



**CHC HIGHER EDUCATION RESEARCH SYMPOSIUM**  
**BRISBANE, AUSTRALIA 18 - 19 JULY 2016**

# **LEARNING AND LOVES**

## **RE-IMAGINING CHRISTIAN EDUCATION**

**Featuring Dr James K.A. Smith**

Program downloads available at:  
[www.chc.edu.au/event/learning-and-loves](http://www.chc.edu.au/event/learning-and-loves)

**“ABOVE ALL ELSE, GUARD YOUR HEART,  
FOR IT IS THE WELLSPRING OF LIFE.”  
(PROVERBS 4:23)**

**“FOR OUT OF THE OVERFLOW OF THE  
HEART THE MOUTH SPEAKS.”  
(MATTHEW 12:34B)**

# WELCOME TO LEARNING & LOVES



If it is true that life is “like a box of chocolates... you never know what you’re gonna get”<sup>1</sup> - then it may perhaps also be true of research symposia – response rates are notoriously hard to predict. When our call for abstracts went out earlier this year we had no idea that within the short space of less than three months our preliminary program would be fully (!) booked with 36 featured research papers comprising delegates affiliated with 34 institutions in Australia (QLD, VIC, NSW, VIC), New Zealand, UK, Philippines, Germany, and USA, namely:

CHC Higher Education, The Third Order of the Society of St Francis, Freies Christentum, Bishopdale Theological College, Australian Catholic University, Asian Theological Seminary, Servants, Northumbria Community, University of Queensland, Theology on Tap, Bethlehem Tertiary Institute, Charles Sturt University, Morling College & University of Divinity, Youthworks, Excelsia College, University of the Sunshine Coast, Laidlaw College, Calvary Christian College, Second Road, Eastern College, Toowoomba Christian College, Malyon College, Citipointe Christian College, Graeme Clark Research Institute, Tabor College of Higher Education, Flinders University, Fuller Theological Seminary, St Johns College, Durham University, Ridley College, University of Southern Queensland, VITAL ProJex, University of New South Wales, and Millis Institute.

As announced, the inaugural CHC Research Symposium also features well-known philosopher and author Dr James K. A. Smith<sup>2</sup> with a keynote address “Higher education: What’s love got to do with it? Longings, desires and human flourishings”, based on his book *Desiring the Kingdom: Worship, Worldview and Cultural Formation*, and a keynote address by the Executive Director of The Millis Institute, Dr Ryan Messmore: “The trinity, love and higher education: Recovering communities of enchanted learning”.

With a program as rich in content and diversity as you are now holding in your hands, and with various streams promising a range of interesting and engaging themes, it is my joy and privilege to welcome you to Learning & Loves: Re-imagining Christian Education 2016! I hope that your time with us in Brisbane will be a rich time of reflection, connecting and networking, and that as active participants we can join together in a delightful time of learning from each other.

A special note of thanks goes to symposium steering committee members (Kirsty Andersen, Eija Bunch, Stuart Charlton, Karenne Hills, Brian Mulheran, Gill Simpson, Julie Webster), and partners (Lynne Doneley, Associated Christian Schools). Thank you all for making our CHC inaugural research symposium what it has now become!

Dr Johannes Luetz  
Symposium Chair, CHC Higher Education

<sup>1</sup> Forrest Gump, Paramount Pictures, 1994

<sup>2</sup> Dr Smith also gives a keynote address at the optional Millis Institute Launch Dinner, “How (not) to be secular: Cultural engagement in a pluralist age”.

# WELCOME TO CHC HIGHER EDUCATION

On behalf of the entire CHC community, I welcome you to this Research Symposium. The title for this Symposium “Learning and Loves: Reimagining Christian Education” is a theme that resonates with CHC’s core mission and values. This year, CHC celebrates 30 years of seeking to faithfully respond to the vision for Christ-centred higher education in Australia and to reimagine what this may look like in light of the biblical story.

At CHC, we passionately believe that to educate – stemming from the root word, *ex ducere*, “to draw out” – requires a process of formation and holistic development. CHC courses are therefore not just about gaining a degree or a specific skill set for future employment (as important as these are) but, rather, the development of whole persons. Arthur Holmes once contended: The question to ask about education is not “What can I do with it?” but rather “What is it doing to me – as a person?” Education – good higher education – has to do with the making of persons.

CHC exists to re-imagine how we think about human flourishing, vocation, calling and learning across all fields of human endeavour.

