



MACQUARIE CHRISTIAN STUDIES INSTITUTE APPROVED UNIT OUTLINE

1. Unit Code and Title:

IN667D TOWARDS A CHRISTIAN THEORY OF EDUCATION 1: PERSONS
GROUPS [MCSI 331]

2. Credit Points:

4 credit points

3. Name of Unit Convenor and Key Teacher/s:

Dr Neil Holm, Dip. Teach (CSU), B.A. (Hons)(UNE), Ph.D.,
MACE. Academic Director and Senior Lecturer in Education
Studies and Christian Formation, Macquarie Christian Studies
Institute)

Dr Thomas Smith, Teaching Certificate (NSW Dept Ed), B.A.
(Macquarie), M.Ed.(Sydney), Dip Theol (ACT), PhD(Sydney.)

4. Unit Description / Calendar Entry:

This unit explores Biblical teaching patterns and relates them to the contemporary educational community. It examines a biblical concept of self and community and their outworking in the community of which the school is a part. It explores patterns for the relationships and attitudes that the teacher should cultivate toward students, parents, fellow teachers, administrators, the school's governing authorities, and governmental authorities outside of the school.

5. Alignment with MCSI Vision:

Drawing on Biblical Anthropology, this unit helps students in Education Studies and others without a background in theology to connect Christian faith with an understanding of the nature of

education and teaching in Australia. It helps students to develop a critical perspective on the complex nature of education and teaching that might inform choices about, and give direction to, working or effectively participating in state schools, Christian faith-based schools, or other Church based educational settings. It has the potential to empower students to become more critical of the nature of education and schooling and to seek change in their institutions based on clearly articulated Christian principles.

6. Pre-requisites / Co-requisites / Exclusions:

Exclusion IN 427

7. Unit Objectives:

This unit will assist students to:

1. identify the Biblical foundation for important concepts in education such as shalom, agape, conversation, tradition, relationships, nature of the person, and community.
2. construct a biblically informed view of education, the individual, and community;
3. identify stakeholders in the school community;
4. develop a Christian perspective on relationships between teachers and other stakeholders in the school community;
5. articulate a personal perspective on relationships and the community as a foundation for their own developing understanding of the teaching task.

8. Unit Content /Lecture Topics

1. The modern and postmodern world – the displacement of God, the search for spirituality and its implications for education
2. The nature of God – implications for education
 - a. God, the prime reality: person, creator, moral, self-revealing
 - b. God as fellowship of Father, Son, Spirit
 - c. The Logos (meaning, life and light) and Paraclete (teacher, counsellor, One who convicts)
3. The nature of persons – implications for education
 - a. Wholeness, identity and integrity
 - b. Mutual agency: human relationships and moral challenge

- c. Persons in relation; self as agent; persons in action
 - d. Respect for persons: implications for relationship, communication, and conversation
 - e. Some scriptural ideals applying to persons: eg sin in absent, closed or broken relationships; the custodian; the Spirit-person; the mature person; the new creature, in continuous transformation
4. The nature of community – implications for education
 - a. Old and New Testament notions of community
 - b. The cultural mandate and the multi-cultural eschaton
 5. Conversation –
 - a. role in transforming persons into community
 - b. moral conversations
 6. The classroom as a locus for God, persons and community
 - a. Collaborative instruction
 - b. Strangers and hospitality
 7. School and community as a locus for God, person and community
 - a. Understanding and building community in schools
 - b. Schools as moral communities

9. Assessment:

1. A 1/2 hour mid-semester exam & a 1/2 hour end-semester exam based on the readings	20
Section of syllabus being assessed: [Outcomes (i), (iii)]	
2. Group research project: Preparation and presentation of seminar or other presentation (2,000 word written summary of material)	30
Section of syllabus being assessed: [Outcomes (i), (ii), (iii)]	
3. 3,000 word reflective essay that explores some theological foundations that underlie the central concepts of this unit.	50
Section of syllabus being assessed: [Outcomes (i), (ii), (iii), (iv)]	

10. Details of Presentation:

The online mode of presentation will include all or some of the following: weekly online discussions/tutorials, teleconferences, and on-campus sessions.

11. Bibliography:

11.1 Required Texts:

- Gaines, Ernest J. *A Lesson Before Dying*. Sydney: Hodder, 2002
- Palmer, Parker J. *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. San Francisco, Calif.: Jossey-Bass, 1998
- Peterson, Eugene H. *Christ Plays in Ten Thousand Places: A Conversation in Spiritual Theology*, Grand Rapids: Eerdmans, 2005

11.2 Additional Reading:

- Bellah, Robert N et al. *Habits of the heart: individualism and commitment in American life*. Berkeley: University of California Press, 1985.
- Bradie, L. and K. Kennedy. *Curriculum Construction*. Sydney: Prentice Hall, 1999.
- Durka, Gloria. *The Teacher's Calling: A Spirituality for Those Who Teach*. New York: Paulist Press, 2002
- Edlin, Richard. *The Cause of Christian Education*. Blacktown: National Institute for Christian Education. 1999
- Good, Thomas & Brophy, Jere. *Looking in Classrooms 9th edition*. Boston: Allyn & Bacon, 2003
- Hill, Brian V. *Exploring Religion in School: A National Priority*. Adelaide: Openbook Publishers, 2004.
- Ireland, Jill, Richard Edlin and Ken Dickens (eds). *Pointing the Way: Directions for Christian Education in a New Millennium*, Blacktown: National Institute for Christian Education, 2004
- Lambert, I. and S. Mitchell, eds. *Reclaiming the Future: Australian Perspectives on Christian Schooling*. Sydney: Centre for the Study of Australian Christianity, 1996.
- Palmer, Parker J. *The courage to teach: exploring the inner landscape of a teacher's life*. San Francisco, Calif.: Jossey-Bass, 1998.
- Russell, T. and H. Munby. *Teachers and Teaching from Classroom to Reflection*. London: Falmer, 1992.
- Schluter, Michael & Lee, David. *The R Factor*. London: Hodder & Stoughton, 1993
- Sergiovanni, Thomas J. *Building community in schools*. San Francisco: Jossey-Bass, 1993
- Sergiovanni, T. *Leadership for the Schoolhouse*. San Francisco: Jossey-Bass,
- Starratt, Robert J. *Building an Ethical School. A Practical Response to the Moral Crisis in Schools*. London: The Falmer Press, 1994.
- Stronks, Julia K. & Stronks, Gloria Goris. *Christian Teachers in Public Schools*. Baker Books 1999
- van Brummelen, H. *Walking with God in the Classroom*. Seattle: Alta Vista College, 1998.

Wenger Shenk, Sara. *Anabaptist Ways of Knowing: A Conversation about Tradition-based Critical Education*. Telford, Penn: Cascadia, 2003

Films

To Be and To Have

Patch Adams

Hook