

Accreditation as a Christian Studies teacher (Ac) for ALC-graduate teachers

Accreditation as a Christian Studies teacher is for teachers who teach Christian Studies. It includes the following:

- Completion of *Connect*
- Completion of an accreditation ePortfolio according to the requirements for Accreditation as a Christian Studies teacher.
- Meeting regularly with a mentor to discuss and refine the requirements of the ePortfolio
- Meeting regularly with the school or ECS Christian Studies leader
- An interview with the *Connect* or *Equip* regional manager to reflect on the learning journey and its implications

Based on their learning experiences through the Australian Lutheran College strand and *Connect*, ALC graduates will be able to:

1. articulate an understanding of key Lutheran theological concepts, explored in *Connect* and related to a Christian Studies unit of work

Elaborations:

- Describe a Lutheran understanding of a key theological concept as presented in the CSCF and how it is communicated to learners at the relevant band level
- Use the 'worlds of the text' (behind, of, in front) approach to analyse a Bible story that connects with the identified theological ideas

Connect theological concepts	Related concepts in the CSCF
Session 1: spirituality, grace, sin	Christian Beliefs Key idea 2 and 3
Session 2: creation theology	Christian Living: Key idea 1 and 3
Session 3: vocation, service, identity, relationships	Christian Living: Key idea 2
Session 4: The Word of God	Christian Church: Key idea 1

2. Critically reflect on Christian Studies in their context

Elaborations:

- Describe the nature of the relevant learners, learning and learning environment, including the implications, challenges and opportunities for shaping inquiry in their Christian Studies context.
- Draw clear connections between one or more CSCF key ideas, the underlying theology (theological notes) and the developmental stages and needs of the learners.

3. Critically reflect on the use of inquiry processes in their Christian Studies context.

Elaborations:

- Evaluate and discuss how the learner, learning, learning environment and teachers interact to create inquiry and demonstrate authentic learning in Christian Studies.

Examples of evidence

The following are examples of possible evidence or artefacts that could be included in the ePortfolio to demonstrate engagement with the learning outcomes. ePortfolio examples are available on the LEA website.

- Reflections on readings and video discussion of a key idea from the CSCF
- A podcast to share findings of an exploration of the purpose of Christian Studies as articulated in curriculum guidelines, the CSCF and parent and student information
- Video of teaching and learning or interviews with students and critical reflections to investigate the impact of inquiry on learning in Christian Studies

- Share and compare a unit of work developed as an ALC student and a unit of work developed after teaching Christian Studies in the school. Analyse and critically reflect on their growth as a Christian Studies teacher, their questions as they commenced *Connect*, their practice as a Christian Studies teacher and areas for further development and learning. It may also include a professional learning plan for their continued learning as a Christian Studies teacher
- Analyse a Christian Studies unit of work that they have taught in the school (unit plan, learning experiences, student work samples) and critically reflect on their use of inquiry and what they would do differently when teaching the unit again with reference to their learning in *Connect* and conversations with their Christian Studies leader.
- Critical reflection describing how the learning in *Connect* has supported their achievement of the AITSL standards for teachers (know the students and how they learn, know the content and how to teach it, etc) and what difference it has made to their professional growth as a teacher generally and Christian Studies teacher specifically.
- Conduct an investigation into an aspect of their Christian Studies teaching where they seek improvement or innovation. Consider videoing a lesson(s) to analyse what is effective and what they would do differently. Critically reflect on their learning and the implications for their teaching of Christian Studies. See: <https://www.teachermagazine.com.au/articles/what-you-might-learn-from-watching-yourself-teach>

ePortfolio rubric for Ac (ALC graduates)

Outcome	Highly competent	Competent	Needing further development (To be addressed before accreditation can be awarded)
Articulate an understanding of key Lutheran theological concepts, explored in <i>Connect</i> and related to a Christian Studies unit of work	Sophisticated discussion of key theological concepts with reference to appropriate scholarly commentary beyond core readings.	Discussion of key theological concepts with reference to core readings (CSCF, Bible, Bartsch) which demonstrates adequate working knowledge of the nature of the Christian God.	Discussion of key theological concepts requires further development.
	Insightful application of the strategy 'worlds of the text' enabling deeper engagement with biblical texts that are connected to key theological concepts and support inquiry.	Use the strategy 'worlds of the text' to engage with selected biblical text that are connected to key theological concepts.	Superficial and / or minimal engagement with Scripture.
Critically reflect on Christian Studies in their context	Analysis, with justification, of the nature of learners, learning and the learning environment and the implications, challenges and opportunities for teaching and learning. Presents and evaluates a variety of effective solutions.	Describe the nature of their learners, learning and learning environment, including the implications, challenges and opportunities for teaching and learning. Presents a variety of possible solutions.	Limited description of the nature of one or more of the learners, learning and learning environment.
	Informed analysis of the connections and synthesis of the CSCF key ideas, underlying theology and the developmental stages of learners with reference to appropriate scholarly commentary (eg, Fowler, Kohlberg, Piaget).	Identifies clear connections between one or more CSCF key ideas, the underlying theology and the developmental stages of the learners.	Connections between CSCF key ideas, theological concepts and learners are superficial or unsubstantiated.
Critically reflect on the use of inquiry processes in their Christian Studies context.	Evaluate, using specific examples of practice and discuss how the learner, learning, learning environment and teachers interact to create inquiry and demonstrate authentic learning in Christian Studies.	Discuss how the learner, learning, learning environment and teachers interact to create inquiry in their Christian Studies.	Partial discussion requiring further development