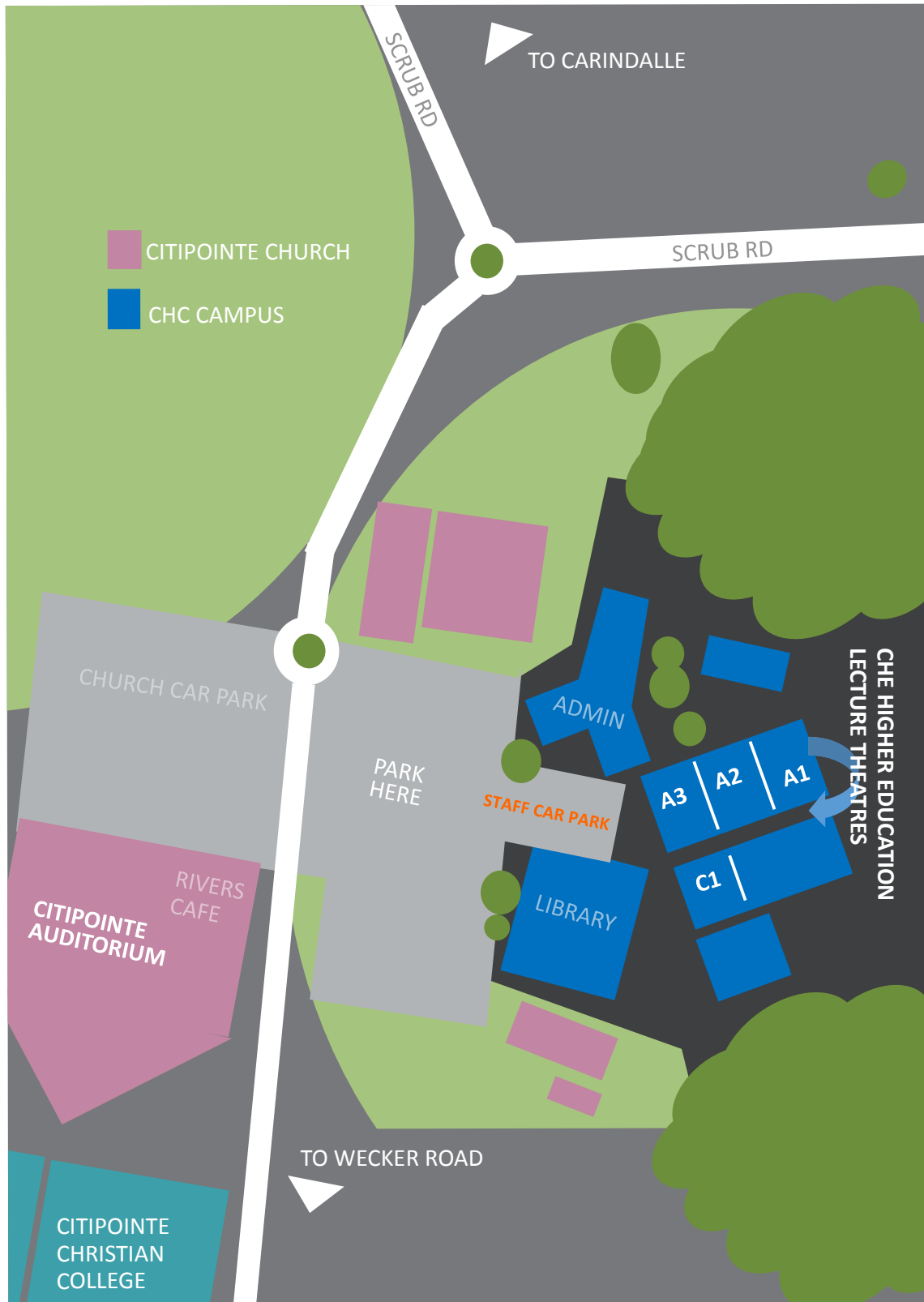


I want to personally thank you for your attendance and your valued contribution to this ongoing reimagining and I look forward to the richness of conversations that will occur through the keynotes and presentations that will be delivered during this symposium. May each of us be stirred, challenged and inspired by James K. A. Smith’s impassioned statement “Christian education is for lovers” and may our hearts be captivated by what this means in our educational communities by His Grace and for His Glory.

