

# EQUIP 2

## FACILITATOR RESOURCES

July 2019



## Equip 2 Overview

### Day one

|  |  |
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| <b>Pre-unit activities</b>   | <ol style="list-style-type: none"> <li>Sort the statements under the headings 'descriptive writing' and 'critical reflection' (table)</li> <li>Engage with a reading on critical reflection</li> <li>Use 'Connect, Extend, Challenge' to critically reflect on the reading and / or your Christian Studies classroom practice</li> </ol>   |
| <b>Introductory session</b><br><br>(30 min)  | <ul style="list-style-type: none"> <li>• Introductions and short icebreaker</li> <li>• Housekeeping</li> <li>• Share the Unit's Enduring Understanding (unpack as an overview of the unit)</li> <li>• Re-establishment of protocols for working together effectively</li> </ul>  |
| <b>Critical Reflection</b><br>(1 hour)   | Explicit teaching / discussion on critical reflection linking back to the pre-unit activity. Keep this in mind as they complete Inquiry 1, making notes as they go on the process or the content (split screen thinking) (why is this skill important for teaching practice)   |
| <b>Morning Tea</b>   |  |
| <b>Launch Activity</b><br>(30 min)   | <ul style="list-style-type: none"> <li>• Launch activity – artefacts / multi-sensory experience to engage with the questions 'Who is God?' and 'Who are we?'</li> <li>• Devotion – linked to launch activity (scriptural encounter using either SOAP or lectio divina)</li> </ul>  |
| <b>Inquiry 1: Who are we? (How does God see us?)</b><br><b>[Guided inquiry]</b><br><br>(90 min max)  | <p><b>Tuning in</b><br/>What insight to this question do we have from the launch activity? Brainstorm ideas</p> <p><b>Investigating</b><br/>What does your band say about this question in the CSCF? Collaborative inquiry into the question. (remind participants of the collaborative nature – not just parallel inquiry)</p> <p><b>Sharing</b><br/>Groups share their findings during the inquiry so that others can note important ideas for further reading. Sharing also happens at the end of the inquiry to gain a collective understanding of the question</p> <p><b>Reflecting and acting</b><br/>Provide question prompts to enable participants to identify affirmations with their ideas, new learnings and questions, and follow up actions (eg, If this is how God sees us, what does that mean for further inquiry?)</p> |
| <b>Lunch</b>   |  |
| <b>Inquiry 2: Who are we? (How do we live out our humanity?)</b><br><b>[Major inquiry]</b><br><br><ul style="list-style-type: none"> <li>• 1hr 45 min for Tuning in, posing questions and unpacking biblical text</li> </ul> | <p><b>Tuning in</b><br/>John 4:1-42 <b>Woman at the well</b>. How Jesus saw her was not how she saw herself. She changed as a result of an encounter with him. Discuss relationships with God, self and others. Use a different method of biblical interpretation, eg, Ignatian (perspectives, put yourself in the story), thinking routines – stories. What is the story that is being presented? What is the untold story? What is your story?</p> <p><b>Posing questions</b><br/>Being human means living in relationship. Choose one activity to assist participants to pose questions arising from the Tuning in. What questions about how we live in relationship arise from the story? Sort according to God, self, others, world. Are there other questions not covered in the</p>   |



# Day one

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| <ul style="list-style-type: none"> <li>it is recommended that Day 1 concludes with the planning of the investigation and critical reflection summary – this will enable sufficient time on Day two to complete the Inquiry and other key activities</li> </ul> | <p>story? What other lines of inquiry might be possible? Link to “Who are we?” mind map</p> <p>Planning the investigation<br/>Design their own inquiry<br/>Must:</p> <ul style="list-style-type: none"> <li>read a biblical text</li> <li>choose a biblical literacy tool to unpack the biblical text</li> <li>Consult the CSCF</li> <li>Read theological commentary</li> <li>Record the content of learning as well as metacognition of the process</li> <li>Plan the process of inquiry – using a modified scaffold similar to that used in Equip 1</li> </ul> <p>Discuss the inquiry process – what makes this a CS inquiry (as opposed to a humanities inquiry, etc) What is unique / special / required for a CS inquiry?</p> <p>Sources, biblical text essential, dual nature – content and faith, open to the work of the Holy Spirit, Christocentric view of biblical text, Lutheran / Christian lens, develops and maintains respectful dialogue and not make assumptions of faith yet teach from a clear Christian worldview, it is about a quest for understanding and a relationship with God, (I know, I believe but I don’t understand), acknowledging the nature of truth,</p> <p>Summarise with critical reflection on this process</p> |
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## Day two

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| <ul style="list-style-type: none"> <li>Day 2 would need to start with a devotion and review)</li> <li>Investigation – up until lunchtime</li> <li>Sharing, reflecting and acting – 1hr</li> </ul> | <b>Investigation</b><br>Participants investigate their chosen question and conduct sorting out and processing activities.  |
|   | <b>Sharing</b><br>Individuals or small groups have opportunity to share the results of their investigations, both in terms of personal understandings and classroom applications.  |
|   | <b>Reflecting and acting</b><br>Select a reflective prompt or thinking routine to reflect on the inquiry as a whole.<br>Review ePortfolio tasks in light of the inquiry – note important ideas, learnings and readings to follow up. |

