



October 6-7, 2022

Conference Schedule

Thursday, October 6

10:00 AM-10:00 PM	Registration (Lobby)
12:00-1:30 PM	Lunch (Great Hall East)
1:30-3:25 PM	Breakout Session 1
3:30-4:15 PM	Break (Fireside Room)
4:15-5:30 PM	Breakout Session 2
6:00-7:30 PM	Dinner (Great Hall East)
7:30-8:50 PM	Plenary 1 (Great Hall East)
8:50-10:00 PM	Reception (Fireside Room)

Friday, October 7

7:30 AM-12:00 PM	Registration (Lobby)
8:15-10:10 AM	Breakout Session 3
10:15-11:00 AM	Break (Fireside Room)
11:00 AM-12:15 PM	Breakout Session 4
12:30-1:30 PM	Lunch (Great Hall East)
1:30-2:50 PM	Plenary 2 (Great Hall East)
3:10-3:45 PM	Breakout Session 5
3:45-4:30 PM	Break (Fireside Room)
4:30-5:45 PM	Breakout Session 6
6:00-7:30 PM	Dinner (Great Hall East)
7:30-8:50 PM	Plenary 3 (Great Hall East)
8:50-10:00 PM	Reception (Fireside Room)

Guide to Conference Program Session Codes

T	Theory
E	Empirical
P	Practice
PK12	PreK-12 interest
S	Student Perspective
D	Course Design
I	Interactive

Breakout Session and Plenary Schedule

Thursday, October 6

Breakout Session 1, 1:30-3:25 PM

SESSION 1A, FAITH, AFFECT, AND TEACHING

Thinking Christianly about Academic Emotions

Kevin O'Donoghue, Baylor University

Codes: T P D

Widely acknowledged as being under-researched, student emotions in the classroom are receiving increasing attention from researchers. This paper aims to introduce readers to one promising theory of learning-related emotions: Pekrun's (2006) Control-Value Theory, and its implications for teaching and learning in higher education. The paper will also provide a way to think Christianly about these emotions by adopting Ream and Glanzer's (2013) view of higher education as the "creation and redemption of learners and learning" (p. 11). Finally, recommendations for how educators can take seriously student emotions in their classroom are discussed.

Stone Soup and Silent Meetings in Teaching

Ronald J. Feenstra, Calvin Theological Seminary

Codes: T P D I

During the Covid-19 pandemic, when my classes moved online, I began using a "silent meeting" format in order to enhance students' engagement with the course material, promote a community of learning, and make it possible for all class members to offer contributions to class discussion. Based on that experience, I now incorporate elements of silent meetings into in-person classes. Silent meetings contribute to what I call a "stone soup" model of teaching. The silent meeting format encourages each student to participate in the class, thereby promoting community and honoring all students as God's image bearers.

Sabbath and Teaching Practices: Teachers' Understanding of Sabbath, Sabbath Practices, and Burnout

Albert Cheng, University of Arkansas

Matthew H. Lee, Association of Christian Schools International

Rian Djita, University of Arkansas

Codes: E

Across different faith traditions, Sabbath day observance shares a close relationship with theological conceptions of rest. Sabbath-keeping, with its promise of rest, may be a valuable spiritual practice in the context of teaching as prior research has consistently documented the adverse effects of teacher burnout. Yet no research has examined Sabbath-keeping and its connections to teaching practices and teacher burnout. We seek to fill this gap with a quantitative study of Sabbath-keeping and burnout among 1,300 teachers in Christian schools. We report their conceptions of Sabbath, and they inform their teaching practice. We find an inverse and statistically significant relationship between Sabbath-keeping and burnout that is robust across several model specifications, suggesting that Sabbath-keeping may be helpful in reducing burnout among educators.