Professor Darren Iselin  
President, CHC Higher Education



# CAMPUS MAP



# PROGRAM OVERVIEW

## LEARNING AND LOVES: RE-IMAGINING CHRISTIAN EDUCATION

TIME	DAY 1: 18 JULY 2016			
8:00 – 9:00am	Citipointe Auditorium: Devotions and Prayer for Symposium steering committee members (Ps G. Cochrane)			
9:00 – 10:15am	REGISTRATION (9:00 – 10:15am)			
10:15 – 10:45am	Morning Tea			
<b>PLENARY SESSION 1</b> 10:45am – 12:15pm Citipointe Auditorium	<b>SYMPOSIUM WELCOME AND INTRODUCTION</b> (10:45am – 12:15pm) 1. Short note of welcome: Prof Dr D. Iselin (CHC President; 5-7 mins) 2. Symposium Introduction: Dr J. Luetz (Symposium Chair; 3-5 mins) 3. Introduction Jamie Smith: Ps B. Mulheran (Session Chair; 3-5 mins)			
	<b>SESSION 1</b> (11:00am – 12:15pm)  <b>Dr James K.A. Smith – Keynote I:</b>  Higher education: What's love got to do with it? Longings, desires and human flourishing (Concluded by moderated Q&A)			
12:15 – 1:30pm	Lunch			
<b>Streams</b> 1:30 – 3:00pm	<b>Stream 1: Holistic Teaching</b> (Lecture Theatre A1)	<b>Stream 2: Contemporary Societal Pedagogy</b> (Lecture Theatre A2)	<b>Stream 3: Wholeness &amp; Practitioner Self-Care</b> (Lecture Theatre A3)	<b>Stream 4: Inclusive Education, Hospitality</b> (Library Learning Hub)
Session Chairs	Chair: Dr D. Benson	Chair: Dr S. Hey	Chair: Dr D. Pohlmann	Chair: Ms C. Alexander
<b>SESSION 2 RESEARCH PAPERS</b> 1:30 – 2:00pm (30 mins)	<b>Dr P. Rumble</b> Calling teachers: “To shine like the stars of heaven”	<b>Mr M. Campbell</b> Discerning the spirit in secular cultural liturgies	<b>Rev Dr G. O’Brien</b> Re-imagining reflective practice as life-long learning for professional development within Christian ministry	<b>Ms K. Hills</b> Towards a model for inclusive Education in Christian Higher Educational institutions: A Prototype Program
<b>SESSION 3 RESEARCH PAPERS</b> 2:00 – 2:30pm (30 mins)	<b>Dr I. Alexander</b> The Jesus of the Gospels as a model for our teaching	<b>Mr G. Stanton</b> Re-imagining Bible engagement in Christian education	<b>Dr P. Mercer</b> Authentic Christians in a secular pluralistic society: A medical perspective	<b>Dr J. Arkwright</b> Inclusion in education: “A piggy back will (not) do?”
<b>SESSION 4 RESEARCH PAPERS</b> 2:30 – 3:00pm (30 mins)	<b>Mr S. Harrison</b> Bronfenbrenner’s Proximal Processes as an evaluative tool for Christian formation practices	<b>Prof Dr. J. Dalziel</b> Universities, Christian higher education and Ideological diversity: Insights from Moral Foundation Theory	<b>Ms K.R. Ransford &amp; Dr. A. Crawford</b> Narrative as an fundamental container for 21st century spirituality	<b>Dr K. Chalwell</b> You’re Welcome: Hospitality encounters in teaching
3:00 – 3:30pm	Afternoon Tea			
<b>PLENARY SESSION 5</b> 3:30 – 4:30pm Lecture Theatre A1	<b>SESSION 5</b> (3:30 – 4:30pm) Chair: Dr J. Luetz Roundtable/small group discussions			
4:30 – 6:30pm	Free time; networking			
6:30 – 7:00pm	Delegates arrive at Tattersall’s Club (optional, pre-booking required, seats limited)			
<b>DINNER SESSION 6</b> (OPTIONAL, PRE-BOOKING REQUIRED) 7:00 – 9:00pm	<b>DINNER SESSION 6</b> Chair: Dr. R. Messmore <b>Dr James K.A. Smith – Keynote II:</b>  How (not) to be secular: Cultural engagement in a pluralist age			

TIME	DAY 2: 19 JULY 2016			
8:00 – 8:45am	Lecture Theatre A1 Devotions for Delegates: Worship, Prayer, Reflections (Ps G. Cochrane) - “Theophanies and Teaching”			
<b>Streams</b> 9:00 – 10:30am	<b>Stream 1: History, Conflict &amp; Socio-Cultural Change</b>  (Lecture Theatre A1)	<b>Stream 2: Transformative Learning</b>  (Lecture Theatre A2)	<b>Stream 3: Social Justice &amp; Global Perspectives</b>  (Lecture Theatre A3)	<b>Stream 4: Teaching &amp; Cognitive Science</b>  (Library Learning Hub)
Session Chairs	Chair: Dr R. St Hill	Chair: Mrs K. Hills	Chair: Dr. I Alexander	Chair: Dr P. Rumble
<b>SESSION 7 RESEARCH PAPERS</b> 9:00 – 9:30am (30 mins)	<b>Mrs D. Ayling</b> Measured reflection to assist in dealing with conflict: Can it improve reflection and contribute to a healthy classroom community?	<b>Dr B. Norsworthy</b> Transformative learning: Insights from first year students' experience	<b>Dr R. Jansen-van Vuuren</b> Global sensitivity and world mission: A vital component of Christian education	<b>Dr J. McCredde</b> Don't blame the student, it's the human condition: How teachers can help students with complex ideas
<b>SESSION 8 RESEARCH PAPERS</b> 9:30 – 10:00am (30 mins)	<b>Dr M. Stephens</b> Teaching history for a moral purpose: Wilberforce as evangelical hero	<b>Dr B. Bulkeley</b> Teaching counselling from a Christian World-view: Why and how do we do this?	<b>Ms S. Power</b> The intersection of social justice and the arts	<b>Dr A. Crawford</b> Teaching as relationship
<b>SESSION 9 RESEARCH PAPERS</b> 10:00 – 10:30am (30 mins)	<b>Mr R. Leo</b> Songs of orientation: Cultural liturgies, the history classroom and the 'Winter Christian' of discontent	<b>Ms L. Spriggins</b> Living and teaching out of sustaining practices	<b>Dr J. Luetz &amp; Dr N. Sultana</b> Education as the aspirational <i>sine qua non</i> for human flourishing – Case study from Bangladesh	<b>Ms L. Coles</b> Relinquishing control: Seeking deeper levels of understanding
<b>Streams</b> 11:00 – 12:30pm	<b>Stream 1: Theology, Ministry &amp; Pedagogy</b> (Lecture Theatre A1)	<b>Stream 2: Business, Education &amp; Worldview</b> (Lecture Theatre A2)	<b>Stream 3: Contemporary Societal Trends</b> (Lecture Theatre A3)	<b>Stream 4: Societal &amp; Techno- logical Trends</b> (Library Learning Hub)
Session Chairs	Chair: Mrs D. Ayling	Chair: Mrs K. Hills	Chair: Dr I. Alexander	Chair: Dr A. Crawford
<b>SESSION 10 RESEARCH PAPERS</b> 11:00 – 11:30am (30 mins)	<b>Ms C. Alexander</b> Dis-Integrated faith and learning: Towards a Pentecostal orientation to curriculum	<b>Dr J. Jenkins</b> Hope, faith and love: Engaging the heart in the world of business	<b>Dr D. Pohlmann</b> Metamorphic Pedagogy: Understanding education as mind-change that leads to a life of service, because of the love of God	<b>Mr K. Crowther</b> For the love of what? Implications of utility driven education in Christian schooling
<b>SESSION 11 RESEARCH PAPERS</b> 11:30 – 12:00pm (30 mins)	<b>Dr D. Benson</b> God's curriculum: Re-Imagining education as a journey toward Shalom	<b>Ms N. Fong</b> His story, our story: Teaching secondary English from a Christian worldview through the Biblical Metanarrative	<b>Dr J. Luetz, Dr G. Buxton, Mr K. Bangert</b> Education – Success factor for poverty reduction, environmental justice & inter-generational equity	<b>Ms D. Hockridge</b> Re-Imagining Christian formation in an online world
<b>SESSION 12 RESEARCH PAPERS</b> 12:00 – 12:30pm (30 mins)	<b>Dr S. Hey</b> Theological reflection and the Wesleyan Quadrilateral as aids to Christian Ministry education	<b>Dr R. St Hill</b> Business, education, research and theology	<b>Dr T. Dowden &amp; Mr M. Drager</b> Investing in Australian youth: A community organisation that makes a difference	<b>Dr J. McCredde &amp; Dr P. Bandara</b> Going with the tech-no-flow versus the well-being of teachers and students
12:30 – 1:30pm	Lunch			
<b>PLENARY SESSION 13</b> 1:30 – 3:00pm Citipointe Auditorium	<b>SESSION 13A</b> (1:30 – 2:00pm) Chair: Dr J. Luetz Symposium highlights & synthesis			
	<b>SESSION 13B</b> (2:00 – 2:45pm) <b>Dr R. Messmore – Closing Keynote III:</b> The trinity, love and higher education: Recovering communities of enchanted learning			
	<b>CONCLUDING REMARKS</b> (2:45 – 3:00pm) 1. Dr D. Iselin (CHC President; 5-7 mins); 2. Dr J. Luetz (Symposium Chair; 3-5 mins)			
3:00 – 3:30pm	Rivers Café is open			
3:30pm	CONFERENCE ENDS, DELEGATES DEPART			

