

Handbook

Christian Studies Leaders

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Introduction

Introduction

Whether your role is described as coordinator, key teacher or head of department, this *Handbook* has been collated to provide information and support for you, the Christian Studies Leader in your school.

It has been designed so that all of the key administrative documents, policies, procedures and planning documents associated with the teaching of Christian Studies and with developing teachers are at your fingertips. There are suggested resources, and key aspects of the Christian Studies Curriculum Framework (CSCF) have also been included/linked.

In this sense, the *Handbook* becomes a ready reference and starting point for working with Christian Studies teachers at all stages of their teaching and learning journey. Some of these teachers may be ALC graduates, some may be undertaking the *Equip* professional development program for accreditation as Christian Studies teachers, some may be teaching in a Lutheran school for the first time in their career, some may be teachers who were recently accredited, some may have been accredited a long time ago. Whatever the case, Christian Studies in the Lutheran school needs to be a dynamic key learning area where professional dialogue is encouraged and valued, teachers' and student work is shared and celebrated, and leadership is strategic.

We hope that this *Handbook* will assist and support you to do just that. And we acknowledge the generosity and willingness with which regional and national Education Officers: Dominique Jacqueline, Meg Noack, Vicki Schilling, Sue Kupke, Anne Dohnt and Louise Mason have contributed a range of resources to make this possible.

Lutheran Education Australia
July 2011

This electronic version of the *Christian Studies Leaders Handbook* provides links to the LEA website. A username and password is required to access the member area. For assistance with this please contact lea@lutheran.edu.au

Administration of Christian Studies

Role of Christian Studies Leader (Key Teacher, Head of Department)

Where can I find information about the role of a Christian Studies Leader in a Lutheran school?

[Appendix 2](#) (page 40) of the LEA Christian Studies Curriculum Framework (CSCF) *Curriculum Statements* booklet lists descriptions of suggested role responsibilities.

The role descriptions serve as a handy reference for:

- constructing a role statement to suit the requirements of Christian Studies leadership in your school
- reflecting on, reviewing and evaluating your role

Suggestions

- *use your role descriptors to construct a checklist*
- *identify aspects of your role that are under control and aspects that could use attention*
- *set yourself a long term goal (eg for the year) and several short term goals, eg one per term*
- *take action*
- *revisit your goals regularly*

Christian Studies teacher induction

What are some things I can do to orient new teachers into the Christian Studies program of the school?

The following could serve as a checklist for teacher induction to Christian Studies:

- Provide teachers with a copy of the school Christian Studies policy.
- Discuss the whole school plan, highlighting areas of flexibility and constraints, and the key ideas covered at the different year levels
- Give copies of the CSCF Curriculum Statements and Theological Notes
- Provide:
 - orientation to the CSCF Curriculum Statements and Theological Notes
 - orientation to the LIFE resource
 - copies of units of work used previously at the year level
 - blank copies of unit planning proformas used at the school
- Show where the Christian Studies resources are located and processes for borrowing these
- Share own units of work and your vision and practice in Christian Studies
- Discuss the time allocation for Christian Studies and your class timetable to show how you manage the expectation.

Administration of Christian Studies (cont)

Christian Studies teacher induction (cont)

- Discuss how Christian Studies is assessed and reported, sharing examples from other year levels.
- Discuss the school worship and class devotion programme and the distinction between that and Christian Studies
- Discuss theological support, resources and strategies for handling those 'tricky' questions.
- Make a time for a follow-up meeting.

ALC-graduate teachers

How can I support ALC-graduate teachers? Are there any special requirements?

Familiarise yourself with the content of the following documents, noting accreditation requirements for ALC-graduate teachers, school responsibilities, and ALC-graduate teacher responsibilities:

[ALC-graduate teacher accreditation: Information and procedures for Lutheran schools](#)

[ALC-graduate teacher accreditation: Portfolio criteria sheet](#)

[ALC-graduate teacher accreditation: Interview points for discussion with Equip regional manager](#)

- ensure ALC-graduate teachers are aware of and familiar with accreditation requirements
- assign mentors and monitor meetings between mentors and ALC-graduate teachers
- the portfolio criteria sheet has a wealth of starting points for discussing Christian Studies, planning, teaching and assessing. In addition, relevant material for supporting teachers can be found in the Planning PD for Christian Studies teachers section of this Handbook, viz. Walking side by side, Sitting side by side, Working with Module 1 (unit planning), Working with Module 2 (Developing a personal vision for CS).

Policies

Christian Studies in the Lutheran School

What does the Board for Lutheran Education Australia (BLEA) say about Christian Studies?

- it's place in the curriculum
- it's status as a KLA
- students in the Christian Studies classroom
- the Christian Studies learning environment
- the Christian Studies teacher

[Appendix 1](#) (page 39) of the LEA Christian Studies Curriculum Framework (CSCF) *Curriculum Statements* booklet outlines the policy of the Board.

NB: this policy has been revised since the original publication of the CSCF booklets

Accreditation

Policy Statements

Where can I find information about [accreditation](#)?

What does a teacher need to do to be an accredited [Christian Studies teacher](#)?

Can a teacher receive credit for [prior learning](#)?

Who is the point of contact for questions about accreditation and prior learning?

LEQ is staffed by one full time and two part time Education Officers
[Email](#)
T 07 3511 4050

LESER is staffed by one Education Officer
[Email](#)
T 03 9236 1250

LSA is staffed by two part-time Education Officers
[Email](#)
T 08 8267 5565

Responsibilities of the school

School policy

How do I find out what is required in a school policy for Christian Studies?

School-developed programs

What are the requirements of a school-developed program?

Whole-school plan

Where can I find information about whole-school planning?

Time allocation

How much time in the curriculum should be dedicated to Christian Studies?

The LEA Christian Studies Curriculum Framework (CSCF) *Curriculum Statements* booklet provides guidance on:

- [Planning for teaching and learning in Christian Studies](#) – page 9-12
- [Administration of Christian Studies](#) – page 41-42

Some processes/approaches for developing a whole-school plan can be found on the following pages. Appendix 1 of this *Handbook* provides some examples of ways whole school plans can be documented. They are given as a guide only.

Note:

If you do not already have a role description and/or a whole school plan, you will need to see that these are developed to suit your school's specific context.

Process/approaches towards developing a whole school plan

Approach 1 – this approach will help teachers to develop a consensus map of how to deliver the CSCF curriculum

1. Begin with the STUDENTS' levels, needs, interests, school context – identify broad themes/contexts/rich tasks/essential questions that focus on the students' journey
2. Write units of work around the broad themes. Make explicit links with CSCF curriculum statements. Teachers consider how units can develop understandings/student needs and interests through a band level and across band levels
3. Record the content and skills being developed at different year levels within a band
4. Conduct an audit and review of units written so far in order to identify gaps and repetitions, flow and development of key ideas.

Approach 2 – this approach will help schools that developed and delivered a comprehensive and successful LIFE whole school plan

1. Select the LIFE units that have been successful with students, listing reasons for this
2. Refer to CSCF Statements, matching learning statements and content to LIFE units
3. Conduct an audit to identify the learning statements and content/skills of CSCF that are not being addressed through the choice of units:
 - do LIFE units incorporate too many learning statements?
 - when learning statements are revisited in different units is any material duplicated?
 - is there evidence of development of learning statements/ideas/content across year levels?
 - do units foster inquiry and address student questions?
 - which learning statements are not covered?
 - how will units need to be altered and developed to address gaps?
 - do existing units need to be given breadth and depth?
 - what new units need to be written? Which units need to go because they either duplicate material or fail to deal with learning statements adequately?
 - etc
4. Adapt and/or write new units of work

Note:

This approach is not about attaching learning statements to existing units BUT RATHER adapting existing LIFE units to fulfil purposes of the CSCF Framework.

LIFE units can be the starting point with the CSCF Framework in focus.

Process/approaches towards developing a whole school plan (cont)

Approach 3 – starting with a blank slate

Option 3A

1. Brainstorm and create learning statement clusters in a Band level – identify learning statements that will marry easily because of their close links, eg
BAND B CLUSTERS
CW 3.1 + CB 3.2/CB 3.1 + (CC3.2)
CB 3.1 + CL 3.3 + (CW 3.3)
CB 3.3 + CC 3.1 + CB 3.1 /CL 3.1
CC 3.1 + CW 3.2 + CC 3.3
CL 3.2 + CW 3.3 + CB 3.3
2. Keep student needs, interests, context in mind
3. Decide which clusters will go with each year level
4. Write a unit of work for each cluster – school will need to allow a 2 year period for this (majority of band levels have a 2 year span)
5. Conduct an audit of units written and taught
 - are clusters well placed?
 - do clusters make for contrived units or do they facilitate deep investigations?
 - does each learning statement receive a major focus at each band level?
 - will there be enough data collected in a band level to sign off on each learning statement?
 - when learning statements are revisited do they broaden and deepen understanding?
 - will the content in the *know* statements be covered in breadth?
 - etc

Note:

Build a data base of the big questions and clusters of learning statements that link to questions. These can be given to new teachers as a starting point for planning units of work.

Option 3B

1. Select one learning statement/key idea which acts as the host for the unit of work to be designed.
2. Identify another key idea/learning statement which will help create a rich unit with depth.
3. It is understood that the choice is dictated by students needs, interests and context
4. Write a unit of work

Note:

- This approach makes it possible to cover learning statements more than once over the two year span of the band
- Over the two years 8 different units will be taught
- One option is for all teachers/year levels in a band to do the same unit thus providing greater teacher collaboration, support and feedback
- The same host key idea could be chosen for each of the band levels – this process supporting common PD in theological understanding, input chapel etc.
- This approach will assist schools with composite classes
- CSCF learning statements can be mapped alongside learning statements in integrated units to ensure they are complimentary

Process/approaches towards developing a whole school plan (cont)

Approach 4 – links Christian Studies to integrated studies units or transdisciplinary themes

See appendix 1: Samples 5 & 6

Process/approaches towards developing a whole school plan (cont)

Recommendations

Whatever approach a school selects it is recommended that the approach:

- involves consultation with a range of staff
- includes a process and mechanism for feedback
- fosters ownership of curriculum by all teachers
- includes a process for enabling teachers to create units of work
- honours the intent of the CSCF Framework
- focuses on the student – development, background, interests
- is responsive to the school's context
- includes a procedure to review and audit progress of CSCF in the third year of its implementation
- accommodates teacher needs and context - eg where LIFE has been well received and delivered then the approach needs to acknowledge that and retain the positive energy and work that is already in place
- moves at a realistic pace to give teachers a knowledge of CSCF and develop confidence in writing units of work
- supports staff through PD and time release
- fosters a culture of learning and openness
- gives a period of amnesty from demands of having units/assessment set before the year begins
- is flexible, fluid
- fosters a spirit of experimentation and creativity
- builds possibilities for units to change and grow over time – for units to be rewritten, discarded – to meet the changing needs and reflect the growing confidence and learning of teachers
- resists formalising process too quickly and assigning particular units/learning statements to a year level
- has involved all staff members in the teaching of CSCF by the time the whole school plan is defined
- gives time for cogitation and maturing of ideas
- supports staff with resources
- focuses on the enthusiasm and energy generated by involved, positive staff

PS: DON'T EXPECT TO WORK OUT A WHOLE SCHOOL PLAN IN A DAY

See Appendix 1 for examples of whole-school plan recording

Equip

What is *Equip*?

Information about this in-service professional development program for accreditation of Christian Studies teachers can be found in the following sources:

- Equip brochure
- Equip poster
- [LEA weblink](#)

Copies of both the brochure and poster can simply be requested from the LEA office. There is no charge for these resources.