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| <b>Practical Inquiry Planning</b><br><br>(1 hour) | <b>Classroom connection</b><br>Participants spend some time journaling about their CS teaching. Form some questions / issues to share regarding what you could investigate about your teaching of CS. 'What are some of the challenges you face in teaching Christian Studies?' 'How effective am I as a teacher of Christian Studies?' Action research is one method of analysing and creating change. Share your issues with a partner and explore to arrive at a question which is able to be explored through the action research process.<br>Develop a question to explore. Identify the data needed to inform the question. Develop a plan which is achievable and meaningful to improve one aspect of your classroom practice. Scaffold this process. Listening protocols – sharpen the question, not give advice. |
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| <b>Summing up the 2 days</b><br>(15 min) | Use a visible thinking routine to reflect on their thinking for the two days. |
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| <b>Introductory session</b><br>(30 min) | Housekeeping<br>Devotion<br>Regrouping / connecting with the ideas and learning in Days one and two<br>Visible thinking routine |
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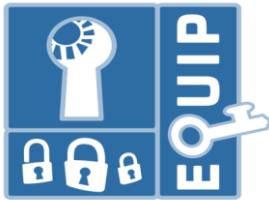
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| <b>Going deeper: Practical Inquiry [Individual inquiry]</b><br>(2 hours 30 min) | Using the scaffold for practical inquiry, participants: <ol style="list-style-type: none"> <li>analyse their data</li> <li>research possible responses / actions</li> <li>consider several possibilities</li> <li>decide on a course of action</li> </ol> |
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| <b>Lunch</b> |  |
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| <b>ePortfolio work</b><br>(1 hour) | Time for participants to engage with the learning outcomes and possible evidence and seek formative feedback from facilitator. |
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| <b>Drawing it all together, reflecting and sharing</b><br>(30 min) | Independent time for reflection and journaling. Share whole group to elaborate on their insights and learning journey. Last minute questions / practical notes. |
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| <b>Sending out</b><br>(20 min max) | Prayer, experiential devotion, blessing. |
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## Equip 2

# Who are we?

### Enduring understanding

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

### Outcomes

At the completion of the unit, the participant will be able to:

- articulate an understanding of key Lutheran theological concepts related to the notion of being human
- critically reflect on the use of inquiry processes in their Christian Studies context

### AITSL Standards

**Standard 1: Know students and how they learn**

**Standard 2: Know the content and how to teach it**

**Standard 3: Plan for and implement effective teaching and learning**

Standard 4: Create and maintain supportive and safe learning environments

Standard 5: Assess, provide feedback and report on student learning

**Standard 6: Engage in professional learning**

Standard 7: Engage professionally with colleagues, parents / carers and the community

#### **Facilitator note:**

This unit will focus on the standards that have been highlighted. The others will receive incidental attention when appropriate.

### Assessment

At the conclusion of Equip 2, participants will be expected to finalise and submit their ePortfolio. Details of ePortfolio requirements and the accompanying Rubric are available on the LEA website.

(<http://www.lutheran.edu.au/equip/>)



### Facilitator notes:

1. Facilitators should use their growing knowledge of the participants to scaffold / present learning chunks together to maintain continuity within the Equip unit journey.
2. Unit material is presented as a series of options within an overall flow of inquiry and conceptual development. As facilitators plan each time to teach the unit, they select material and strategies from the options presented (or other material – see next note) and weave them together to create a learning journey that has coherence and continuity, following a particular inquiry path.
3. Facilitators may choose to follow inquiry paths that are different to what is presented here (for example a theological inquiry into a different aspect of the question 'Who are we?'). The unit's enduring understanding, outcomes, essential question and theological mind map provide parameters within which this innovation takes place.
4. Equip 2 intentionally provides for different approaches to inquiry learning and biblical literacy to broaden the experiences and understanding of participants.
5. It is essential that facilitators make significant reference to the Bible and CSCF as core reference materials throughout all inquiries
6. Facilitators may provide scaffolds or discussions on alternative inquiry pathways to meet participant needs, eg, early learning vs senior school, alternate questions of interest that relate to the theological focus question 'Who are we?'
7. Facilitators should highlight opportunities to engage with ePortfolio activities as each Equip unit unfolds, and provide necessary scaffolding.

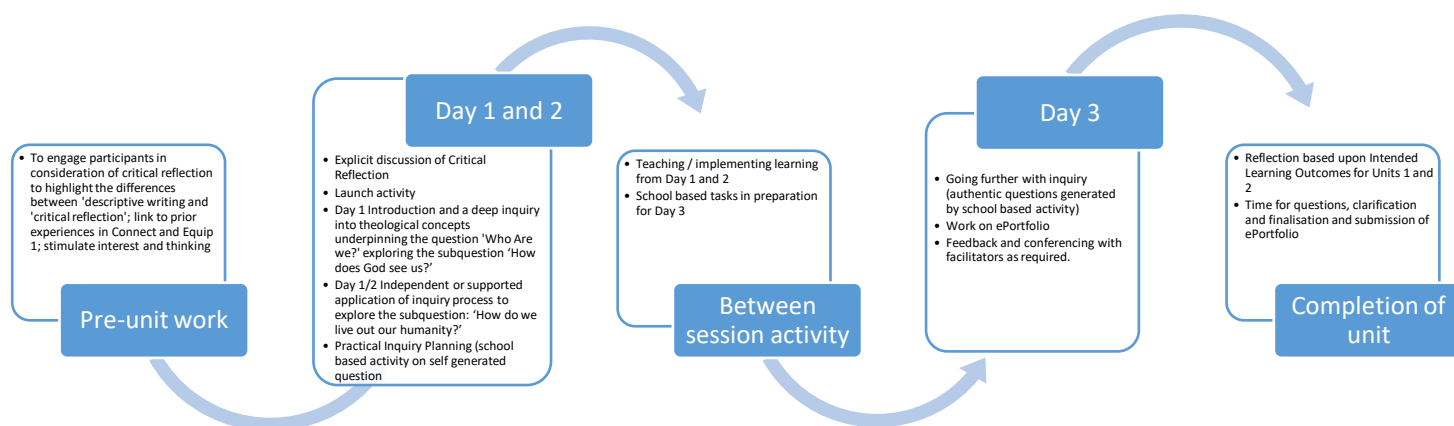


Figure 1 Flow of Equip 2

### Facilitator Note:

Facilitators are encouraged to personalise their presentation to ensure they are comfortable with the development of their unit and are perceived as being authentic.