# AUTHORS & PRESENTING DELEGATES

(Listed in alphabetical order with corresponding affiliation/s)

1. Ms Colette Alexander, Australian Catholic University
2. Dr Irene Alexander, CHC Higher Education; ACU; Asian Theological Seminary; Servants; Northumbria Community
3. Dr James Arkwright, Bethlehem Tertiary Institute
4. Ms Deb Ayling, CHC Higher Education
5. Dr Priyanka Bandara, University of Queensland
6. Mr Kurt Bangert, "Freies Christentum" Theology Journal
7. Dr David Benson, Malyon College; Millis Institute; CHC Higher Education
8. Dr Barbara Bulkeley, Bethlehem Tertiary Institute
9. Rev Dr Graham Buxton, Graeme Clark Research Institute, Tabor College of Higher Education; Flinders University; Fuller Theological Seminary; St Johns College; Durham University
10. Mr Mac Campbell, The Third Order of the Society of St Francis
11. Dr Kaye Chalwell, Youthworks
12. Ms Lisa Coles, Calvary Christian College
13. Dr Ann Crawford, CHC Higher Education
14. Mr Kenneth Crowther, Toowoomba Christian College
15. Professor Dr James Dalziel, Morling College; University of Divinity
16. Dr Tony Dowden, University of Southern Queensland
17. Mr Mark Drager, VITAL Projex
18. Ms Natalie Fong, Citipointe Christian College
19. Mr Stephen Harrison, Charles Sturt University
20. Dr Sam Hey, CHC Higher Education
21. Ms Karenne Hills, CHC Higher Education
22. Ms Diane Hockridge, PhD candidate Ridley College
23. Dr Ross Jansen-van Vuuren, CHC Higher Education
24. Dr Julian Jenkins, Second Road Pty Ltd
25. Mr Richard Leo, CHC Higher Education
26. Dr Johannes Luetz, CHC Higher Education
27. Dr Julie McCredde, University of Queensland
28. Dr Paul Mercer, Theology on Tap
29. Dr Ryan Messmore, The Millis Institute, CHC Higher Education
30. Dr Beverley Norsworthy, Bethlehem Tertiary Institute
31. Rev Dr Graham O'Brien, Bishopdale Theological College
32. Dr David Pohlmann, Eastern College, Australia
33. Ms Suzanne Power, University of the Sunshine Coast
34. Ms K. Rhonda Ransford, CHC Higher Education
35. Dr Paul Rumble, CHC Higher Education
36. Ms Lisa Spriggins, Laidlaw College
37. Dr Rod St Hill, CHC Higher Education
38. Mr Graham Stanton, University of Queensland / Ridley College
39. Dr Mark Stephens, Excelsia College
40. Dr Nahid Sultana, University of New South Wales