E lea@lutheran.edu.au

T 08 8267 7318

Who needs to complete *Equip*?

The following links have information that will answer this question:

[LCA staffing policy for Lutheran school accreditation program](#)

[Accreditation requirements](#)

Is there an alternative?

[Information about the alternative to completing *Equip* can be found in Accreditation requirements](#)

What is required of *Equip* participants?

Answers to the question can also be found in:

- Module 1 Participant Book, pages 4-5
- Basic requirements for Equip participants & portfolio criteria sheet (included in both Modules 3 and 7 Participant Books)
- Equip brochure

The portfolio criteria sheet has a wealth of starting points for discussing Christian Studies, not only with *Equip* participants, but also with the entire Christian Studies teaching cohort. Education officers in your region have examples of portfolios that *Equip* teachers have access to at their workshops.

Equip (cont)

How can a Christian Studies Leader support *Equip* participants?

As they progress through the modules, participants can be supported:

- in the preparation and follow up for each module (see module Participant Books for details of what is required each time)
- in their units of work
- with their philosophy statement
- with their portfolio preparation

A separate section of this *Handbook* deals with PD in more detail (see *Planning PD for Christian Studies teachers*)

How do I register a teacher for *Equip*?

LEQ

Login to the website www.leq.lutheran.edu.au and follow the links on the homepage to *Professional Development Calendar* or view *Staying in Touch* within the *Curriculum* menu option.

LESER

LSA

[LSA Christian Studies Webpage link](#)

You will need to familiarise yourself with the specific process used in your region.

School policy for Christian Studies

Insert your school policy here

Resourcing Christian Studies

National – Lutheran Education Australia (LEA)

LEA has produced the following publications and resources for use in Lutheran schools:

Christian Studies Curriculum Framework (CSCF)

[Curriculum Statements](#)

[Theological Notes](#)

Equip, the **in-service** professional development program specifically designed to prepare and support teachers who teach Christian Studies in the Lutheran school.

[LIFE resource](#)

[LEAdr](#)

LEA is staffed by two part-time Education Officers

E lea@lutheran.edu.au

T 08 8267 7318

Regional

LEQ (Lutheran Education Queensland)

Professional Development Calendar – login to the website www.leq.lutheran.edu.au and follow the links on the homepage to *Professional Development Calendar*.

Staying in Touch – login to the website www.leq.lutheran.edu.au and click on *Curriculum* menu and follow the links to *Staying in touch*.

LEQ is staffed by one full time and two part time Education Officers

E director@leq.lutheran.edu.au

T 07 3511 4050

LESER (Lutheran Education South East Region Vic, Tas, NSW)

LESER is staffed by one Education Officer

E schools@leser.lutheran.edu.au

T 03 9236 1250

LSA SA/NT/WA (Lutheran Schools Association SA/NT/WA)

[Christian Studies Inspirations](#)

LSA is staffed by two part-time Education Officers

E lsa@lsa.lutheran.edu.au

T 08 8267 5565

Resourcing Christian Studies (cont)

Other useful resources

[Australian Association for Religious Education \(AARE\)](#)

[Beliefnet](#)

[BibleGateway](#)

[Christian Research Association](#)

[Dialogue Australasia Network](#)

[Dialogue Education](#)

[Enter the Bible](#)

[Inquiry teaching and learning](#)

[National Association of Teachers of Religion](#)

[Religious Studies Online](#)

[RE lessons online](#)

[RE Today](#)

A term magazine for teachers of Religious Education

[REonline](#)

[The Simpsons: lesson plans for Religious Education](#)

An introduction to philosophy: the wit and wisdom of Lisa Simpson

[Using film in RE](#)

(free showcase before subscribing)

[Victorian Association for Religious Education \(VARE\)](#)

Units of work

Where can I find information about planning units of work in Christian Studies?

The CSCF *Curriculum Statements* document provides guidance for unit planning in [Planning for teaching and learning in Christian Studies](#) on pages 10 and 11.

Is there a set proforma for planning?

As noted in the *Curriculum Statements*, the planner (format) is a guide only, and schools have the flexibility and freedom to design planners to suit their own purposes. However, there are elements that have been identified as critical for Christian Studies planning, and these are dot-pointed below. They should be included in any planner a school designs.

- unit title and duration
- band level, year group
- strand(s), key idea(s) and learning statement(s)
- unit overview and purpose
- student needs, prior learning, interests, questions
- special consideration for individuals or groups of students
- links to Lifelong Qualities for Learners
- links to learning statements of other KLAs if appropriate
- sequenced learning opportunities
- assessment opportunities
- relevant resources
- unit reflection and evaluation

The CSCF planners are reproduced in APPENDIX 2.

How can I support teachers with their planning?

The [CSCF Curriculum Statements](#), on pages 54-57, contain a sample unit planner with points to guide planning and then a blank version which can be copied.

See also Appendix 2 of this *Handbook*.

The notes to guide planning give a comprehensive overview of aspects to take into account when engaged in the planning of a unit. They highlight key aspects of good pedagogy and will lead to a quality unit of work. These points are all useful for analysing, discussing and fine-tuning work with teachers. The unit planner is reproduced in Appendix 2 of this *Handbook*.

Another useful tool for assisting teachers with their planning is the Teacher-planned units rubric. See Appendix 2 of this *Handbook*.

Units of work (cont)

How can I ensure that the planned learning experiences are relevant?

The dotpoints below can serve as a starting point for analysing, discussing and fine-tuning the learning experiences component of a unit plan with teachers. You could focus on one or two points over a period of time for consolidation purposes, or select a specific dot-point for the focus for a week, or select several as focus points for a term or semester. Learning experiences should:

- be related to the learning statements
- be sequenced to maximise development of concepts and knowledge
- encourage and address students' questions
- develop critical, lateral thinking
- invite investigation, participation and creativity
- use a wide range of teaching strategies to cater for the diverse needs of students and the range of learning styles
- use a multiplicity of resources to create a rich religiously literate environment
- develop partnerships with the wider community, eg local congregational and cultural groups, service organisations
- give room for explicit instruction, joint construction, independent learning
- encourage learners to take control of their learning
- offer multiple challenges
- address the cognitive, affective and spiritual dimensions of learning
- provide opportunities for reflection and action
- give students opportunities to apply and demonstrate their learning at various phases of the unit
- develop the appropriate components of Lifelong Qualities for Learners

How is planning approached in *Equip*?

In *Equip*, participants are introduced to a planning process that is both linear and interactive. It gives an overview of the main elements of planning, and in each module the focus for that day is highlighted. As noted in *Equip* module 1:

- planning begins with the context and key idea which together will set the direction for the unit and learning
- planning initiates a journey for both student and teacher learning which can be mapped by progressing through the steps in a clockwise direction, beginning with context. In reality participants will naturally consider ideas for other steps – hence the intersecting arrows in the centre
- planning is subject to change, eg student interests and questions, lack of important concepts, changes in the school timetable will require the teacher to go back to planning process and modify the learning journey and make changes to details of the unit

The objective of the planning process is to consider how to take students from one point of their journey to the next, to enable growth in their understandings of concepts, content, skills, self-knowledge and knowledge of their world. A unit planner maps the possible journey.

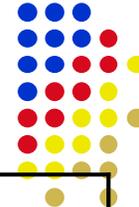
3 basic questions underpin planning:

What do my students need to understand, know, and do? (where are we going?)

How will I know students have gained understanding and knowledge? (how will I know we are there?)

What will facilitate learning that will achieve unit objectives? (how will we get there?)

A process for planning



<p>What do my students need to understand, know and do?</p> <p>How will I know students have gained understanding and knowledge?</p> <p>What will facilitate learning that will achieve unit objectives?</p>	<p>Context</p> <ul style="list-style-type: none"> Identify the context in which you plan to teach your unit (consider students and events) What student needs, interests and backgrounds will shape the unit focus? 	<p>Key Idea</p> <ul style="list-style-type: none"> Select the key idea(s) and learning statement(s) on which you want to base the unit
<p>Learning Experiences</p> <ul style="list-style-type: none"> Identify learning experiences that may help support students explore, inquire and demonstrate what they know and can do. What resources are available (including the LIFE resource)? 		<p>Knowledge / understandings</p> <ul style="list-style-type: none"> Select relevant content from 'students know...(knowledge and elaborations)' Read Theological Notes – identify knowledge that your students need to know
<p>Assessment</p> <ul style="list-style-type: none"> What assessment task/s will provide the required evidence of student learning? On what criteria will you assess the tasks? 	<p>Evidence</p> <ul style="list-style-type: none"> What evidence will you need in order to decide what the students know and can do in relation to the learning statements and the essential knowledge 	<p>Question / Inquiry Path</p> <ul style="list-style-type: none"> Consider some guiding questions that will engage students in purposeful inquiry Formulate deep understandings

Assessing and reporting

What is the approach to assessment and reporting in Christian Studies?

Assessment

The link between learning statements, learning experiences and student demonstrations of learning, a balanced approach to assessment, and effective assessment practices are described on pages 11 and 12 of the [CSCF Curriculum Statements](#) document.

Students should be clear about expectations. This includes involvement in the construction of criteria for acceptable performance.

Reporting

[Reporting in Christian Studies](#) is consistent with reporting in other KLAs.

How can I support teachers with the construction of assessment tasks and criteria sheets/rubrics?

The *Equip* module 9 *Participant Book* (see Appendix 3) contains a process for:

- designing a good Christian Studies **assessment task**
- developing a quality **criteria sheet/rubric**

Together with the following questions, from the notes to guide planning on the CSCF sample unit planner, they would serve as a sound basis for analysing, discussing, developing and fine-tuning assessment items with teachers:

- what evidence will you gather and analyse to arrive at an informed decision about achievement of learning statement? (assessment of learning)
- is evidence taken from a variety of sources?
 - observation of students at work, individually and in groups?
 - process of consultation with range of people?
 - analysis of student work samples both written and spoken?
 - self and peer assessment?
- do assessment opportunities flow meaningfully from learning opportunities and foster student learning?
- at what key points in the unit will assessment information be collected?
- are assessment opportunities varied, enabling students to demonstrate what they know and can do?
- are there multiple assessment opportunities for each learning statement?
- by what criteria will achievement of learning statement be judged?
- what tasks will give an indication of student's progress in achieving the learning statement(s)? Are students aware of this? To which part of the learning statement is assessment related?
- what aspects of students' work indicate increasing achievement of learning statement? (assessment as learning)
- what techniques will be used to record the evidence of student achievement?
- what distinguishes the work sample of a student achieving the learning statement from a student not yet achieving the learning statement?

Assessing and reporting (cont)

- if students are given a culminating, summative piece of assessment, will there be opportunities in the unit for students to demonstrate their developing mastery of the learning statement(s)?
- where and how in work samples used to indicate achievement of learning statement have students demonstrated these key concepts/knowledge?
- which assessment opportunities can be used to inform and shape teaching practice?
- (assessment for learning)

For teacher self-assessment, an *Assessing my Assessment Rubric* tool can be found in Appendix 2.

Some useful websites: Assessment Case Studies

Year 8 "[Who is Jesus?](#)" unit moving from extended writing tasks for assessment to a more creative approach involving real life experiences.

Year 8 "[What is the impact of religion in our community?](#)" demonstrating flexibility with assessment options.

Year 9 "[Where is God?](#)" exploring religious symbolism and expression of spirituality, changes to religious expression over the centuries, and encouraging students to create a personal expression of their understanding while utilizing high order specified thinking skills.

Secondary: "[What does our local Anglican church reveal about the Christian faith and community?](#)" – assessing through artwork and media meets special needs while providing opportunity to express understanding of religious ideas.