## Pre-Unit activities

### Purpose:

- To engage participants in a developing a foundational understanding of critical reflection.

### Facilitator Note:

Facilitators should contact participants prior to the commencement of Unit 2 to explain Pre-unit activity requirements – activity and core reading (Refer Facilitator checklist)

**Padlet link:** <https://padlet.com/LuthEdAus/Equipunit2>

### Pre-Unit instructions:

1. Sort the statements under the headings 'descriptive writing' and 'critical reflection' (table)
2. Engage with core reading on critical reflection
3. Core reading:  
Shandomo, H.M. (n.d.). The role of critical reflection in teacher education. *School-University Partnerships* 4(1). Retrieved from <https://files.eric.ed.gov/fulltext/EJ915885.pdf> (on padlet)
4. Use 'Connect, Extend, Challenge' to critically reflect on the reading and / or your Christian Studies classroom practice.

## Day one

### Setting the scene

#### Introductions and icebreaker

Introductions as appropriate to the group. Take some time for participants to share briefly recent experiences that emerged from Unit 1.

#### Housekeeping

Breaks, toilets, evacuation procedures, etc

**Re-establishment of protocols** / essential agreement / recipe for success in Equip

### Facilitator note:

See accompanying Broadsheet: *Developing an essential agreement / group norms for Equip units*. Be prepared to allow sufficient time to establish these protocols, which may then require some time adaptations throughout the day – should not take the same amount of time as Equip 1.

### Overview of Equip 2, with links to Equip 1

- The learning journey of Equip 2 (enduring understandings, outcomes, rationale)
- Requirements of this unit (assessment, outcomes, participation) – make link to ePortfolio, and explain that this will be addressed at various times.

## Activity

Conduct explicit teaching and discussion on critical reflection linking back to the readings completed in the pre-unit activity. Complete a Y chart on critical reflection (looks like, feels like and sounds like) based on the information from the pre-unit activities. Use the example table (refer to padlet) from the pre-unit reading to shape their reflection, the inquiry and the process. Participants share their response with one other person and seek critical feedback.

### Facilitator note

A range of readings are available on the Equip 2 padlet on critical and reflective thinking.

## Launch Activity

### Purpose

- To provide a bridge from inquiries in Equip 1 ('Who is God?') to inquiries in Equip 2 ('Who are we?')
- To provoke initial thought on the question 'How does God see us?'
- To provide a multi-sensory experience as a model for initiating inquiry.

## Activity

Participants conduct a gallery walk to consider what the items might say about the question 'Who are we?' in order to generate questions and engage them in the inquiry. The emphasis is on creating curiosity and promoting reflective thinking rather than the facilitator providing ideas. Open ended thinking is encouraged. Highlight a few of the questions / statements as they return to their seats. Display questions in the room for future reference. Gallery walk details for REtoday.

### Facilitator note:

Launch activities fire up curiosity and engage participants in the concept or initial question. 'They share common characteristics, memorable, brief, often dramatic...'

Facilitators collect images, artefacts, Bible verses, music, film, etc, to create stations of a 'gallery walk'. Video / electronic links could be provided with a QR Code for easy access. Post it notes are to be provided beside the artefacts so participants can record thoughts or questions.

## Devotion to follow the gallery walk

Provide participants with a copy of Psalm 139 and a resource to take them through the reflection process, eg, *lectio divina* or SOAP (refer padlet for details / explanations).

Have one person read the passage aloud then allow participants to read the passage individually. Have participants share one word / phrase / line which stands out to them. This is not a time for discussion of the Scripture, but rather sharing the words which speaks to them.

### Facilitator note:

Whatever devotional experience is provided / shared, it should be followed by an opportunity for personal journaling – not shared or viewed by anyone else. It is suggested that a journaling activity sheet be distributed prior to the devotion – may include biblical verse, provocative question / statement, image but no lines as their response may be visual rather than written.

Allow participants time for individual journaling to draw together their thoughts about the gallery walk and the devotion around the essential question 'Who are we?'. Draw out some of the connections that have been made between their understanding of 'Who is God?' and 'Who are we?'. This may be an opportunity to clarify that Christian identity is founded upon an understanding of who God is and who we are in relation to him as reflected in Scripture.



# Inquiry 1: Who are we: How does God see us?

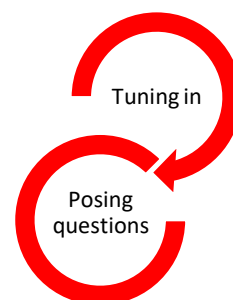
## Tuning in

### Purpose

- To bring into focus the inquiry question 'Who are we?'
- To connect to their thinking from the gallery walk and devotion

### Activity

- Brainstorm words that might answer the question 'How does God see us?'
- Participants search the CSCF for words in their band level which might answer this question.
- Collate and sort these ideas into broader categories, eg, co-workers in creation, servant, image of God, sinner, saint, unique creation, precious and worthy, free to act.



### Facilitator Note:

Facilitators may need to provide examples of how these ideas are included in the language of the CSCF or help participants phrase them into this language, eg, God uses everybody for service – God sees us as servants of others (his workers, active)

## Investigating

### Purpose:

- To research a compelling theological question about how God sees us, using a variety of sources and strategies
- To develop biblical literacy skills in investigating the theological question
- To build upon theological understandings and knowledge
- To be immersed in core elements of inquiry


### Possible contributing questions to guide the inquiry:

- What does it mean to be created in the image of God?
- What does it mean to be precious and worthy?
- What does it mean to be a sinner?
- What does it mean to be a saint?
- What are humans worth?
- Is human worth variable?
- Are humans really free to act?
- Does human choice really exist?
- Are humans good?
- How are we co-workers with God?
- Who does God recognise as his people?
- Why did God make us?
- How does God deal with human failing?