# OPENING KEYNOTE

**18 July 2016 (10:45am – 12:15pm)**

**Citipointe Auditorium**

**Welcome to CHC Higher Education: Professor Darren Iselin, CHC President (5-7 mins)**

**Welcome to Learning & Loves 2016: Dr Johannes Luetz, Symposium Chair (3-5 mins)**

**Introduction Jamie Smith: Ps Brian Mulheran, Symposium Session Chair (3-5 mins)**

**Opening Keynote I:**

**Higher education: What's love got to do with it? Longings, desires and human flourishings**

**This opening keynote session is concluded by moderated Q&A (Ps Brian Mulheran)**

**Following Plenary Session 1 lunch will be served in CHC Lecture Theatre C1 (12:15 – 1:30pm)**



## DR JAMES K.A. SMITH

Dr James K. A. Smith is professor of philosophy at Calvin College where he holds the Gary & Henrietta Byker Chair in Applied Reformed Theology & Worldview. The award-winning author of *Who's Afraid of Postmodernism? and Desiring the Kingdom*, his most recent books include *Imagining the Kingdom* (2013), *Discipleship in the Present Tense* (2013), *Who's Afraid of Relativism?* (2014) and *How (Not) To Be Secular: Reading Charles Taylor* (2014).

His popular writing has appeared in magazines such as *Christianity Today*, *Books & Culture*, and *First Things* and periodicals such as the *New York Times*, *Wall Street Journal*, and *Detroit Free Press*. He is a Senior Fellow of Cardus and serves as editor of *Comment* magazine. James and his wife, Deanna, have four children.

**18 July (1:30 - 2:00pm)**

**Lecture Theatre A1**

**Symposium stream 1: Holistic Teaching**

**Chair: Dr David Benson**

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**Dr Paul Rumble**

BEd, MEd, MBA, Grad Dip (Ed Admin), PhD  
CHC Higher Education  
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*Calling teachers: "To shine like the stars of heaven"*

The work of teachers is much in need of affirmation. This presentation voices concerns about the current superficial and uninformed debate surrounding the quality of the work of teachers and student performance. Such critical commentary can affect even the most professional teachers to forget the significance and value of what they do. It can threaten any teacher's sense of self-worth and consequently sow doubts about why be a teacher?

Arguing from the perspective of the young adolescent learner and drawing on the empirical evidence when working with the middle years' learner, the presenter proposes a different *modus operandi* that is in stark contrast to the pragmatism and vitriol of the current education environment teachers presently find themselves. What is proposed here is calling teachers "to shine like the stars of heaven" (Dan 12:3) rediscovering the spiritual vision that inspired and gave a sense of purpose to the original calling.

This presentation/workshop will identify and explore 14 attributes drawing attention to the centrality of the teacher and a pedagogy that engages the whole person: Head, heart and hands. So as not to be overwhelmed by the possibility and responsibility of this calling to teach the presenter reminds us of God's call through the Book of Daniel, "those who teach others shall shine like the stars of heaven forever" (Dan 12:3).

**18 July (1:30 - 2:00pm)**

**Lecture Theatre A2**

**Symposium stream 2: Contemporary Societal Pedagogy**

**Chair: Dr Sam Hey**

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**Mr Mac Campbell**

MPhil  
The Third Order of the Society of St Francis  
E-Mail: mackangbai@gmail.com

*Discerning the spirit in secular cultural liturgies*

And it shall come to pass afterwards, that I will pour out my spirit on all flesh; your sons and your daughters shall prophesy, your old men shall dream dreams, and your young men shall see visions." This paper supports the claim that "secular cultural liturgies" (as described by James K.A. Smith) contain outpourings of The Spirit as predicted by Joel and Peter.

This paper describes, one by one, three features of the inner life of modernity, each of which could be described as a "cultural liturgy." The paper offers support for three claims; that each of these features is an outpouring of the Spirit of Jesus. This support attempts to find, reflect and honour the deepest values and attitudes of Jesus as described in the Gospels.

The first feature of the Spirit's outpouring in secular cultural liturgies is the systemic attribution of harms. "It's the economy, stupid..." Or in Jesus' case, "It's the temple, stupid..." The second feature is the ethos of inclusion expressed in popular culture and jurisprudential praxis. The third feature claimed in this paper of secular cultural liturgies manifesting the Spirit of Jesus is servant leadership. This paper will offer support for the claim that the pace of change in modernity is forcing versions of servant leadership as taught and demonstrated by Jesus, into commercial and industrial practices everywhere.

18 July (1:30 - 2:00pm)

Lecture Theatre A3

**Symposium stream 3: Wholeness & Practitioner Self-Care**

**Chair: Dr David Pohlmann**

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**Rev Dr Graham O'Brien**

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Bishopdale Theological College  
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*Re-imagining reflective practice as life-long learning for professional development within Christian ministry*

Within Christian education, the subject of reflective practice is often contained within practical training programmes such as internships or pastoral courses like Clinical Pastoral Education (CPE). There is however a need to re-imagine reflective practice in the context of life-long learning for those involved in Christian ministry due to the ever-changing nature of ministry and society as a whole. Within such a context, professional development needs to cope with continuous change through reflective practice in order to challenge and renew expertise.

As a result, reflective practice can become the foundation of intentional professional development in Christian education, reflecting educational best-practice by moving from an 'instructional' to a 'learning paradigm'.

