

# ACHEA RESEARCH CONFERENCE

CHRISTIAN EDUCATION REASON AND RELEVANCE  
31 JULY - 2 AUGUST 2019

CONFERENCE PROGRAM 2019



# KEYNOTE SPEAKERS



**Dr. Beth Green**

Dr. Beth Green is Visiting Professor for Research Integration and Educational Formation at Tyndale University College and Seminary in Toronto. Beth is a Fellow of the Royal Society of the Arts and a Senior Fellow at the faith-based think tank Cardus. She has a doctorate from the University of Oxford and is also a graduate of Cambridge and London Universities.

Dr. Green has an international reputation for her expertise in religious school ethos; leadership and management; teaching and learning and social theory in education. She regularly publishes her empirical research in international journals including the British Journal of Sociology and Education and the Cambridge Journal of Education. Her consultancy regularly takes her to Europe and Australia where she advises on effective approaches to measurement, professional development, and pedagogy in the religious school sector.



**Dan Paterson**

Dan Paterson is a speaker with Ravi Zacharias International Ministries based in Brisbane, Australia.

After some family tragedies in his childhood that raised a series of barriers to belief in God, Dan came to Christ at 18 through an investigation of the New Testament. Given this background, Dan developed a driving passion to study theology and apologetics to help make sense of the Christian faith to sceptics and spiritual seekers. Completing Bachelors and Master degrees in ministry and theology, Dan pursued further training by heading with his wife to Oxford in the UK, where he completed RZIM's one-year course at the Oxford Centre for Christian Apologetics. Having returned to Brisbane, Dan speaks regularly to audiences across the belief spectrum on life's biggest questions. Married to Erin, and now with a young son Josiah, Dan loves reading, coffee, movies, the outdoors, and AFL.



**Dr. Shirley Hoogstra**

Dr. Shirley V. Hoogstra became the seventh president of the Council for Christian Colleges & Universities in September 2014. In this role, Dr. Hoogstra combines her zeal for the rule of law and her passion for Christian higher education as she promotes the value and purpose of high quality, Christ-centred liberal arts education that shapes the heart, soul and mind. Prior to the CCCU, Dr. Hoogstra served for 15 years as vice president for student life at her alma mater, Calvin College. She also spent more than a decade practicing law as a partner at a firm specialising in litigation in New Haven, Connecticut.

She has served on the boards of several community organisations and schools, including the New Haven County Bar Association and Calvin College. She earned a Bachelor degree in education at Calvin and a Juris Doctor, with honours, from the University of Connecticut School of Law.

# CONFERENCE FOCUS

## CHRISTIAN EDUCATION—REASON AND RELEVANCE

*"But in your hearts revere Christ as Lord. Always be prepared to give an answer to everyone who asks you to give the reason for the hope that you have."  
(1 Peter 3:15, NIV)*

"Christian education is a vocation for lovers as much as thinkers. In this sense, it is a life-long endeavour for all those students of life who passionately desire to learn so that they may optimally and fittingly bear the image of God for and to the world around them" (Norsworthy et al. 2018 p. 10; cf. Smith 2016, Leclercq 1992).<sup>1</sup> Christian education relies on holistic approaches, which conjoin theory and practice, head and heart, reason and relevance. By helping thinkers to believe and believers to think, Christian education effects deep-seated formation and transformation at both the personal and societal levels. Christian education is therefore raised as an important interdisciplinary and interdenominational vocation for lovers, thinkers, and doers of God's Word or Logos.

Christian education raises practical and theoretical questions, including (1) What is distinctively 'Christian' about Christian education? (2) Is it something to do with the content, or with the quality of the learning community, or with the institutional mission, or with the pedagogical process itself—or all of these? (3) What are the biblical and theological convictions that underpin our educational theories? (4) Is there room in our institutions for diversities of theological conviction, as well as diversities of educational theory and practice? (5) Is there one Christian worldview, or many? (6) Is there one type of education which is distinctively 'Christian', or are there many 'Christian educations'? (7) Can some types of Christian education be found in secular institutions as well? (8) And what is the relation between theories of Christian education and their practical implementation in our own educational institutions which are highly regulated and therefore 'secular' in many of their processes and requirements?

It is against the background of questions like these that the ACHEA Research Conference CHRISTIAN EDUCATION—REASON AND RELEVANCE is being hosted by Christian Heritage College (CHC) in conjunction with member institutions of the Australian Christian Higher Education Alliance (ACHEA). The Research Conference will be a truly interdisciplinary event, mobilising scholars, practitioners, pastors and doctoral students from around the world.

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<sup>1</sup> Norsworthy B., Dowden T., & Luetz J.M. (2018). Learning and Loves Envisaged Through the Lens of James K. A. Smith: Reimagining Christian Education Today. In: Luetz J.M., Dowden T., Norsworthy B. (eds) Reimagining Christian Education— Cultivating Transformative Approaches. Springer Nature, Singapore. [https://doi.org/10.1007/978-981-13-0851-2\\_1](https://doi.org/10.1007/978-981-13-0851-2_1)

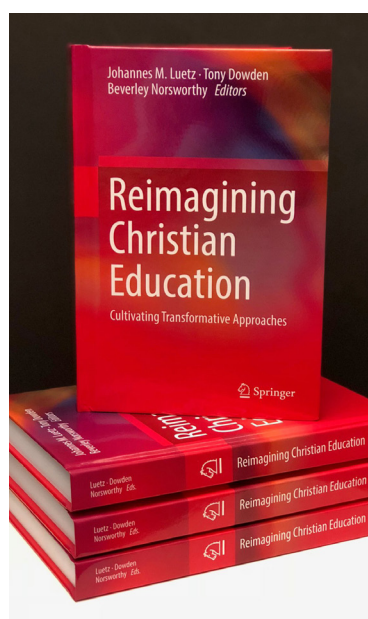
# CONFERENCE AIMS

The conference aims to showcase the latest developments in Christian education from a wide range of institutions in Australia and around the globe. Research will be presented on both the theory and practice of Christian education. The aims of the conference are as follows:

1. Provide research institutions, universities, ACHEA member institutions and colleague colleges, government agencies, NGOs and social enterprises from the region with an opportunity to display and present their diverse works in the field of Christian education;
2. Foster the exchange of information, ideas and experiences acquired in the pursuit of Christian education projects, especially successful initiatives and good practice examples from across the globe;
3. Present and discuss methodological approaches and experiences deriving from case studies and projects, which aim to show how Christian education may be theoretically conceptualised or practically implemented or enhanced;
4. Provide networking opportunities for delegates from diverse professional backgrounds and provide them a platform so they can establish or refresh their connections and explore possibilities for future cooperation in areas of Christian education.

Delegates attending the conference will come from a broad range of cross-sectoral areas and disciplinary backgrounds, including:

1. Researchers at universities, colleges and research centres;
2. NGOs and private sector representatives;
3. Members of social enterprises or social justice movements;
4. Education practitioners, consultants and other people interested in the topic.



A further aim of Christian Education Reason and Relevance will be to document and disseminate the wealth of experiences available today. To this end, we are in negotiations with Springer to publish a peer reviewed book from the conference.

The book carries the working title “Christian Education—Reason and Relevance” and will be co-edited by Dr. Johannes M. Luetz and Dr. Beth Green. This publication will be a further volume of the recent book *Reimagining Christian Education: Cultivating Transformative Approaches*, <https://www.springer.com/book/9789811308505>, published by Springer in 2018.

Keeping to deadlines will therefore ensure a timely post-conference publication process. The decision of the editors as to which papers may be selected and undergo peer review for the book is final.

# CONFERENCE PROGRAM

## DAY 1: WEDNESDAY 31ST JULY

SESSION	TOPIC	SPEAKER
16:00PM	Registration opens	
16:00PM	ACHEA Presidents' Meeting	
	Evening: Free for informal chats and networking	

## DAY 2: THURSDAY 1 AUGUST

08:00AM		Registration opens; tea and coffee available	
09:00AM		Welcome; Acknowledgment of Country, Prayer; Introduction Dr. Beth Green	Dr. Trudel; Dr. Myers Dr. Luetz
09:15AM	<b>Session 1</b>	Plenary - Opening Keynote Address: Present Tense: Christian Education in Secular Time	Dr. Green
10:30AM		Morning Tea	
11:00AM	<b>Session 2</b>	Invited Speakers Workshops (parallel streams)	Dr. Green Rev. Paterson Dr. Hoogstra
12:15PM		Lunch	
13:30PM	<b>Session 3</b>	Research Papers (3 parallel sessions)	
15:00PM		Afternoon Tea	
15:30PM	<b>Session 4</b>	Research Papers (3 parallel sessions)	
17:00PM		Free time	
18:00PM		Dinner (Optional)	

## DAY 3: FRIDAY 2 AUGUST

08:00AM		Arrival, tea and coffee available	
08:45AM	<b>Session 5</b>	Plenary - Reflections on Christian Higher Education	Dr. Hoogstra
09:15AM	<b>Session 6</b>	Plenary - Keynote: Faith, Facts, and Feelings: Christian Persuasion in our Secular Age	Rev. Paterson
10:15AM		Morning Tea	
10:45AM	<b>Session 7</b>	Research Papers (3 parallel sessions)	
12:45PM		Lunch	
13:45PM	<b>Session 8</b>	Plenary - Round-table/Panel	Dr. Green, Rev. Paterson, Dr. Hoogstra
14:30PM	<b>Session 9</b>	Best Paper Awards; Closing reflections; Prayer	Dr. Luetz; Dr. Green Dr. Roux
15:00PM	<b>Close</b>	Conference ends, delegates depart	

For the convenience of conferees, a detailed program will be made available to delegates online at the time of the conference. The link will be disseminated before the conference.





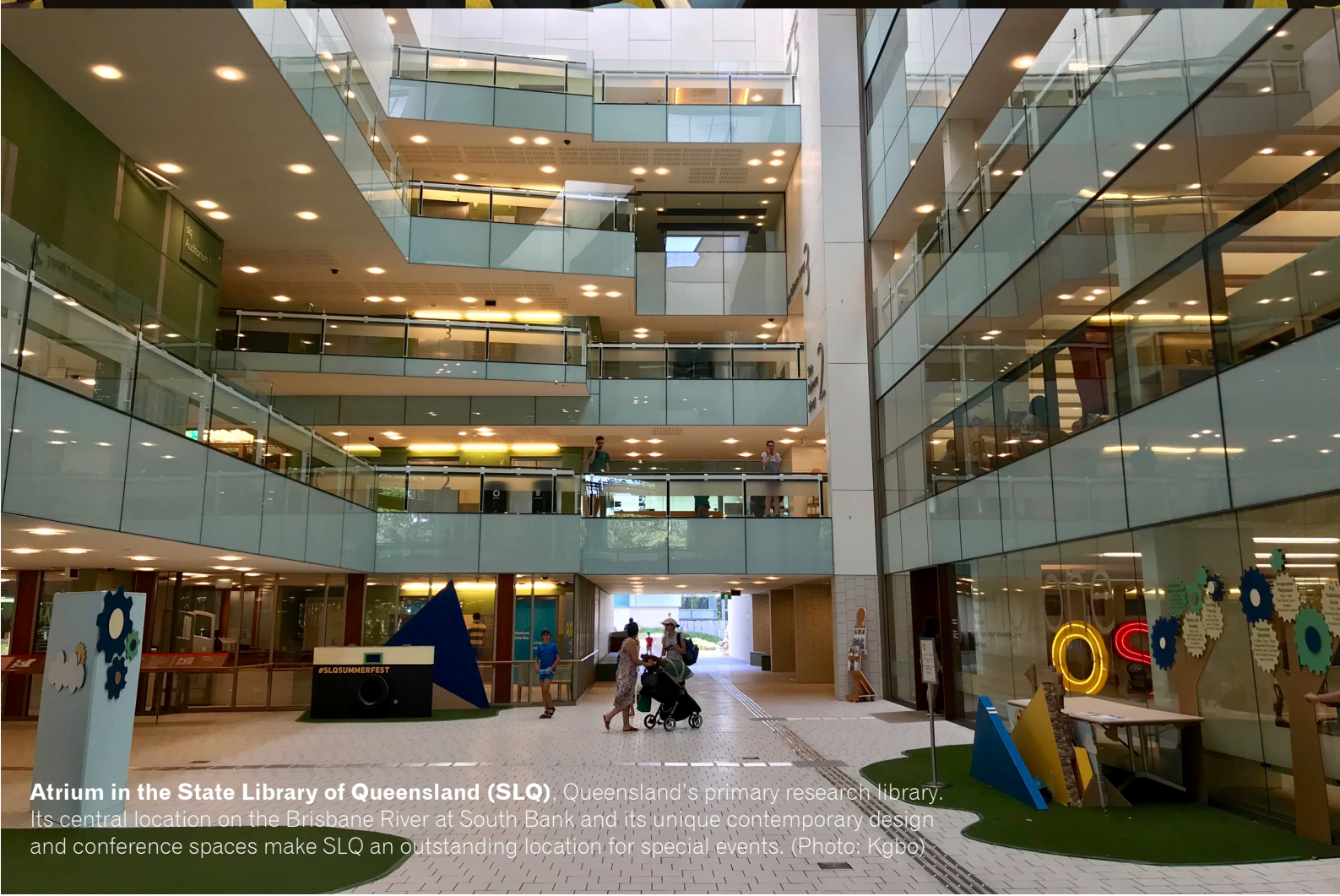
# PROGRAM

31 JULY - 2 AUGUST  
2019; BRISBANE, QLD

ACHEA

# RESEARCH CONFERENCE

CHRISTIAN EDUCATION —  
REASON AND RELEVANCE



**Atrium in the State Library of Queensland (SLQ)**, Queensland's primary research library. Its central location on the Brisbane River at South Bank and its unique contemporary design and conference spaces make SLQ an outstanding location for special events. (Photo: Kgbo)



