



# Assessment and ePortfolios in Equip 1 and 2

## Accreditation to teach Christian Studies

Participants are to develop an informative and authentic demonstration of their learning that shows engagement with the learning outcomes and how the learning has impacted their understanding and practice in Christian Studies. ePortfolios provide the opportunity for the gathering of authentic evidence or artefacts as participants critically reflect on their *Equip* learning journey. All participants are required to submit a completed ePortfolio in digital format to meet the requirements of the *LCA staffing policy for Lutheran schools* and gain accreditation as a teacher of Christian Studies.

ePortfolios will provide the opportunity for:

- sharing personal change and growth over a period of time
- collaborative reflective practice as participants wonder about their own questions with colleagues, plan, inquire, problem-solve and grow in understandings
- personal inquiry and independent, self-directed learning
- intellectual challenge as ePortfolios are multidimensional and enable different responses to the learning outcomes
- continuous and ongoing reflection on the learning journey itself
- ongoing professional learning and career pathways as Equip can contribute towards a Graduate Certificate through Australian Lutheran College

The ePortfolios have two elements that are developed throughout Equip 1 and 2:

- Purposeful and personalised collection of evidence that reflects the learning journey through the Equip workshops and provides evidence of achievement of the learning outcomes. The collection of evidence or artefacts presented must address all unit outcomes. The evidence may include reflections, critical analysis of readings, videos of conversations, classroom practice, action research, photos, graphics, files, PowerPoints etc.
- Commentary that explains how the collection of evidence or artefacts demonstrates engagement with the learning outcomes. The commentary provides critical reflection, analysis of the learning and consideration of the implications for the participant's role as a Christian Studies teacher, student learning and future professional learning.

Participants will choose a digital platform for their ePortfolio in Equip 1 and 2. As they progress through the Equip units, they will be invited to make notes, collect evidence and critically reflect on their learning in the ePortfolio. Through the selection of artefacts and the commentary, participants are provided with the opportunity to demonstrate their understanding of the role and influence of the Christian Studies teacher on the learner, learning and learning environment. Participants are required to refer to the CSCF and Bible as core resources in addition to other scholarly sources, either provided through Equip or self-located.

## Submission, assessment and sharing of ePortfolios

The ePortfolio for Equip 1 and 2 is cumulative in order to demonstrate change and growth over the duration of the course. At the end of Equip Unit 1, participants will have the opportunity to undertake self-assessment and peer conferencing of their beginning ePortfolio, based upon the rubric and checked by the facilitator. By the end of Equip Unit 2 participants will have a more comprehensive ePortfolio. ePortfolios will be finalised and submitted for accreditation within six months of completion of the final unit. The marking of portfolios will be a regional responsibility and may involve CS leaders, Equip facilitators and others, as considered appropriate. Moderation will maintain consistency of judgement.

As the focus of the final inquiry is the enriching and enhancing of learning and teaching in Christian Studies, it will be important that the outcomes of the investigation are shared with colleagues in the wider school or ECS context, eg, sharing of the ePortfolio investigation with colleagues in similar year levels or at a staff or faculty meeting.

## Tertiary recognition of Equip

Successful completion of Connect, Equip 1 and Equip 2 may contribute up to 50% of a Graduate Certificate in Education and Theology from the University of Divinity (Australian Lutheran College). The tertiary recognition ensures that LCA accreditation requirements also provide for continuing career enhancement.

## Equip 1 focus

### Enduring understanding:

Christian Studies in a Lutheran school or early childhood service engages learners in inquiry into beliefs about the nature of God while being responsive to the diversity of learners and their spirituality.

At the completion of Equip 1, the participant will be able to:

1. Articulate an understanding of key Lutheran theological concepts related to the question 'Who is God?'

#### Elaborations:

- Describe a Lutheran understanding of key theological concepts as presented in the CSCF that relate to this question and how this understanding of God 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
- Engage with scholarly articles that will inform this question (available within participant resources)

2. Demonstrate a critical understanding of the purpose of Christian Studies in a Lutheran school or ECS.

#### Elaborations:

- Reflect on learning experiences undertaken in Equip or your context to articulate your understanding of the purpose and practice of Christian Studies
- Analyse/evaluate the use of respectful dialogue and inclusive conversations in Christian Studies learning experiences
- Demonstrate the implementation of inquiry in the Christian Studies classroom, gather evidence and reflect upon the inquiry experiences encountered both during Equip and in the learning context

3. 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.