Components of this approach will include:

- Intentional reflective practice as the central methodology.
- Communities of practice as the central location for reflective practice.
- Facilitation as the central mechanism for reflective practice.

18 July (1:30 - 2:00pm)

Library Learning Hub

**Symposium stream 4: Inclusive Education, Hospitality**

**Chair: Ms Colette Alexander**

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**Mrs Karenne Hills**

BNurs, BCouns, MCouns, Grad Cert (Couples Couns), PhD candidate  
CHC Higher Education  
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*Towards a model for inclusive education in Christian higher educational institutions: A Prototype Program*

Based on Christian values such as compassion and mercy, concern for the marginalised and the pursuit of justice this paper argues that Christian higher educational institutions hold a particular responsibility to provide appropriate infrastructure for the inclusion of students with disabilities. Traditionally, lack of appropriate resources or initiatives, and attitudinal barriers to the education of these students has resulted in lower than average retention and success rates.

With these concerns in mind the School of Social Sciences at Christian Heritage College has initiated a prototype program designed to explore the effectiveness of alternative methods of educational delivery to assist students with different learning styles and abilities achieve academic success. Still in its initial stages, this program involves one student who identified on enrolment with mild to moderate physical and intellectual impairments. By initiating an innovative, individualised strength's-based teaching approach, the program has provided reason for considerable excitement concerning student outcomes. While presenting some initial challenges, the success of this program to date points to a number of significant possibilities within the tertiary education sector, particularly with the impending introduction of the NDIS.

18 July (2:00 - 2:30pm)

Lecture Theatre A1

Symposium stream 1: Holistic Teaching

Chair: Dr David Benson

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**Dr Irene Alexander**

PhD

CHC Higher Education; ACU; Asian Theological Seminary; Servants; Northumbria Community E-Mail: irenics@ozemail.com.au

*The Jesus of the Gospels as a model for our teaching*

What would it have been like to walk the paths of Palestine hearing Jesus' stories, asking him for explanations, being challenged by him? What if truth is only truth if it is embodied in my life and my relationships? Can I really take his way of being as a model for my university teaching? Lesslie Newbigin suggests that our society is the most culturally captive. How are we to rediscover the way of Jesus in our tertiary institutions – places that should be centres of wisdom and incarnational living? Themes I will explore are the humble heart, hospitality, the power of descent, relationality, collegiality, transformation vs transaction, diverse ways of knowing.

In exploring this topic I am drawing on thirty years of tertiary education in both university and discipleship contexts, living in community, being part of overseas missions contexts, and in all of this seeking to live the kingdom in all of life. My books include *Dancing with God: Transformation through relationship* and *A glimpse of the kingdom in academia*; in which I explore living the true self, and living this out in a tertiary context.

18 July (2:00 - 2:30pm)

Lecture Theatre A2

Symposium stream 2: Contemporary Societal Pedagogy

Chair: Dr Sam Hey

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**Mr Graham Stanton**

Dip A (Th), Dip Min, BEc, BTh, MEd, MTh, PhD candidate School of Historical and Philosophical Inquiry, University of Queensland / Ridley College E-Mail: g.stanton@ridley.edu.au

*Re-imagining Bible engagement in Christian education*

A pedagogy of Bible engagement in contemporary secondary education must take account of the pluralistic cultural context as well as the developmental challenges of mid-adolescence. Both contexts require teachers to honour the freedom of young people to make their own spiritual choices. This paper explores the possibilities that open up by engaging with the Bible as a 'work of art' in the manner proposed in the aesthetic pedagogy of educational philosopher Dr Maxine Greene, and how this perspective might be correlated with a theological commitment to the normative authority of Scripture.

A Christian Aesthetic Pedagogy urges Christian educators to offer the Bible to their students as a spiritual classic that can promote critical awareness, stimulate a search for meaning, and propose new ways of being in the world. Approaching the Bible as a work of art provides a platform for free exploration of Scripture by students of various spiritual perspectives together with committed Christian teachers. This approach to Bible engagement is appropriate to the context of contemporary education, is consistent with the normative authority of Scripture, and upholds the sovereign freedom of the Spirit of God to be at work in young people.

18 July (2:00 - 2:30pm)

Lecture Theatre A3

**Symposium stream 3: Wholeness & Practitioner Self-Care**

**Chair: Dr David Pohlmann**

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**Dr Paul Mercer**

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*Authentic Christians in a secular pluralistic society - A medical perspective*

This presentation seeks to explore the challenge of integrating faith in work for professional people in our secular pluralistic society. In his book, *How not to be secular*, James Smith has made the work of Charles Taylor, a Cambridge Catholic Scholar accessible and prophetically challenging for all Christians today. Some of Taylor's work is also captured in material in Smith's subsequent text *Desiring the Kingdom*.

This presentation will explore four issues to emerge from this conversation with Taylor;

1. Stressors for Christian professionals in our secular world
2. Some challenges for spirituality in our secular age
3. Can Taylor's thesis help answer the question 'Where is Jesus today?'
4. Faith that survives and thrives in this contemporary environment

The presenter is an experienced, busy Brisbane- based general practitioner who will share personal glimpses of transcendence in our immanent secular world. Both medical and other professionals will find this material relevant to their work roles. He discovered the work of James Smith through participation in a lay theology reading group.

