# Equip: Portfolio requirements for all participants

The portfolio is your journey throughout 10 modules of Equip. It is evidence of your emerging and developing understandings as a Christian Studies teacher.

**You will be required to:**
- Attend each of ten modules (six hours/module)
- Complete pre-session work in between modules
- Complete and share your portfolio/Equip journey with other Equip participants and Regional Education Officers at your final session

<table>
<thead>
<tr>
<th>Portfolio component</th>
<th>Criteria</th>
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<tr>
<td><strong>Pre-session work</strong></td>
<td>Document and keep a record of your responses to the between session work for each module. This will be referred to during Equip workshops. Your responses can be shared in a variety of ways such as through the use of online tools, eg wikis, blog, wall-wishers etc.</td>
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| **Philosophy statement of a Christian Studies teacher** | Please ensure your philosophy statement addresses beliefs about:  
  - the purpose of Christian Studies  
  - the learner  
  - the teacher  
  - the learning environment  
  - the dominant pedagogical approach used in teaching and learning of Christian Studies  
  - your personal reflections on your growth as a Christian Studies teacher as you have journeyed through Equip  
  (See CSCF – Curriculum Statements p 6 &7) |
| **Yearly overview** | Include the yearly overview for Christian Studies as determined by your school’s Scope and Sequence document |
| **Unit of work with your annotations** | describes context in which the unit is taught, including the shaping of the unit by student needs, interests, background and other school based events and learning  
  - is planned on a school approved planner and identifies key elements of CSCF  
  - identifies essential knowledge for students, both the theological concept(s)and pedagogical focus  
  - states essential question or rich, enduring understanding and guiding questions for purposeful inquiry  
  - describes the journey of inquiry and learning experiences for students  
  - details primary and secondary resources used for the inquiry  
  - describes evidence needed to make judgements about what students know and can do  
  - details assessment task/s with accompanying criteria sheet/s or rubrics that allow students to show the depth and breadth of their learning  
  - includes at least three annotated student work samples and student responses with your reflections on student learning/understandings |