# THURSDAY

08:00-09:00		REGISTRATION OPENS; TEA AND COFFEE AVAILABLE	
Session 1: Venue: Auditorium 2	Opening Keynote Address		
09:00-09:05 09:05-09:10 09:10-09:15	Welcome (Dr. J. Trudel) Acknowledgment of Country; Opening Prayer (Dr. B. Myers) Introduction Dr. Green (Dr. J. Luetz)		
09:15-10:10 10:10-10:30	<b>Dr. B. Green:</b> Present Tense: Christian Education in Secular Time Discussion and Q&A (Chair: Dr. B. Myers)		
10:30-11:00		MORNING TEA	
Session 2 (Parallel Sessions)	Invited Speakers Workshops		
11:00-12:15	<b>Venue: Auditorium 2 Chair: Dr. C. Murison</b>	<b>Venue: Meeting Room Chair: Dr. D. Benson</b>	<b>Venue: Heritage Room Chair: Dr. J. Luetz</b>
Speakers and Workshop Titles	<b>Dr. B. Green:</b> The lecture hall, the seminar group and the tech lab - what does distinctively Christian Teaching and Learning look like?	<b>Rev. D. Paterson:</b> What is the place of doubt in developing holistic faith?	<b>Dr. S. Hoogstra:</b> Being a Bridge-builder in today's world: Personally and Institutionally.
12:15-13:30		LUNCH	
Session 3 (Parallel Sessions)	<b>Venue: Auditorium 2 Chair: Dr. S. Beaumont</b>	<b>Venue: Meeting Room Chair: Dr. M. M.Bridges</b>	<b>Venue: Heritage Room Chair: Dr. C. Murison</b>
13:30-13:50	<b>D. Benson:</b> A Reason for Revelation: The Place of Sacred Texts in Secular Middle School Science Curricula	<b>E. Beech:</b> A Conceptual Model for Biblical Transformative Online Learning	<b>A. Butcher, B. Norsworthy:</b> Cupbearers to the King: Humility, Hope and Hospitality for Formational Practice
13:50-14:15	<b>C. Harris:</b> Why can we assess the theory of practice but not the practice of theory?	<b>D. Iselin:</b> Home-Coming: Restoring a Theology of Place within Christian Education	<b>M.S. Buchanan, T. Aechtner:</b> Educational Approaches in Response to a Science-Religion Survey at a University in Tanzania
14:15-14:35	<b>H. Kemp:</b> The Imaginarium of Narrative in Christian Curriculum design: A Case Study from St Kentigern College, Auckland	<b>J. Leopard:</b> In Search of a Redeemed and Redeeming Epistemology for Cross-cultural Educational Research: A Biblical Narrative Perspective on Straussian Grounded Theory	<b>G. Buxton, J. Luetz, S. Shaw:</b> Towards an Embodied Pedagogy in Educating for Creation Care
14:35-14:55	<b>R. Holland:</b> Curriculum and the religious identity of Year 10 students in two faith-based schools	<b>L. Graieg:</b> What does it mean to be a 'classroom ready' teacher?	<b>R. Leo:</b> Exploring 'eco-theological' perspectives for sustainability education in the classroom
15:00-15:30		AFTERNOON TEA	
Session 4 (Parallel Sessions)	<b>Venue: Auditorium 2 Chair: Dr. D. Iselin</b>	<b>Venue: Meeting Room Chair: Dr. D. Benson</b>	<b>Venue: Heritage Room Chair: Dr. B. Norsworthy</b>
15:30-15:50	<b>S. Gowan, M. Miner Bridges:</b> Distinctively Christian Higher Education as the Wholistic Formation of Students	<b>C. Prior:</b> The distinctiveness of Christian schooling: Teachers' understanding of purpose and practice	<b>W. Nelson, J.M. Luetz:</b> The impact of short-term cross-cultural experiences on intercultural competence: A study of Australian high school students

15:50-16:15	<b>J. Eeles, S. Beaumont:</b> Mobbing in Faith-based Schools: An Attack on Human Dignity	<b>N.D. Buch:</b> Before and After 1989: The Conceptual Schemas, Christian Education, and Queensland Society	<b>J. Robinson, N. Stirling:</b> Equipping Students to think Critically about the Abortion Discourse
16:15-16:35	<b>V. Heazlewood, M. Pinel, B. Sadler, A Hatch, P. Valse:</b> Enhancing Transformative Environments in Christian Education: Emphasis on the Role of Church Alignment	<b>C.B. Murison:</b> Christian Higher Education: A frog in the kettle or a light on the hill?	<b>S. Tucker, J.M. Luetz:</b> Prison chaplaincy and its place in a modern age: A review of contemporary practice in light of New Testament teaching
16:35-16:55	<b>D. Hastie:</b> Shifting the paradigm of initial teacher training: The Hub cohort model for teacher training in Australian Christian affiliated schools	<b>C. Chapman:</b> Training requirements for entry-level ministry-ready Pentecostal leaders	<b>F. Seyed:</b> Sexual Addiction and Christian Education
17:00-18:00	FREE TIME		
18:00	DINNER (OPTIONAL)		





# FRIDAY

08:00-08:45		ARRIVAL; TEA AND COFFEE AVAILABLE	
Session 5 Venue: Auditorium 2	Plenary Chair: Dr. J. Trudel		
08:45-09:15	Dr. S. Hoogstra: Reflections on Christian Higher Education		
Session 6 Venue: Auditorium 2	Plenary – Keynote Chair: Dr. J. Luetz		
09:15-10:00	Rev. D. Paterson: Faith, Facts, and Feelings: Christian Persuasion in our Secular Age		
10:00-10:15	Discussion and Q&A		
10:15-10:45		MORNING TEA	
Session 7 (Parallel Sessions)	Venue: Auditorium 2 Chair: Dr. A. Butcher	Venue: Meeting Room Chair: Dr. B. Green	Venue: Heritage Room Chair: Rev. D. Paterson
10:45-11:05	D.J. Konz: The hope and possibility of christocentric unity in Christian Education, with reference to the theologies of Barth and Bonhoeffer	A.J. Ghiloni: Pedagogy Against Mystagogy: The Peculiar Way Saint Augustine Disrupts Authority and Affirms Agency in Education	M. Stephens: Thinking as Christian Virtue: Reason and Persuasion for a Fractious Age
11:05-11:25	L. Coles: Hope after complex childhood trauma	R. Wallace, R. Leo: A story of faith to challenge and inspire in one teacher’s quest to start a school that values the calling and gifts of the individual child: Montessori Noosa	A. Crook: Wholehearted Education: a reflection on transformational learning experiences and embodied pedagogy
11:25-11:45	L. Gosbell: Universal Design for Learning in Christian Higher Education: Inclusive Practices for Students with and without Disability	P. Harvey: The Capstone Project: Insights into the educational leadership practices that most impact Christian school leaders during their postgraduate course at Morling College	J. Dalziel: Do we live in a pluralist society any more? Christian education as a case study
11:45-12:05	B. Norsworthy: Christian Higher Education: Capturing a Personal Passionate Profession	S. Beaumont, A. Crawford: Use of Self and Presence in Counsellor Training: A CHC Case Study	J. Staggs, J. Chew: Digging ‘new wells’ - the need for a Christian perspective in Australia’s international student market
12:05-12:25	D.A. Austin, D. Perry: Developing a Christian Research and Scholarship Framework	A. Staggs: Educating a Leader: Principles of Education and Leadership Training Through the Example of Paul and Timothy	J. Greentree: Clarifying Christian school purposes in the neoliberal marketplace
12:25-12:45	J.M. Luetz: Novel perspectives on abortion from phenomenology research: A Manifesto for Consulting the Unconsulted	G. Hepplewhite: Theological Education opening doors for Women	W. Church: Liberal Education and Christian Humanism in the thought of Michael Oakeshott and Russell Kirk
12:45-13:45		LUNCH	
Session 8 Venue: Auditorium 2	Plenary – Round-table/Panel Chair: Dr. B. Myers		
13:45-14:30	Panel discussion and Q&A Reflections by Dr. B. Green, Rev. D. Paterson, Dr. S. Hoogstra		
Session 9 Venue: Auditorium 2	Plenary – Concluding Remarks Chair: Dr. J. Luetz		
14:30-15:00	Note of Thanks; Best Paper Awards (Dr. J. Luetz; Dr. B. Green)		
	Closing Reflections; Closing Prayer (Dr. J. Roux)		
From 15:00		CONFERENCE ENDS, DELEGATES DEPART	



## **Title: Opening Keynote**

Present Tense: Christian Education in Secular Time

**Thursday, 1 August**

## **Author:**

Dr Beth Green (DPhil, University of Oxford, Green Templeton College, 2009; MA, University of London, King's College, 2002; PGCE, University of Cambridge, School of Education, 1999; BA, University of Oxford, The Queen's College, 1998)

## **Abstract**

The Canadian philosopher Charles Taylor describes our present secular society as inhabiting time differently. Our age is no longer embedded in what he describes as 'higher time' with a divine foundation and the idea that the society was constituted in something that transcended contemporary common action, or the 'present tense'. Institutions like the church and university are creatures of an older time which raises the question how do we practice Christian Education in secular time? This paper posits three conceptual distinctions that might serve Christian institutions of higher education well as we reimagine our vocation: Distinctively rather than uniquely Christian, imagination rather than worldview and, pedagogy rather than curriculum. Green will argue that we need not trip over the deep roots of Christian faith which stretch back to another time but that we do need to reimagine how teaching and learning sustained by such roots can also nourish a barren landscape. (Pearl Jam fans should note that the 'Present Tense' reference is intentional).

## **Workshop Thursday, 1 August**

The lecture hall, the seminar group and the tech lab - what does distinctively Christian Teaching and Learning look like? This workshop is designed to be really practical. Group discussion and guided reading will centre on empirical research into Christian teaching and learning carried out by Dr Green and her colleagues Dr. David Smith and Dr. Trevor Cooling. The focus will be on putting the concepts discussed in the keynote into practice in Christian higher education.

## **Keywords**

Higher Education; Secularism; Christian Education; Mission; Pedagogy.





## **Title: Opening Keynote**

Faith, Facts, and Feelings: Christian Persuasion in our Secular Age

**Friday, 2 August**

## **Author**

Rev Daniel Paterson (MA(Th); BMin; CTPS, Oxford Centre for Christian Apologetics), Speaker for Ravi Zacharias International Ministries

## **Abstract**

The case for God has never been stronger whilst at the same time belief in God is waning amongst Australian youth. What this highlights is not so much a problem with the Christian story but with its communicators, who are struggling to navigate the questions and challenges introduced by our unique cultural moment. When it comes to making significant decisions, the social science literature bears out a complex relationship between facts and feelings as to how people form resilient beliefs. Effective Christian education needs to take this research into account, inasmuch as it reveals a thoroughly biblical anthropology. This talk explores the relationship between the attractive what of the Christian story and the compelling why in giving reasons for our hope. Essentially the art of Christian persuasion is learning how to tell the better story of the Scriptures such that it connects with the felt questions of our time (relevance), and such that it connects to reality in the myriad ways in which God has given strong testimony to the truth of our message.