Year 9 "[What can we learn about religious beliefs from looking at paintings?](#)" – incorporating art appreciation and analysis skills into a unit focusing on the Holy Spirit.

Year 9 "[What are the causes of suffering?](#)" – understanding Biblical story from a particular perspective through experiential involvement.

Year 9 "[How do people face up to good and evil?](#)" – developing, using and extending key concepts and vocabulary through extensive interviewing, and the use of research skills.

Secondary: "[Can you see the world from your window?](#)" – taking part in a "faith trail" and developing a board game to demonstrate desired understandings.

Assessing and reporting (cont)

Some useful websites: Rubrics

[A powerpoint explanation of rubrics](#)

[Thinking and Reasoning Skills Rubric](#)

[Writing performance descriptors](#)

[Rubric for scholarly inquiry paper](#)

[Content, ideas and organisation rubrics - writing assessment](#)

[Content, ideas and organisation rubrics – 6 + 1 traits](#)

Where can I find good examples of Christian Studies assessment tasks and criteria sheets/rubrics?

CB3.1 The nature of God as Father, Son and Holy Spirit

[Year 3 unit assessment task and criteria sheet](#)

Different ways of seeing things

[Year 9 unit assessment task and criteria sheet](#)

Education Officers in your region

Education officers in your region have portfolios that contain units of work, assessment tasks and related criteria sheets developed by *Equip* participants.

Christian Studies and Lifelong Qualities for Learners

Where and how do Lifelong Qualities for Learners (LQL) fit in Christian Studies?

As a KLA, Christian Studies is an influential contributor to the development of the Lifelong Qualities for Learners* in students. The CSCF planner has provision for detailing how each unit of work in Christian Studies contributes to the development of the core statement, values, attributes and abilities, ie

- which components of LQL in particular are being addressed in the unit?
- which values, attributes and abilities will be developed through the chosen LQL components?
- how will they be introduced to students?
- how will they be embedded in unit?
- which learning experiences will develop them?

**[Lifelong Qualities for Learners](#)' (LQL) is a component of LEA (2005) A vision for learners and learning in Lutheran schools.*

On pages 45-46 of the CSCF *Curriculum Statements* document you will find a series of [End Statements](#) that describe the kinds of skills and actions students can demonstrate as they give expression to LQL attributes and abilities. These End Statements apply specifically to the Christian Studies classroom and can be used by teachers both in their unit planning and their teaching.

Planning PD for Christian Studies teachers

Reflection prompts

Find out what teachers are thinking and how they are feeling. Use reflection prompts such as:

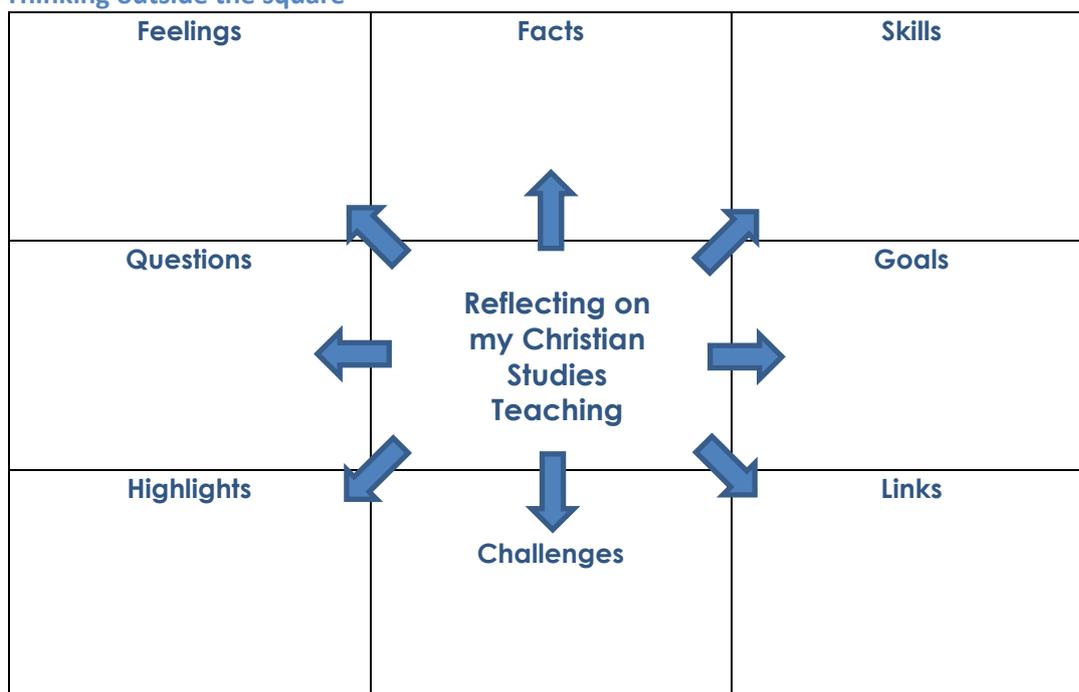
PMI

Pluses about my planning, teaching, content knowledge,...

Minuses about my planning, teaching, content knowledge,...

Ideas: what I'd like to improve on...

Thinking outside the square



(this reflection tool can also be adapted for reflecting on a unit of work)

Sentence starters

I wonder, I think, I guess, I feel, I know, I question, I am certain, I understand...

OR

Most satisfying, most important, most significant, most thought provoking, most challenging, most worrying, most helpful, most applicable,...

Mind map

Reflect on your Christian Studies classroom environment and all of the learners in that environment. Represent your thinking in a mind map.

Collate the information you gather:

- are there common needs you can plan for?
- how can you work with and maximise identified teacher strengths?
- how can you plan for individual needs?
- what resourcing will you need?

Planning PD for Christian Studies teachers (cont)

Walking side by side

Go for a walk and talk with each teacher on a regular basis: up the corridor, round the school, into the park, down by the lake, over to the coffee shop,...

Take a different focus each time, eg:

Christian Studies

What's the most important aspect of CS to you?

What is the purpose of Christian Studies in your classroom? What contribution does Christian Studies make to the intellectual development of the student? In what ways does it help your students make sense of the world?

How do your beliefs about Christian Studies impact on the way you teach it?

What questions or issues do you grapple with in CS?

Pedagogy and Planning

What process do you go through as you plan a unit of work?

What helps you the most in planning?

What is your starting point for planning?

How does this unit relate to other units (eg previous or successive CS units, units in other KLAs, CS units taught elsewhere in the school)?

How did you engage with students through your choice of learning activities?

In what ways does this unit demonstrate your pedagogical approach?

How does your unit demonstrate moving from the known to the unknown?

How did you allow for different ideas, knowledge and skill levels, learning styles, etc?

Students' needs and interests

Why is this unit important for these students at this time?

In what ways did your students shape/inform this unit?

What insights or questions did students have?

How did your students respond to this unit?

How did you manage various student backgrounds/ knowledge?

Biblical and theological knowledge

What important theological ideas underpin this unit?

Why is this important for your students to know?

What big questions do you (or your students) have in this area?

Are there any theological issues or 'tricky concepts' you need to be aware of when teaching this unit?

Alignment of assessment

What does this assessment sample show about this student's learning/ understanding?

In what way/s did this task enable students to show the depth/ breadth of their understanding?

What are the key elements you were looking for in this piece?

In what ways does this task address the CSCF key idea/learning statements?

Planning PD for Christian Studies teachers (cont)

Sitting side by side

As teacher planning is in progress or with a planned unit, or on a regular basis, indulge in unit analysis:

Spiritual dimension

- Is time provided for students to reflect and think in depth about meaningful issues?
- Is time provided for students to share their insights and thinking?
- Has the unit enabled students to interact with real people, places, things?
- In what ways has your unit developed student awareness, and challenged them to live and act differently
- Has your unit challenged students to ask questions from 'both sides of the river'?

Global dimension

- Are opportunities to view content from other perspectives included?
- Is a range of opinions and types of thinking included?
- Are there inbuilt opportunities to develop cultural understanding?
- Are student's being moved from 'spectator' to 'actor'?

Communication

- Can thoughts and ideas be communicated in a variety of ways?
- Are opportunities provided to apply learnings in relation to eg social justice, fairness, equality, self respect?

Teaching and Learning

- Are students able to make links with the 'big understandings' of the unit & challenge their own values?
- Were links between new and prior learning made explicit?
- Were assessment criteria jointly constructed and understood

Social Dimension

- Are students given opportunity to consider and build on one another's' ideas?
- Are opportunities for responsibility to the group built into tasks and activities?
- Do students interact with other students/adults in the course of their inquiry?

All of the questions in *Walking side by side* above would also be suitable.

Ideas for professional development relating to a vast range of CSCF pedagogical and theological concepts can be found on the following pages. They will refer you to Equip resources: module *Participant Books and Readings* which you will find in Appendix 3 of this *Handbook*. The tasks and activities are not necessarily a duplicate of what "Equip teachers" have encountered in their 10 module program.

Planning PD for Christian Studies teachers (cont)

Working with Module 1

Purposes

On page 2 of the Module 1 *Participant Book*, under the sub-heading 'Purposes', the emphases of the module are clearly articulated. In what ways could you use the 'Purposes' to structure and plan PD with

- your *Equip* participants?
- all of the Christian Studies faculty?

Can any of the articles in the Module 1 *Readings* support your ideas? How would you use them?

Rationale

In a workshop situation, ask teachers to read the Rationale and either:

- choose 3 statements they believe to be critical for an understanding of Christian Studies and/or Christian Studies teaching and learning and share their choices with two other people or with the group, or
- construct 3 questions that they could pose to three different colleagues for responses, engage in conversation using a strategy such as Mix-Pair-Share x3 or a Timed Pair Share x3 and report back to the whole group

Provide a selection of articles from the *Readings* to enrich the discussion. Invite teachers to comment on statements of interest.

OR

As CS Leader, decide on **3 topics/concepts** that you would use as the basis for a term's or semester's foci in Christian Studies PD:

- how would you develop one of these topics/concepts across a term/semester? create a concept map or step plan
 - include any articles from the *Readings* booklet and how you would use them
- Carry out your plan.

The Planning Process

- Work with the grid on p14 and blank copies of the unit planner on p20-21. To familiarise teachers with The Planning Process, ask them to find links on the unit planner with each of the planning steps in the Planning Process. They can work with a partner, or work individually and then share.



Unit Planning

For analysing and reflecting on planned units, provide any of the following questions to focus teachers on their work:

- Pedagogy and planning (from Walking side by side)
- Student needs and interests (from Walking side by side)
- Biblical and theological knowledge (from Walking side by side)
- Alignment of assessment (from Walking side by side)
- Any of the questions (from Sitting side by side)

The questions could be provided with rating scales on which they reflect individually, then encourage them to share their observations in small groups across Bands for breadth and scope, or within Bands. Encourage them to report on their findings and to set goals for refining their work.

An additional resource for analysing and reflecting on unit plans could be the annotated unit planner on pages 58-59 of *CSCF Curriculum Statements*.

Planning PD for Christian Studies teachers (cont)

Working with Module 2

The spirituality of students

The module 2 Rationale makes 3 important points about the role of Christian Studies in the development of student spirituality:

- what are the implications of these statements in relation to the Christian Studies classroom?
- how well do you think that teachers, generally, understand the spirituality of their students?

Go to pages 10-11 of the *Module 2 Participant Book*.

- as you mentor Equip participants, how would you engage them in conversation about students' spirituality?
- as a Leader of Christian Studies, how would you structure student spirituality PD for Christian Studies teachers using these materials?