SESSION 1B, FAITH AND DIGITAL LEARNING

Moving Into the Ancient Future: Emerging Models of Theological Education in the Digital Age

Dr. Aaron Einfeld, Calvin Theological Seminary

Codes: T P I

Theological education in the United States and Canada is undergoing rapid and profound change. One of the most dramatic and significant changes has been the continued shift toward hybrid and online learning. This session begins with a brief overview of the various emerging educational models in theological education. Then, we will discuss examples of Calvin Seminary's emerging models of education that seek to make ministry training more accessible to a wider range of adult learners. To do this, Calvin Seminary is leveraging online platforms to partner with teaching congregations churches to provide in-context, competency based programs. We will discuss the challenges and opportunities of making theological education more accessible, collaborative, affordable, and practice.

The New E-pistemology

Ken Badley, Tyndale University

Codes: P D

Among the many changes computer technologies and the internet have wrought has been a dramatic change in how people now think and in how they ground their knowledge claims, what I call *the new e-pistemology*. Educators, and especially Christian educators, concern themselves with critical thinking, truth, and what used to be called *facts* and *knowledge* (information and beliefs that align with reality). Educators need strategies to help equip students to think and act wisely in the face of the new e-pistemology. This session diagnoses the new e-pistemology and offers strategies for educators to help students flourish in the face of it.

Leveraging Digital Innovation to Impact and Inspire Students in Light of Eternity

Dr. Katie Alaniz, Houston Baptist University

Dr. Kristie Cerling, Houston Baptist University

Codes: P S D I

Within today's information age, educational opportunities that transition students from consumers of information to creators of new learning experiences indelibly impact them in ways that transfer beyond the walls of the classroom, inspiring their knowledge of and relationship with God and the world He created. A plethora of digital tools and resources for encouraging exploration, reflection, and communication exists and continues to be developed, and this presentation will shed light into the possibilities inbuilt within several unique and useful tools.

SESSION 1C, COLONIALISM, RACE, AND CHRISTIAN LEARNING

Decolonizing Christian Education for Human Flourishing

Edith van der Boom, Institute for Christian Studies

Codes: E P PK12

In this session I will highlight some of the history of residential schooling which was set up across Canada for the purpose of eradicating the culture and language of Indigenous peoples. I argue that those of us who are settlers need not only to continue to learn more about Indigenous peoples and our history but we also need to begin the task of decolonization for human flourishing. I suggest the practice of critical reflection as a means to expose unconscious assumptions, biases, and other forms of injustice.

Using Public Pedagogy to Examine White Supremacy in Christian School Spaces

Sara Leo, Calvin University

Codes: T E P

In this paper, I observe, describe and analyze the public space of one Reformed Christian elementary school building in a medium-sized city in the U.S. Midwest. Using the critical lens of public pedagogy, I construct my observations into two different curricula. The first is the curriculum I imagine the school (and most Christian schools) hope to promote, one of welcoming, respect, love and curiosity. The second (and likely unintended) curriculum is one of white supremacy, specifically of settler colonialist white supremacy. I argue that teachers, administrators, parents, and even students, can conduct critical public pedagogy analysis to examine how white supremacy operates (subtly, often in hidden ways) in Reformed Christian school spaces and that doing so is a critical step towards working for racial justice and shalom.

Confronting the Cultural Gaslighting of Neo-Colonialist and Globalized Education

Geoff Beech, Nagel Institute for the Study of World Christianity

Codes: T S

In an age of instant, global communications and relative ease of migration, education in many cases is no longer restricted to a local body of students. Most institutions of higher education have student bodies comprised of representatives from a range of local and overseas cultures, and online education has provided access to students across the globe. The neo-colonialist and cultural gaslighting form of education this may produce, however, may not recognise the deeply embedded cultural assumptions students may have regarding education. This presentation highlights some of the cross-cultural challenges that may not be recognized, including culturally defined inhabited spaces (-topes) and relationality frameworks.