18 July (2:00 - 2:30pm)

Library Learning Hub

**Symposium stream 4: Inclusive Education, Hospitality**

**Chair: Ms Colette Alexander**

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**Dr James Arkwright**

MEd/Couns (Hons), EdD Bethlehem Tertiary Institute E-Mail: j.arkwright@bti.ac.nz

*Inclusion in education: "A piggy back will (not) do?"*

Inclusion' within education is not a new word. Typically, as educators, we want education to work for all our students and we are required to provide equality within education. Consequently, it is not unusual to hear statements like "we are an inclusive school" or "we are committed to providing an inclusive learning culture". However, what exactly does it mean to be an inclusive education provider, on whose terms do we define inclusion and how do we measure outcomes relative to the goal of being an inclusive school or higher education institute?

In this paper, I discuss case studies relative to students or staff that have an illness and/or disability, Mori students, and students whose study attendance has been interrupted by an exceptional circumstance. The meta-narrative that emerges from these reasonably disparate case studies is that the idea of inclusion within schooling and higher education is easier to voice and write than achieve in practice. It is argued and illustrated from the case studies that the processes of ideological deconstruction, developing consciousness through dialogue, and systemic intervention are critical when endeavouring to create a politic and practice of inclusion for those at risk of being marginalised or discriminated against within education.



18 July (2:30 - 3:00pm)

Lecture Theatre A1

Symposium stream 1: Holistic Teaching

Chair: Dr David Benson

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**Mr Stephen Harrison**

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*Bronfenbrenner's Proximal Processes as an evaluative tool for Christian formation practices*

Actions beyond the classroom are essential for the formation and development of faith in the Christian education setting. Currently there is little to guide faith practitioners in the Christian education field on how they may evaluate the possible impact of these faith formation practices.

Bronfenbrenner describes a model in which processes are the primary mechanism driving human development. The power and direction of these processes are shaped by the person, their environment or context as well as elements of time. Factors such as the depth of relationship between those interacting in the process and the frequency and duration of the action are important. Bronfenbrenner's model allows for empirical research into these factors and how they interact.

This paper aims to show how Bronfenbrenner's proximal processes and his broader Bioecological Systems Theory may assist in evaluating the effectiveness of processes and practices used for the purpose of faith formation. It is concluded that some current practices in schools may be less impactful than expected and could be improved, other effective strategies are underutilised and there is space for imagining and creating new faith formation processes drawing on the insights of Bronfenbrenner

18 July (2:30 - 3:00pm)

Lecture Theatre A2

Symposium stream 2: Contemporary Societal Pedagogy

Chair: Sam Hey

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**Professor Dr. James Dalziel**

BA(Hons), PhD  
Morling College & University of Divinity  
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*Universities, Christian higher education and ideological diversity: Insights from Moral Foundation Theory*

Typical (secular) universities are theoretically bastions of free inquiry that foster a diverse range of ideological approaches; in practice, recent cases of "no-platforming" and related phenomena suggest a growing rejection of free speech and non-progressive ideologies in parts of the academy (notably the humanities and social sciences). By contrast, Christian higher education is often assumed to lack ideological diversity due to underlying faith commitments; while in practice, its study of worldviews illustrates a long-standing concern for different ideological positions.

This presentation uses Moral Foundation Theory (Haidt, 2012) to analyse the growing free speech and ideological diversity problems of typical universities. In particular, a prioritisation of the "Care" moral foundation over the "Liberty" moral foundation (Liberty in the form of free speech and inquiry) explains many troubling recent developments. It also uses J.K.A. Smith's (2009) observations of differences between theory and practice to analyse the "hidden moral curriculum" of typical universities as illustrated by these recent events. This analysis is applied to the disciplines of psychology, sociology, education, law, and theology. The presentation concludes with lessons for Christian higher education, and makes a new argument in favour of Christian higher education arising from the declining ideological diversity of typical universities.

**18 July (2:30 - 3:00pm)**

**Lecture Theatre A3**

**Symposium stream 3: Wholeness & Practitioner Self-Care**

**Chair: Dr David Pohlmann**

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**Ms K. Rhonda Ransford**

Cert (Initiatic Art Therapy & Work at the Clayfield), BA(Min), Grad Dip (Soc Sci/Couns) CHC Higher Education  
E-Mail: s405413@mail.chc.edu.au

**Dr Ann Crawford**

PhD  
CHC Higher Education

Narrative as an fundamental container for 21st century spirituality

Church institutions have historically provided an environment for initial Christian experience, growth and spiritual development. But in the 21st century the concept of “self” has gained currency, becoming an increasingly more important element of the spiritual journey. Cultural Christianity has provided a small context for tradition and a religious life, but it has also been over-cautious in exploring contours of the self, thus creating gaps in areas of human development and self-identity. As such, individuals can lose out in areas of intellectual, psychological and emotional components of life within their spiritual journey.

This paper is an invitation to a renewal of whole- hearted listening and learning from a spiritual narrative context of “story”. It proposes ways of recognizing and encouraging the spiritual drive and journey of another, through the context of human development theory, stages of faith theory, with an emphasis on acknowledging that individuals are first spiritual, and then religious. It invites one’s narrative to be a key element and container, along with the essential traditions of faith, which creates a renewed praxis of spiritual growth and development for individuals. It also calls for education to be from a spiritual rather than a religious context.