You may also like to explore the following websites:

<http://www.inquiry.uiuc.edu/>

<http://www.virtualinquiry.com/inquiry/watching.htm>

www.youtube.com/watch?v=CoKzyVXJZM8

<http://www.spiritualdevelopmentcenter.org/>

<http://www.cra.org.au/>

Developing a personal vision for Christian Studies

- What might Equip participants find difficult in writing a vision statement? What might they find inspiring? Reassuring? Helpful?

Read the Rationale for Module 2 on p3 of the *Participant Book*. Identify what you believe are critical features or components of a vision statement as it applies to Christian Studies. Refer also to p4-7, 42, 46-47 of *CSCF Curriculum Statements*.

- How will you know what your Equip teachers are feeling?
- Set yourself one short and one long term goal to support them.

How could you extend this activity to include all teachers of Christian Studies in your school? Check out the articles that relate to the teaching of Christian Studies in the *Module 1 Readings* booklet.

Inquiry-based learning

The *CSCF Curriculum Statements* document is very clear about the approach to be taken for teaching and learning in the Christian Studies classroom (see pages 6-7). Therefore, the pedagogical component of Module 2 is dedicated to 'inquiry'.

Look through inquiry based learning on pages 12-15 of the *Participant Book*, and pages 17-24 where there are 7 models of inquiry. On pages 25-27 an inquiry based unit of work is reproduced, and in the *Module 2 Readings* booklet there is an article "What makes a good inquiry unit?"

How could you use any of the material to:

- support Equip participants
- structure PD to meet the needs of Christian Studies teachers in your school

What would you need to take into consideration before embarking on either of these alternatives?

Planning PD for Christian Studies teachers (cont)

Working with Module 3

Module question: How do I make sense of the world?

Module 3 explores **worldview** from two perspectives:

- as a driver of the entire Equip program
- as the lived realities of learners in our classrooms

Pedagogically it is linked with **respectful dialogue** and **inclusive classroom practices** where diversity and multiple worldviews shape the teaching and learning. Module 3 focuses on the CSCF Christianity in the World key ideas: *Religious beliefs and ideas shape people's thinking and actions* (CW1) and *People make decisions using a range of religious perspectives and ethical frameworks* (CW3).

Supporting your Equip participants

To focus them on their work with this module and its theological and pedagogical emphases, select from any of the clusters of questions in *Walking side by side* and *Sitting side by side* above. Focus on those questions that will enable them to reflect particularly on their use of strategies that promote **respectful dialogue** and an **inclusive classroom environment**. With the participant, try to identify what specific aspect of a strategy is the contributor, either to respectful dialogue or inclusive classroom practices. For example, if the strategy is mind-mapping, it could be the valuing of each individual (in a community) effort, and the sharing (between pairs) of thoughts which can show similarities and differences, and perhaps the celebration of that. If using value lines it could be that no judgements are made about where one is positioned. If a strategy did not work, encourage thinking about how it could be scaffolded, or modified. Support material on pages 28-32 of the Participant Book can be used as a resource, ie to find some strategies that could be used, and how might they contribute to the purposes of the module foci.

Check:

- are participants clear about what they need to prepare before their next workshop?
- do they understand the requirements for the portfolio they will submit? (see page 6 of Participant Book)

Supporting all Christian Studies teachers

Worldview

Use the similes, star diagram and questions on pages 7 & 8 of the Participant Book (and the quote from Sire at the top of page 4) and invite teachers to map their worldview following directions on the powerpoint slide at the bottom of page 8. Pair and share, then discuss:

- How does my worldview connect with/impact on my vision for teaching Christian Studies?
- How does/might worldview differ from those of my students?

Invite teachers to work in Band level groups to mind-map a profile of their typical students and identify the influencers in their lives and what would be forming them as individuals. After sharing, discuss:

- What implications do multiple worldviews have for planning and teaching?
- What kinds of strategies will be critical?

Record these and display in a strategic place. Plan for times and ways to revisit these pedagogical practices.

Planning PD for Christian Studies teachers (cont)

Working with Module 3 (cont)

Work with the summaries of some non-religious worldviews on pages 11-13 of the Participant Book. On a grading scale ranging from very significant to not very significant, rate the extent to which each of the worldviews is evident in eg student population, parent community. The grading scale could be in the form of:

- Value Lines (Where do you stand?)
- Post-it placements (anonymous option)
- Drawn, displayed and compared

Given the evidence, discuss the implications of multiple worldviews for planning and teaching. Consider the Lifelong Qualities for Learners (LQL) core statement: As central to their mission and ministry, Lutheran schools seek to nurture individuals, aware of their humanity and open to the influence of the Holy Spirit, who are growing in and living according to a cohesive worldview. How can the experiences, knowledge and understandings a student in the Christian Studies classroom contribute to that nurturing? Refer also to CW1 Theological Notes.

Ways of being in the Christian Studies classroom

Teaching about other religious beliefs: where do you stand? This activity asks teachers to respond to two approaches (see pages 19 and 20 of Participant Book). Having positioned themselves along the value line according to their response/s, ask them to find 2 or 3 other people to enter into conversation with, explaining how/why they reached their decision. Then invite them to re-position themselves, changing their location if they wish. Those who changed can share why. Those who did not can also share why not. Debrief the activity, eg pluses, minuses, interesting. What can open doors, what can create barriers to respectful dialogue (refer back to the two described approaches)?

The role of religious education: work in groups of 4. Each person selects and reads one statement and highlights the main point. Share with others in the group. Together, write a composite statement for the role of religious education. How does this connect with the themes of this module?

Creating an inclusive classroom; developing respectful dialogue: the book of Readings with this module has 12 articles sourced from a range of journals, web and newspaper. Distribute the readings so that each teacher has a manageable quota. To help develop a focus for the reading, they could choose from either the 'what' questions or the 'how' questions on page 22 of the Participant Book. After the reading is completed, the questions can become the focus for discussion eg. in small groups, each teacher could choose one from the full range of questions and invite the others in the group to respond to it, OR, decide before the reading which question will be the focus for everyone.

Work together to compile a list of strategies, skills and dispositions that foster inclusivity and respectful dialogue. A three-column chart would work well. This could be an ongoing project, with teachers adding to the list over time, and sharing their classroom experiences. Pages 28-32 of the Participant Book can be used as resource material.

Planning PD for Christian Studies teachers (cont)

Working with Module 4

Module question: Who am I?

The concept of **identity**, who I am and who I am in relation to God and others, is central to Module 4. It lies at the heart of what it means to become **fully human**. The question *who am I?* can be answered in both simple and complex ways. The module workshop offers participants opportunity to explore biblical and theological material that brings **deepening understandings** of identity. How students can be **engaged** in learning sits pedagogically with this module, and ways to **tune in** and **immerse learners** so that their thinking is both stimulated and challenged is addressed.

Supporting your Equip participants

To focus them on their work with this module and its theological and pedagogical emphases, select from any of the clusters of questions in *Walking side by side* and *Sitting side by side* above. Focus on those questions that will enable them to reflect particularly on their use of strategies that promote the **engagement of students** in the early phase of their unit, ie **tuning in** strategies. With the participant, try to identify what it is that is going to connect with the students and hook them into the topic. Are they connecting the tuning in activities to students' experiences/reality? Support material from Kath Murdoch's Classroom Connections book is included at the end of the Participant Book. Use it as a resource to find some strategies that could be used.

Check:

- are participants clear about what they need to prepare before their next workshop?

Supporting all Christian Studies teachers

Identity

Stimulate thinking about how our identity forms using the stimulus material on page 6 of the Participant Book.

The effect of social and cultural influences on identity can be approached by asking teachers to:

- read Participant Book page 7 which contains quotes from several religious/educational writers about the importance of critical thinking/critiquing our abstractions
- bring examples of magazines, films, music, TV shows that are high on students' agenda and critique them using the CAMPER strategy questions on page 9 of the Participant Book.

Planning PD for Christian Studies teachers (cont)

Working with Module 4 (cont)

Discuss:

- What messages does western culture send about what it means to be human?
- How do media images impact on students exploring the question of *Who am I?*
- Does identity control you? Can you ever be certain about what your identity is? Do you experience yourself as having a fixed identity? How about others?
- Do people wear "stage masks"? Do they know? How do the masks develop? What do they protect and project?
- Where does ego fit in the picture? What is ego, really? How does ego relate to identity?
- Do critical thinking skills have benefits?

Work through page 10 of the Participant Book and discuss the issues that are dot pointed.

Another viewpoint can be found at <http://www.onlineopinion.com.au/view.asp?article=3923>

- Think about: How do you respond to the views expressed?

Read the theological notes for CL1 and CB3. Highlight significant points about a Christian view of identity/humanity. Ask teachers to group according to Band levels and list those points relevant for their students. Which would they say are most important?

Some things to reflect on:

"Once we idealize social climbing, domination of others, status symbols, power, prestige and possessions, we are part of a never ending game that is almost impossible to escape. It has its own inner logic that is self-maintaining, self-perpetuating, and self-congratulating as well as elitist and exclusionary. It will never create a just or happy world, yet most Christians never call it into question. Jesus came to free us from this lie which will never make us happy anyway, because it's never enough, and we never completely win." Richard Rohr

<http://myemail.constantcontact.com/Daily-Meditation--Discerning-Our-Complicity---Mar--3--2012.html?soid=1103098668616&aid=IHbKPUW8734>

"I believe that the story that informs our understanding of what it means to be human is one of the most important things about the educating we do. It's more important than teaching a particular language or a particular set of historical or scientific facts, or a particular theory, it's even more important than reading this or that particular author. It's more important because it influences the decisions we make about all these other things, about why we do them and how we do them. But it's also more important because it shapes who we become, how we understand ourselves, and what we will do (and not do) with the rest of the education we receive." Tom Christenson, SchoolLink 2006.

Question: is the teaching of being human, and identity, in Christian Studies different to what is covered in SOSE or Health? If so, in what ways?

Conduct the activity at the bottom of page 10: developing a list of questions or concerns the students you teach might have about the following dimensions of identity: emotional, physical, intellectual, spiritual and relational. One way to engage students in the topic could be to conduct a similar survey to that of the NSW Youth Advisory Council. Or, students design a survey.

Planning PD for Christian Studies teachers (cont)

Working with Module 4 (cont)

On page 8 of the Participant there is a list of skills associated with logical and critical thinking. These are expanded through the use of related questions and strategies. It can be used as a resource to promote and plan for critical thinking inclusion in unit planning.

Engaging students

Jigsaw reading: work with the first 6 readings in the Readings booklet. Each person determines:

- the author focus for engaging students
- strategies suggested

Combine everyone's efforts in a 2-column grid and post it in a place where it can be on full display. Reflect on the material collated. Individually rate current unit of work being taught against the collated material. Where could changes be made? Groups of 3 or 4 could work together to fine tune one another's units.

'Strategies for tuning in' begins on page 14 of the Participant Book. Teachers can be invited to spend time reading through the vast number of suggestions and modifications, highlighting those that would have potential, or modified potential, for their units of work. Develop two or three ideas for the next unit of work to be taught. Brainstorm ways that art, music, movies & videos, excursions, or the creation of a unit-related environment could be used for tuning in/engaging students. Work in groups to incorporate one or more of these in a unit of work.

Planning PD for Christian Studies teachers (cont)

Working with Module 5

Module question: Who is God?

This module is designed to model an **inquiry** straddling two key ideas: CB1 *Christians believe God is one God: Father, Son and Holy Spirit* and CC1 *Christians believe the Bible is God's word*. Participant **investigation**, including, **collaboration**, **framing questions** and applying **finding out** and **sorting out strategies**, into the **God** of the **Bible** enables them to discover how God is revealed, spoken about and imaged in the Bible. The **concept and identity of God** with particular reference to **biblical metaphor and stories** is the pathway taken, a pathway readily adaptable for the classroom.