### Independent or collaborative investigation

**Option:** Provide Kath Murdoch's overview of inquiry cycle (Refer Equip 2 padlet) to allow participants to sort the process of inquiry and then apply the process as they work. These are provided to each group unsorted and groups will sort them as they self-regulate their own inquiry. They can then be used in the following discussion on critical reflection.

**Form inquiry groups.** Discuss the importance of *collaboration* and *communication* skills and processes for learning in the 21<sup>st</sup> century, and the ways in which they support group construction of knowledge and understanding. Participants begin by reading the common core documents. They can then expand their inquiry to the core readings for each category and a selection of the supplementary materials to explore answers to their question. Each inquiry will involve deep engagement with a biblical text.

|   | Image of God   | Sinner and Saint  | Human Worth  | Free Will   |
|---|--|---|--|---|
| <b>Biblical Text</b>  | Genesis 1: 21-31<br><br>James 3:9  | Genesis 3<br><br>Romans 3-6<br>- in particular<br>Romans: 5:12-21   | Sparrows:<br>Matthew 10:29-31<br>Matthew 6: 25-34<br><br>The three 'lost'<br>parables<br>Luke 15   | Parable of the three<br>servants<br>Matthew 25: 14-30<br><br>Rich man<br>Luke 12: 13-21<br>Mark 10:17-22<br><br>Jonah   |
| <b>Core reading for each question</b>   | CSCF (2015) –<br>Malcolm Bartsch<br>Ch 3 'God created and<br>creates'  | CSCF (2015) –<br>Malcolm Bartsch<br>Ch 4 'Sin and God's<br>response of grace'   | CSCF (2015) –<br>Malcolm Bartsch<br>p148-149   | CSCF (2015) –<br>Malcolm Bartsch<br>Ch 7 'New life in Christ'   |
| <b>Additional Options and readings</b><br><br>(Facilitator will select readings and advise participants)  | Davis,, B.. (2017).<br><i>Three Christian views of creation</i> . Retrieved from<br><a href="https://www.explorethegod.com/three-christian-views-of-creation">https://www.explorethegod.com/three-christian-views-of-creation</a><br><br><a href="https://www.myjewishlearning.com/article/gene-sis-as-allegory/">https://www.myjewishlearning.com/article/gene-sis-as-allegory/</a> | Shelly, J.P. (2012).<br><i>Clinging to a counterfeit cross</i> Retrieved from<br><a href="https://www.truthaccordingtoScripture.com/documents/books/counterfeit-cross/saint-or-sinner.php#.XK16rKQRPVY">https://www.truthaccordingtoScripture.com/documents/books/counterfeit-cross/saint-or-sinner.php#.XK16rKQRPVY</a><br><br>Holman, J. (n.d.). <i>What Is Grace?</i> Retrieved April 9, 2019, from<br><a href="https://www.christianity.com/theology/what-is-grace.html">https://www.christianity.com/theology/what-is-grace.html</a><br><br>Youtube<br><i>The Grace narrative</i> by Tim Keller<br><a href="https://youtu.be/yQ7TbPPt1AM">https://youtu.be/yQ7TbPPt1AM</a> | <a href="https://www.gotquestions.org/parable-prodigal-son.html">https://www.gotquestions.org/parable-prodigal-son.html</a><br><br><a href="http://www.newcalvinist.com/the-prodigal-god/">http://www.newcalvinist.com/the-prodigal-god/</a><br><br><a href="http://www.myredeemer.org/parables/lost_found.shtml">http://www.myredeemer.org/parables/lost_found.shtml</a><br><br> | <a href="https://www.patheos.com/blogs/christiancrier/2014/04/21/parable-of-the-talents-meaning-summary-and-commentary/">https://www.patheos.com/blogs/christiancrier/2014/04/21/parable-of-the-talents-meaning-summary-and-commentary/</a><br><br><a href="https://www.catholicworldreport.com/2014/09/22/the-deeper-meaning-of-the-parable-of-the-talents/">https://www.catholicworldreport.com/2014/09/22/the-deeper-meaning-of-the-parable-of-the-talents/</a>  |
| <b>Sorting out activity</b><br>(select from these or develop a different way of synthesising and sharing learning)<br><br>These ideas could be quite generic and go across all avenues of inquiry | <b>Activity:</b><br>Create a table that shows alternative readings of the text. Identify commonalities and most significant differences.<br><br><b>Reflect and respond:</b><br>How does this analysis present challenges for inquiry and understandings in the Lutheran CS classroom   | <b>Activity:</b><br>Create a staff devotion that could be used in a CS team meeting that would open discussion into 'grace'<br><br><b>Reflect and respond:</b><br>Each time he said, 'My grace is all you need. My power works best in weakness. So now I am glad to boast about my weaknesses, so that the power of Christ can work through me.'<br>Corinthians 12:9 (NLT)<br><br>Listen to 'Everything is grace' by Matt Maher<br><br><a href="https://www.youtube.com/watch?v=0YGS5l3J4jA">https://www.youtube.com/watch?v=0YGS5l3J4jA</a><br><br>Journal response   | <b>Activity:</b><br>Use the Visible thinking strategy <i>Colour, symbol, image</i> to show your understanding of this idea<br><br><b>Reflect and respond:</b><br>Explain your decisions in the activity – what is the key message you would want your learners to consider   | <b>Activity:</b><br>Use the Ignation method to encounter Scripture (refer padlet)<br><br>Read the story of Jonah and this (or other) commentary.<br><br>Use a CAF (consider all factors) to analyse the Jonah's decision making process<br><a href="http://www.nicurriculum.org.uk/curriculum_microsite/TSPC/doc/think_pack/cards/set2/TPSDM/TPSDM_Full.pdf">http://www.nicurriculum.org.uk/curriculum_microsite/TSPC/doc/think_pack/cards/set2/TPSDM/TPSDM_Full.pdf</a><br><br><a href="https://www.biblestudytools.com/commentaries/matt-hew-henry-complete/jonah/1.html">https://www.biblestudytools.com/commentaries/matt-hew-henry-complete/jonah/1.html</a><br><br><b>Reflect and respond</b><br>How are our life choices reflected in Jonah's story? |