## **Workshop Thursday, 1 August**

What is the place of doubt in developing holistic faith? In this practical session on questioning God, participants will explore the various dimensions of the role doubts plays in active belief, and will learn to diagnose different kinds of doubt in the hopes of offering a meaningful remedy to students who ask questions.

## **Keywords**

Facts; Faith; Feelings; Anthropology; Relevance; Persuasion.







# ACCEPTED ABSTRACTS

**Status:** Paper scheduled for presentation.

**Date:** Thursday, 1 August 2019

**Time:** 13:30-13:50

**Auditorium:** Auditorium 2

Contributing Authors : Dr. David Benson

Qualifications: Ph.D., MA, BAppSci.

Affiliated Institution: Director of Traverse, Lecturer at Malyon Theological College Gaythorne, QLD 4051, Australia

E-Mail/Corresponding Author: david.benson@malyon.edu.au

Abstract Title: A Reason for Revelation: The Place of Sacred Texts in Secular Middle School Science Curricula

5 Keywords: Australian Curriculum; Secular; Science; Reason; Revelation

**Abstract Text (200 words):** For Christian teachers in public schools, who are committed to educating out of their distinctive ethos, there are few more contentious subjects than Science. Set against the unthinking acceptance of a classic secularisation narrative which frames religious dogma as endangering discovery—where objective scientific knowledge is seen to have vanquished subjective superstition—even the suggestion that there may be a transcendent perspective on material reality is met with hostility. What place, then, is there for Sacred Texts and the orienting stories of diverse communities to inform subject matter? If revelation and reason are positioned as polar opposites, is religion irrelevant to the study of science? This chapter considers the telos of the Australian Curriculum, and the purposes animating the content of Year 7 to 10 Science therein. By recognising the predominately socially reconstructionist aims—that scientific knowing should facilitate students making sense of the world and working together for the common good—a path is opened for appropriate incorporation which advances received curricular goals and enriches the development of creative and critical thinking. Provided the plurality of students and cultures are fairly represented, and revelation is oriented toward immanent ends, Scriptures in Science can illuminate foundational cosmologies that awaken wonder and warrant investigation of the natural world; in so doing they add meaning to sensory data that shape our ethical use of technology in complex situations. A defence against detractors is then offered, establishing the legitimacy of referencing non-scientific revelation alongside otherwise materialistic reasoning. This exposes the non-neutrality and historical ignorance of secularist accounts of nature, calling for a more imaginative approach in State schools to science education which engages the many students for whom methodological atheism is exclusionary. Anything less borders on secularist indoctrination.

**Status:** Paper scheduled for presentation.

**Date:** Thursday, 1 August 2019

**Time:** 13:30-13:50

**Auditorium:** Meeting Room

Contributing Authors : Dr Elizabeth Beech

Qualifications: Ph.D. MTh, MA, BA

Affiliated Institution: Academic Dean, National Institute for Christian Education

E-Mail/Corresponding Author: beth.beech@nice.edu.au

Abstract Title: A Conceptual Model for Biblical Transformative Online Learning

5 Keywords: Transformation, Biblical Teaching, Online, Worldview, Epistemology

Abstract Text (200 words): Online course delivery is here to stay. Much research has been done in recent years on best practices in technology and instructional design related to student learning outcomes, student engagement, social presence and learning communities. There has even been some interest in transformative learning online. However, little research or reflection has considered how to provide an online learning experience that is not only effective and transformative, but that also flows from a biblically faithful approach to education. Such a model must not merely 'integrate' passages of Scripture within an otherwise secular approach, but should reclaim truth as it 'unhides' God and redeems knowledge for God's purposes within a strong relational, communal learning context. Furthermore, while all education will be transformational on some level, the desire to affect transformation of the deepest, pre-theoretical worldview assumptions that strongly influence beliefs and practices through conceptual shifts in ontology, epistemology, and praxis, should be central to Christian higher education. This paper will review current literature, practices and models of online learning in order to propose a biblically faithful model for fostering transformative Christian online learning communities of co-allegiants discovering truth to bring about redemptive change.



**Status:** Paper scheduled for presentation.

**Date:** Thursday, 1 August 2019

**Time:** 13:30-13:50

**Auditorium:** Heritage Room

Contributing Authors : Andrew Butcher, CEO & Dean, & Beverley Norsworthy, Chair of Graduate Studies & Research and Special Adviser in Christian Education

Qualifications: Dr Andrew Butcher (PhD, BA (Hons), BA); Dr Beverley Norsworthy (PhD, M.Ed (Hons), PGDip (Adult Ed), Grad Dip Curr Dvlp, BEd, DipTchg, TTC (Prim)

Affiliated Institution: Bethlehem Tertiary Institute

E-Mail/Corresponding Author: a.butcher@bti.ac.nz

Abstract Title: CUPBEARERS TO THE KING: HUMILITY, HOPE AND HOSPITALITY FOR FORMATIONAL PRACTICE

5 Keywords: Nehemiah, Flourishing, Community, Leadership, Vision

Abstract Text (200 words): In 2018 and 2019, Bethlehem Tertiary Institute (BTI), a private Christian education tertiary provider in New Zealand, used the books of Nehemiah, Ephesians and 1st Peter to frame a way of forming a community of staff to outwork its vision to be a faithful expression of the Kingdom of God on earth. Each of these biblical texts provides insights into godly leadership, team-building and ways of being one with another within the context of prayer and worship: "O Lord, let your ear be attentive to the prayer of your servant" (Neh 1:11). Drawing from 1 Peter, three characteristics of humility, hope and hospitality were identified as formational (also see Eph 4:1-6). BTI uses the phrase "I work better because I work with you", analogous to the Maori proverb "Nā tō rourou, nā taku rourou ka ora ai te iwi – with your basket and my basket, the people will flourish". Establishing a flourishing community is pre-eminently a process of spiritual formation within the embracing of a shared vision. This paper identifies these characteristics from these texts and illustrates how they seek to inform and shape practice at BTI. We recognise too that new forms of practice are at once seeking after righteousness within the contingencies of human frailty and thus only achievable under the gracious hand of God (Neh. 2:8).

**Status:** Paper scheduled for presentation.

**Date:** Thursday, 1 August 2019

**Time:** 13:50-14:15

**Auditorium:** Auditorium 2

Contributing Authors : Cathy Harris

Qualifications: BTh, M.A. (Theology)

Affiliated Institution: Mary Andrews College

E-Mail/Corresponding Author: cathyharris@mac.edu.au

Abstract Title: Why can we assess the theory of practice but not the practice of theory?

5 Keywords: constructive alignment, assessment tasks, unit learning outcomes,

Abstract Text (200 words): John Biggs' model of constructive alignment suggests that, to be effective, a unit's learning activities, learning outcomes and assessment tasks must be aligned. As an outcomes-based approach, assessment and teaching methods are designed to best achieve a unit's learning outcomes. A range of unit assessment tasks were examined, from the fields of Biblical Studies, Christian Thought and Ministry and Practice against the learning outcomes for each unit. While, in general, assessment tasks were well aligned with unit learning outcomes, which assessed a knowledge and understanding of content, only the units in the ministry and practice field assessed the practical application learning outcomes well, or at all, raising the question 'Why can we assess the theory of practice but not the practice of theory?' This lead to a deliberate attempt to include a practical type of assessment task into each Biblical Studies or Christian Thought unit. This paper outlines the initial evaluation of assessment tasks through constructive alignment, the results, and the changes to assessment tasks in 'theory-based' units, to which these have lead. The paper aims to address one way in which theological educators can better assess the practical application of theoretical units.

**Status:** Paper scheduled for presentation.

**Date:** Thursday, 1 August 2019

**Time:** 13:50-14:15

**Auditorium:** Meeting Room

Contributing Authors : Darren Iselin

Qualifications: BTeach; BEd; MEd; PhD

Affiliated Institution: CHC / CSA

E-Mail/Corresponding Author: diselin@csa.edu.au

Abstract Title: Home-Coming: Restoring a Theology of Place within Christian Education

5 Keywords: Incarnation, Place making, community,

Abstract Text (200 words): To be human is to dwell within a particular place – from the moment we are, we are “implaced.” Christian education, as person forming communities, should therefore curate, cultivate and celebrate implacement, particularly in a contemporary age where transience and a haunting sense of placelessness shapes our current generation. This paper invites Christian educators and leaders to redeem a theology of place within the academy and explores the high importance of place and how geography, location, community and neighborhoods are actually part of a grander story of God's sovereign purpose in and through creation. Ruth Ann Irvin suggests: "A theology of place should begin and end with God as the ultimate place maker, the one who creates places and people for times and seasons only he knows". It is through this understanding and an appreciation of a theology of place that our work, worship and witness and our ministry of restoration and reconciliation through Christian education can be orientated towards "home". The paper will outline a range of principles of place making within Christian education that are grounded in an incarnational posture and celebrate the significance of the incarnation of Christ whereby "The Word became flesh and blood and moved into the neighborhood" (John 1:14 MSG).



**Status:** Paper scheduled for presentation.

**Date:** Thursday, 1 August 2019

**Time:** 13:50-14:15

**Auditorium:** Heritage Room

Contributing Authors : Malcolm S. Buchanan and Thomas Aechtner

Qualifications: Dr Malcolm S. Buchanan {PhD, BSc(Hons), GradDipDiv, GradDipEd}; Dr Thomas Aechtner (DPhil, MA, BSc)

Affiliated Institution: Malcolm S. Buchanan: Secondary Science and Mathematics teacher in Queensland schools; Adjunct Associate Professor, St John's University of Tanzania (SJUT), Dodoma, Tanzania; Editor of the 'African Journal for Transformational Scholarship' and Thomas Aechtner: Senior Lecturer in Religion and Science, Westpac Research Fellow, School of Historical and Philosophical Inquiry, Faculty of Humanities and Social Sciences, University of Queensland

E-Mail/Corresponding Author: malcolm.s.buchanan@gmail.com

Abstract Title: Educational Approaches in Response to a Science-Religion Survey at a University in Tanzania

5 Keywords: Science, Religion, Holistic Education, Evolution, Africa

Abstract Text (200 words): Interdisciplinary perspectives are vital for holistic education, and a pivotal area is identifying positive ways to enhance student perceptions of Science and Religion relationships. A survey conducted at St. John's University of Tanzania, explored perceptions of Science-Religion interactions and evolutionary theory, while attempting to ascertain what sources influence undergraduate sentiments about Science and Religion (Aechtner & Buchanan, 2018). Results pointed to prevalent negative beliefs about evolution and Science-Religion relationships. Additionally, exploratory factor analysis suggested that students with the most positive Science-Religion perspective identify the influence of university education in shaping such beliefs, rather than the teachings of religious leaders. This paper reflects upon the theoretical educational repercussions of these findings, and suggests pedagogical approaches to address these contentious issues within Science education in Africa. A key component is embracing Afrocentric criteria, including 'other ways of knowing'. An initial approach is using strategies for listening to students' stories about their current understanding of Science-Religion interactions and the factors which have influenced these perceptions. The important goal is to have an integral Christian perspective along with a delivery approach that is sensitive, humble and edifying.

Thomas Aechtner & Malcolm S. Buchanan (2018). Science and religion perspectives at St. John's University of Tanzania (SJUT), *Journal of Contemporary Religion*, 33:2, 337-345, DOI: 10.1080/13537903.2018.1469280

**Status:** Paper scheduled for presentation.

**Date:** Thursday, 1 August 2019

**Time:** 14:15-14:35

**Auditorium:** Auditorium 2

Contributing Authors : Hugh Kemp

Qualifications: PhD, MTh, BSc, NZTTC

Affiliated Institution: St Kentigern College, Auckland, New Zealand

E-Mail/Corresponding Author: hugh.kemp@saintkentigern.com

Abstract Title: The Imaginarium of Narrative in Christian Curriculum design: a Case Study from St Kentigern College, Auckland.