## Equip 2 focus

### Enduring understanding

Christian Studies in a Lutheran school or early childhood service engages learners in inquiry processes to develop deep understanding of what it means to be human, living in relationship with God, self and other

At the end of Equip 2, participants will be able to:

1. Articulate an understanding of key Lutheran theological concepts related to the notion of being human.

**Elaborations:**

- Describe a Lutheran understanding of key theological concepts as presented in the CSCF that relate to this question and how this understanding of what it means to be human is communicated to learners at the relevant band level.
- Demonstrate the use of alternative strategies/approaches to engage with biblical text that connect with key theological concepts of what it means to be human.

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

**Elaboration:**

- 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 on either question: *Who is God?* or *Who are we?*
- 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 a unit of work developed prior to engagement with Equip and an annotated unit of work developed after Equip 1 or 2 with critical reflections about what you would change in the unit plan when teaching the unit again with reference to your learning in Equip.
- Discussion paper for Christian Studies that articulates your learning as it relates to the outcomes: what do you now know that you didn't know before, what difference Equip has made, what you will do differently (Unit 1)
- Critical reflection describing how the learning in Equip has supported your 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 your professional growth as a teacher generally and Christian Studies teacher specifically.
- Annotated unit of work (Between unit activity Unit 1) which explores and reflects upon how inquiry would be structured
- Critical reflection on how your theological inquiry (conducted during Units 1 and/or 2 that involves investigation of a theological concept utilising the inquiry process) has enhanced your practice as a Christian Studies teacher with reference to specific classroom practice and student learning (include reference to two scholarly theological articles in your exploration of how the theological inquiry shaped your understandings and practice)
- School based inquiry into an aspect of your teaching of Christian Studies where you seek improvement or innovation ('Between unit activity' Unit 2)
- Critical reflection on your growth as a Christian Studies teacher with specific reference to your questions prior to starting Equip, during Equip and questions that will continue to shape your development post Equip. This reflection will address the question: What difference has Equip made to my understandings and practices as a Christian Studies teacher? It may also include a professional learning plan for your continued learning as a Christian Studies teacher beyond Equip

## ePortfolio Rubric

	<b>Outcome</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Not yet meeting expectations</b>  (To be addressed before accreditation can be awarded)
<b>Equip 1</b>	<b>Articulate an understanding of key Lutheran theological concepts related to the question 'Who is God?'</b>	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.
	<b>Demonstrate a critical understanding of the purpose of Christian Studies in a Lutheran school or ECS</b>	Insightful reflection on inquiry experiences, providing a succinct and discerning articulation of the purposes and practices of Christian Studies including the use of inclusive conversations and respectful dialogue.	Reflection on inquiry experiences and clear articulation of the purpose and practice of Christian Studies including the use of inclusive conversations and respectful dialogue.	Limited reflection / basic articulation or inaccurate understanding of the purpose of Christian Studies.
	<b>Critically reflect on Christian Studies in their context</b>	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 your 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.

<b>Equip 2</b>	<b>Articulate an understanding of the Key theological ideas and concepts related to the question “Who are we?”</b>	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 being human.	Discussion of key theological concepts requires further development.
		Demonstrate use, and evaluation, of at least two alternative approaches to ‘worlds of the text’ to engage with biblical texts.  Connects learning to the identified key theological concepts.	Demonstrate use, and commentary, on at least two alternative approaches to ‘worlds of the text’ to engage with biblical text.  Connects learning to the identified key theological concepts.	Uses one approach to engage with biblical text during Equip unit activities.
	<b>Critically reflect on the use of inquiry processes in their Christian Studies context.</b>	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