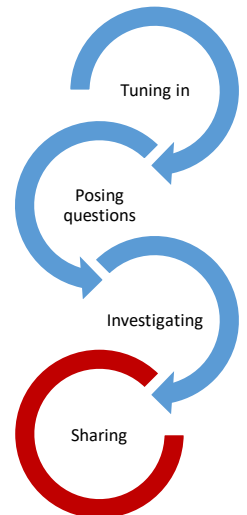
## Sharing

### Purpose:

- To draw together insights and learnings
- To share their learning journey with others

**Facilitator note:** Remind participants of the requirements of the ePortfolio and outcomes (they may want to take notes during sharing time of ideas or things to follow up on)

Each group will share (in whatever form they choose) their responses to their inquiry questions.

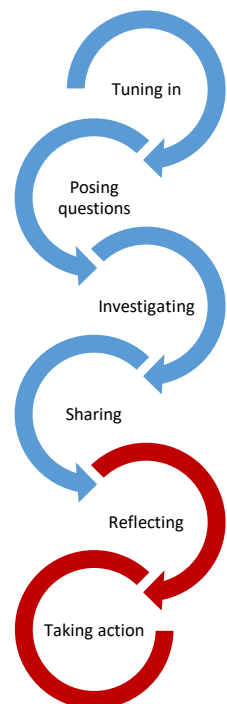


## Reflecting and acting

### Purpose:

- To raise awareness of the use of critical reflection questions and strategies
- To critically reflect upon the use of inquiry process
- To consider the value of the learning for themselves and their teaching
- To identify further questions and future learning

**Facilitator note:** Give participants time to reflect on their learning (and the sharing of others) and to make notes / plans for the ePortfolio as they feel necessary. This may include questions which require further independent inquiry.



## Inquiry 2: Who are we: How do we live out our humanity?

### Facilitator note:

*Inquiry 2: Who are we?* commences on day one and continues at the beginning of day two. In this inquiry participants play a more active role in planning and managing their inquiry. They can engage in 'split screen thinking' where they are engaged in the content of inquiry, as well as considering how they are managing the process. (Refer Equip 2 padlet)

## Tuning in

### Purpose:

- To identify and bring to the fore participants' perceptions on what it means to live in relation
- To engage in a biblical text using a range of biblical literacy strategies
- To build upon understandings and knowledge in an area of theology relating to 'Who are we?'

### Activity

Read John 4:1-42 (The woman at the well) using the Ignatian approach or DISC Model. Explore different translations (eg, The Message, NIV, New King James) of this passage to highlight similarities and differences in the language and how this positions the reader. Discuss the passage in the light of relationships with God, self and other. Note key ideas which come out of this passage. What relationships are revealed in this story? Participants write a headline for the story (visible thinking routine). Compare ideas and perspectives and identify any differences that arise from the headlines. How does your position in the story shape your headline? What do these headlines reveal about 'being human'?

### Facilitator note:

Refer participants to the padlet for explanations of Ignatian strategy for encountering Scripture and also for DISC model (Geoffrey Butler).

<https://padlet.com/LuthEdAus/Equipunit2> : Engaging with sacred text

## Posing Questions

### Purpose:

- To identify questions which will shape the next inquiry
- To consider the various aspects of living in relationship

### Activity

Record the variety of questions which may arise to enable participants to access during the planning of their investigation.

- What questions about relationships arise from this story?

Read the extract from CSCF p73 'Human beings are created for relationship...'

- What additional questions of relationship arise from this? If the categories of 'God, Self, Other, World' have not arisen, offer them here. Begin sorting questions according to these categories.

Summarise the thinking by offering the statement 'Being human means living in relationship'.

- What additional questions now arise? Sort them into the categories. Make connections to the mind map 'Who are we?' and consider any other possible lines of inquiry.

Participants begin to consider the line of inquiry they may follow by:

- reading the CSCF theological notes or Band level statement under one of the categories, eg, God – CL1, CC 3, CB 3
- considering an issue or questions raised in the Tuning in or biblical material
- considering a current question from their planning in CS about relationships

Introduce the Who are we? Inquiry scaffold (Day one resources) for planning the next inquiry and have participants indicate their question.

