

Equip: Portfolio requirements for all participants

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

You will be required to:

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

Portfolio component	Criteria
Pre-session work	Document and keep a record of your responses to the between session work for each module. This will be referred to during Equip workshops. Your responses can be shared in a variety of ways such as through the use of online tools, eg wikis, blog, wall-wishers etc. The feedback to between session activities occurs during the Equip journey and is not required to be included in the portfolio.
Philosophy statement of a Christian Studies teacher	Please ensure your philosophy statement addresses beliefs about: <ul style="list-style-type: none"> • the purpose of Christian Studies • the learner • the teacher • the learning environment • the dominant pedagogical approach used in teaching and learning of Christian Studies • your personal reflections on your growth as a Christian Studies teacher as you have journeyed through Equip <i>(See CSCF – Curriculum Statements p 6 &7)</i>
Yearly overview	<ul style="list-style-type: none"> • Include the yearly overview for Christian Studies as determined by your school's Scope and Sequence document
Unit of work with your annotations	<ul style="list-style-type: none"> • describes context in which the unit is taught, including the shaping of the unit by student needs, interests, background and other school based events and learning • is planned on a school approved planner and identifies key elements of CSCF • identifies essential knowledge for students, both the theological concept(s) and pedagogical focus • states essential question or rich, enduring understanding and guiding questions for purposeful inquiry • describes the journey of inquiry and learning experiences for students • details primary and secondary resources used for the inquiry • describes evidence needed to make judgements about what students know and can do • details assessment task/s with accompanying criteria sheet/s or rubrics that allow students to show the depth and breadth of their learning • includes at least three annotated student work samples and student responses with your reflections on student learning/understandings