Supporting your Equip participants

To focus them on their work with this module and its theological and pedagogical emphases, select from any of the clusters of questions in *Walking side by side* and *Sitting side by side* above. Focus on those questions that will enable them to reflect particularly on their use of questions and strategies for gathering, organising and analysing information, ie

- framing questions
- use of question strategies
- use of primary resource material (the Bible)
- gathering information strategies
- sorting out/processing information strategies

Check:

- are participants clear about what they need to prepare before their next workshop?
- If they are completing Equip at the next module, do they fully understand portfolio requirements?

Supporting all Christian Studies teachers

Investigation: nature & purpose of questions

Use the four summaries on pages 8-11 of the Participant Book. Teachers work in groups of four, each reading one summary. Using two highlighter colours, they note:

- what the teacher is doing
- what the student is doing

In collaboration, each group collates their work and creates a poster summary. On completion, they gallery walk all of the posters comparing emphases each group has recorded.

Reflection: to what extent are you providing students with the opportunity to develop questions that not only elicit factual information, but require them to engage in deep meaning-making thinking?

Investigation: question strategies

There are seven different question strategies set out on pages 12-20 of the Participant Book. With their current unit of work in mind, or one they will be planning, teachers engage with the strategies on an individual basis, coding as follows:



= use this strategy already



= have never previously encountered this strategy



= can see potential/great possibilities for this strategy

Planning PD for Christian Studies teachers (cont)

Working with Module 5 (cont)

Sharing: teachers nominate strategies they chose as having great possibilities, and how they see it being utilised in their unit or future unit. This sharing could also take place in year level planning groups.

The Bible: primary sources

Read page 21 of the Participant Book. For the Christian Studies classroom, what resources would you identify as:

- primary sources
- secondary sources

Think/Pair/Share in small groups. Share and justify choices with the whole group.

Reflection: on average, how much time would your students spend engaged with primary source material when they are investigating a concept or topic?

The Bible: nature and purpose

Individually respond to the discussion questions after reading the three explanations on pages 22-23 of the Participant Book. Share responses.

Individually complete 'What do you think' and 'My questions about the Bible' on pages 24-25.

Individually choose one of the Readings in the Book of Readings. Highlight:

- what the Reading confirms for you
- what new ideas the Reading poses for you

Record questions the Reading raises for you. Has the Reading answered any of your original questions about the Bible? What resources could you use to find answers you are seeking? Spend time investigating.

Plan a return session where teachers share their findings for at least one question they investigated.

Reflection: what have you learned about being a learner?

An Investigation: who is the God of the Bible?

Begin by reading the investigating, finding out and sorting out information on page 26. Then direct teachers to pages 27-28 of the Participant Book. This chart sets out a process for investigating the question: who is the God of the Bible? Explain the following:

Column 1: Information about who God is from a range of biblical sources

- Teachers select from any of the source material listed in that column (you may need to ensure they have ready access to it)

Column 2: Gathering information strategies

- Any of the strategies listed in the column can be used with any of the source material chosen (NB some may be more appropriate than others, depending on the source material)

Column 3: Questions to guide the analysis of information

- These questions can all be applied to any of the sources

Column 4: Sorting out/processing information strategies

- Select whatever is appropriate to sort the information gathered

Column 5: Other sources and links

- This is supplementary material to expand research. Page 39 of the Participant Book lists some websites that may also be useful.

Reflection: what are three things you can take from this investigation experience and apply to your Christian Studies teaching?

Planning PD for Christian Studies teachers (cont)

Working with Module 6

Module question: How do I know and relate to God?

The essential question for Module 6 is drawn from material within three key ideas with **prayer** as the main subject matter:

- CB2 The person and work of Jesus the Christ is central to Christianity
- CW2 People express their spirituality in various contexts within and beyond Christianity
- CC3 Christians pray, worship and celebrate the sacraments

Participants reflect on themselves as **spiritual people**, engaging in activities that enable them to reflect on the kinds of **spaces** required for teaching and learning that sits within both **cognitive** and **affective domains**. Space for **silence, stillness, attentiveness** and **meditation** is experienced and considered, as is opportunity for **reflection** and **metacognition** that allows for connections to be made between **old and new learning**.

Supporting your Equip participants

To focus them on their work with this module and its theological and pedagogical emphases, select from any of the clusters of questions in *Walking side by side* and *Sitting side by side* above. Focus on those questions that will enable them to reflect particularly on their use of spaces to promote learning in both cognitive and affective dimensions and the opportunities they are providing for students to engage in activities that sit within those dimensions. If necessary, revisit some of the literature provided in the Participant Book. Focus also on student self-assessment: are they developing skills for students to do this, and to become more autonomous in their reflections on their thinking about themselves as learners, and their learning?

Check:

- If they are continuing their *Equip* journey, are participants clear about what they need to prepare before their next workshop (module 7)?

Supporting all Christian Studies teachers

Contemplation

In the Equip workshop we used visual stimulus for a contemplation exercise.

Begin by preparing a contemplative space (calmness, candles, low light, etc). Page 4 of the Participant Book has a link to a site where you can find an image of Millet's *Angelus*. Project this onto a clear space. "Walk" through pages 4 and 5 before beginning the contemplation and check that everyone understands that there is firstly a silence requirement and, secondly, what the response components are.

Quiet the room and allow teachers to engage silently and individually with the painting and the guiding questions. At a given signal, allow them time to respond (page 5 top) then pair/share, and finally to respond again (page 5 bottom).

Meditation

There are eight alternatives given for meditation. The meditations are designed as individual experiences and are based on the 4Ps model: proclaim, ponder, picture, practice. **Note:** proclaiming (reading the text aloud to self) can be a strange experience if this is the first time it has been encountered. Encourage teachers to find a private space where they will feel comfortable and uninterrupted. Initially everyone will be reading aloud at the same time, but as they move through the second and third readings their voices may be lone voices. That's OK!

Planning PD for Christian Studies teachers (cont)

Working with Module 6 (cont)

Option 1: the four choices here are suitable follow-ons for the *Angelus* contemplation exercise. Read through the process as a whole group and clarify any questions. Allow teachers to make their personal selection before moving into the meditative time. Allow 10 minutes for the four steps.

Option 2: the four choices here are suitable follow-ons for the NOOMA DVD "Breathe". Again, read through the process as a whole group and clarify any questions. Allow teachers to make their personal selection before moving into the meditative time. Allow 10 minutes for the four steps.

Reflection

What have teachers learned about themselves? What have they learned from God? What have they learned about prayer, silence, and relating to God?

- Page 8 of the Participant book provides stimulus material for responses to these questions.

Self-assessment

- Teachers work on chart paper in groups of 4. They brainstorm and list everything they can think of that self-assessment enables learners to consider.
- After a few minutes, apply the "Three stay, one stray" strategy. The teacher from each group who "strays" wanders the room, spying on other groups and taking ideas back to their own group.
- Then invite groups to read the first entry on page 9 in the Participant Book and compare their list with the Wilson/Wing Jan extract.
- Allow time for discussion of observations, differences, clarification, questions.

Teachers and self-assessment

- Teachers read the Wilson/Wing Jan extract on pages 9 - 10 and each teacher reviews their own use of self-assessment in the classroom using the table on page 10.
- Invite teachers to share the outcomes of their reflections. They could address ways that they accomplish the various listed elements of self-assessment and responses could be collated to support those teachers who would benefit from greater support and coaching.
- Challenge them to review their current CS unit of work and find ways to incorporate/provide for/enhance self- assessment opportunities.

A display of school held resources could be provided, and/or catalogues for potential purchase of resources.

Engaging with theology

How do I relate to God?

Teachers form home groups of 3, each person selecting one of CB2, CW2 or CC3 (see page 11 of Participant Book). They then select the article they will read (listed page 12 and located in Book of Readings) together with the relevant theological notes for the key idea they have chosen.

Move to expert groups: all CB2s gather together, likewise all CW2s and CC3s. They read their theological notes and selected material, then discuss the guiding questions in the speech bubbles.

Teachers then move back to their home groups with a CB2, CW2 and CC3 in each group. Using a Round Robin strategy they share the insights gained from their expert groups and

Planning PD for Christian Studies teachers (cont)

Working with Module 6 (cont)

complete an X-chart (looks like, sounds like, feels like, thinks like): how do I know and relate to God?

Space for learning

Parker Palmer speaks of sixes paradoxes associated with creating space for learning (page 13 Participant Book).

Working in groups of 6, each teacher selects one of the paradoxes. Then, using a Round Robin strategy, explains the paradox – including the benefits for the learner - to all the members of the group.

Creating cognitive and affective space for learning

- Information re the **cognitive** dimension (reflection, metacognition, assessment as learning) can be found on pages 14-19 of the Participant Book.
- Information re the **affective** dimension (spirituality, meditative thinking, silence and stillness) can be found on pages 20-23 of the Participant Book.

Divide teachers into two research groups: one group for cognitive space and one group for affective space. For each of the three respective aspects within their chosen/given dimension they identify:

- what it is (ie define)
- benefits for the learner, OR, what the learner is doing
- what the teacher is doing to support the learner

This should be recorded in such a way that it can be displayed, explained/viewed and reviewed periodically. Teachers then review their year's CS units and look to see where learning spaces catering for cognitive and affective dimensions can be intentionally created. Some strategies and ideas are listed on pages 26-29. Build time on a regular basis for teachers to come together, share their experiences and discuss their progress.

★ Do you need to locate/purchase teacher resource materials for support? See References on page 34 for a start.

Planning PD for Christian Studies teachers (cont)

Working with Module 7

Module question: What do I do with my life?

Equip module 7 explores the theological concepts of **discipleship**, **service** and **vocation** and the pedagogical principles of **deep understanding** and **essential questions**, linking these with **Lifelong Qualities for Learners**. It focuses on the CSCF Christian Living key idea *Christians are called to love and serve all people*. (CL2)

Supporting your Equip participants

To focus them on their work with this module and its theological and pedagogical emphases, select from any of the clusters of questions in *Walking side by side* and *Sitting side by side* above. Focus on those questions that will enable them to reflect particularly on their use of **essential questions** and **deep understanding** in their unit planning, and on how that flowed through into teaching and learning.

Supporting all Christian Studies teachers

Developing deep understanding (theological)

For teachers, developing deep understanding involves engaging with relevant CSCF Theological Notes and other related material. One way this can be approached using the content of module 7 is for teachers to individually:

- read the theological notes for CL2 *Christians are called to love and serve all people*, a selection of Bible texts found in the theological notes, and one or more of the readings 4-7 in the Readings booklet
 - create a mind map of the key knowledge resident in those sources
 - 3-2-1: identify 3 statements of high significance related to the concept of service, 2 questions the material raised for you, and 1 aspect you would like to consider further
- Invite them to share and compare their mind maps and 3-2-1 exercise with a partner.

Planning for student deep understanding

One way to approach the planning process is:

- teachers familiarise themselves with the learning statement, scope statement and knowledge and elaborations for the Band level in which they teach, and refer back to their readings
- brainstorm all of the questions this material gives rise to and identify one question, an essential question, that will drive their unit
- think: what is the deep understanding they want students to have when they emerge from this unit of work, ie what is at the heart of the subject matter that makes it worth learning about? And record it (*where are we going?*)
- identify the task/s that will enable students to demonstrate their understanding, ie evidence (*how will I know we are there?*)
- identify the facts, knowledge and skills, ie inquiry path/learning experiences, that will engage students and move their learning forward (*how will we get there?*)

[Basically, this is the three-step *Understanding by Design* (Wiggins and McTighe) process for planning for deep understanding]

Planning PD for Christian Studies teachers (cont)

Working with Module 7 (cont)

Essential questions

Readings 1-3 in the *Readings* booklet deal with the subject of essential questions. Identifying the characteristics or features of essential questions (see *Participant Book* page 9) makes a good starting point for analysing and refining teacher-developed essential questions, either by:

- teachers reflecting individually, and actioning
- teachers working in pairs or planning teams, and actioning
- pooling collective knowledge and skills with all teachers working as a cohort to work through all essential questions one at a time across the school
- a combination of all of the above

Deep understandings

Reading 8 in the *Readings* booklet deals with the subject of deep understanding.

