**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.

<table>
<thead>
<tr>
<th>Portfolio component</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-session work</td>
<td>• 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.</td>
</tr>
</tbody>
</table>
| Philosophy statement of a Christian Studies teacher | Please ensure your philosophy statement addresses beliefs about:  
 • 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  
(See CSCF – Curriculum Statements p 6 & 7) |
| Yearly overview                            | • Include the yearly overview for Christian Studies as determined by your school’s Scope and Sequence document.                             |
| Unit of work with your annotations         | • 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. |