

# A good SACRE member ...

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|  | /3 |
| ... listens to all views and ideas.  | 2  |
| ... seeks to understand the views of other members, rather than simply promoting his/her own agenda. | 1  |
| ... is willing to contribute to discussions.   | 1  |
| ... understands his or her role as a SACRE member.   | 3  |
| ... thinks his or her point of view is important.  |    |
| ... is committed to SACRE meetings.  | 2  |
| ... is well informed about the work of their SACRE.  | 3  |
| ... works harmoniously with other members.   | 2  |
| ... has time to spend in school.   |    |
| ... listens more than he or she speaks.  | 1  |
| ... wants to build good partnerships with other SACRE members.                                       | 1  |
| ... is keen and able to communicate with teachers and pupils.  |    |
| ... takes an active participative approach, following lines of enquiry of personal interest.         | 1  |
| ... supports and encourages local schools to aspire to high standards in RE and collective worship.  | 2  |
| ... is prepared to bring issues to SACRE from their faith, belief or other sponsoring group.         |    |
| ... cares about pupils' learning and their personal development.                                     | 2  |
| ... is confident about everything to do with RE and CW in schools.                                   |    |
| ... takes an active part in meetings.  | 2  |
| ... is able to offer relevant experiences.   |    |
| ... understands and believes in the positive value of RE and CW in schools.                          |    |
| ... keeps in touch with national issues in RE and CW.  | 3  |
| ... knows about local faith communities.   | 2  |
| ... has the ability and confidence to question perceived wisdom.                                     | 1  |
| ... takes an interest in key RE and CW issues facing schools.  |    |
| ... works to create a bridge between SACRE, local communities and local schools.                     |    |
| Is ready to listen to professional advice (added by one group)                                       | 1  |