

## Accreditation to teach (At) for ALC-graduate teachers

Accreditation as a teacher is for teachers who do not teach Christian Studies. It includes the following:

- Completion of Connect
- Completion of an accreditation ePortfolio according to the requirements for Accreditation as a teacher.
- Meeting regularly with a mentor to discuss and refine the requirements of the ePortfolio
- 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 how the learning in *Connect* has influenced their understanding, practice and contribution to their Lutheran school or early childhood service  
Elaborations:
  - Explain what has been of greatest significance and how it has changed their understandings, practice and contribution to their school or ECS.
  - Identify a specific area of practice or aspect of their role and critically reflect on the insights gained through their *Connect* journey with reference to particular professional conversations, readings, videos.
2. analyse and describe the ways Lutheran theological perspectives can shape practices in an ECS, school or classroom.  
Elaborations:
  - Identify and discuss the key ideas of one of the *Connect* theological concepts and critically reflect on how it informs an aspect of school life or their classroom practice.
3. identify and critically reflect on questions that will inform a plan for further learning that will advance their understanding, practice and contribution to Lutheran education.  
Elaborations:
  - Reflect on their learning journey, their understandings, questions, wonderings, practice and growth. Review their *Connect* induction reflections and consider their remaining questions and needs to identify the next steps in their professional learning that will enhance their contribution to Lutheran education.

## 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.

- critical reflections on readings or videos or professional conversations.
- a podcast to articulate the key ideas of a theological concept and the implications it has for their role and work with students
- conduct research into an aspect of Christian education at their school or ECS to analyse the foundational beliefs and areas of strength and improvement.
- a video of a professional conversation with a colleague or colleagues to consider perspectives and deepen understandings of a belief and/or practice in their school or ECS.
- a mind map to explore the relationship between a theological concept and an aspect of school life, eg, describe how creation theology has implications for learning, the learner and the learning environment
- explain and justify how the learning in *Connect* has supported their achievement of the AITSL standards for teachers and shaped their understanding of their role in the school or ECS.

## ePortfolio rubric for At (ALC graduate teachers)

<b>Learning scaffolding</b>  The primary purpose of the ePortfolio is to share their critical reflections on their learning journey and how it has shaped their understanding and practice.	<b>Excellent achievement</b>  ePortfolio demonstrates a high level of critical reflection on their learning journey and in depth consideration of the implications of their learning for their contribution to Lutheran education.	<b>Satisfactory achievement</b>  ePortfolio provides critical reflection on their learning journey and can identify the implications for their contribution to Lutheran education.	<b>Needs developing</b>  ePortfolio describes the learning journey with minimal reflection and consideration of the implications of their learning for their role.
Articulate how their learning in <i>Connect</i> has influenced their understanding, practice and contribution to their Lutheran school or early childhood service	Detailed evidence of engagement with and critical reflection on their learning through <i>Connect</i> .  Descriptions and discussion of how the learning influences their practice is analytical, contextualised, insightful and supported with reference to readings and professional conversations.	Evidence of engagement with and critical reflection on their learning through <i>Connect</i> .  Descriptions and discussion of how the learning influences their practice is clear and supported with reference to readings and professional conversations.	Evidence shows little engagement with and reflection on their learning through <i>Connect</i> .  Descriptions and discussion of the how the learning influences their practice are limited.
Analyse and describe the ways Lutheran theological perspectives can shape practices in an early childhood service, school or classroom.	Demonstrates in-depth understanding of a theological concept with astute analysis of ways it can shape practice with specific examples from their context.	Demonstrates understanding of a theological concept with analysis of ways it can shape practice in their context.	Demonstrates minimal appropriate theological understanding with general description of the ways a theological concept can shape practice.
Identify and critically reflect on unresolved issues or remaining questions to develop a plan for further learning that will advance their understanding, practice and contribution to Lutheran education.	Insightful discussion of identified unresolved issues or remaining questions and how they inform further learning.  Detailed description of how learning plan will advance their understanding, practice and contribution to Lutheran education.	Discussion of identified unresolved issues or remaining questions and how they inform further learning.  Logical description of how the learning plan will advance their understanding, practice and contribution to Lutheran education.	Minimal identification and discussion of unresolved issues or remaining questions and how they inform further learning.  Limited information about how the learning plan will advance their understanding, practice and contribution to Lutheran education.