5 Keywords: curriculum, imaginarium, narrative, education, case study

Abstract Text (200 words): St Kentigern College, a private Yr 7-13 Presbyterian school in Auckland, is able to design its own Christian Education curriculum without the pressures of assessment from an external body. In light of this, this paper seeks to do two things. Firstly it describes the dynamic process of constant review and innovative implementation of new content and relevant pedagogy. Secondly this paper explores a theoretical imaginarium of narrative. The curriculum is conceptualised by three intertwined narratives (the students', SKC's history, and the biblical narrative): this is illustrated using three unique lessons from years 9, 11, and 12. The imaginarium is informed by Christopher Booker's 7 archetypal plots, John Stott's 4 markers of biblical history, the use of Christian drama (the Stations of the Cross and walking a Labyrinth), and the "plundering of the Egyptians", that is, sourcing teaching material from the secular world. This imaginarium is deliberately eclectic, but the overall learning experience for the SKC student is of an integrated whole precisely because of the priority of narrative.

**Status:** Paper scheduled for presentation.

**Date:** Thursday, 1 August 2019

**Time:** 14:15-14:35

**Auditorium:** Meeting Room

Contributing Authors : Mr Joseph Leopard

Qualifications: BTheol

Affiliated Institution: CHC; University of the Foundation for Cross-cultural Education, Masaiti, Zambia

E-Mail/Corresponding Author: leopard.j@fce.org.za

Abstract Title: In Search of a Redeemed and Redeeming Epistemology for Cross-cultural Educational Research: A Biblical Narrative Perspective on Straussian Grounded Theory

5 Keywords: Educational Research; Epistemology; Image of God; Straussian Grounded Theory; Cross-cultural Education

Abstract Text (200 words): In today's atmosphere of shifting philosophical plurality, it is the imperative of Christian educators and educational researchers to shape institutions of education to holistically form students' affective nature, what Smith (2016) calls loves and desires. Therefore, researchers must pursue educational research that acknowledges students' imago Dei. To this end, this paper evaluates the history of Straussian Grounded Theory Method [GTM] (an interpretivist revision of classical GTM) with emphasis on its epistemological underpinnings and resulting methods. These elements are examined from a Christian worldview perspective via a biblical narrative framework. The relational nature of biblical ontology with its resulting humility-based epistemology provides a firm foundation on which Straussian GTM's methodology might better stand and be further enhanced. The resulting discussion emerges a uniquely relational yet pragmatic, ethical framework for the formulation of redemptive and restorative research aims. Such a framework will help educational researchers negotiate diverse cross-cultural situations, avoid the dead-end frivolity of secular, naturalistic assumptions, and integrate the distinctively Christian elements of a vibrant, living faith into Straussian GTM and other qualitative research methodologies. Such a vision of research makes space for educational researchers to maintain a posture of "faith seeking understanding" (Kenneson, 1995) while pursuing a Christ-centred vision of human flourishing.



**Status:** Paper scheduled for presentation.

**Date:** Thursday, 1 August 2019

**Time:** 14:15-14:35

**Auditorium:** Heritage Room

Contributing Authors : Rev Dr Graham Buxton; Dr Johannes Luetz; Sally Shaw

Qualifications: (1) Rev Dr Graham Buxton (Ph.D., MMin, MSc, BA) ; (2) Dr Johannes Luetz (Ph.D., MBA, BA) ; (3) Sally Shaw (MEd.), Master of Ministry Postgraduate Student

Affiliated Institution: (1) Professor of Theology, Fuller Theological Seminary; Senior Lecturer, Flinders University; Visiting Fellow, St Johns College, Durham University; (2) Senior Lecturer, Postgraduate Coordinator, Research Chair CHC Higher Education Carindale, QLD 4152, Australia (jluetz@chc.edu.au) Adjunct Academic, University of New South Wales (UNSW), Sydney, Australia; (3) Sally Shaw (MEd.), Postgraduate student completing a Master of Ministry; South Australian convenor of A Rocha

E-Mail/Corresponding Author: buxtongg@gmail.com

Abstract Title: Towards an Embodied Pedagogy in Educating for Creation Care

5 Keywords: Environment; Sustainability; Theology of Earth Care; Creation Care; Holistic Education; Theological Aesthetics; Embodied Pedagogy

Abstract Text (200 words): Throughout the history of the Church, those who have devoted their attention to formulating a theology of the Christian faith, have concentrated primarily – indeed almost exclusively – on the relationship between God and humanity, with scant attention paid to the place of the natural world in the economy of God. This oversight is remarkable in light of the biblical affirmation of the goodness of creation, and – with some heartening exceptions – its pervasiveness within Christendom today is alarming given the urgency to live more sustainably on Planet Earth. This paper addresses the need for appropriate educational curricula and strategies designed to increase awareness of – and active participation in – creation care initiatives in order to successfully address the environmental challenges confronting God’s good but groaning creation. Following a two-pronged rationale for creation care based on the scientific biophysical imperative and the biblical/theological mandate to value and care for the natural world, the authors offer a brief survey of a number of seminary syllabi that demonstrate important progress in educating for creation care. The final part of the paper presents two practical features of an embodied pedagogical approach designed to assist in raising not only awareness but also much-needed action with regard to care for God’s creation. The biblical authors used literary devices to tell God’s story because they recognized that their usage was able to draw the readers [hearers] into the narrative through their senses, imagination, intuition and affective functions. Accordingly, the authors propose an arts-based pedagogy, utilising in particular Hans Urs von Balthasar’s concepts of ‘theodrama’ and theological aesthetics, in order to encourage Christians towards a more holistic awareness of creation. A second constructive feature is the incorporation of an embodied learning pedagogy that involves student participation in off-campus creation care projects in order to stimulate practical hands-on learning in which sensory experiences lead to greater depth and meaning in the educational context.

**Status:** Paper scheduled for presentation.

**Date:** Thursday, 1 August 2019

**Time:** 14:35-14:55

**Auditorium:** Auditorium 2

Contributing Authors : Ruby Holland

Qualifications: BA, MEdStuds

Affiliated Institution: University of Sydney

E-Mail/Corresponding Author: rhol8243@uni.sydney.edu.au

Abstract Title: Curriculum and the religious identity of Year 10 students in two faith-based schools

5 Keywords: Identity, telos, narrative, flourishing life, curriculum

Abstract Text (200 words): Identity is a powerful psycho-social construct in 21st Century education, providing answers to two essential questions: 'Who am I?' and 'What is my purpose?' Given its reliance on belief-based assumptions and presuppositions about humanity and telos, student identity has potential to be a special focus of faith-based schools. It can be used to explore the meaning-making framework of all students, whether claiming faith or not. Further, it relates significantly to student motivation and well-being in our pluralist democracy in which religious belief is highly contestable. However, little research has been undertaken in relation to identity in the context of the classroom curriculum, especially in the religious domain. To explore the interaction of educational practice and student religious identity, this project involves a case study in each of two single-sex Christian schools. Its special focus is the subject of History, given that the Christian faith is grounded in historical events. The concept of the flourishing life was taken as the means for exploring intersecting narratives: that of Year 10 students' religious identity, the religious tradition of the school and the story told by the enacted/experienced and hidden curriculum. Two nested case studies provide pictures of students at various stages of understanding to reveal ways in which curriculum does indeed impact on their identity development.

**Status:** Paper scheduled for presentation.

**Date:** Thursday, 1 August 2019

**Time:** 14:35-14:55

**Auditorium:** Meeting Room

Contributing Authors : Lindsay Graieg

Qualifications: DipEd, BeD, MeD, EdD, MCEPA

Affiliated Institution: National Institute for Christian Education, Sheridan College

E-Mail/Corresponding Author: lindsay.graieg@nice.edu.au

Abstract Title: What does it mean to be a 'classroom ready' teacher?

5 Keywords: Higher education, compliance, classroom readiness, Christian schooling, worldview.

Abstract Text (200 words): Understanding what it means to be a 'classroom ready' teacher for a Christian tertiary provider seeking endorsement for a pre-service program in relation to TEQSA may represent a critical question. The process of teacher accreditation in Australia has come to require a developmental process of increasing intensity, complexity and length of 'performance' to ensure 'impact' so that the 'pre-service teacher' is 'classroom ready' by meeting The Graduate Standards. This research interrogates the possible worldview implications regarding identity implicit in the Australian Institute for Teaching and School Leadership (AITSL) Graduate Teacher Standards as a mechanism of compliance in the possible service of a neoliberal social imaginary. A challenge to compliance may emerge from within a worldview derived from the story of the bible which suggests consideration of the difference regarding human flourishing as the image of God in relation to teacher identity and the purpose of schooling. The 'classroom readiness' story may include unwarranted confidence in scientific method and certainty facilitating economic rationalism.

**Status:** Paper scheduled for presentation.

**Date:** Thursday, 1 August 2019

**Time:** 14:35-14:55

**Auditorium:** Heritage Room

Contributing Authors : Richard Leo

Qualifications: MEd, MA(Hist), BA, Dip.Ed

Affiliated Institution: CHC Higher Education

E-Mail/Corresponding Author: rleo@chc.edu.au

Abstract Title: Exploring 'eco-theological' perspectives for sustainability education in the classroom

5 Keywords: sustainability, sustainability education, Christian education, environmental history, common good

Abstract Text (200 words): In recent years ideas around sustainability and sustainability education have become important features of global society. Educators in Christian schools in Australia that teach the Australian curriculum are required to address issues of sustainability as the concept is embedded as a cross-curricular priority. For those who work within Christian schooling contexts wishing to practice sustainability pedagogy in the classroom, there is a need to develop well-supported biblical and theological thinking that contributes to these educational perspectives. The practical implications for the classroom of 'eco-theology' perspectives across the curriculum in Christian schooling contexts are diverse. Drawing on understandings and case studies from the related field of environmental history, this paper seeks to explore a range of biblical and theological convictions that underpin educational theories on issues of sustainability as they might apply to educators in Christian schooling contexts in Australia.



**Status:** Paper scheduled for presentation.

**Date:** Thursday, 1 August 2019

**Time:** 15:30-15:50

**Auditorium:** Auditorium 2

Contributing Authors : Dr Sunaina Gowan and Dr Maureen Miner Bridges

Qualifications: Dr Sunaina Gowan - PhD, MBA, MIS, BA and Dr Maureen Miner Bridges - PhD, M.Clin.Psych., B.Sc.

Affiliated Institution: Excelsia College

E-Mail/Corresponding Author: Sunaina.Gowan@excelsia.edu.au

Abstract Title: Distinctively Christian Higher Education as the Wholistic Formation of Students

5 Keywords: Student Formation; Christian Higher Education; Wholistic Development; Worldviews; Trinitarian Theology

Abstract Text (200 words): Christian colleges are in a unique position to honestly address the spiritual and moral issues that people of every age face every day. What is distinctively Christian about Christian higher education is the wholistic formation of students – personally, professionally and spiritually. This paper considers Excelsia College as a case study of the challenge of building a distinctively Christian higher education Institution, especially in the context of the increasing secular nature of higher education in Australia, the diminishing Christian student market and challenges brought about by the growth in international student enrolments. More specifically, this paper investigates staff perceptions of student formation and considers their understanding of the College mission and their role in the wholistic development and growth of students. Using interviews, this qualitative study aims to understand how teaching staff at Excelsia College perceive student formation, their attitudes towards the varying dimensions of formation, and how they act in ways that might promote or hinder student formation. Key findings relate to student formation as involving development of a coherent worldview as well as rich relationships; challenges to formation in cognitive, psychological and social domains; and suggested strategies for optimum formation. Staff perceptions are discussed in light of psychological theory and Trinitarian theology.