- after reading it, teachers could reflect on what deep understanding looks like, sounds like, feels like, thinks like in the classroom and record their thinking on an X-chart
- share and compare what this looks like across band levels

Planning PD for Christian Studies teachers (cont)

Working with Module 8

Module question: How do I live my life?

Equip module 8 explores how Christians approach the **living of an ethical life**: its **Christ-centredness**, its connection with **discipleship**, and what it means to be **human**. **Decision-making** is a key process, in ethics, and so skills such as **deep, critical thinking** and **moral reasoning** are fore-grounded. It focuses on the CSCF Christianity in the World key idea *People make decisions using a range of religious perspectives and ethical frameworks*. (CW3)

Supporting your Equip participants

To focus them on their work with this module and its theological and pedagogical emphases, select from any of the clusters of questions in *Walking side by side* and *Sitting side by side* above. Focus on those questions that will enable them to reflect particularly on how they have planned for the development of the following in their unit-planning:

- Biblical/Christian/religious/other perspectives influencing decision-making
- critical thinking skills
- moral reasoning skills
- thought-encouraging questions
- discussion strategies
- decision-making models

and how that flowed through into teaching and learning. The module 8 *Participant Book* has examples of all of these skills and strategies.

Supporting all Christian Studies teachers

Unpacking an ethical dilemma

Use the dilemma presented on page 19 of the *Participant Book*. Alternatively, there is always something in the media that begs unpacking. Picture Books, too, make good material: Miss Lily's fabulous pink feather boa, *Rose Blanche*, *My Mother's Eyes*,...

- invite teachers to brainstorm and create a series of questions raised by the dilemma they are reading about
- then provide the Six Hats Thinking (page 20) for them to reflect on their questions and add further to their list
- explore the discussion strategies (pages 22-24) and select one or two that would enhance and enrich discussion around the dilemma, thus leading to deeper, searching questions
- share the outcomes from these explorations across the whole group

Planning PD for Christian Studies teachers (cont)

Working with Module 8 (cont)

Decision-making models

Teachers, in small groups:

- study the POOCH model for decision-making on page 8 of the Participant Book. It is one of many that suit the purpose
- conduct a survey across classes: what are the decision-making models in current use? how well do they lend themselves to the process of devoting deep and critical thinking to the decision-making process?
- apply an ethical dilemma (eg page 7 of Participant Book) to the range of models nominated, and POOCH, and evaluate their effectiveness as decision-making models
- reflect on the Biblical/Christian/religious/other perspectives taken into account at the "options" stage of the process (brief outlines of utilitarianism, hedonism and situation ethics can be found on pages 9-10 of the Participant Book; more ethical frameworks can be found on pages 60-61 of CSCF Theological Notes and these could be further explored.)
- refer to the Features of an ethical thinker (pages 15-18): each teacher selects one page, evaluates the group work in the light of that aspect, and reports back to the group
- Share the outcomes from these explorations across the whole group.

Thinking about ethics, morality and related concepts

There are a number of ways that the articles in the book of *Readings* for module 8 could be approached:

- you could work with one at a time, eventually addressing all six readings
- groups of 6 teachers could choose one reading each
- you could select one or two for your purposes and work just with those
- Suggested responses:
 - teachers each select 1 significant point/statement to share with the group and generate discussion with a strategy chosen from the list on pages 22-23 of the Participant Book
 - each teacher selects 3 significant points/statements from the article they read and explains the reasons for those choices to the group
 - make a "brick wall", invite teachers to write a chosen significant statement somewhere on it, then allow time for everyone to walk along the wall, viewing the statements as they go
- POWW
 - **P**redictions: what I thought I would be finding out about in the Reading
 - **O**bservations: what I thought about and learned during the Reading
 - **W**ows: aspects of the content that ... surprised ... enlightened ... inspired ... me
 - **W**onders: aspects of the content I would like to explore or find out more about

Planning PD for Christian Studies teachers (cont)

Working with Module 9

Module question: How do I respond?

Module 9 focuses on the theological concepts of **justice** and **stewardship**. Pedagogically it brings the spotlight onto **student responses**: assessment, action and personal responses. It focuses on the CSCF Christian Living key idea *Christians have a responsibility in and for the world* (CL3) and aspects of the Christian Church key idea *The Christian community is shaped by and shapes its cultural and historical contexts* (CC2).

Supporting your Equip participants

To focus them on their work with this module and its theological and pedagogical emphases, select from any of the clusters of questions in *Walking side by side* and *Sitting side by side* above. Focus on those questions that will enable them to reflect particularly on how they have planned for the development of the following in their unit-planning:

- a range of student responses to learning (assessment, action, personal response)
- assessment task/s: attention to principles and good design (p19-21 Participant Book)
- criteria sheet/rubric to accompany assessment task: attention to good quality (p22 Participant Book)
- action: assessable or non-assessable
- personal response, reflection: non-assessable
- alignment between learning statement, essential question, deep understanding, knowledge and elaborations, and assessment

and then how that flowed through into teaching and learning – how did the students respond?

Supporting all Christian Studies teachers

Perspectives of justice

- teachers individually read secular and biblical perspectives of justice (pages 8-12 in Participant Book) and highlight or note main ideas
- in small groups they use a Venn Diagram to compare and contrast the two perspectives
- discuss; paragraph 2 of the Rationale in Participant Book (page 3) could be used to summarise a biblical perspective
- each group shares its recorded work in turn, OR, invite teachers to take a GALLERY WALK to view each group's work
- invite them to select one of the readings 2 to 5 in the Readings booklet and to note the main ideas so that they can share them with the group

Christian perspectives

Six Challenges, Six Mysteries is a DVD produced by Norman Habel for Lutheran Education Australia. Every Lutheran school was given a copy of this. Two of the challenges/mysteries have relevance for this module:

Challenge 3: Planet conscious

Teachers can view it and note key theological ideas about a Christian perspective on environmental care and preservation. Discuss ways in which Christians are to respond to environmental challenges. What issues or challenges does this raise?

Challenge 4: With a conscience

Teachers can view it and note key theological ideas about a Christian perspective on social justice. Discuss ways in which Christians are to respond to social justice issues. What further issues or challenges does this raise?

Planning PD for Christian Studies teachers (cont)

Working with Module 9 (cont)

Assessment tasks

On pages 20-22 of the module 9 *Participant Book* you will find a process for:

- designing a good Christian Studies assessment task
- developing quality criteria sheets/rubrics

To work through these processes, teachers will need: a unit of work, any related assessment tasks and criteria sheets/rubrics, *CSCF Curriculum Statements*

Allow them time to reflect on the questions and pointers for both assessment tasks and criteria sheets/rubrics as they analyse their own unit of work and assessment items.

The next step is to work on making refinements. They could work with another colleague to co-construct and/or fine-tune each other's work.

Planning PD for Christian Studies teachers (cont)

Working with Module 10

Module question: What happens when things go wrong?

Module 10 focuses on an exploration of the concept of **suffering**: the impact of **sin and evil** on the world, and **God's actions** and **response** to sin. **Caring thinking** and **creative thinking**, pedagogies for the soul, bring a way of thinking with compassion and insightfulness to the theological and biblical material. Module 10 focuses on the CSCF Christian Beliefs key idea A *Christian worldview is shaped by the biblical teaching of sin and grace* (CB3). Related concepts of **forgiveness** and **reconciliation** are interwoven through the Christian Church key idea *Christians pray, worship and celebrate the sacraments* (CC3). For those participants completing *Equip* at this point, **portfolio sharing** is also included in the module.

Supporting your Equip participants

To focus them on their work with this module and its theological and pedagogical emphases, select from any of the clusters of questions in *Walking side by side* and *Sitting side by side* above. Focus on those questions that will enable them to reflect particularly on how they have planned for the development of the following in their unit-planning:

- examples of ways caring and creative thinking were incorporated
- how students responded to caring and creative thinking tasks

Supporting all Christian Studies teachers

Caring Thinking

Work with Reading 7 *Caring Thinking* in the Module 10 *Readings* booklet. While reading, or when they have completed reading, teachers can either:

- construct a concept map of caring thinking expanding on the characteristics, the benefits, the components, and ways to teach it, OR,
- record their thinking using the Frayer Concept Model (2x2 grid): a definition of caring thinking, characteristics of caring thinking, examples of caring thinking and non-examples of caring thinking

Invite them to share their recorded work with a partner or in a small group. The next step would be for them to review the CS units of work they teach and, using the ideas and suggestions in the *Reading* as a basis, incorporate activities and strategies that promote caring thinking. Once again, invite them to share their ideas – this time across Band levels, nominating the units they have transformed and how they plan to do it. An opportunity to review progress at a later stage would also be beneficial.

Liaise with the Resource Centre teacher and organise an exhibition of print/visual materials that lend themselves to engendering caring thinking.

Planning PD for Christian Studies teachers (cont)

Working with Module 10 (cont)

Creative Thinking

Work with Reading 8 *Creative Thinking* in the Module 10 *Readings* booklet. While reading, or when they have completed reading, teachers can either:
construct a concept map of creative thinking expanding on the characteristics, the benefits, the skills, the techniques, OR,
record their thinking using the Frayer Concept Model (2x2 grid): a definition of creative thinking, characteristics of creative thinking, examples of creative thinking and non-examples of creative thinking
Invite them to share their recorded work with a partner or in a small group. The next step would be for them to review the CS units of work they teach and, using the ideas and suggestions in the *Reading* or the prompts on page 14 of the *Participant Book* as a basis, incorporate activities and strategies that promote creative thinking. Once again, invite them to share their ideas – this time across Band levels, nominating the units they have transformed and how they plan to do it. An opportunity to review progress at a later stage would also be beneficial.

God's creative work and caring responses

The CSCF Theological Notes for CB3 summarise God's creative work, the origins and impact of sin and brokenness, and his restorative work which reaches its climax in the resurrection of Jesus the Christ. (The Theological Notes for CC3 provide an opportunity to make further connections with forgiveness and reconciliation.)

Pages 10, 11 and 12 of the *Participant Book* provide three options for teachers to reflect on their reading of the theological notes and respond from a 'God's caring thinking' perspective.

Theology and caring thinking

Work with the four components (Lipman) of caring thinking which can be found on page 13 of the Module 10 *Participant Book*. Using both the Theological Notes and the Curriculum Statements for CB3, teachers identify aspects that lend themselves to promoting and teaching caring thinking.

Exploring hope, forgiveness, reconciliation and grace

Page 15 of the *Participant Book* has Old and New Testament references to biblical passages and Readings that lend themselves to further study of hope, forgiveness, reconciliation and grace. The individual readings could be worked through in progression, or smalls groups could be allocated a section each and their findings/responses to prompts shared with the whole group.