Breakout Session 2, 4:15-5:30 PM

SESSION 2A, FAITH AND STEM TEACHING

Role of Illumination in Mathematical Learning: How Aquinas' Theory of Knowledge Grounds and Extends Hadamard's Psychology of Invention and Furthermore Provides an Account for Transitions to Understanding in the Classroom from Elementary to Undergraduate School

Dave Klanderma, Calvin University

James Turner, Calvin University

Codes: T P PK12

Jacques Hadamard describes a four-stage epistemological process: preparation, incubation, illumination, and verification. Philosopher and theologian Bernard Lonergan builds on the writings of Aquinas to develop his theory of insight which elaborates the transition from incubation to illumination. Insight and illumination provide a lens to analyze transitional moments for students learning ever more abstract mathematical concepts. We offer exemplars of these transitions and pedagogical strategies which align with Christian faith commitments and promote growth in understanding.

Deeper Science & Faith Discussions with Culturally Competent Pedagogy

Christy Hemphill, BioLogos

Faith Stults, BioLogos

Codes: P PK12 D

There is a pervasive conflict narrative that portrays science as an enemy of faith and faith as detrimental to scientific endeavors. This leads many Christian students to believe they must reject certain scientific facts, and they come to the science classroom with a combative, defensive attitude. BioLogos developed a worldview curriculum, *Integrate*, to equip Christian educators to establish common ground around core dimensions foundational to science-faith discussions. This paper presents feedback from *Integrate* piloters and a small-scale study interpreted with reference to recent studies on strategies for effectively promoting gracious science-faith dialogue among young people in polarized times.

SESSION 2B, FAITH AND HISTORY

The Historical Educator in Places of Remembrance: Intensifying Acquaintance with a Historical Educator

Henk Vermeulen, Driestar University

Codes: T P

It is a well-known saying that we stand on the shoulders of giants: we build on what our predecessors developed earlier. For students of a teacher training college, those predecessors

are especially pedagogues who lived shorter or longer ago. Their ideas are worthy of consideration in relation to the questions of contemporary education. But how do we make a real connection between contemporary students and historical educators? The paper explores a number of theories and connects them specifically to storytelling and getting to know an educator 'on the spot': on the place of remembrance.

Enslaving Facts & Lynching Truth: Critical Race Theory Alarmists Mob American History

Fred L. Johnson III, Hope College

Codes: T E P S D I

In recent years (2019 – 2022), educators (K-12 to College) have been accused of teaching Critical Race Theory rather than the facts and factual interpretations of History. Protestors maintain that CRT (as it's commonly known) seeks to make contemporary students bear responsibility for historical wrongs and injustices. This paper asserts that the resulting furor has less to do with the alleged threat[s] and problems posed by CRT, but is instead the latest iteration of a process to suppress, distort, and deny controversial aspects of America's historical past in favor of a preferred, triumphalist narrative. Lastly, the paper suggests responses Christian are encouraged to implement as they seek to fulfill their spiritual and vocational callings while disarming the peddlers of hysteria.

SESSION 2C, ASSESSING OUTCOMES AND ATTITUDES

Qualitative Assessment Methods for Values-Oriented Learning Outcomes at the Curricular Level

Bethany Keeley-Jonker, Trinity Christian College

Lenore Knight Johnson, Trinity Christian College

Codes: P

Christian institutions especially have goals for college education that are essential to our missions but difficult to measure. We might find ourselves torn between stating learning outcomes we know we can measure and the outcomes that are important to our distinctive institutional identities. Our general education committee has been experimenting with qualitative methods such as focus groups to navigate this challenge, and this paper reports on the benefits and limitations of this kind of assessment for cross-campus improvement and coordination.

The Grateful and the Hateful: Assessing Senior Attitudes at Bethel University, Indiana

Timothy Paul Erdel, Bethel University

Robby C. Prenkert, Bethel University

Theo Williams, Bethel University

Codes: P S

Senior Experience is the capstone course in the general education sequence (“Bethel Core”) at Bethel University, Indiana. The final assignment is a personal essay on one’s journey through Bethel. Student essays provide a rich source of ethnographic material to assess student experiences at Bethel and their perceptions of Bethel’s effectiveness as an institution. The attitudes of graduating seniors vary greatly, but several striking themes related (but not limited) to student expectations, the importance of relationships, and spiritual and personal transformation emerge. This content analysis of essays from 2019-2022 attempts to assess what Bethel is doing right, what needs to improve, and the factors that may contribute to student frustrations.