**Status:** Paper scheduled for presentation.

**Date:** Thursday, 1 August 2019

**Time:** 15:30-15:50

**Auditorium:** Meeting Room

Contributing Authors : Chris Prior

Qualifications: EdD, MEd, MA(Theol), DipEd, BMin, BAgSc

Affiliated Institution: National Institute of Christian Education

E-Mail/Corresponding Author: [chris.prior@nice.edu.au](mailto:chris.prior@nice.edu.au)

Abstract Title: The distinctiveness of Christian schooling: Teachers' understanding of purpose and practice

5 Keywords: Christian schooling, Faith and Learning, Christ-centred, worldview, Christian pedagogy,

Abstract Text (200 words): Christian schools are faith-based communities offering education consistent with their particular approach to the Christian faith. Using language such as "Bible-based" or "Christ-centred", Christian schools routinely suggest they provide a distinctively Christian approach to education. Central to the preservation of this approach is the teacher. This paper is based on research into teachers' understandings of the purposes of Christian schooling, how students are exposed to Christianity within their classrooms, and the strategies teachers use to ensure understandings. This research identified that, despite varied understandings of the purposes for, or goals of, Christian schooling, teachers perceived that the Christian faith should be evident across all aspects of the Christian school. Within classrooms, in addition to Bible reading, classroom devotions, and prayer, teachers suggested students were exposed to the Christian faith through the example set by staff. Further, teachers taught from a Christian perspective, or connected curriculum content with the Christian faith as opportunities arose. Teachers' assessments as to whether students understood their teaching from a Christian perspective were largely informal and under-developed.

**Status:** Paper scheduled for presentation.

**Date:** Thursday, 1 August 2019

**Time:** 15:30-15:50

**Auditorium:** Heritage Room

Contributing Authors : (1) Wendy Nelson; (2) Dr Johannes M. Luetz

Qualifications: (1) Wendy Nelson (BA; Master of Social Science Leadership Candidate); (2) Dr Johannes Luetz (Ph.D., MBA, BA)

Affiliated Institution: (1) Christian Heritage College (CHC), Brisbane, Australia; (2) Christian Heritage College (CHC); Adjunct Academic, University of New South Wales (UNSW), Sydney, Australia.

E-Mail/Corresponding Author: s413017@chc.edu.au

Abstract Title: The impact of short-term cross-cultural experiences on intercultural competence: A study of Australian high school students

5 Keywords: Intercultural competence, Cross-cultural experience, Global citizenship, Adolescence, Emotional intelligence

Abstract Text (200 words): Increasing globalisation and constant change have occasioned a dramatic rise in cross-cultural interactions. Hence the ability to competently engage in this multicultural world is often considered the 'literacy of the future' (UNESCO 2013, OECD 2018). This is a new kind of literacy. To thrive in this modern world, humanity must choose to understand each other, learn from each other and work together to cultivate 'cultural literacy'. The Archbishop Emeritus of Cape Town expressed it like this: "My humanity is caught up, is inextricably bound up, in yours" (Desmond Tutu, 1999, p. 35). Many scholars, educators and social scientists increasingly consider cultural literacy just as important as reading, writing and numeracy (UNESCO 2013). Cultural literacy promotes cross-cultural competence and skills in areas of global importance, including economics and trade, diplomacy, poverty reduction, environmental sustainability, human rights, social justice, tolerance, sustainable development, multiculturalism, emotional intelligence and empathy, among others. At the same time cultural literacy appears to diminish or even redress ethnocentrism, xenophobia, racism, ignorance and discrimination (Tiessen & Epprecht 2012, Zamastil 2011, Kitsantas 2004, Potts 2014). Given that the Bible describes Heaven as a place of multinational, multilingual, multicultural, and multiethnic congress (Rev. 7:9) only adds to the sense that developing cultural literacy is indeed a key competence of transcendent significance. Researchers posit that positive intercultural experiences are vital enabling factors for the cultivation of cultural competence and literacy, emotional intelligence, academic achievement, and in informing career choice (Dwyer 2004, Potts 2014, Zarnick et al 2010, OCED 2018, Tiessen and Epprecht 2012). Hence there has been a growing trend for cross-cultural education experiences to facilitate such learning. At the same time there is a dearth of empirical research into the issues and effects surrounding short-term cross-cultural educational experiences (Allison & Higgins 2002, Campbell-Price 2014). This research proposal conceptualises a mixed-methods study aimed at extending previous research by examining the short-term cross-cultural experiences of Australian high school students.

**Status:** Paper scheduled for presentation.

**Date:** Thursday, 1 August 2019

**Time:** 15:50-16:15

**Auditorium:** Auditorium 2

Contributing Authors : Jenny Eeles & Stephen Beaumont

Qualifications: Stephen Beaumont (PhD) Jenny Eeles (MMinL, BEd (Sec))

Affiliated Institution: CHC

E-Mail/Corresponding Author: sbeaumont@chc.edu.au

Abstract Title: Mobbing in Faith-based Schools – An Attack on Human Dignity

5 Keywords: Mobbing, Bullying, Holistic Approach, Destructive Behaviours, Human Dignity

Abstract Text (200 words): Workplace mobbing, or workplace bullying as it is more commonly referred to, is a nationally recognised issue within faith-based schools in Australia. Researchers, as well as a personal experience of a mobbing culture within a faith-based school, indicates that mobbing is a complex process involving many different factors and dynamics to that of bullying. Statistics convey a lack of distinction between faith-based and non-faith-based educational contexts as recording the incidence of a mobbing culture within Australian schools, with no faith-based perspective of this serious issue. This research addresses this gap by providing a holistic approach drawing on biblical and theological foundations to provide fresh insights into the impact and unethical human destruction and assault on human dignity that a mobbing culture ensues. More significantly, through auto-ethnographic observations and a case study approach, it extends existing research efforts by identifying how particular factors interact within the organisational dynamics to create the mobbing process. The study concludes by presenting scope for further research advancement as well as possible leadership solutions towards a mobbing-free culture.

**Status:** Paper scheduled for presentation.

**Date:** Thursday, 1 August 2019

**Time:** 15:50-16:15

**Auditorium:** Meeting Room

Contributing Authors : Dr Neville D Buch

Qualifications: Ph.D. (UQ), Grad. Dip. Arts (Philosophy, Melb.), Grad. Dip. Ed. (UQ), B.A. Hons (UQ)

Affiliated Institution: Dr Neville Buch

E-Mail/Corresponding Author: nbuch61@gmail.com

Abstract Title: Before and After 1989: The Conceptual Schemas, Christian Education, and Queensland Society.

5 Keywords: Christian Education, Queensland Society, Conceptions

Abstract Text (200 words): In 1995 I produced a doctorate on the American cultural influence on Protestant belief in Queensland, with a chapter on Christian Education. Since that time my work on the study of (big) belief and doubt in Queensland has paid more attention to global patterns of conceptions in the philosophical sense. It has provided a moderating historiography between the more popular narratives of the secular humanists on the one side, and the religious humanists on the other side. Prior to 1989 and before the collapse of the long-reign of the Joh Bjelke-Petersen Government (1968-1987), Christian Education – in theological centres, secondary schools, and various forms of ‘church schools’ (e.g. All Aged Sunday School movement)—was challenged by the close association between the Government and right-wing lobbyists. Today, the vast majority of educationalists, irrespective of political or religious views, would agree that this association and collaboration had very negative impacts on societal perceptions of Christian education. The politics, as well as the ideology, damaged the educational positioning of independent Christian schooling and theological training. Unfortunately, the historical perception is largely stuck back in 1989; the year Queensland Labor returned to power as part a major cultural shift in the state. This paper will identify the transformative reforms in the last 30 years, even within conservative ideology, which has led to a more inclusive religious humanism.

**Status:** Paper scheduled for presentation.

**Date:** Thursday, 1 August 2019

**Time:** 15:50-16:15

**Auditorium:** Heritage Room

Contributing Authors : Julie Robinson and Nicky Stirling

Qualifications: Julie Robinson (MSW, BSW, DipMin) and Nicky Stirling: PhD(UQ), DipEd(CHC), MArts(Griffith), BArts(ANU)

Affiliated Institution: CHC

E-Mail/Corresponding Author: [nicky.stirling@chc.edu.au](mailto:nicky.stirling@chc.edu.au)

Abstract Title: Equipping Students to think Critically about the Abortion Discourse

5 Keywords: Christian education, pregnancy, abortion, student knowledge, student attitudes

Abstract Text (200 words): Most students will leave Christian schools and colleges without having had the opportunity to think deeply and critically about the issues of pregnancy and abortion. A school program titled 'Perspectives' seeks to engage students in respectful, in-depth conversations about these topics. This 90-minute program has been developed by a local Brisbane pregnancy support centre Priceless House, which has been working with women and their families facing unplanned or challenging pregnancies for over 22 years. This program has been piloted and run for four years in two Brisbane Christian schools for both female and male Year 10-12 students. It includes information on foetal development and issues surrounding pregnancy and pregnancy options – abortion, adoption, and adaptation to the new reality of pregnancy. Student feedback sheets provide data of prior knowledge and attitudes towards abortion. Australian and international literature is limited in this field. This case study research extends previous knowledge in this area by exploring Australian senior high school students' current knowledge and attitudes to abortion. The paper also distils relevant lessons learned about the project and extrapolates opportunities for future research and other similar projects.



**Status:** Paper scheduled for presentation.

**Date:** Thursday, 1 August 2019

**Time:** 16:15-16:35

**Auditorium:** Auditorium 2

Contributing Authors : (1) Dr Vernon Heazlewood (2) Mrs Margot Pinel (3) Mr Brynley Sadler (4) Mrs Amanda Hatch (5) Mr Paul Valse

Qualifications: (1) (MBBS Hons, MSc, FRACP, FRCP, FACP); (2) (BA, Grad Dip Ed, MEd); (3) (BEd); (4) (BEd EC); (5) (BA, Grad Dip Ed, Grad Cert Appl Ling).

Affiliated Institution: (1) Director, Carmichael College, Morayfield, QLD 4506, Australia; Adjunct Professor, School of Clinical Sciences, Faculty of Health, Queensland University of Technology (QUT), Brisbane, Australia. (2) Principal, Carmichael College, Morayfield, QLD 4506, Australia. (3) Vocational Education Coordinator, Mueller College, Rothwell, QLD 4022, Australia. (4) Pedagogy Coach, Mueller College, Rothwell, QLD 4022, Australia. (5) Head of College, Mueller College, Rothwell, QLD 4022, Australia.

E-Mail/Corresponding Author: vtheazle@bigpond.net.au

Abstract Title: ENHANCING TRANSFORMATIVE ENVIRONMENTS IN CHRISTIAN EDUCATION: EMPHASIS ON THE ROLE OF CHURCH ALIGNMENT

5 Keywords: Christian education; ecclesiology; transformation; ministry alignment; modelling

Abstract Text (200 words): Since Christian education has a unique goal in resourcing the spiritual dimension of a student, it is useful to identify where transformative environments for Christ can be optimized. Factors that play into this include nature and age of student, family status, curriculum, worldview communication, role model of pedagogues including parents, school governance model and community interface, with specific reference to church. It is the aim of this paper to analyse these factors in order to enhance scope, effectiveness and outcomes that are authentic and sustainable. The framework that will be used involves culture immersion, educational praxis and community linkage components. How the student is part of an essential alignment of family, school, church and broader community relates to the school's governance, its relationship to the church and the church's vision for the unchurched. Incarnational teaching by teachers modelling Christ-likeness underpins a dynamic praxis. The linkage goal is motivated by both student and family coming to faith, integrating into the campus church, community mission and Kingdom networks. It will be contended that the desirable model is the foremost transformation of families through the school's church having intentional strategy and broad Kingdom linkages.

**Status:** Paper scheduled for presentation.

**Date:** Thursday, 1 August 2019

**Time:** 16:15-16:35

**Auditorium:** Meeting Room

Contributing Authors : Dr Craig B. Murison

Qualifications: Dr Craig B. Murison Dip T, BEd, Adv DipCMin & Bib St, MLM, D Prof (Trans St)

Affiliated Institution: Christian Heritage College

E-Mail/Corresponding Author: cmurison@chc.edu.au

Abstract Title: Christian Higher Education: A frog in the kettle or a light on the hill?

5 Keywords: Economic Rationalism, Graduate Attributes, Human flourishing, Common Good, Sustainability Goal 4

Abstract Text (200 words): When viewed in the context of the broad social imaginary of neoliberalism and economic rationalism of western nations Christian higher education's reason and relevance is highlighted. The neoliberal, economic rationalist policies of many western countries have increasingly seen education become a servant to market forces and held accountable for its contribution to economic development. Governments have focussed on employment outcomes from higher education programs and have attached the development of generic graduate attributes to continued regulatory accreditation. In complying with these requirements Christian higher education providers risk neglecting the broader concept of human flourishing for the common good. As a part of what makes Christian higher education providers Christian, they not only seek to provide high quality, employable graduates who are knowledgeable and skilled in their discipline, they also seek to produce graduates who have developed character which reflects Christian values and beliefs. When human flourishing is considered in the development of graduate attributes the goal is bigger than just the narrow focus of a neoliberal view of education. This paper provides a background from the literature to inform policy development in Christian higher education in relation to graduate attributes. It presents a cautionary message to Christian higher education providers of the potential risk of simply adopting the principles of neoliberalism and economic rationalism and diluting their Christian identities. It seeks to help Christian higher education providers to position themselves and their graduates to contribute not only to the economic prosperity of their community and nation but also to human flourishing and the common good.