## Planning the Investigation

### Purpose:

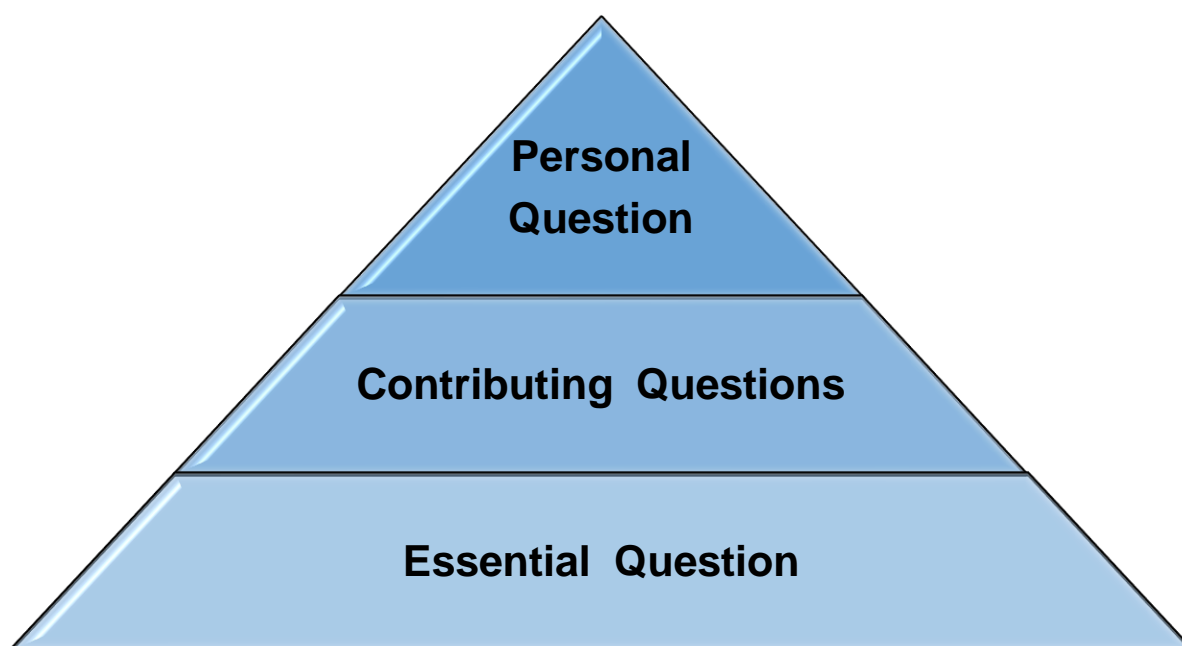
- To consider how the process of inquiry can be used to explore self-selected questions.
- To provide participants with opportunities for independent inquiry.

### Activity

Reintroduce the essential question 'Who are we?', and highlight the connection (hierarchy) between the three levels of questions: essential, contributing 'How do we live out our humanity?' and personal question. Ensure participant questions is open ended, connects to the essential question and is a higher order question which will allow for depth of inquiry..

#### Facilitator note:

Possibilities: This inquiry may be conducted collaboratively or individually.



## Day Two

### Devotion

#### Prayer / spirituality

- This devotion is to focus on our personal relationship with God
- Refer to resources for examples of devotion ideas and choose a way to engage which has not previously been used in Equip, eg, SOAP, commentary. (Refer padlet)
- Include 10-15 minutes for personal journaling – once again prepare journaling response sheet.

## Inquiry 2 continued: Who are we: How do we live out our humanity?

### Investigating

#### Purpose:

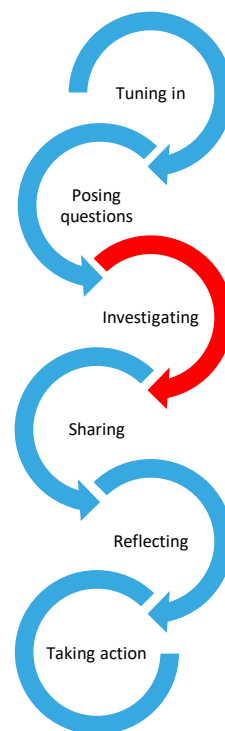
- To research a compelling theological question using a variety of primary (biblical) and secondary sources and strategies
- To build upon understandings and knowledge in an area of theology relating to 'Who are we?' and how these are expressed in Christian tradition, daily life and contemporary society
- To be immersed in core elements of inquiry

#### Facilitator note:

Regardless of the inquiry path undertaken, the inquiry will involve the following aspects:

- Unpacking of a key biblical text
- Making explicit connections to the CSCF – reading curriculum and theological notes
- Further reading
- Processing of information and ideas in terms of:
  - personal meaning (highlighting theology) and
  - classroom application (highlighting thoughts for ePortfolio)

An inquiry scaffold page is included on the padlet to guide the facilitator and participants through this investigation process.



### Sharing

#### Purpose:

- To draw together insights and learnings
- To share their learning journey with others

#### Facilitator note:

Given that this has been a significant inquiry, sufficient time needs to be allocated for in depth sharing and responding.

Consideration needs to be given to ensure all participants take a role in sharing and responding to the sharing. Alternatively, sharing may happen in small groups using 'Group and regroup' strategy. Facilitators have a responsibility to ensure the breadth of discussion reflects the depth of inquiry possibilities and addresses specific concepts as the need arises.

**The facilitator remains the 'teacher in the room', ensuring clarification of key theological ideas or concepts as needed or providing suggestions for further inquiry / readings.**

**Option 1:** Use inquiry scaffold page as the basis for whole group sharing.

**Option 2:** Whole / small group sharing of inquiries that have been undertaken.

Sharing would include:

- key theological insights
- new ideas and learning
- questions and reflection
- how this relates to their learners
- implications for teaching this concept
- sharing may include artefacts / products developed during the inquiry, critical readings, etc.

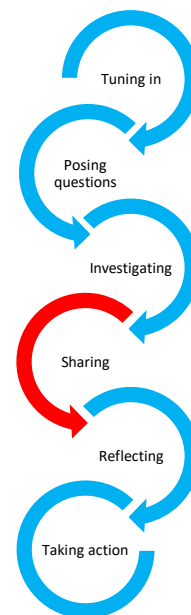
**Option 3:** Walk-around survey

Complete a walk-around survey – distribute double-sided sheet with the table below on both sides. Participants complete one side with Knowledge, Insights and Applications (three of each), then all walk around the room, giving and receiving KIAs until they have filled the second side of the sheet with the learnings of others.

|              |  |  |  |
|--------------|--|--|--|
| Knowledge    |  |  |  |
| Insights     |  |  |  |
| Applications |  |  |  |

**Option 4:** Critical friend (refer padlet)

Participants work in pairs using 'critical friend' guidelines to affirm inquiry and to prompt further considerations.