Plenary 1, 7:30-8:50 PM

Character Matters: Can Virtue Be Taught? And If Yes, How?

Dr. Jan Hábl

Professor of Pedagogy
University of Hradec Králové

Friday, October 7

Breakout Session 3, 8:15-10:10 AM

SESSION 3A, TEACHERS AND TEXTS

How a PLC Facilitates Teaching from a Christian Perspective

Piet Murre, Driestar University
Codes: E P PK12

The question of what it means in practice to teach from a Christian perspective has been the subject of study and research for a long time. In the Netherlands in 2019 the Design Diamond was introduced, which states 7 brief principles that should facilitate (re)designing lessons and lesson materials. In order to take this to the shop floor, two separate teams of about 10 secondary teachers worked on their own lessons for a period over two years. We report about their development in teaching from a Christian perspective, and the characteristics of the PLCs that were identified as being beneficial.

Modern Children’s Literature in Dutch Reformed Vocational Training

Janneke de Jong-Slagman, Driestar Christian University
Codes: E P

Orthodox Christian students are insufficiently and inadequately capable of receiving modern children's literature. They were socialized in Reformed circles, in which modern juvenile literature was largely excluded. Students focus mainly on story content (useful, Christian, moral) and do not recognize literary aspects.

An investigation into the 'thinking-aloud' methodology when reading stories by their own teachers aims to provide students with an insight into story and form aspects and into the reception by a Christian reader.

Due to the pandemic, it was decided to carry out the research – still in progress – with video recordings and online sessions.

Words to Slow Us Down

Mark Peters, Trinity Christian College

Codes: P D

Given the barrage of words we encounter from media and social media, students need Christian practices that instead encourage attention, deep listening, and understanding. This presentation explores my incorporation of such practices in two Thinking and Writing courses at Trinity Christian College in 2020 and 2021. First, it reflects on the Christian practice of Lectio Divina within Longing for a Good Home. Lectio Divina encourages us to slow down and reflect both individually and communally on a biblical text. Second, it considers how practices of Lectio Divina are adapted to contemporary poetry in Imagination and Community. In exploring how we experience poetry in the course, the presentation reflects on poetry as an art form that invites us to encounter the world, and at least one other human person, with grace.

SESSION 3B, LEADING AND SERVING

A Test of Character and an Enticement to Love: Comenius on Educating for Human Responsibility Toward Other Creatures

David I. Smith, Calvin University

Codes: T

While Comenius is regularly mentioned as part of the history of environmental education, those mentioned offer little insight into his powerful and still relevant account of how the needs of non-human creatures should inform the goals of learning. Comenius's educational theory connects the image of God, the power wielded by human agents, and the interests of non-human creatures in a vision of mutual service that picture nature as addressing us ethically and offering us a test of character. This paper explores his account of learning about creation through close readings of passages in several key works.

Christian Formational Ecologies in Educating for Creation Care

Fred P. Edie, Duke Divinity School

Codes: T P PK12 D I

The global ecological crisis requires urgent responses from Christian institutions including schools and the educational wings of congregations for shaping disciples capable of living faithfully in response to it. This essay argues that, while these institutions will be called upon to disseminate emerging creation-focused interpretations of scripture and other theological accounts, they may also tap into Christian formational wisdom for shaping personal resilience and communal patterns of flourishing including preparing students for vocations of protecting, preserving, and restoring creation then living sustainably within it. It concludes by imagining what this enterprise might look like.

Safe and Serving School in Troubled Waters. A Christian-Holistic Approach of the Pedagogical Mission in Times of Rapid Cultural Change

Peter van Olst, Driestar Christian University

Codes: E S I

Due to rapid cultural change schools in the Western world are facing a series of new challenges. Especially Christian schools need to find out how to adapt their personhood and character formation to the necessities of ethnical and directional pluralism. Invited or even obliged by governments and other partners, schools have to incorporate efforts for responsible citizenship, social cohesion, and sustainable development into their curricula. Investigating this dynamic, this paper argues that Christian schools, to be both safe and serving, need to combine a strong focus on their pedagogical mission with a holistic approach of pupils and students.