**Status:** Paper scheduled for presentation.

**Date:** Thursday, 1 August 2019

**Time:** 16:15-16:35

**Auditorium:** Heritage Room

Contributing Authors : (1) Sarah Tucker; (2) Dr Johannes M. Luetz

Qualifications: (1) Sarah Tucker (BA) Student Master of Social Science Leadership; (1) (2) Dr Johannes M. Luetz (PhD, MBA, BA)

Affiliated Institution: (1) Christian Heritage College (CHC), Carindale, QLD 4152, Australia; (2) Christian Heritage College (CHC), Carindale, QLD 4152; University of New South Wales (UNSW), Sydney, NSW 2052, Australia.

E-Mail/Corresponding Author: s419338@chc.edu.au

Abstract Title: Prison chaplaincy and its place in a modern age: A review of contemporary practice in light of New Testament teaching

5 Keywords: Prison chaplaincy; Recidivism; Qualitative research; Leadership thesis; New Testament

Abstract Text (200 words): The Biblical books of Acts (12:1; 12:5), Matthew (11:12) and Romans (16:7) all speak of the apostles Peter, Paul and John interacting in prison discipleship with other followers of Christ. These references are the first documentation of New Testament prison chaplaincy, and the Gospel of Matthew (25:36) goes even further, admonishing Christians to be actively involved in assisting prisoners in the place of their incarceration. Prison chaplaincy has a long history throughout the world and is a fundamental right of prisoners (OHCR 1977). In many countries it has to consistently re-adapt itself to modern demands. Prison populations across Australia have doubled in the last ten years—in Queensland alone prison populations have increased from 28,000 to 43,000 (ABS 2018). Recidivism has remained steady at 40% over the last 5 years (QCS 2018). Budget restraints have seen cutbacks in programs and therapeutic techniques geared at rehabilitation. Through experiences both inside and out, the principal investigator and first author of this study understands the implications and hurdles associated with rehabilitation while having convictions recorded. Prison chaplains provide a neutral ground upon which an inmate can form a foundational understanding of accountability, thus allowing access back into the community with confidence and self-awareness. This qualitative study explores contemporary practices of prison chaplaincy in Queensland. It investigates how prison chaplaincy may benefit from holistic human-centric approaches that are theologically grounded in New Testament practices. Experiences and lessons gathered in this paper will be useful for educators, policy and practice serving the cause of social prison ministry in Australia and beyond.

**Status:** Paper scheduled for presentation.

**Date:** Thursday, 1 August 2019

**Time:** 16:35-16:55

**Auditorium:** Auditorium 2

Contributing Authors : David Hastie

Qualifications: BA (Hons), PhD

Affiliated Institution: Alphacrucis College

E-Mail/Corresponding Author: david.hastie@ac.edu.au

Abstract Title: Shifting the paradigm of initial teacher training: The Hub cohort model for teacher training in Australian Christian affiliated schools

5 Keywords: Christian Schooling, Staffing, training,

Abstract Text (200 words): One of the greatest challenges to sustaining and growing Australian education is HR: guaranteeing a pipeline of high-volume, high quality staff, who are sufficiently aligned to the local needs and ethos of the school. It is clear there is a general crisis in Initial Teacher Education (ITE), with lack of classroom readiness, a 70% attrition rate after 5 years into the profession, and a widespread disconnect between tertiary training models and actual industry needs. This challenge is heightened in regional areas in general across all school sectors, but in Christian affiliated independent and Catholic schools particularly – regardless of location- as they seek to also sustain a congruence between staff personal worldview and the school's religious orientation. Without this staffing distinctive, the relevance of the very large Australian Christian schooling sector will diminish, as one of its key market distinctives inevitably diminishes: the value of religious ways of thinking and living in the formation of the child. I summarise the interest of national policy makers and their increasing frustration with conventional ITE approaches. I then examine an pilot project in the NSW Hunter Region, that seeks to train teachers 'On country, For country', through an innovative blend of financial and community incentives, the clinical practice model for initial teacher education, and a 'business to business' partnership between consortia of schools and tertiary providers. I examine the effectiveness of the programme's goals: seeking to attract and retain local Christian talent into teaching- training, by locating training entirely onsite through a mixed mode of delivery, and a bonded minimum viable numbers model.

**Status:** Paper scheduled for presentation.

**Date:** Thursday, 1 August 2019

**Time:** 16:35-16:55

**Auditorium:** Meeting Room

Contributing Authors : Mrs Christine Chapman (MBA, MMinLead, GradDipMangt, DipMin)

Qualifications: Lecturer, Academic Coordinator, Learning & Teaching Committee Member, Academic Board Member

Affiliated Institution: CHC Higher Education, Carindale, Qld, 4152, Australia

E-Mail/Corresponding Author: christine.chapman@chc.edu.au

Abstract Title: Training requirements for entry-level ministry-ready Pentecostal leaders

5 Keywords: Pentecostal; leadership-training; ministry-ready; transformative; reconnection

**Abstract Text (200 words):** Over the past decade, numerous leaders across the western world united in disappointment with the inadequacy of leadership-training in higher education, and consequently its practical integration in the ministry space also suffered. Research attempts to personify a quality leader, both in the secular and Christian context, were also inadequate. Even though statistical evidence showed Australia as a global leader and success story in higher education; sadly it was seen to be disjointed from personal formation and transformative results. The purpose of this study was to explore what type of leadership training would produce entry-level ministry-ready Pentecostal leaders in a manner that suits the needs of the individual and the Australian Pentecostal Church. This research primarily investigated the observations and experiences of active and seasoned ministry leaders to explore the key characteristics and competencies of a leader, model for training, content in training, and approach to training. The findings revealed seven key characteristics and competencies, and five skills that were essential elements for training entry-level ministry-ready Pentecostal leaders.

**Status:** Paper scheduled for presentation.

**Date:** Thursday, 1 August 2019

**Time:** 16:35-16:55

**Auditorium:** Heritage Room

Contributing Authors : Dr. Fakhri (Fai) Seyed

Qualifications: Dental surgeon (ADC, BDS, Sweden), and Master of Counselling student at CHC

Affiliated Institution: Christian Heritage College

E-Mail/Corresponding Author: drseyed@hotmail.com

Abstract Title: Sexual Addiction and Christian Education

5 Keywords: Addiction, hypersexuality, compulsive behaviour, porn addiction, sex addiction

Abstract Text (200 words): Sexual addiction (SA) is a phenomenon that the public is poorly educated about. Christian Higher Education (HE) providers are well-placed to promote holistic wellbeing perspectives. In the literature SA is known and described as a hypersexual disorder (HD) exhibiting persistent and excessive sexual behaviours. SA/HD includes excessive masturbation, sexual fantasies, cybersex, sexual behaviour, pornography use, phone sex, massage and strip club visitations, casual or random sex and other dysfunctional sexual behaviours. While this condition causes serious bio-psychosocial and spiritual distress and consequences for the affected and others it is not well-understood or even acknowledged by psychiatrists, and medical professionals. Even the latest edition of Diagnostic and Statistical Manual of Mental Disorders (DSM5) does not include any mention of SA/HD. A leading cause appears to be untreated early childhood trauma. In this treatise, which arises from a systematic literature review, this author will argue that SA/HD is similar to other addictions such as chemical addiction on its neurological impacts and therefore requires similar appropriate treatment approaches which may comprise 12-steps programs, group treatments, psychological and for some additionally, pharmacological approaches. Importantly, religious/spiritual beliefs may strongly influence the outcome of recovery. Therefore, this author argues for a clearer integration of SA/HD into the education system in areas of Christian psychology and counselling, high schools, teacher's training, churches and other Christian professional development domains. Christian educational settings provide an important contextual environment where a better understanding of SA/HD can be mainstreamed and normalised (rather than moralised) for the greater good of society.



**Status:** Paper scheduled for presentation.

**Date:** Friday, 2 August 2019

**Time:** 10:45-11:05

**Auditorium:** Auditorium 2

Contributing Authors : Dr DJ Konz

Qualifications: PhD (Aberdeen), MA Theol. & Relig. Studs (Nottingham), PGDip Miss. Stud. Res. (Oxford Centre for Mission Studies), GradDip Min, BMin (Tabor College)

Affiliated Institution: Alphacrucis College, Australia

E-Mail/Corresponding Author: dj.konz@ac.edu.au

Abstract Title: The hope and possibility of christocentric unity in Christian Education, with reference to the theologies of Barth and Bonhoeffer

5 Keywords: Christocentric unity, Christian Education, reconciliation, Barth, Bonhoeffer

Abstract Text (200 words): What makes Christian Education Christian? The obvious answer is: Christ. But how, across diverse disciplines, and where Christ is not the subject of the content, might Christological threads not only occasionally adorn, but form, the fabric of Christian Higher Education? This paper will investigate a Christological basis for unity in Christian Education, both within and between Christian providers. It will argue that the basis for the hope and possibility of a christologically-founded unity is in the Spirit-led realisation of the reconciliation wrought by Christ not only on the cross and the empty tomb, but in a Chalcedonian explication of Jesus' incarnation. However, the paper will move beyond platitudinal calls for 'unity' within and between Christian Higher Education providers, by drawing on the work of two of the recent centuries' most Christocentric theologians: Dietrich Bonhoeffer (and his concept of the Christological displacement of the self), and Karl Barth (including his evocative concept of the divine coup d'état.) The work of these two thinkers, it will be argued, can help Christian Higher Education providers move beyond mere Christ-attentiveness (or Christ-inattentiveness) to an intentional christocentric unity that might be one such part of the fabric of Christian Higher Education.

**Status:** Paper scheduled for presentation.

**Date:** Friday, 2 August 2019

**Time:** 10:45-11:05

**Auditorium:** Meeting Room

Contributing Authors : Aaron J. Ghiloni

Qualifications: PhD

Affiliated Institution: University of Queensland

E-Mail/Corresponding Author: a.ghiloni@uq.edu.au

Abstract Title: Pedagogy Against Mystagogy: The Peculiar Way Saint Augustine Disrupts Authority and Affirms Agency in Education

5 Keywords: theology, education, Augustine, secularity, Bible, hermeneutics

Abstract Text (200 words): Jesus taught with authority (Matt. 7:29; Mark 1:22). What sort of authority does the teacher of Christianity possess? This problem is addressed by St Augustine in *De Doctrina Christiana*—a late fourth-century treatise whose aim is not so much to teach doctrine as it is to describe pedagogical processes by which divine doctrine can be humanly taught. On Christian Teaching freely appropriates “pagan” logics to demonstrate that the Bible can be learned and taught in a way that is consistent with human freedom and agency. The result is an account of interpretive authority that minimises the power of the *ecclesia docens*. This shift theologically destabilises in-group forms of Christian initiation; ultimately, however, Augustine’s agency-affirming hermeneutics are productive of a robust epistemology, able to discover (*inventio*) truth. From this basis, the paper will show how Augustine’s hermeneutics map onto the contemporary concept of secular spirituality. Suspicion of organised religion, coupled with impulses to create individual metaphysical meaning, converge in persons sociologists describe as “spiritual but not religious.” By demonstrating how Augustine’s pragmatic hermeneutics address—and test—such viewpoints, the paper contributes to a theology of education for post-Christian societies.