Deepening understanding

The Module 10 book of *Readings* contains the following:

- Worthing, *The fragility of grace* (grace)
- Cooke, *Where was God when ...* (evil, suffering, faith)
- Bonhoeffer, *Grace and discipleship* (grace, suffering, cross of Christ, discipleship)
- Yancey, *Why forgive?* (grace, forgiveness)
- Vardy, *Can God act in the world?* (evil, suffering, God's action)
- Nouwen, *The agony of Christ* (response to suffering)

All six readings offer valuable insights into the concepts identified. There are a number of ways that these articles could be approached:

- you could work with one at a time, eventually addressing all six readings
- groups of 6 teachers could choose one reading each
- you could select one or two for your purposes and work just with those

Planning PD for Christian Studies teachers (cont)

Working with Module 10 (cont)

Suggested responses:

- teachers each select 1 significant point/statement to share with the group and generate discussion with a strategy chosen from the list on pages 22-23 of the Participant Book
- each teacher selects 3 significant points/statements from the article they read and explains the reasons for those choices to the group
- make a “brick wall”, invite teachers to write a chosen significant statement somewhere on it, then allow time for everyone to walk along the wall, viewing the statements as they go
- POWW
 - **P**redictions: what I thought I would be finding out about in the *Reading*
 - **O**bservations: what I thought about and learned during the *Reading*
 - **W**ows: aspects of the content that ... surprised ... enlightened ... inspired ... me
 - **W**onders: aspects of the content I would like to explore or find out more about

Appendix 1

Sample 1: Whole school plan where units are set for each specific year level

Year Level	Unit Topic & Essential question	Learning statement/s (from CSCF Curriculum Statements)	Knowledge (from “students know...knowledge and elaborations” in CSCF Curriculum Statements, and Theological Notes)	Links to other units and/or school/ community events
Term 1				
Term 2				
Term 3				
Term 4				
Further comments:				

Sample 2: Whole school plan where units rotate over a two-year cycle

Year Level	Unit Topic & Essential question	Learning statement/s (from CSCF Curriculum Statements)	Knowledge (from “students know...knowledge and elaborations” in CSCF Curriculum Statements, and Theological Notes)	Links to other units and/or school/ community events
Odd Year – Term 1				
Odd Year -Term 2				
Odd Year -Term 3				
Odd Year -Term 4				
Even Year – Term 1				
Even Year - Term 2				
Even Year -Term 3				
Even Year -Term 4				
Further comments:				

Sample 3: Whole school plan where units are set for each specific year level

YEAR:

STRAND	CHRISTIAN BELIEFS	CHRISTIAN LIVING	CHRISTIAN CHURCH	CHRISTIANITY IN THE WORLD
LEARNING STATEMENT/S (from CSCF Curriculum Statements)				
ESSENTIAL QUESTION				
KNOWLEDGE (from “students know...knowledge and elaborations” in CSCF Curriculum Statements, and Theological Notes)				
ASSESSMENT task & type				

Sample 4: Whole school plan where units rotate over a three-year cycle

Year Levels	eg Year 6	eg Year 7	eg Year 8
CB1	<p>LEARNING STATEMENT (from CSCF Curriculum Statements)</p> <p>ESSENTIAL QUESTION</p> <p>KNOWLEDGE (from “students know...knowledge and elaborations” in CSCF Curriculum Statements, and Theological Notes)</p>		
CB2		<p>LEARNING STATEMENT (from CSCF Curriculum Statements)</p> <p>ESSENTIAL QUESTION</p> <p>KNOWLEDGE (from “students know... knowledge and elaborations” in CSCF Curriculum Statements, and Theological Notes)</p>	
CB3			<p>LEARNING STATEMENT (from CSCF Curriculum Statements)</p> <p>ESSENTIAL QUESTION</p> <p>KNOWLEDGE (from “students know...knowledge and elaborations” in CSCF Curriculum Statements, and Theological Notes)</p>
CL1	<p>LEARNING STATEMENT (from CSCF Curriculum Statements)</p> <p>ESSENTIAL QUESTION</p> <p>KNOWLEDGE (from “students know...knowledge and elaborations” in CSCF Curriculum Statements, and Theological Notes)</p>		
CL2		<p>LEARNING STATEMENT (from CSCF Curriculum Statements)</p>	

		<p>ESSENTIAL QUESTION</p> <p>KNOWLEDGE (from “students know...knowledge and elaborations” in CSCF Curriculum Statements, and Theological Notes)</p>	
CL3			<p>LEARNING STATEMENT (from CSCF Curriculum Statements)</p> <p>ESSENTIAL QUESTION</p> <p>KNOWLEDGE (from “students know...knowledge and elaborations” in CSCF Curriculum Statements, and Theological Notes)</p>
CC1	<p>LEARNING STATEMENT (from CSCF Curriculum Statements)</p> <p>ESSENTIAL QUESTION</p> <p>KNOWLEDGE (from “students know...knowledge and elaborations” in CSCF Curriculum Statements, and Theological Notes)</p>		
CC2		<p>LEARNING STATEMENT (from CSCF Curriculum Statements)</p> <p>ESSENTIAL QUESTION</p> <p>KNOWLEDGE (from “students know...knowledge and elaborations” in CSCF Curriculum Statements, and Theological Notes)</p>	
CC3			<p>LEARNING STATEMENT (from CSCF Curriculum Statements)</p> <p>ESSENTIAL QUESTION</p>

			<p>KNOWLEDGE (from “students know...knowledge and elaborations” in CSCF Curriculum Statements, and Theological Notes)</p>
CW1	<p>LEARNING STATEMENT (from CSCF Curriculum Statements)</p> <p>ESSENTIAL QUESTION</p> <p>KNOWLEDGE (from “students know...knowledge and elaborations” in CSCF Curriculum Statements, and Theological Notes)</p>		
CW2		<p>LEARNING STATEMENT (from CSCF Curriculum Statements)</p> <p>ESSENTIAL QUESTION</p> <p>KNOWLEDGE (from “students know...knowledge and elaborations” in CSCF Curriculum Statements, and Theological Notes)</p>	
CW3			<p>LEARNING STATEMENT (from CSCF Curriculum Statements)</p> <p>ESSENTIAL QUESTION</p> <p>KNOWLEDGE (from “students know...knowledge and elaborations” in CSCF Curriculum Statements, and Theological Notes)</p>

Sample 5: Whole school plan where units are embedded in Transdisciplinary Themes

Transdisciplinary Themes (Year level)					
Theme 1:	Theme 2:	Theme 3:	Theme 4:	Theme 5:	Theme 6:
Time allocation:					
Central Idea (stated):					
Concepts (those applicable highlighted): Form Function Causation Connection Change Responsibility Perspective Reflection					
Learner Profiles (those applicable highlighted): Inquirers Knowledgeable Thinkers Communicators Principled Open-minded Caring Risk-takers Balanced Reflective					
Christian Studies Strand: Key Idea: Learning statement:					

Sample 6 Whole school plan where units are either 'embedded' or 'stand alone'

Christian Studies				
	Christian Beliefs	Christian Church	Christian Living	Christianity in the World
Year Level: Band:	Key Idea:	Key Idea:	Key Idea:	Key Idea:
	Learning statement:	Learning statement:	Learning statement:	Learning statement:
	Stand alone unit:	Stand alone unit:	Stand alone unit:	Stand alone unit:
	OR Transdisciplinary theme:	OR Transdisciplinary theme:	OR Transdisciplinary theme:	OR Transdisciplinary theme:
	Central Idea:	Central Idea:	Central Idea:	Central Idea:
Term placement:				
Concepts: (those applicable highlighted)	Form Function Causation Connection Change Responsibility Perspective Reflection	Form Function Causation Connection Change Responsibility Perspective Reflection	Form Function Causation Connection Change Responsibility Perspective Reflection	Form Function Causation Connection Change Responsibility Perspective Reflection
Learner Profiles: (those applicable highlighted)	Inquirers Knowledgeable Thinkers Communicators Principled Open-minded Caring Risk-takers Balanced Reflective	Inquirers Knowledgeable Thinkers Communicators Principled Open-minded Caring Risk-takers Balanced Reflective	Inquirers Knowledgeable Thinkers Communicators Principled Open-minded Caring Risk-takers Balanced Reflective	Inquirers Knowledgeable Thinkers Communicators Principled Open-minded Caring Risk-takers Balanced Reflective

Community events, school, church season planner

Year level

Term

Teacher

Week	Community event, School, Church Season	Strand/Key Idea	Learning statement(s)	Unit Related resources
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Appendix 2

Sample Unit Planner this needs to be replaced with current version

UNIT TITLE/TOPIC				BAND YEAR GROUP	DURATION OF UNIT TIME ALLOCATION
CB	CC	CL	CW	KEY IDEA(S)	LEARNING STATEMENT Written in full with strand(s) clearly identified
UNIT OVERVIEW (PERSONAL SCOPE STATEMENT) DESCRIBE JOURNEY OF UNIT 1. Write one sentence that clearly outlines the unit. 2. In one sentence state the purpose and direction of the unit, providing a sense of where the unit fits in the overall CS program, its relevance to students' whole journey of learning. 3. In one sentence state the possibilities the unit opens up for future learning experiences 4. Key understandings POSSIBLE SENTENCE STARTERS The purpose of the unit of study is to assist students to... The central focus of the unit will be... The unit will build on... The unit will extend the students' understandings, skills and attitudes of... The unit will prepare students to... The unit will challenge students to...					LINKS TO OTHER CURRICULUM AREAS
DEEP UNDERSTANDING/S In the presentation and exploration of facts, concepts, biblical material what significant understanding/s will students gain in this unit of what is at the heart of the Christian faith?		ESSENTIAL QUESTION Will the question lead students on a single path of investigation or provide a range of pathways? Which aspects of the learning statement(s) will students be led to investigate? Does the question/statement generate other significant questions? Will the question lead students to think deeply and creatively about the content and ideas in the learning statement? Will the question forward the students' learning from their existing knowledge? Will the investigation spurred by the question help students make connections with other aspects of life and learning? What kinds of actions and responses could the investigation of the question lead to?			ASSESSMENT (AS, OF, FOR) Summary of assessment opportunities List formative and summative assessment
LEARNER PROFILE(S) Prior learning/interests/needs of students What aspects of your students' development, background, attitudes, learning styles and understanding do you need to take into account? How are you going to find out what your students already know and believe about the unit? What activity are you going to use to find this out?		STUDENT QUESTIONS What questions are students asking in relation to chosen learning statements? How will you find out what questions students have? Note the questions that emerge at various points in the unit			RESOURCES /LINKS TO LIFE List the people, texts, local resources, biblical material (e.g. biblical references from LIFE), audio-visual, use of the web and other related technology which will enable students to engage in their journey of inquiry and build their skills, understandings and attitudes. Skim Introductory Activities in LIFE Menus for ideas to engage students in the first steps of inquiry.