SESSION 3C, PRACTICING COMMUNITY

Creating a Community of Care in the Midst of a Crisis of Confidence and What I Learned from 521 Bars of Chocolate

Dr. Susanne Huizing, The King's University

Codes: P I

This paper will examine the crisis of confidence and perceived irrelevance of Canadian Christian educators in higher education brought about by the ever-changing institutional responses to Covid-19 and the significance of creating a community of care to minister hope, peace, and Truth as a best practice in Christian education. Using a qualitative approach to examine the word patterns and juxtaposition of doubt and hope of educators at this time, allows us to question if this is the time for more change or an opportunity for revival and restoration.

Education for Community Actualization

HeeKap Lee, Azusa Pacific University

Codes: T P PK12 S

The COVID 19 pandemic emphasized the need to transform American public education from a self-fulfilling education to a community of shalom where all students' gifts, talents and other capacities from God are fully actualized. Educators should build a safe and healthy classroom, not allowing any prejudice or bias to be practiced in the classroom. In this presentation, the author will address a framework of community actualization education along with applicable strategies in the classroom.

Reframing How Grading Affects and Shapes Students' Self-Worth in Christian Higher Education

David A. Winkler, Baylor University

Codes: T P D I

An unfortunate reality exists in higher education: students often make their self-worth contingent upon their academic performance and the grades they receive. Christian institutions of higher education have a unique opportunity and responsibility to reframe their grading practices concerning their impact on students' sense of self-worth. This presentation serves as a call to action and forum of discussion for Christian educators to instill a more robust understanding of Christian identity and the *imago Dei* concerning how and where students find their self-worth—in *whom* they find their worth, rather than in *what*.

Breakout Session 4, 11:00 AM-12:15 PM

SESSION 4A, TRANSFORMATIONAL LEARNING

Learning Between the Lines: Transformation in a Liminal Season

Rhonda M. McEwen, Regent College

Codes: T P D I

In this extended season of disruption, increasingly we find ourselves somewhere “in-between” the lines. How do we learn in times like these? How can we steward this time for transformation – both individually and corporately – to impact our students; our institutions; and our communities? This paper will explore a holistic vision for learning as transformation. Grounded in an integrated and contextual understanding of whole life learning, it will take a fresh look at some of the assumptions undergirding education and Christian formation with specific implications for educational practice in a liminal season.

Applying an Ethic of Care to Differing Student and Faculty Instructional Expectations (Post-Covid)

Ken Badley, Tyndale University

Codes: P I S

University and college students emerged from the 2021-2022 academic year liking the flexibility and increased sense of control over their learning offered by the choice of attending class face-

to-face, via live-stream, or by means of a recording. By contrast, many faculty found simultaneous teaching challenging. This session asks participants to join in conversation about how an ethic of care might apply to this conflict of wishes.

SESSION 4B, BOUNDARY-CROSSING LEARNING

Integrating the Benefits of Study Abroad into the On-Campus Classroom

David Vila, John Brown University

Codes: T P S

Learning is often not a matter of acquiring entirely new information. Often, learning involves seeing new aspects of old truths or of teasing out the implications of things that have been heard before. In my paper I will discuss the ways that several courses in Christian theology at John Brown University have been enriched significantly by the inclusion of parallel readings in Islamic studies. I will demonstrate that students who study Christian theology in a Muslim study abroad context, come away with a richer and fuller understanding of their own Christian tradition. I will also address fruitful (and not so fruitful) ways that John Brown University has sought to address international education in a time of global upheaval and change.