**Status:** Paper scheduled for presentation.

**Date:** Friday, 2 August 2019

**Time:** 10:45-11:05

**Auditorium:** Heritage Room

Contributing Authors : Mark Stephens

Qualifications: PhD (Macquarie - Ancient History); M.Div (Australian College of Theology)

Affiliated Institution: Excelsia College

E-Mail/Corresponding Author: mark.stephens@excelsia.edu.au

Abstract Title: Thinking as Christian Virtue: Reason and Persuasion for a Fractious Age

5 Keywords: Virtue; Communication; Reasoning; Humility; Persuasion

Abstract Text (200 words): In 2017, the English professor Alan Jacobs penned a work entitled *How to Think: A Guide for the Perplexed* in which he offers strategies for improving our thinking in a fractious age. In *How to Think*, Jacobs outlines a “humanistic” synthesis of psychologists, anthropologists, journalists and essayists, aimed at enabling people to disagree charitably, to avoid stereotyping and caricature, and to foster virtuous conversations in which people persuade rather than domineer. While Jacobs is open about his Christian belief, his text does not include much reflection on the way Christian traditions of thinking might contribute to, or hinder, his broader project. This paper proposes to extend the work of Jacobs by considering the biblical and theological resources available for Christian educational communities to form students as virtuous participants in intellectual conversation. It builds upon the insights of virtue epistemology, a theological ethic of hospitality, and Richard Brigg’s notion of the “virtuous reader.” By considering both the content of the Christian tradition and Christian Scripture in the form of diverse testimony, this paper resources Christian teachers in developing students who will practice both rigour and humility, conviction and charity, fidelity and open-mindedness.

**Status:** Paper scheduled for presentation.

**Date:** Friday, 2 August 2019

**Time:** 11:05-11:25

**Auditorium:** Auditorium 2

Contributing Authors : Lisa Coles

Qualifications: BPhty, Grad Dip Ed, MEdSt, Spiritual Director

Affiliated Institution: Executive Principal, Arethusa College

E-Mail/Corresponding Author: Lisa.Coles@arethusa.qld.edu.au

Abstract Title: Hope after complex childhood trauma

5 Keywords: Trauma; Transformation; Wellbeing; Hope; Mental Health

Abstract Text (200 words): Research into complex childhood trauma is increasingly exploring the impact of life-threatening experiences, abuse, neglect and violence upon students' learning and their social, emotional and physical wellbeing. Disengagement and poor behaviour exhibited by students is more likely to be interpreted by educators as symptoms of underlying adverse experiences or difficulties that necessitate investigation, rather than requiring a purely undifferentiated, disciplinary response. As awareness of trauma informed practices grows there are pressing opportunities for Christian schools, educators and researchers to also explore the impact of trauma upon students' spiritual wellbeing. There is evidence that healthier spirituality is associated with lower mental health difficulties for survivors. Often schools, in a well-meaning rush to see students functional and engaged in school life, overlook the implications of trauma on faith development and discipleship. This presentation will explore possible frameworks for responding holistically to students after trauma that includes consideration of deeper levels of healing and the seeding of hope. Trauma aware Christian schools could benefit from an increased understanding of the implications of trauma upon students and the staff that care for them.

**Status:** Paper scheduled for presentation.

**Date:** Friday, 2 August 2019

**Time:** 11:05-11:25

**Auditorium:** Meeting Room

Contributing Authors : Richard Wallace and Richard Leo

Qualifications: Richard Wallace, BEd; Richard Leo, MEd, MA(Hist), BA, Dip.Ed

Affiliated Institution: Richard Wallace, Principal, Montessori Noosa; Richard Leo, CHC Higher Education

E-Mail/Corresponding Author: rleo@chc.edu.au

Abstract Title: A story of faith to challenge and inspire in one teacher's quest to start a school that values the calling and gifts of the individual child: Montessori Noosa

5 Keywords: Montessori, leadership, child-centred education, Christian education

Abstract Text (200 words): Montessori Noosa is a school that is the culmination of one teacher's efforts to create a secular school built upon a Christian worldview of the child. Originally envisioned as a 'Christian' school that practised the Montessori method, circumstances required that a 'secular' independent Montessori school was established instead. Having spent a career working within various mainstream Christian faith-based schooling sectors, the primary author of this paper became challenged by tendencies he was witnessing towards neo-liberal educational practices in these sectors. Sensing a tendency within formal Christian-faith based education to supplement the practices of mainstream education with Christian additions such as chapel services and biblical studies, he became convinced there could be an alternative way to practice education as a Christ-follower. Undertaking an explorative journey into alternative ways to practice education that valued the calling and gifts of the individual child ultimately led him to establish the now thriving school Montessori Noosa, Queensland, Australia. This story of vision and faith explores how an accepted alternate educational theory such as Montessori is applicable as an effective framework for the practice of 'Christian education' in an Australian secular context by valuing the calling and gifts of the individual child in the image of God.

**Status:** Paper scheduled for presentation.

**Date:** Friday, 2 August 2019

**Time:** 11:05-11:25

**Auditorium:** Heritage Room

Contributing Authors : Alexandra Crook

Qualifications: Bachelor of Arts in the Liberal Arts

Affiliated Institution: Millis Institute

E-Mail/Corresponding Author: [acrook@chc.edu.au](mailto:acrook@chc.edu.au)

Abstract Title: Wholehearted Education: a reflection on transformational learning experiences and embodied pedagogy

5 Keywords: Embodiment; classroom environment; learning experience; formation; wholesight

Abstract Text (200 words): In an ideal world, all universities would be places where students are understood not only as learners but as lovers, not only as receivers but as relators; a room of students is not only a class but a community; and a teacher is not merely a transmitter but an embodiment of the transcendent. I have over 25 years of experience as a student learning in both Christian and non-Christian, formal and informal, pre-primary through to tertiary contexts. Over this time, it is only a small handful of teachers, the ones who truly embodied and lived out a deep love in their teaching in the classroom and in their lives, who have significantly formed me, challenged my thinking and invited me into a grander story. These experiences have shown me that education as spiritual formation is the product of embodiment: the wholehearted expression of truth and love from the teacher to the learner. They knew how to bestow in their students what Parker Palmer termed wholesight: 'a vision of the world in which mind and heart unite' (Palmer, 1983), helping them to develop a holistic and captivating sense of what it is we – as human beings - are doing here, and why. This paper proposes to explore the connection between the embodiment of the Christian vision of the human person and the out-flowing influence that this vision should have on the classroom environment and learning experience.

**Status:** Paper scheduled for presentation.

**Date:** Friday, 2 August 2019

**Time:** 11:25-11:45

**Auditorium:** Auditorium 2

Contributing Authors : Louise Gosbell

Qualifications: PhD, lecturer in New Testament, Mary Andrews College Sydney

Affiliated Institution: Mary Andrews College

E-Mail/Corresponding Author: lousiegobell@mac.edu.au

Abstract Title: Universal Design for Learning in Christian Higher Education: Inclusive Practices for Students with and without Disability

5 Keywords: Inclusive education, disability, tertiary, universal design for learning

Abstract Text (200 words): Universal Design for Learning (UDL) is a framework for teaching and learning developed in order to give all students equal access to learning and meet the needs of all students in the classroom. The principles of UDL focus attention on flexible learning environments with multi-modal teaching styles which can accommodate individual learning abilities and strengths. While UDL is often considered specifically in relation to the inclusion of students with disabilities and learning difficulties, the benefits of the UDL are wide-reaching. With a focus on different learning styles and different methods of feeding back information learned, UDL has been found to be beneficial for all learners and not just those labeled as having a disability or learning difficulties. Despite this, the principles of UDL, though widely embraced in secular education, have not been widely considered or appropriated with the Christian higher education setting in Australia. This paper will outline the aims and methodology of the principles of UDL and consider its application for Christian higher education. This paper will address ways in which Christian higher education can make modifications in its methods of teaching and assessment to include students with learning difficulties, however, it will also consider the benefits to engagement and performance for all learners when UDL principles are applied in the Christian higher education setting.



**Status:** Paper scheduled for presentation.

**Date:** Friday, 2 August 2019

**Time:** 11:25-11:45

**Auditorium:** Meeting Room

Contributing Authors : Pamela Harvey

Qualifications: BSc (Hons), Cert Ed, MEd, PhD

Affiliated Institution: Morling College

E-Mail/Corresponding Author: pamelah@morling.edu.au

Abstract Title: The Capstone Project: Insights into the educational leadership practices that most impact Christian school leaders during their postgraduate course at Morling College.

5 Keywords: Schools; Christian Educators; Leadership Practices; Case Study; Postgraduate

Abstract Text (200 words): The Faculty of Education at Morling College has a heritage of providing Christian education for over 30 years. The postgraduate degree in educational leadership aims to equip potential and current school leaders to better fulfil their role as a Christian educator in leadership. The degree is written from a Christian worldview and is designed to challenge and stimulate thinking and practice in educational leadership in general and Christian schooling in particular. The Capstone Project concludes this leadership course and includes a summative evaluation of the educational leadership practices that have most impacted the educator over the duration of the course. Educators are encouraged to refer to the AITSL Principal Standard (2015) and particularly the Leadership Profiles, in addition to drawing on biblical principles in their evaluation of these educational practices. This paper reports on a case study which examines the most influential educational leadership practices identified by educators in the course over the past three years. In addition, the reasons given by the educators for their choices are included. The results of the case study reveal that the most influential educational leadership practices impacting these educators included Clarity of Vision, Mentoring, Servant and Shepherd leadership, Empowering and Equipping Staff, and Distributed Leadership.

#### Reference

Australian Institute for Teaching and School Leadership (AITSL) (2015). Australian Professional Standard for Principals and the Leadership Profiles. Melbourne, Vic: Education Services Australia.

**Status:** Paper scheduled for presentation.

**Date:** Friday, 2 August 2019

**Time:** 11:25-11:45

**Auditorium:** Heritage Room

Contributing Authors : James Dalziel

Qualifications: PhD, BA(Hons)

Affiliated Institution: Morling College & University of Divinity

E-Mail/Corresponding Author: jamesd@morling.edu.au

Abstract Title: Do we live in a pluralist society any more? Christian education as a case study

5 Keywords: Christian Education, pluralism, moral values

Abstract Text (200 words): Christian schools and higher education have enjoyed relative freedom in many western countries in recent years, but there are growing pressures on Christian educational institutions to support ideas and practices that may run counter to their Christian ethos. This paper considers a range of recent challenges for Christian schools and higher education from Australia and around the world, and identifies common themes in the nature of the challenges. In particular, it considers issues related to pluralism, including international agreements and national laws on human rights issues, especially religious freedom. The presentation considers how these challenges affect not only Christian educational institutions, but other religious educational institutions as well. Of particular note are challenges related to matters of sexuality, and the rise of a new "sexual fundamentalism" in some western societies that runs counter to a parallel societal belief in pluralism. It also explores the issue of offense and harm arising from different views of sexuality and religion, and the related problem of "concept creep" for definitions of harm. It concludes with a school comparison based on a different set of ethical issues (an ethically founded vegan school) as a "turnabout test", and reflections on future issues for Christian education.

**Status:** Paper scheduled for presentation.

**Date:** Friday, 2 August 2019

**Time:** 11:45-12:05

**Auditorium:** Auditorium 2

Contributing Authors : Beverley Norsworthy

Qualifications: PhD, M.Ed., Postgrad Dip Education (Adult Education), B Ed., Dip Tch

Affiliated Institution: Bethlehem Tertiary Institute, Tauranga, New Zealand

E-Mail/Corresponding Author: b.norsworthy@bti.ac.nz

Abstract Title: Christian Higher Education: Capturing a Personal Passionate Profession

5 Keywords: image bearer; reflection; Christian Higher Education, vocation, God's redemptive work

Abstract Text (200 words): Understanding Christian education as a lifelong endeavour to understand how one's image bearing can be an expression of God's mission on earth has implications for its purpose, pedagogy and foci. With this in mind, this paper presents a case for Christian Higher Education which values the development of a concise, personal 'Passionate Profession' which captures how one might incarnate God's call in a particular time and place. The development of such a statement has significant advantages. In the first instance, it helps understand how the way one is designed or 'wired' with particular loves or passions, motivations and gifts enables work within a particular context and vocation to be an expression of God's redemptive work. Secondly, it can be the mirror in which reflection about our vocation occurs so that it is gently, continually and strategically nudged toward being more intentional and strategic for the Kingdom of God.

