



Buddhist Council of Victoria

Representing and serving the Buddhist community in Victoria

Overview

Buddhist Religious Instruction in Victorian Schools Program

Mission statement

Under the auspices of Religions for Peace, to manage and deliver a quality non-sectarian Buddhist program within the Victorian Government's Special Religious Instruction (SRI) in Schools program.

Aims

1. Buddhist Religious Instruction classes aim to contribute to the spiritual development of every child while respecting and complementing the on-going education program provided by schools.
2. Buddhist Religious Instruction classes aim to develop wisdom and compassion required to be part of a harmonious and peaceful community.
3. Buddhist Religious Instruction classes aim to be non-sectarian. They are based on the teachings of the Buddha, and do not adhere to any one particular tradition or cultural practice.
4. In keeping with contemporary educational approaches, lessons are built around co-operative and active learning. The lessons respect and draw on children's own experiences.

Volunteer Instructor Training

Volunteer instructors are required to have a satisfactory knowledge of Buddhist learning to teach primary school children. A spiritual reference is included with the application to become a SRI volunteer instructor. The abbot or leading teacher of the Buddhist centre to which they belong provides the spiritual reference.

Volunteer instructors complete a two-day (15hours) Instructor Training Workshop that introduces them to the Buddhist Religious Instruction in Schools Program. Practical in-school teaching training follows the two-day workshop.

Each volunteer is required to observe and teach classes in a primary school under the supervision of the regular Buddhist Class instructor.

“Discovering Buddha – Lessons for Primary School” program materials

This resource book of ideas and inspirations is designed and prepared by the Buddhist Council of Victoria specifically for the Buddhist Religious Instruction volunteer instructors. Based on the teachings of the Buddha, it provides practical, everyday applications of wise and skilful action. The reflective and inclusive approach is complementary to current Australian educational practices and values and will provide a significant addition to the revised Victorian Essential Learning Standards (VELS), especially in the domains of Thinking Processes, Personal Development and Inter-Personal Learning.

Sample pages of this resource book can be found [here](#) [*Chris, please provide a link of the document here, in addition to a separate link on this tab.*]

Classroom Lesson Structure

At the beginning of the (30min.) lesson students are greeted by the volunteer instructor who marks the roll and leads students in a short meditation.

In the middle of the lesson learning completed in the previous week is reviewed and new learning is introduced.

The students begin an activity or worksheet related to the class learning.

At the end of the lesson the positive energy created in the Buddhist Religious Instruction class is dedicated to the happiness and wellbeing of all beings.

“May all beings be well and happy.”