CONTRIBUTION TO LIFELONG QUALITIES for LEARNERS		
<p>IDENTIFY SPECIFIC KNOWLEDGE AND ELABORATIONS NEEDED TO SCOPE CONTENT OF UNIT ("students know...knowledge and elaborations")</p> <p>Which key concepts/knowledge are the focus of the unit?</p> <p>Will this be the students' first or subsequent encounter with the key idea at this band level?</p> <p>How will the unit build on prior learning?</p>	<p>SEQUENCE OF LEARNING OPPORTUNITIES</p> <p>Skim Introductory Activities in LIFE Menus for ideas to engage students in the first steps of inquiry.</p> <p>Differentiation/links to Lifelong Qualities for Learners (LQL)</p> <p>Identify learning strategies, thinking skills, learning activities that will be embedded in the unit of work.</p> <p>How will the learning opportunities incorporate students' context and questions, interests?</p> <p>Are lessons sequenced to maximise development of concepts and knowledge?</p> <p>Are there opportunities for students to demonstrate and apply their growing understanding?</p> <p>Which of the learning opportunities and resultant work samples will you be able to use as indicators of achievement?</p> <p>Do the learning experiences relate to the learning statements being assessed and allow for demonstration of what the student knows and can do?</p> <p>Identify how the selected values, attributes and abilities of the LQLs are being addressed</p> <p>Identify activities and strategies used to meet specific needs of individual/groups of students</p> <p>Which components of LQL in particular are being addressed in the unit?</p> <p>Which values, attributes and abilities will be developed through the chosen LQL components?</p> <p>Identify learning opportunities that focus on and develop the selected components of LQL.</p> <p>How will they be introduced to students?</p> <p>How will they be embedded in unit? Which learning experiences will develop them?</p>	<p>IDENTIFY THE LEARNING THAT STUDENTS WILL HAVE THE OPPORTUNITY TO DEMONSTRATE ("students can...ways of knowing")</p> <p>Assessment as, for, of</p> <p>What evidence will you gather and analyse to arrive at an informed decision about level of achievement of learning statement? (assessment of learning)</p> <p>Is evidence taken from a variety of sources? – observation of students at work, individually and in groups? Process of consultation with range of people? Analysis of student work samples both written and spoken? Self and peer assessment?</p> <p>Do assessment opportunities flow meaningfully from learning opportunities and foster student learning?</p> <p>At what key points in the unit will assessment information be collected?</p> <p>Are assessment opportunities varied, enabling students to demonstrate what they know and can do?</p> <p>Are there multiple assessment opportunities for each learning statement?</p> <p>By what criteria will achievement of learning statement be judged?</p> <p>What tasks will give an indication of student's progress in achieving the learning statement(s)? Are students aware of this? To which part of the learning statement is assessment related?</p> <p>What aspects of students' work indicate increasing achievement of learning statement? (assessment as learning)</p> <p>What techniques will be used to record the evidence of student achievement?</p> <p>What distinguishes the work sample of a student achieving the learning statement from a student not yet achieving the learning statement?</p> <p>If students are given a culminating, summative piece of assessment, will there be opportunities in the unit for students to demonstrate their developing mastery of the learning statement(s)?</p> <p>Where and how in work samples used to indicate achievement of learning statement have students demonstrated these key concepts/knowledge?</p> <p>Which assessment opportunities can be used to inform and shape teaching practice? (assessment for learning)</p>

<input type="checkbox"/> Investigators and learners <input type="checkbox"/> problem solvers and implementers <input type="checkbox"/> producers and contributors <input type="checkbox"/> communicators and facilitators <input type="checkbox"/> leaders and collaborators <input type="checkbox"/> supporters and advocates	These will be evidenced by /skills to be developed (e.g. we will be advocating when)
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EVALUATION OF UNIT

Was the purpose of the unit fulfilled?

Was the unit relevant, engaging, challenging and developmentally appropriate??

Were the resources adequate?

Were knowledge and processes covered?

Did the assessment opportunities produce work samples that demonstrate achievement or part thereof of outcome(s)?

What further questions do students have as a result of their learning in this unit?

What did you learn from students' evaluation of the unit?

Sample Unit Planner – blank

UNIT TITLE/TOPIC				BAND YEAR GROUP	DURATION OF UNIT TIME ALLOCATION
CB	CC	CL	CW	KEY IDEA(S)	LEARNING STATEMENT
UNIT OVERVIEW (PERSONAL SCOPE STATEMENT)					LINKS TO OTHER CURRICULUM AREAS
DEEP UNDERSTANDING/S			ESSENTIAL QUESTION	ASSESSMENT (AS, OF, FOR)	
			⇒	⇒	
LEARNER PROFILE(S)			STUDENT QUESTIONS	RESOURCES /LINKS TO LIFE	
			⇒	⇕	
CONTRIBUTION TO LIFELONG QUALITIES for LEARNERS (LQL)					
<input type="checkbox"/> Investigators and learners <input type="checkbox"/> problem solvers and implementers <input type="checkbox"/> producers and contributors				<input type="checkbox"/> communicators and facilitators <input type="checkbox"/> leaders and collaborators <input type="checkbox"/> supporters and advocates	
These will be evidenced /skills to be developed (we will be advocating when)					

IDENTIFY SPECIFIC KNOWLEDGE AND ELABORATIONS NEEDED TO SCOPE CONTENT OF UNIT ("students know...knowledge and elaborations")	SEQUENCE OF LEARNING OPPORTUNITIES Differentiation/links to Lifelong Qualities for Learners	IDENTIFY THE LEARNING THAT STUDENTS WILL HAVE THE OPPORTUNITY TO DEMONSTRATE ("students can...ways of knowing") Assessment as, for, of
EVALUATION OF UNIT		

Teacher-planned units rubric

<p style="text-align: center;">Standard →</p> <p>Criteria ↓</p>	<p>Demonstrated Competence</p>	<p>Satisfactory Response</p>	<p>Inadequate Response</p>
<p>Overview</p>	<p>Clearly outlines scope, purpose and direction of unit. Clearly states relevance of unit to students' journey of learning. Clearly states possibilities unit opens up for future learning experiences.</p>	<p>Outlines a general sense of direction and purpose for the unit. Relates unit to student learning.</p>	<p>Unclear or absent links between overview and unit content.</p>
<p>Learner Profile</p>	<p>Effectively communicates aspects of student development, background, attitudes, learning styles and understandings that need to be taken into account, and ways and means of addressing these.</p>	<p>Identifies some aspects of student development, background, attitudes, learning styles and understandings that need to be taken into account.</p>	<p>Incomplete or undeveloped aspects of student development, background, attitudes, learning styles and understandings that need to be taken into account.</p>
<p>Essential Guiding Question/Statement</p>	<p>Generates many significant questions and ideas leading students to think and inquire deeply and creatively about unit content. Takes students beyond existing understandings and leads to making connections with other aspects of life and learning.</p>	<p>Leads to some significant questions and ideas leading students to think and inquire more deeply about unit content. Encourages students to think beyond current understandings.</p>	<p>Narrow or limited in potential to generate questions and ideas for inquiry.</p>
<p>Theological Content</p>	<p>Clearly identifies theological ideas and concepts that bring focus to the unit and insightfully links these with learning experiences. Describes strategies and processes for determining student prior learning, knowledge and understandings.</p>	<p>Lists theological ideas and concepts that are relevant for unit. Outlines at least one strategy for determining student prior knowledge.</p>	<p>Limited documentation of theological ideas and concepts relevant for unit.</p>
<p>Evidence of Learning</p>	<p>Utilises a broad range of assessment techniques: <i>for</i> learning (formative) <i>as</i> learning (reflective) <i>of</i> learning (summative). Evaluates student performances/products based on known criteria including conceptual descriptors linked to learning</p>	<p>Uses at least one assessment technique <i>for</i> learning (formative) <i>as</i> learning (reflective) <i>of</i> learning (summative). Links assessment tasks to learning statement and knowledge and elaborations.</p>	<p>Vague descriptions and limited evidence of assessment techniques <i>for</i> learning (formative) <i>as</i> learning (reflective) <i>of</i> learning (summative). Inconsistency between assessment tasks and learning statement.</p>

	statement.		
Learning Opportunities	Documents and employs strategies and processes that cater for a range of student learning styles and interests. Sequences strategies and processes to maximize development of concepts and understanding ie encourages student explanation, interpretation, application, perspective, empathy and self knowledge.	Selects strategies and processes suitable for student needs. Links strategies and processes to learning statement and takes students beyond current understandings.	Limited skill in selecting/planning strategies for student needs/interests. Ad hoc listing of strategies and processes.
Evaluation	Analyses the purpose, engagement, challenge and developmental appropriateness of the unit. Articulates creative solutions towards identified areas for improvement.	Identifies strengths and weaknesses of unit. Proposes some change for improvement.	Minimal reflection on effectiveness of unit. Proposes superficial change.
Resources	Utilizes, seeks out and encourages a wide range of resources for learning.	Makes a range of resources available for learning.	Limits exposure to resources for learning.

Assessing my assessment rubric

Rank your assessment rubric colouring in the appropriate indicator: 😊, 😐 or ☹️

Language:

😊 😐 ☹️ The language used is clear and concise, not requiring a huge amount of

interpretation

- 😊 😐 ☹️ There is a distinct difference between levels of performance
- 😊 😐 ☹️ The words used are appropriate for the age of the students (where applicable)
- 😊 😐 ☹️ The rubric states expectations positively (even at the lowest level of achievement)

Structure and presentation:

- 😊 😐 ☹️ The rubric is clearly and neatly set out, making it easy for students and others to make sense of it
- 😊 😐 ☹️ The rubric gives the opportunity for teacher comment, feedback or elaboration for individual students
- 😊 😐 ☹️ The structure of the rubric provides for easy transition through planning, teaching, assessing to reporting (ie you are not doing completely different things in each phase; you don't need a secret formula to go from the rubric to the report)
- 😊 😐 ☹️ All aspects of the rubric content are being taught in this unit (ie don't assess something you are not teaching!)
- 😊 😐 ☹️ The rubric shows a balanced approach to assessment, incorporating knowledge and processes (such as communication, biblical literacy, presentation, etc)
- 😊 😐 ☹️ The rubric allows for student reflection (where applicable)

Links to CSCF learning statement:

- 😊 😐 ☹️ There is a clear link between the learning statement and knowledge and the rubric content (perhaps some of the wording comes from the knowledge)
- 😊 😐 ☹️ All major aspects of the teaching content are included in the rubric
- 😊 😐 ☹️ The rubric standards reflect the developmental nature of the CSCF (eg. Are there links to previous/next band levels?)

Links to assessment tasks:

- 😊 😐 ☹️ The rubric is linked to a specific assessment task which gives an authentic opportunity to demonstrate learning
- 😊 😐 ☹️ The task or learning activity asks students for more than simple recall (and this is reflected in the rubric)

OR

Links to learning activities:

- 😊 😐 ☹️ Key learning activities have been identified in which students will demonstrate specific criteria
- 😊 😐 ☹️ Students have a number of opportunities to demonstrate their mastery of the criteria
- 😊 😐 ☹️ Learning activities provide students with to demonstrate performance and in a variety of ways and includes aspects of higher order thinking

Appendix 3 – Equip modules 1 – 10 Participant book and readings

EQUIP Modules

1	What is Christian Studies?	CSCF overview	Nature and purpose of Christian Studies (CS) Approach to teaching and learning in CS	Unit planning; purpose, context, content and approach. The planning process
2	What is my vision for Christian Studies?	CSCF Curriculum Statements Theological Notes	Spirituality of students A personal vision for Christian Studies	Overview of inquiry process
3	How do I make sense of the world?	CW1 CW3	Multiple worldviews: religious, philosophical, ethical	Respectful dialogue Inclusive classroom Working cooperatively
4	Who am I?	CL1 CB3	Identity Being human Made in the image of God	Critical thinking Engagement Brain-based learning
5	Who is God?	CB1 CC1	Nature of God, nature & purpose of the Bible, images of God (Hebrew & Christian)	Investigation and collaboration
6	How do I know and relate to God?	CB2 CC3 CW2	Spirituality, prayer Jesus as bridge builder Revelation, faith	Reflection, metacognition; silence & stillness; meditation; assessment as learning
7	What do I do with my life?	CL2	Discipleship Service Vocation	Planning for deep understanding Essential questions Lifelong Qualities for Learners
8	How do I live my life?	CW3	An ethical life Knowing right from wrong	Critical thinking Philosophical thinking
9	How do I respond?	CL3 CC2	Stewardship Justice	Student responses Assessment Action Personal response
10	What happens when things go wrong?	CB3 CC3	Suffering Hope Trust Forgiveness	Caring thinking Creative thinking