**Status:** Paper scheduled for presentation.

**Date:** Friday, 2 August 2019

**Time:** 11:45-12:05

**Auditorium:** Meeting Room

Contributing Authors : Stephen Beaumont & Ann Crawford

Qualifications: Phd (UQ), PhD (ACU)

Affiliated Institution: CHC

E-Mail/Corresponding Author: sbeaumont@chc.edu.au

Abstract Title: Use of Self and Presence in Counsellor Training: A CHC Case Study

5 Keywords: Self, Presence, Therapeutic relationship, Counselling

Abstract Text (200 words): "Use of self" and "presence" are expressions all counsellors are familiar with and all would agree that these qualities are essential for building an effective therapeutic relationship with a client. However, these terms, by their very nature, are quite numinous and can be open to various interpretations. Over the last two decades or so, the educators at Christian Heritage College have sought to not only define these terms but have developed counsellor training that focusses on the transformative effects for both the persons of the counsellor and the client that are the outcomes of deep, intentional attention to counsellor use of self and counsellor presence. This paper will discuss the definitions of use of self and presence and will then go on to explain the CHC training process, including student counsellor personal therapy and the concept of reflective practice as an integral part of the counselling process and culminate with a discussion on the nature of the transformational change that is the goal of good therapy. In writing this paper we will draw on the psychological theory, personal research of the lecturers, the progressive literature and the experiences we shared with our students as they navigated the rocky road to becoming a professional counsellor.

**Status:** Paper scheduled for presentation.

**Date:** Friday, 2 August 2019

**Time:** 11:45-12:05

**Auditorium:** Heritage Room

Contributing Authors : Dr Jonathan Staggs/Jonathan Chew

Qualifications: Phd, MBA, BA (Hons)/ Master of Public Health, B.Com (Economics)

Affiliated Institution: University of Queensland Business School/ Nous Group

E-Mail/Corresponding Author: j.staggs@business.uq.edu.au

Abstract Title: Digging 'new wells' - the need for a Christian perspective in Australia's international student market

5 Keywords: international student, engagement, student experience, market research,

Abstract Text (200 words): This paper argues that Australian higher education providers need to dig 'new wells' in order to preserve and build upon Australia's share of the international education student market. Drawing upon macro-level data on the Australian international education market as well as micro-level international student insights from a Group of 8 university, we argue that greater and deeper engagement with this international student market is of paramount importance, particularly in light of heightened quality concerns. This paper also presents a set of case studies of collaborative higher-education programs and initiatives that represent 'new wells'. We offer a Christian perspective that breaks down the 'dividing wall of hostility' (Ephesians 2:14) firstly within higher education providers (between the faculties, between professional portfolios, and between administrators and academics) and secondly, between higher education institutions (universities, non-university providers, vocational education providers, and non-accredited training providers) to provide a holistic and sustainable experience for the international student market.

**Status:** Paper scheduled for presentation.

**Date:** Friday, 2 August 2019

**Time:** 12:05-12:25

**Auditorium:** Auditorium 2

Contributing Authors : Denise A. Austin; David Perry

Qualifications: PhD, MA(CS), BA(Hons 1), BMiss, Cert IV TAE;

Affiliated Institution: Alphacrucis College

E-Mail/Corresponding Author: denise.austin@ac.edu.au

Abstract Title: Developing a Christian Research and Scholarship Framework

5 Keywords: Christian, Research, Scholarship, Higher Education

Abstract Text (200 words): While most Christian Higher Education Providers endeavour to contribute toward the creation of new knowledge (research), for pragmatic and missional reasons most resources are focused on dissemination of knowledge (scholarship). Shane Clifton (2009) has pointed out that Christian institutions also face tension between denominational integrity and “stifling the prophetic, critical and creative input”. Thus, in many cases faculty have lost what Boyer (1990) describes as “curiosity, imagination, and learning ... to speak with authority and advocate change.” The motivation for scholarship traditionally hinged on “usefulness” but Edgeir Benum (2012) argues that long-term impact comes through shaping “expressive” knowledge. This paper argues for a Christian Research and Scholarship Framework whereby researchers explore new fields of enquiry, resulting in the discovery of new knowledge through academic leadership. This influences communities within and outside of academia through practical application and public dissemination. Therefore, it is vital to create internal structures, norms and practices that facilitate and stimulate research, imparting knowledge through reflective pedagogy. Engaging in knowledge transfer and interdisciplinary research collaboration then leads to integration through communities of practice. The core goal of this framework is to produce Christian research and scholarship that makes a positive impact and produces tangible outcomes for end-users.

**Status:** Paper scheduled for presentation.

**Date:** Friday, 2 August 2019

**Time:** 12:05-12:25

**Auditorium:** Meeting Room

Contributing Authors : Andrew Staggs

Qualifications: Principal - Citipointe Ministry College Dean - School of Ministries Christian Heritage College, Qld Australia

Affiliated Institution: Christian Heritage College, Qld Australia

E-Mail/Corresponding Author: [andrew.staggs@chc.edu.au](mailto:andrew.staggs@chc.edu.au)

Abstract Title: Educating a Leader: Principles of Education and Leadership Training Through the Example of Paul and Timothy

5 Keywords: Leadership, education, training, transformation, incarnation

Abstract Text (200 words): This literature review uses the Bible as its principal literary body of work to extrapolate lessons in education leadership. In a manner not entirely clear to us Paul educated and trained a large team of leaders and co-workers. These leaders were gifted in preaching and teaching and they were equipped to disciple new converts, launch churches and establish Christian learning communities. . This paper presents a case study on the relationship between Paul and Timothy and explores the leadership dynamics between these co-workers. It identifies the key concepts related to Timothy's discipleship and leadership formation. Timothy spent a lot of time with Paul watching, modelling and being apprenticed in ministry and leadership. The paper will explore Paul as a unique leader with a different leadership approach and mindset. He had a distinctive philosophy, focus, ethos and skills. These insights will sharpen our understanding of the training methods and leadership dynamics that were in operation. This research will help strengthen key educational activities in communities of practice. Juxtaposing Biblical literature with contemporary leadership theory and approaches (eg Avolio and Bass 1991), the paper identifies principles for effective training and education leadership. Specifically, the discussion will focus on the key dynamics of transformational leadership, imitation, teamwork in community, leadership relationships, modelling and mentoring in areas of education.



**Status:** Paper scheduled for presentation.

**Date:** Friday, 2 August 2019

**Time:** 12:05-12:25

**Auditorium:** Heritage Room

Contributing Authors : Jacqueline Greentree

Qualifications: B Bus (HRM), QUT MPhil (Student)

Affiliated Institution: CHC/QUT

E-Mail/Corresponding Author: jgreentree@chc.edu.au

Abstract Title: Clarifying Christian school purposes in the neoliberal marketplace

5 Keywords: Christian Schools, Neoliberalism, purpose, public perception, themelic

**Abstract Text (200 words):** This paper explores how Australian Christian Schools wrestle with competing purposes. There are demands from various stakeholders including government, churches, parents, teachers, students, school boards, higher education providers and employers. The paper will highlight some of the foundations and purposes of Christian Schools, and how these relate to the neoliberal purposes that underpin much of current educational policy. The neoliberal agenda is the prevailing agenda in many developed economies, and can reduce education to be a competitive pursuit with the chief aim to produce workers with the capacity to drive economic growth. While Christian Schools often take a broader educational focus, with a Christ-centred ethos to promote spiritual and character development along with doing good for the community, the relationship with neoliberalism is complex. This paper is part of an on-going study analysing public facing, web-based information from Christian Schools. It will use discourse analysis and an order of worth framework to look at representations of value and purpose. In light of on-going public debate about the funding of Christian Schools and the Ruddock Review into religious freedoms this paper looks to unpack and provide understanding about what Christian Schools bring to the Australian educational landscape.

**Status:** Paper scheduled for presentation.

**Date:** Friday, 2 August 2019

**Time:** 12:25-12:45

**Auditorium:** Auditorium 2

Contributing Authors : Dr Johannes M. Luetz

Qualifications: Ph.D., MBA, BA

Affiliated Institution: Christian Heritage College (CHC), Carindale, QLD 4152, Australia; (2) University of New South Wales (UNSW), Sydney, NSW 2052, Australia.

E-Mail/Corresponding Author: jluetz@chc.edu.au

Abstract Title: Novel perspectives on abortion from phenomenology research – A Manifesto for Consulting the Unconsulted

5 Keywords: Abortion, Social Justice, Teleology, Deontology, Inclusivity, Non-abortion

Abstract Text (200 words): In public discourses abortion is popularly portrayed as a rights issue. On the one hand, there are those who contend that a pregnant woman's control over her own body represents the primary concern. This argument is typically advocated by teleologists (ethical relativists) who may even invoke the option of an abortion as a "human right" (of the pregnant woman). On the other hand, there are those who argue that a pregnant woman's right over her body may be legitimately curtailed in the interest of preserving pre-born human life. This argument is typically advocated by deontologists (ethical absolutists) who may even invoke the prohibition of abortion as a "human right" (of the unborn child). Ethical and social justice perspectives on the issue are therefore typically disparate and contested, and heavily depend on which stakeholder perspective is solicited from the potpourri of pluralistic viewpoints (i.e., pregnant mother, biological father, medical practitioner, rights groups, etc). Even so, there is one primary stakeholder whose "voice" is overwhelmingly missing in this discourse of divergent stakeholder perspectives, namely the voices of the myriad of "abortees" who never lived long enough to express them. This phenomenological study addresses this knowledge gap. By engaging with individuals whose mothers had been advised to terminate their pregnancies (on medical grounds), but who elected to "carry to term", this phenomenological research uncovers novel perspectives from "non-aborteas". By expressly consulting the unconsulted, this study makes an important contribution to contemporary public education and policy discourse.

**Status:** Paper scheduled for presentation.

**Date:** Friday, 2 August 2019

**Time:** 12:25-12:45

**Auditorium:** Meeting Room

Contributing Authors : Glenda Hepplewhite

Qualifications: PhD Candidate

Affiliated Institution: Alphacrucis College

E-Mail/Corresponding Author: glenda.hepplewhite@ac.edu.au

Abstract Title: Theological Education opening doors for Women

5 Keywords: Pentecostal, theological education, women, institutionalisation

Abstract Text (200 words): Historically, theological education has not always been on the agenda of Pentecostal churches. A combination of factors contributed to the avoidance or outright rejection of formal education. Typically, these included the legacy of anti-intellectualism; the congregation profile; and the missional focus of the movements, given the urgency of the imminent return of Jesus Christ. The development of Pentecostal Bible colleges in Australia has emulated Pentecostal church patterns of institutionalisation, progressing from rudimentary training centres to become government-accredited, higher education institutions. From the outset, training centres and Bible colleges in Australia have been inclusive of both men and women. This set Pentecostalism apart from other traditions and mainline seminaries that did not afford women the same opportunities. The focus of this paper is on the largely untold story of the historical development of the Pentecostal theological education in Australia and the impact of the presence of women.

**Status:** Paper scheduled for presentation.

**Date:** Friday, 2 August 2019

**Time:** 12:25-12:45

**Auditorium:** Heritage Room

Contributing Authors : Dr William Church

Qualifications: PhD, BA (Hons I), LLB.

Affiliated Institution: Christian Heritage College

E-Mail/Corresponding Author: [william.church@chc.edu.au](mailto:william.church@chc.edu.au)

Abstract Title: Liberal Education and Christian Humanism in the thought of Michael Oakeshott and Russell Kirk

5 Keywords: humanism pedagogy liberal education christianity

Abstract Text (200 words): This paper compares the tradition of liberal education in the writings of Michael Oakeshott and Russell Kirk. Oakeshott was a preeminent political thinker of the 20th- Century most associated with his critique of political rationalism. However, his oeuvre evidenced a lifelong opposition to instrumental rationality in many aspects of human experience, and this was reflected in his collection of essays *The Voice of Liberal Learning*. Oakeshott's approach to the crisis of modern education was both an undertaking of practical engagement and deeply philosophical. His foremost concern was with the proper reconceptualization of the university as a mode of association devoted to the generational transmission of esoteric knowledge. For Oakeshott the ends of liberal education are "self-understanding" and its engagement is inseparable from human freedom. Whilst Oakeshott owed a debt to Newman and Arnold his own thinking on liberal education can be considered a significant revision of the tradition. Contrastingly, Kirk was more polemically engaged with the education debates of his time. Moreover, his view of liberal education reflected his concern with "Moral Imagination" and with reviving a tradition of Christian Humanism. Kirk affirmed the Christian vision of theonomous man and rejected the understanding of humans in terms of rational agency.