Faith, Hope, Love: Engaging Foundations Students in Cross-Disciplinary Courses

John Fry, Trinity Christian College

Bethany Keeley-Jonker, Trinity Christian College

Lenore Knight Johnson, Trinity Christian College

Clay Carlson, Trinity Christian College

Mark Peters, Trinity Christian College

Codes: T P D

This presentation reflects on intentional change in a Christian liberal arts institution, the implementation of a new Foundations (general education) curriculum at Trinity Christian College in Fall 2020. We begin by examining how the new Foundations Learning Outcomes grew out of our Christian mission, then proceed to how these new outcomes called us to develop distinctive courses that transcend disciplinary boundaries. We focus on three new course types: Chicago Connect, Interdisciplinary Inquiry, and Thinking and Writing. For each, we describe the course type and the learning outcomes it addresses and present an example of a course offered in the curriculum's first two years. We conclude by reflecting on the joys and challenges of creating and implementing these new course types and on ways we have already seen these courses deepening engagement with our Christian calling at Trinity.

SESSION 4C, INSTITUTIONAL MISSION AND LEARNING

Testing the Spirits: Toward a Lutheran Pedagogy

Naomi C. Gades, Frostburg State University

Codes: T P D

What might Christian teaching look like for young adults in our institutions of higher education? With the challenges of online learning and our return to in-person instruction, it has become clear that we need principles not only to guide our practices, but also to help us articulate what sets Christian---and in this case, Lutheran---higher education apart from its secular peers. To this end, I explore Luther's own experience and reforms in university education and outline a pedagogy that builds on the his legacy and theology. Just as Luther left the monastery to serve in the world, a Lutheran education equips students to discover truth through excellence in communication and media literacy and through fluency in a broad range of theology, arts, and sciences. Lutheran teaching methods emphasize active and critical discussion and analysis of information, with the purpose of cultivating men and women to serve God as witnesses in the church and the world and to excel as leaders in their vocations in the state and commerce.

Sustaining Christian Mission Amid Academic Innovation: Westmont College as a Case Study

Dr. Rick Ostrander, Westmont College

Codes: P I

Westmont College in Santa Barbara, California faces both an unusual challenge and a rare opportunity: Its on-campus enrollment is capped at 1,200 full-time students, yet it has recently acquired a four-story building in downtown Santa Barbara that provides the opportunity for off-campus enrollment growth. Thus, the past year has provided a case study in developing new programs downtown while also sustaining Christian mission and a commitment to distinctively Christian pedagogy. This session will summarize the year-long academic innovation process that I have led, then provide applications that maybe relevant to universities seeking to sustain Christian mission amid changing circumstances.

Plenary 2, 1:30-3:00 PM

Why You Need a Diversity Playbook

Dr. Michelle Loyd-Paige

Executive Associate to the President

Calvin University

Breakout Session 5, 3:10-3:45 PM

SESSION 5A, INNOVATIONS: CIVICS EDUCATION AS HOSPITALITY

Civics Project

Micah Watson, Calvin University

SESSION 5B, INNOVATIONS: SCIENCE EDUCATION AS INTENTIONAL COMMUNITY

Team Science Project

Rachael Baker, Calvin University
Amy Wilstermann, Calvin University
Julie Yonker, Calvin University

SESSION 5C, INNOVATIONS: FACULTY DEVELOPMENT AS FAITH FORMATION

Reflecting Faith

Matt Lundberg, Calvin University
David Smith, Calvin University

Breakout Session 6, 4:30-5:45 PM

SESSION 6A,

Teacher Dispositions and Strategies for Effectively Supporting the Social, Emotional, and Mental Health Needs of Students: A New Zealand Case Study of 17 Teachers

Alaster Gibson

Changing Students' Propensity to be Other-Focused and to Risk Being Upstanders

Dr. Anne L. Knowles, The Excellence Centre, Pacific Hills Christian Education
Codes: E P

In the Pacific Christian Schools Group (PCSG), being other-focused and inclusive is integral to glorifying God in Christian community and is epitomised in the school's *Personal Viewpoints Pedagogy* (PVP) with practices integrated into curriculums which centre on respectful classroom interactions and self-reflection, enabling students to contribute their Personal Viewpoints. By considering contemporary texts and concordant Bible narrative protagonists, student's contrast self-centred thinking with seeing others as salient in the other-focused inclusive way Jesus modelled. Self-prioritisation evaluated pre/post-curriculum through drawn responses to a peer scenario show increased propensity to upstand even at risk to themselves in unconditional, even sacrificial, ways (Phil.2:3-4).

