faith – expressing faith in words and actions

Creative Classroom Ideas

Here are some ideas to add variety and interest to your lessons

1. 'Get to Know You' activities

A short game or activity, such as making a class poster, can help to establish relationships with the students

2. Physical settings

Use posters, banners, flash cards, felt boards, interactive learning boards to enhance the learning experience

3. Stories

Use a range of stories – personal, biblical, children's – drama, props, DVDs, puppets, felts etc

4. Music

- Use a CD, mp3, YouTube clip or play a musical instrument
- Display the words on a chart or use PowerPoint resources provided to complement lesson material
- Explain the words and apply them to your lesson aims and goals
- Encourage involvement with singing, clapping, dancing or using simple percussion instruments

5. Visual aids

Videos, YouTube clips, DVDs, PowerPoint material or pictures, puppets, personal memorabilia, items of clothing etc

6. Use the Bible

Let the children see you use your Bible. Allow 'hands-on' opportunities for children to use Bibles as well.

7. Prayer

- Keep it short
- Use inclusive language
- Invite students to participate with echo and/or actions
- Use a variety of styles eg spontaneous prayer, responsive prayer, formal prayer, prayer chains, prayer books, journals, prayer circles, Psalms for children

8. Games and activities

Use games that advance the flow of the lesson, are appropriate to the age group and are inclusive.

9. Linking lessons to life

Look for relevant events in the lives of the students that relate to the lesson content eg clip from a popular film, TV show, pop song, newspapers

10. Talk with other religious instructors

- Find out what others do and what has worked well for them

Encouraging Responsible Behaviour

Your relationship with the students, the classroom teacher, good preparation and creative presentation will encourage responsible behaviour. However, instances may still occur where the following hints will be helpful

1. Find out the recognised signals used for gaining students' attention or develop your own eg one raised hand, hands on heads, clapping rhythm
2. Reinforce the classroom rules. Be consistent in your use of these rules
3. When asking questions of the class, expect raised hands before allowing an answer / discourage students from calling out by ignoring those who do so
4. Ask classroom teachers if there are any students with special needs in the class eg hearing impaired, limited reading ability, behavioural issues. Cater for these students in your preparation and lesson planning. An extra classroom helper may be an asset to you.
5. For minor disturbances, keep the lesson flowing by –
 - Standing near the student while continuing to address the class
 - Establishing momentary eye contact
 - Using a simple gesture
 - Removing distractions
 - Praising positive behaviour
6. For major disruptions be sure the student understands why the behaviour is wrong. Questions such as “What are you doing?”, “What should you be doing?” and “What can you do to make it better?” may help
7. Share your feelings about the misbehaviour rather than the child. Do not jeopardise your relationship with this student by being negative about them as a person. Start fresh each lesson – do not harbour grudges
8. Outline the choices and the consequences of the misbehaviour so as to place the responsibility for the student's actions on their shoulders, not yours. Encourage them to make a good choice.
9. *Time out* is a useful strategy for some students but it must not become a reward for certain behaviour. *Time out* should be much less appealing than staying with the rest of the class.
10. Always look behind the presenting problem to consider the real reason for the negative behaviour eg
 - Rejection from friends, not belonging
 - Home situations
 - Emotional instability caused by grief, loss etc
 - Lesson not engaging the student

The Three Circle Model

There is a range of understandings about the nature and aims of religious instruction. This model was developed by the Queensland Religious Education Curriculum Project (RECP) team to present religious instruction in a balanced way.

The model describes RI as drawing on three potential sources of content:

1. Traditional Belief Systems (God Talk)

- Scriptures/sacred writings
- Stories of significant people, past or present
- Creeds and confessional statements
- Rituals/rites/symbols/gestures
- Organisational structures

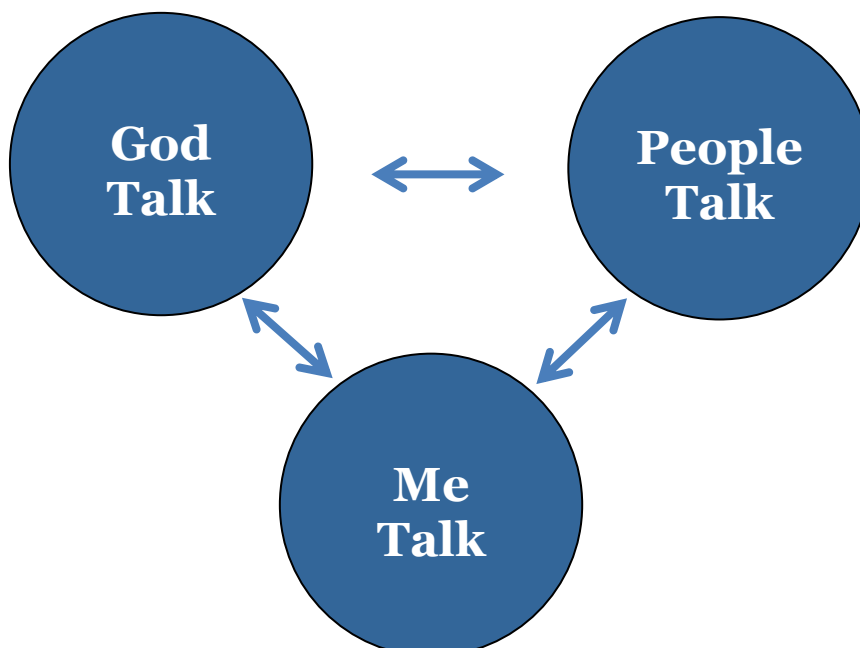
2. Human Experience (People Talk)