## Reflecting and acting

### Purpose:

- To consider the value of the learning for themselves and their teaching
- To identify further questions and future learning
- To put learning in the context of action in the classroom

### Reflection possibilities:

- Critically reflect on the inquiry and the sharing opportunity, noting new learning or reflecting on the process itself
- Provide a prompt for reflective thinking about the inquiry
  - Who are we? How has your work today added to your response?
  - What does this mean for me and my journey?
  - How does it connect with my students and teaching?
  - What are my questions?
- Use a thinking routine to reflect on the inquiry
  - Ref: [http://www.visiblethinkingpz.org/VisibleThinking\\_html\\_files/01\\_VisibleThinkingInAction/01a\\_VTInAction.html](http://www.visiblethinkingpz.org/VisibleThinking_html_files/01_VisibleThinkingInAction/01a_VTInAction.html)
- How do we know that learning has occurred? What evidence do you have of your own learning? What kind of learning is it? How do we measure the learning of our learners in Christian Studies?
  - Personal / academic
  - Low order thinking / high order thinking
  - Multiple modes / intelligences
  - Formative / summative



## Practical inquiry planning

### Purpose:

- To assist participants to identify a worthy practical avenue of inquiry related to their Christian Studies teaching practice
- To make explicit connections with the classroom
- To assist participants to establish what information they need to understand the issue more clearly
- To assist participants to establish appropriate methods of collecting the information

### Facilitator note:

**Suggested format for in school inquiry:** School-based inquiry, focusing on practices (behaviours), encounters / interactions, groups, relationships: problem based learning in Christian Studies

**Gathering information:** anecdotes, journals, descriptive, film, work samples – *has the potential to develop into a deeper more extensive study – systemic or individual* – academic, social, spiritual

### Points to consider:

- Ethical considerations become important as we consider audience for these findings
- Preparation for project – reading about inquiry based learning / PBL – in own time – add to ePortfolio as an artefact, eg, Kath Murdoch, Fowler's stages of faith development
- Information gathering, eg, interviews – 'going where the action is'
- Possibility of in-depth or one-to-one interviews and also focus group interviews depending on focus of project
- Observations – empirical (what is happening) and interpretation – observing as a participant not as an outsider – relationships will exist within the context
- 'Complete participant' – taking the role of complete participant requires that the teacher is aware of their influence on relationships and decisions made, especially when students seek advice – failure to do so when this is your usual role has the potential to create uncertainty amongst students. Teachers should acknowledge that as a 'complete participant' they will have some influence on learning outcomes. Respect and trust must be maintained.
- Flexibility – participant discussions can change our approach, etc, as we progress through the term as teachers respond to 'issues' (further questions) that emerge from their observations and discussions with learners and colleagues
- Validity – 'being there' is a powerful tool within this approach – 'complete participant'
- Reliability – potential distortion due to personal interpretation / bias



## Summing up the two days

### Purpose:

- To identify personal / professional growth over two days

### Reflection:

Use a visible thinking routine to reflect on their thinking for the two days. Are there questions that have arisen during these first two days?

- What do you need to know?
- What do you need to do?
- Participants make a commitment about what their 'between session' activity will be

### Review mind maps

- Return to questions from day one and address any 'burning' questions
- Review mind map on the CS classroom and 'Who are we?' – highlight elements explored and where they fit in a broader picture. As appropriate, draw connections with other questions that have been raised, and other possible areas of inquiry.

## Planning site based inquiry

### Purpose:

- To identify fruitful questions to shape site based inquiry and feed into day three
- To identify data gathering process to take back to site
- To identify some next steps in your site based inquiry

### Activity

Practical inquiry is one method of analysing and creating change. Participants spend some time journaling about their CS classroom as a way of identifying a challenge they would like to address.

Ref: <https://rapidbi.com/swot-analysis-for-schools-and-education/> (refer padlet)

Participants form some questions / issues to share regarding the possibilities for investigation relating to the teaching of CS.

For example:

- 'In what areas am I most / least effective as a teacher of Christian Studies?'
- 'What are some of the challenges I face in teaching Christian Studies?'

Participants develop a personal question to explore and identify the information required to help them further understand the question. This information is not designed to answer the question, rather to further understand the issue. Participants then develop a plan which is achievable and meaningful to address the question and improve one aspect of their classroom practice.

Participants explore their idea using a S.W.O.T. analysis before sharing their ideas and issues with a partner and considering options to arrive at a question which is able to be explored through the practical inquiry process.

### Facilitator Note:

This inquiry relates to a topical CS classroom concept:

- Theological concept
- Pedagogical issue
- Teacher skill development
- Teacher knowledge
- Classroom relations / management

A scaffold is provided for the planning of this inquiry.

# ePortfolio

## Creating context for ePortfolio: discussion

- Where do activities from the two days contribute to the development of the ePortfolio?
- What formats are acceptable?
  - Communication: Clear communication of learning outcomes
  - Accessibility: for varied audiences, on multiple occasions
- Review portfolio options – it will not be possible to provide time for participants to work on any specific tasks at this stage

## Reflection:

Are there questions that have arisen during these first two days?

- What do you need to know?
- What do you need to do?
- Participants make a commitment about what their 'between session' activity will be

In the time between day two and day three participants.....

### Must:

- Clarify question for independent inquiry on day three based on these findings
- Conduct data gathering for site based inquiry
- Identify at least one biblical text for unpacking that relates to your question.

### Should:

- Begin / continue collection of artefacts for ePortfolio and reflect on how it will address the outcomes.

