

Outcome	Exceeds expectations  ePortfolio demonstrates a high level of critical reflection on your learning journey and in depth consideration of the implications of your learning for your contribution to Lutheran education.	Meets expectations  ePortfolio provides critical reflection on your learning journey and can identify the implications for your contribution to Lutheran education.	Not yet meeting expectations  ePortfolio describes the learning journey with minimal reflection and consideration of the implications of your learning for your role.  (To be addressed before accreditation can be awarded)
Outcome 3  Identify and critically reflect on unresolved issues or remaining questions to develop a plan for further learning that will advance your understanding, practice and contribution to Lutheran education.	Insightful discussion of identified unresolved issues or remaining questions and how they inform further learning.  Detailed description of how learning plan will advance your understanding, practice and contribution to Lutheran education.	Discussion of identified unresolved issues or remaining questions and how they inform further learning.  Logical description of how the learning plan will advance your understanding, practice and contribution to Lutheran education.	Minimal identification and discussion of unresolved issues or remaining questions and how they inform further learning.  Limited information about how the learning plan will advance your understanding, practice and contribution to Lutheran education.

**Example 1**

**Identify and critically reflect on unresolved issues or remaining questions to develop a plan for further learning that will advance your understanding?**

I still have many doubts surrounding my own faith however, following the Connect sessions, I now realise that a lot of these relate to my lack of understanding.

Next year I will be teaching Christian Studies for the first time in a Lutheran school, therefore my challenge will be to complete sufficient research prior to lessons to be able to teach, inform and guide students during these sessions. However I am sure I will also be learning valuable insights from the students themselves! I will regularly seek advice from my teaching partner who is the Christian Studies Leader so that I can both strengthen my faith and ensure I have the knowledge and understanding to help my students.

I will also be responsible next year for leading staff devotions on occasion. This will again be a challenge as the standard is normally very high amongst my peers and I want to ensure I am able to provide an uplifting, positive and insightful message to motivate others at the start of the day.

From a personal point of view I plan to do additional reading to gain more knowledge and insight. We had a Bible study session at a staff retreat at the start of the year which was fascinating and gave a different perspective on how the Bible could be interpreted. This sparked my curiosity and has encouraged me to start examining different literature in relation to the bible in my own time for my own personal development.

Finally, moving from being a specialist teacher over the past two years to spending time as a classroom teacher next year will change my relationship with both students and their families. There will be a greater involvement with parents and I am looking forward to fostering more meaningful connections with families of our school. I appreciate that it will also be quite daunting on occasion to communicate with families and ensure that positive outcomes are achieved. I will be working closely with my teaching partner to learn from her many years of experience. I also know that it will be a significant experience for myself professionally to spend more time with the same students each week and build positive relationships and witness their growth and development as the year progresses.

## **Example 2**

**Identify and critically reflect on unresolved issues or remaining questions to develop a plan for further learning that will advance my understanding, practice and contribution to .... Lutheran College.**

Why does God continue to show forgiveness and grace?

This is a question that even after all my experiences through teaching and in my personal life, I still struggle to grapple with the most. How and Why does God continue to show forgiveness and grace to all. It is my understanding after attending the Connect Training Sessions that it comes down to the sacrifice, He gave us through the death of his son. But how can I as a teacher continue to translate this concept into my daily teachings and interactions with my students. Is there more that I could be doing to achieve this goal or is this goal one that will continue throughout my career and even into my personal life. I can interpret it in one way and that is through the relationships I build with those around me and in my care. It is through my daily interactions and conversations that will determine how I go about understanding this concept. Developing my knowledge in Restorative Practises and connecting these social situations to the teachings of the Bible, will further my understanding and learning. Developing new devotions that draw on the concept of Grace and how it can be interpreted to Foundation Students. Another fantastic way to achieve further learning is to talk more with my colleagues as we are all on various learning and faith-based journeys. I believe though that through this process my understanding has evolved, at the beginning of this EPortfolio I discussed how my knowledge of Christianity was very black and white. By going through Connect Training I have gained a new perspective on Christianity and am beginning to find balance with the Australian Curriculum in my day-to-day teachings. There are still many unanswered questions and queries that I have, but this is a process that will be a continual exploration. It will not end with this piece of work. As a human I am constantly learning and trying to understand the workings around me, but if I approach my interactions with a Christ-centered attitude and positive outlook, I hope that my students and those around me will be inspired to grow.