SESSION 6B, FAITH, IDENTITY, AND WHOLENESS

Christianity and the Balanced Life

Dr. Deb Majewski, Trinity Christian College

Dr. Shari Jurgens, Trinity Christian College

Codes: P S D

Dr. Deb Majewski and Dr. Shari Jurgens developed a course titled Christianity and the Balanced Life to meet the needs of students who were struggling to cope with covid. We sought to find ways to assist them in how they view their lives and develop adaptive coping. Students explored a variety of areas of wellness in their lives to help them learn the importance of understanding and caring for the life and body given to them by God. We want to share our perspective of how the class went because we believe that the results were better than we expected, and students reported greater awareness and connection to themselves and their faith.

Teacher as Servant...Without Being a Doormat

Dr. Derek Brower, Northwestern College

Dr. Chris Nonhof, Northwestern College

Codes: T P

The motto in our department of education has been “Teacher as Servant” for years. It has served us fairly well over the past decade. It has also created an atmosphere where students assume too much about our responsibilities and minimize their own. We have, in effect, unwittingly created (and perhaps more importantly) modeled a non-sustainable, unhealthy environment for teachers and students. How, then, do we walk back the “teacher as servant” model to be more understanding of healthy boundaries between faculty and student, especially knowing they will face the same challenges in their own teaching careers?

SESSION 6C, FAITH, LEARNING, AND LEADERSHIP

Shalom Leadership – Utilising God’s Ancient Plan for Wholeness in Parent-Governed Christian Schools

Tim Argall, Donvale Christian College

Codes: T P PK12

God’s image of *shalom* (“as it should be”) bookends the Biblical narrative. Genesis 1 and Revelation 22 describe *shalom* created and *shalom* recreated. Principals (superintendents) in parent-governed Christian schools, tasked with leading these communities in post-Christian Australia, face increasing pressure, socially and from legislators, to conform to the world in which they find themselves, rather than lead their communities in the transformational ways sought by God’s people for millennia.

Popular and heavily researched paradigms of leadership – such as servant, steward and authentic leadership – have been applied to educational settings for as long as they have been

articulated. Whilst each can be linked to Biblical principal and narratives, each was built as a secular construct and focuses, first, on the leader themselves and is therefore, inherently, limited.

Shalom leaders are, first and foremost, disciples of the living God. In approaching their roles in these schools as partners in *missio Dei*, their role is dependent on a deep understanding of the nuances of *shalom* as described in the Old Testament, and embodied in the incarnate example of *Sar Shalom*, Jesus Christ.

This project seeks to articulate the key characteristics of the *shalom* leader, professionally grow them through engagement in targeted scriptural studies, all the while interfacing this experience with the daily duties required of their roles in their school communities. It focuses on the executive level principals or campus heads of parent-governed Christian schools in Australia, utilising emergent 'flourishing schools' literature and spiritual well-being methodologies to authenticate its findings. It is expected that a parallel study of superintendents in similar North American schools will also be conducted.

The Question in Hand: When Teaching Change Leadership Demands Change

Gideon Strauss, Institute for Christian Studies

Codes: T E P D I

I teach a course in the graduate-level educational leadership program of the Institute for Christian Studies with the title *Lead from Where You Are*. At the heart of the course is an introduction to the practice of change leadership in the face of tough organizational problems. This paper is an account of how my annual teaching of this course over the years 2018-2022 demanded I exercise precisely those skills which I try to teach my students, including the cultivation of trust through the presentation of vulnerability. As such, this paper offers testimony to my lived experience of scholarship as discipleship.

Plenary 3, 7:30-9:00 PM

Panel

Educational Change: The Press and the Pause

Dr. Marlene Hall

President of LCC International University

Dr. Michelle Loyd-Paige

Dr. Jan Hábl