



CHRISTIAN HERITAGE COLLEGE

ED600

THEOLOGICAL REFLECTIONS ON EDUCATION

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

Unit code	ED600
Unit name	Theological Reflections on Education
Associated higher education awards	Graduate Certificate in Christian Education Master of Education
Duration	One semester
Level	Postgraduate
Unit Coordinator	Colin Stoodley
Core/Elective	Elective
Weighting	Unit credit points: 10
	Total course credit points: Graduate Certificate in Christian Education - 40 Master of Education - 80
Student workload	Directed study hours: 90 Personal study hours: 60 Total workload hours: 150
	Students requiring additional English language support are expected to undertake an additional 1 hour(s) per week.
Delivery mode	External
Pre-/Corequisites	Prerequisite or corequisite: ED601 Applying Worldview Studies to Christian Education OR ED602 Philosophical Perspectives on Education
Rationale	<p>Thinking Christianly, and applying Christian principles to issues which confront them, is an imperative for effective Christian leaders in Christian schools. While students will have had some prior engagement with philosophy of education in their previous studies, this unit expands upon thinking Christianly by developing a theology of education and extending students' capacity to thinking Christianly about educational questions.</p> <p>Teachers vary widely in their ability and willingness to be reflective about their professional practice and the beliefs and values which inform it, yet at the heart of the distinctive of the Christian school are a distinctively Christian view of reality and a philosophy of life which is founded upon Biblical wisdom. Without a clear articulation of these key theology distinctives, the defining characteristics of the Christian school are unlikely to be maintained. Philosophical and theological issues are not abstract; they are often the greatest points of conflict and tension between schools and authorities, between schools, families and churches, and within classrooms and staffrooms. To address these tensions in the theology, philosophy, policy and practice in the school in a constructive way, the school leader's leadership strategies and management practices must be underpinned by the capacity for consistent Christian thinking about education.</p> <p>This unit will equip students to reflect upon a Christian vision of life and to explore issues of educational practice in light of this vision. Although such a process may well challenge deeply some aspects of current thought and practice, the learnings from it are essential for school leaders and those who aspire to school leadership.</p>

Learning outcomes	<p>On completion of this unit, students will have provided evidence that they have:</p> <ol style="list-style-type: none"> 1. related theological perspectives to competing views of fundamental issues in educational philosophy, purposes, policies and practice; 2. critiqued and evaluate ways of knowing in and about education; 3. identified and critiqued a theology of education for contemporary Christian education; 4. identified the personal implications of Christian faith and experience for educational practice; 5. drawn upon theological and philosophical principles in developing a considered position on current educational issues; and 6. communicated at an appropriate tertiary standard, with special attention to design elements, grammars, usage, logical relations, style and presentation.
Content	<p>The nature of theology and education.</p> <p>Philosophy and theology of education in the context of a Biblical philosophy of life.</p> <p>Identifying theologies of education in educational literature, personal practice and current educational contexts.</p> <p>Epistemology and education.</p> <p>Developing a theology of education and applying it to educational issues and practice.</p>
Assessment tasks	<p>Task 1: Review of relevant literature</p> <p>Word length/Duration: 1500 words</p> <p>Weighting: 25%</p> <p>Learning outcomes: 1-6</p> <p>Assessed: Y - 2015, S - 1, W - 5</p> <p>Task 2: Reflective paper</p> <p>Word length/Duration: 1500 words</p> <p>Weighting: 25%</p> <p>Learning outcomes: 4-6</p> <p>Assessed: Y - 2015, S - 1, W - 9</p> <p>Task 3: Investigative report</p> <p>Word length/Duration: 3000 words</p> <p>Weighting: 50%</p> <p>Learning outcomes: 1-6</p> <p>Assessed: Y - 2015, S - 1, W - 15</p>
Specialist resource requirements	Nil
Prescribed text(s)	Estep J., Anthony, M., & Allison, G. (2008). <i>A theology for Christian education</i> . Group, Nashville, TN: B & H Publishing Group.

<p>Recommended readings</p>	<p>Brayley, J., Layman, J., & White, R. (2003). <i>Foundations of Christian school education</i>. Colorado Springs, CO: ACSI.</p> <p>Edlin, R. (1999). <i>The cause of Christian education</i>. Colorado Springs, CO: ACSI.</p> <p>Gangel, K., & Benson, W. (2002). <i>Christian education: Its philosophy and history</i>. Eugene, OR: Wipf & Stock.</p> <p>Goldsworthy, G. (2012). <i>Christ-centred biblical theology: hermeneutical foundations and principles</i>. Nottingham: IVP Academic.</p> <p>Ireland, J., & Edlin, R. (2006). <i>Engaging the culture: Christians at work in education</i>. Blacktown, NSW: NICE.</p> <p>Ireland, J., Edlin, R., & Dickens, K. (Eds.). (2004). <i>Pointing the way: Directions for Christian education in a new millennium</i>. Blacktown, NSW: NICE.</p> <p>Kang, H-C. (2003). <i>Contemporary philosophical issues in Christian education</i>. Yonsei University Press.</p> <p>Pazmino, R. (2001). <i>God our teacher: Theological basics in Christian education</i>. Grand Rapids, MI: Baker.</p> <p>Van Brummelen, H. (2009). <i>Walking with God in the classroom. Christian approaches to teaching and learning (3rd ed.)</i>. Colorado Springs, CO: Purposeful Design.</p> <p>Van Dyk, J. (2000). <i>The craft of Christian teaching: A classroom journey</i>. Sioux Center, IA: Dordt College Press.</p> <p>Journals and Periodicals</p> <p>Journal of Christian Education</p> <p>Journal of Research in Christian Education</p> <p>Christian Scholar's Review</p> <p>Websites</p> <p>http://www.dwillard.org/</p> <p>http://www.summit.org/</p> <p>http://www.probe.org/site/c.fdKEIMNSeoG/b.4217545/</p> <p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as the <i>New International Version (NIV)</i> or the <i>New King James Version (NKJV)</i>.</p> <p>These and other translations may be accessed free on-line at http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
<p>Unit summary</p>	<p>This unit will equip school leaders to reflect upon a Christian vision of life and to explore issues of educational practice in the light of such a vision. Although such a process may well challenge deeply some aspects of current thought and practice, the learning's from it are essential for school leaders and those who aspire to school leadership.</p>