- Stories about people's experiences
- Things that happen to people
- Use of everyday experiences to illustrate topic of lesson
- Concrete examples of life experiences
- Feelings aroused by experiences being studied
- Issues and ultimate questions that all humans have

3. Individual Patterns of Belief (Me Talk)

- Personal experiences, stories and insights
- Ways in which students/instructor give expressions to their beliefs
- Individual views concerning the topic being studied
- Classroom interactions that are a small-scale version of a general life issue

An effective program includes a balance of elements from each of the three circles.



Working Cooperatively

Many schools benefit from a Religious Instruction (RI) program where a range of denominations cooperate by teaching from a common curriculum agreed to by local faith group leaders.

Cooperative programs work well when Religious instructors –

1. Understand the requirements for establishing a Cooperative Arrangement. See Form 1 and Religious Instruction Policy Statement here <http://education.qld.gov.au/schools/school-operations/ri-policy-statement.html> (or on page 6).
2. Share in the development of goals and aims for the RI program and the Cooperative Agreement. (Ask your RI Coordinator to share this with you if you are new to the cooperative arrangement.)
3. Nurture strong relationships between the school community and the religious community by
 - Being friendly
 - Being punctual
 - Being prepared
 - Leaving the classroom as you found it
4. Make a new Religious Instructor feel welcome and part of the team
5. Adhere to the authorised program endorsed by the local religious leaders
6. Work within the boundaries of a Code of Conduct
7. Meet at regular intervals to support, encourage, and share ideas with each other and to attend training sessions together
8. Keep member churches updated regularly about the RI program
9. Represent all member churches of the Cooperative Agreement in their educational approach eg a question about Baptism should be met with a response which includes the range of ideas and practices of all member churches. The 'owning' and 'grounding' of belief statements can be helpful to students in these situations. (See page 15)

Working as a team

Religious Instruction is a team effort. You share with the school staff in the broad education of the children as well as with other religious instructors who may be from a variety of denominations. Unity and cooperation are important.

1. **Purpose and Vision**

Know why you are involved in religious instruction and why you work together as a team. Be committed to these purposes.

2. **Relationships**

Get to know your religious instruction coordinator and members of your team

3. **Team Building**

Be committed to team meetings. Enjoy the opportunity to expand your skills through training

4. **Relationship with God**

Continue to develop your relationship with God as this has a direct influence on the children you instruct and on the other members of the team

5. **Cooperation**

“Let us then pursue what makes for peace and for mutual upbuilding.” (Romans 14:19)

6. **Humility**

“Now that I, your Lord and teacher, have washed your feet, you also should wash one another’s feet.” (John 13:14)

7. **Integrity**

Be committed to your responsibilities to the school, the children, your RI coordinator and other members of the team

8. **Care**

Look out for the needs of other members of the team. Offer support and help where appropriate

9. **Set high standards**

Make excellence your aim in all you say and do

Need more help?

Many of the topics discussed briefly in this guide are dealt with more thoroughly in the Religious Education Teachers' Orientation Program – a six module training course written and produced by Joint Churches Working Party in 1998.

For more information consult with your Religious Instruction Coordinator or contact:

- **Carole Danby**
Catholic Archdiocese of Brisbane
and **member** of Queensland Churches Together Commission on Religious Instruction and Chaplaincy in State Schools
danbyc@bne.catholic.net.au
Ph (07) 3324 3445
- **Rhys Wilson**
Divisional Children's Worker
Queensland Divisional Headquarters
The Salvation Army
Australia Eastern Territory
and **Chair** of Queensland Churches Together Commission on Religious Instruction
rhys.wilson@ae.salvationarmy.org
Ph (07) 3222 6627

**Commission on Religious Instruction and Chaplaincy in State Schools (CRICSS)
is a commission within Queensland Churches Together (QCT)**

Contact CRICSS through Queensland Churches Together website <http://www.qct.org.au/>