### Could:

- Professional reading (theological and pedagogical)
- Implement strategies for further building your inclusive classroom (physical space, relational space, questioning and responding, respectful dialogue, knowing students)
- Begin *Making connections* / mind map / professional learning plan
- Seek other opportunities to transfer your learning in Days one and two into your teaching of Christian Studies

### Facilitator note:

This has been included on the padlet

## Day three

### Facilitator note:

Day three of Equip 2 provides an opportunity to go further with the initial inquiries, with the benefit of teachers having had time to reflect and implement learnings from the initial two days. It enables the demonstration of the recursive nature of inquiry – that the perceived ‘end’ of any good inquiry is really the beginning of further questions and ideas.

Similarly, faith journeys are dynamic, experiencing recurring periods of consolidation, interruption, doubt and questioning, rethinking and growth.

It is anticipated that the inquiry activities would happen prior to the lunch break with time for ePortfolios and sharing in the afternoon.

As this inquiry is self-directed, the facilitator should be free to have discussions with participants as required during this time.

## Devotion

Use this as an opportunity for reflective devotion / time spent with God rather than one with a purpose of teaching. Could provide a good opportunity to draw on stillness, meditation ideas

For example: Music

- Casting Crowns: Who am I? <https://youtu.be/C53GgUJ6y-Y>
- Hillsong: Still <https://youtu.be/z3wwWFsSINQ>
- Susan Boyle ‘How great thou art’  
<https://www.google.com.au/search?q=susan+boyle+my+god&oq=susan+boyle+my+god&aqs=chrome..69j57j0l2.13589j0j8&sourceid=chrome&ie=UTF-8>

For example: youtube

- Rain <https://www.youtube.com/watch?v=vidFrS-n6M4>

Private journaling to follow (15 mins)

## Regrouping

### Purpose:

- To reconnect with colleagues and the inquiries / ideas explored last session
- To share examples / evidence of the transfer of learning to the classroom
- To raise questions requiring further investigation in relation to ‘Who are we?’

### Possibilities:

- In small groups participants share how they have been intentional about developing an inclusive classroom environment in their own learning spaces
- Review the ‘Who are we?’ Mind map – recap learning from day one and two
  - What stands out?
  - What other questions might you have?

Participants were asked to collect school-based data to inform the question for their final inquiry

- What is the question you have developed?
- How does it relate to your school based activities and to the question ‘Who are we?’
- Do you need to refine your question? (eg, Is it too broad, not broad enough? Does it allow for deep investigation?)

- Is there someone else in the group you can work with on this question?

**Facilitator note:**

Should participants not have a question for their independent inquiry, the facilitator can direct them to the alternate biblical texts and questions from the biblical literacy activity. They can also be provided with a scaffold based on the questions below.

## Going deeper in the inquiry: Who are we?

**Purpose:**

- To provide an opportunity for further research and inquiry into a relevant element of the question 'Who are we?'
- To apply learning about their inquiry question to a unit of work in Christian Studies
- To begin / continue work on the annotation of a unit of work in Christian Studies

**Supporting this inquiry:**

Participants have significant time to work either individually or with a partner to investigate their question and analyse the data they have gathered during their site based inquiry. This analysis should also bring the participant back to their learners, learning and learning environment.

Questions that might help to focus this inquiry can be drawn from previous scaffold for theological inquiry and include:

- What is my essential question?
- How does this question relate to my selected unit of work?
- How does this question relate to the CSCF?
- Why is this question important for my students?
- What do I need to find out?
- How do I find appropriate biblical texts for this unit? What are my selected texts?
- Where do I find supporting information (world of / behind the text)?
- What other reading / sources can I learn from?
- How will I find out?
- What have I learned from this inquiry?
- What sources have I used? (How reliable / valid are they?)
- Are there other perspectives to be considered?
- What new questions are raised by this inquiry?
- How will I best engage learners with these concepts? How will I present it as invitational / inclusive and respectful of my learners?
- What is important for learners to know? How will I facilitate this learning?
- What questions might be raised by my learners?
- What resources will be needed to support learner inquiry?

Facilitator is free during this time to support participants in their inquiry.

## Sharing

### Purpose:

- To share their learning journey with others
- To consider the value of the learning for themselves and their teaching

Share (whole group or small group) using a visible thinking routine or multiple intelligence to elaborate on their insights and learning journey, eg, What makes you say that?

Using Visible Thinking:

- Colour / Symbol / Image
- Generate / Sort / Elaborate
- 3-2-1 Bridge (prior knowledge and new responses)

(Ref: [www.visiblethinkingpz.org/VisibleThinking\\_html\\_files/VisibleThinking1.html](http://www.visiblethinkingpz.org/VisibleThinking_html_files/VisibleThinking1.html))

## Reflecting, drawing it all together and sending out

### Purpose:

- To synthesise their insights and learnings regarding the theological understandings and inquiry processes
- To reflect on key learnings over the course of the unit
- To identify further questions and future learning and how they might address these
- To provide encouragement to participants as they continue their learning and teaching journey

### Reflective discussion:

When we consider our independent inquiries, are there common understandings that have emerged?

#### Facilitator note:

Provide some independent time for reflection using Visible learning strategies, eg, I used to think...

Journaling could be a positive option at this point in time – perhaps use music to support quietness of reflection.

### Final reflection:

Hand out post it notes of various colours / shapes and ask them to answer the questions on Post it notes.

Possible questions to extend / enrich this discussion include:

- What has been significant for you?
- What are you now thinking about that you'd like to take back to your classroom?
- Personal questions that have arisen now (either those arising from their inquiry, or those that are from a different part of the map)
- Miscellaneous comment, eg, how are you feeling about your participation in Equip? Content? Presentation?

Explain timelines for ePortfolio submission, moderation process and option of tertiary RPL.

Finish with a prayer / short devotion / blessing.

For example:

*God our steadfast helper*

*Today we want to say*

*Thanks for your patience with our moods and failings,*

*Thanks for believing in us, even when we doubt you,*

*Thanks for trusting us when we lack confidence in ourselves,*

*Thanks for loving us even when we have been unlovable.*

*Amen*