How and Why are we Co-creators alongside God?

When we undertook the Connect Session on Creators and Co-Creators with God, I had a no understanding of what this meant or how it would fit with me as an individual. If I was to look back at my reflection from this session, I was asked How does Creation theology inform the why and how of the Lutheran Education? My answer began with a statement which provided me with some understanding of this new concept "When God created the world, he stated it was good. This has invited us as Humans to be co-creators to be part of the work he is doing, in helping others around us to make the world better. However, creation is not simply God's action in the past. God continues to create. Luther captured this continuing creation of God in his explanation to the first article of the creed (SC Creed 2: Kolb and Wengert: 354-355)". As a Catholic I was always taught to believe that God was the only creator and that we were his creations. But after reading that article I had many questions about where the concept of being a co-creator comes from. As an educator the concept of being a Co-creator alongside God makes some sense. As a Foundation teacher I am tasked with providing various learning and social/emotional opportunities for my students to help them grow into interactive and independent learners. To teach them how to learn new sounds that form words, create multiple mathematical problems to solve and to provide a rich and diverse Christian based education. All these tasks need constant learning and practise. If I were to focus on the term and meaning of being a Co-Creator, I am passing on knowledge and inspiring my students to grow as an individual. Recently I had a conversation with one of my colleagues who is one of the Christian Studies Coordinators at St Martins Lutheran College. I shared how challenging this concept of being a Co-Creator and a teacher was for me and questioned if I would ever find a balance. I discussed with her how I also struggled with utilising the concept of Grace through Restorative Practise. She reminded me that all learning both with the teacher and student goes beyond the academic. Teaching is emotional, spiritual, and transformative. This conversation brought me back to a remark one of University lecturers made in 2012 "When teachers stop imagining how they might teach, they are to all intents dead. The Smug Teacher, the contented teacher, the "been there-done that" teacher is a menace to civilisation" (Boomer, 1985). I will endeavour to find ways of how to be a Co-Creator alongside God, the Padlet that was utilised in the Connect Training Session was a great resource of information. Another way is to continue developing conversations with my colleagues and students. I believe that in order to begin to understand yourself, you must first be open to understand the workings of God.

### **Example 3**

#### ***What are my unresolved issues or remaining questions?***

How will I advance my understanding, practice and contribution to Lutheran education?

I believe that I have strengthened my practices in regard to Christian Studies lessons and daily devotions however; I would like to continue to develop authentic ways to integrate scripture into my classroom rather than only referring to God's Word at designated times throughout the week.

To advance my understanding of how to effectively achieve this goal, I will ask the Christian Studies Leader and other teachers at my school for advice, strategies, and the opportunity to observe their teaching. Personally, I have always placed significant importance on the development of positive relationships with children and families. An unresolved issue from my learning during Connect is centred on how to utilise the talents of my community to benefit children's learning and the wider school community. Currently, I communicate with families frequently and seek volunteers to share their talents during 'Wonder Time', reading mornings, and volunteering however; busy work schedules often prevent many parents from having the opportunity to be as involved in the classroom as they would like to be. Since I value relationships with my school community, I will advance my contribution to these relationships by ensuring that I attend community events that are organised by my school so that I am able to continue to strengthen relationships. I will also clearly communicate with families that they can volunteer their talents and time in the classroom based on their schedules.

Finally, I recognise the diverse understanding of Christian beliefs amongst the children in my class and continue to question how to effectively provide children with opportunities to interpret God's Word in the classroom. To advance my practices, I will ask the School Ministry Workers to observe my teaching of Christian Studies and offer feedback, to suggest teaching strategies that are relevant to the children in my class, and I will also ask for the School Ministry Workers to lead some Godly Play lessons in my classroom so that I can model my lessons based on their strategies. Furthermore, I plan to utilise my learning in Connect when meeting with the Spiritual Development Team at my school. I will advance my contribution to Lutheran education by collaborating with my team to provide staff with opportunities to interpret God's Word and apply scripture and spirituality to their lives and classrooms throughout staff meetings that are designated as Bible Studies.