**18 July (2:30 - 3:00pm)**

**Library Learning Hub**

**Symposium stream 4: Inclusive Education, Hospitality**

**Chair: Ms Colette Alexander**

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**Dr Kaye Chalwell**

Dip (Theology), BSci, Grad Dip (Ed), DPhil Youthworks  
E-Mail: kaye.chalwell@youthworks.net

*You’re welcome: Hospitality encounters in teaching*

Teaching involves a number of hospitable encounters where teachers experience being both hosts and guests in the schools where they teach. These experiences strongly influence their pedagogy, and for many Christian teachers are mediated by their belief in a hospitable God who welcomes and loves all people. This paper aims to explore the guest and host relationships that Christian teachers encounter in light of Derrida’s theory of hospitality. Derrida defines hospitality as inviting and welcoming the stranger who is treated as a friend or ally, as opposed to the stranger treated as an enemy. Derrida’s work provides a helpful way of exploring hospitality in education and is used in this paper to examine the experiences of hospitality for Christian teachers in both Christian and secular settings.

The data in this paper is drawn from doctoral findings on the hospitality experiences of twenty three Special Religious Education (SRE) teachers, and from an ongoing study of the hospitality experiences of a Christian teacher who has worked in both Anglican and public schools. These experiences provide pedagogical insight into the importance of being a “good” host who unconditionally welcomes students by developing positive relationships with them, giving them the space to express unorthodox opinions, and using their power appropriately in the classroom.

# SESSION 5

18 July (3:00 – 3:30pm)  
Afternoon Tea is served in Lecture Theatre C1.

**18 July (3:30 – 4:30pm)**

**Lecture Theatre A1: Plenary Session 5**

**Roundtable / small group discussions**

**Chair: Dr Johannes Luetz**

**Day 1 concludes at 4:30pm.**

**Delegates who are not attending Dinner Session 6 are welcome to mingle and network on CHC Campus until 5:00pm.**

**Day 2 resumes at 8:00am.**

**Day 2, 19 July (8:00 – 8:45am)**

**Lecture Theatre A1: Devotional Session (Worship, Prayer, Reflections)**

**Ps G. Cochrane: “Theophanies & Teaching”**

# OPTIONAL KEYNOTE

**18 July (6:30 – 7:00pm)**

**Delegates who have pre-booked this dinner session arrive at Tattersall’s Club 215 Queen St Brisbane.**

**Dress: Business Attire**

**Cost: \$100 per person**

**An appeal for support will be made on the night.**

**Enquiries: [millis@chc.edu.au](mailto:millis@chc.edu.au)**

**18 July 2016 (7:00 – 9:00pm)**

**Tattersall’s Club: Dinner Session 6**

**Chair: Dr Ryan Messmore**

**Optional Keynote II: How (not) to be secular:**

**Cultural engagement in a pluralist age**

# DINNER SESSION 6



## DR JAMES K.A. SMITH

Dr James K. A. Smith is professor of philosophy at Calvin College where he holds the Gary & Henrietta Byker Chair in Applied Reformed Theology & Worldview. The award-winning author of *Who’s Afraid of Postmodernism?* and *Desiring the Kingdom*, his most recent books include *Imagining the Kingdom* (2013), *Discipleship in the Present Tense* (2013), *Who’s Afraid of Relativism?* (2014) and *How (Not) To Be Secular: Reading Charles Taylor* (2014).

His popular writing has appeared in magazines such as *Christianity Today*, *Books & Culture*, and *First Things* and periodicals such as the *New York Times*, *Wall Street Journal*, and *Detroit Free Press*. He is a Senior Fellow of Cardus and serves as editor of *Comment* magazine. James and his wife, Deanna, have four children.



# NOTES

[illegible]

19 July (9:00 - 9:30am)

Lecture Theatre A1

**Symposium stream 1: History, Conflict & Socio-Cultural Change**

**Chair: Dr Rod St Hill**

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**Mrs Deb Ayling**

BEd, MEd

CHC Higher Education

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*Measured reflection to assist in dealing with conflict: Can it improve reflection and contribute to a healthy classroom community?*

Teachers are continually assisting students to manage relationships and make healthy choices when experiencing conflict in the playground. Can an educative process assist student reflection and possible outcomes in conflict to improve relationships and contribute to a healthy community?

"Friends In Conflict Sort It Together (FICSIT)", was a program developed as part of a Master's action research project in 2014 in a Brisbane suburban primary school. This educative program examined four key questions students need to explore to try to improve their reflection and outcomes in conflict.

A rubric adapted from Bain, Ballantyne, Mills, & Lester (2002) was created as a pre-test and post- test measurement. This tool provided an indication of initial and final student understanding of their perspective, empathy, insight and decision making skills in conflict. A Teacher Resource Booklet and Student Journal were designed to support engagement and record each student's reflective journey. An interactive program of one hour a week over five weeks was provided and implemented for a Year 2 and Year 5 level. The results of the program suggest that there can be benefits in exploring conflict scenarios to encourage a reflective, responsive, perceptive and proactive classroom community.

19 July (9:00 - 9:30am)

Lecture Theatre A2

**Symposium stream 2: Transformative Learning**

**Chair: Mrs Karenne Hills**

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**Dr Beverley Norsworthy**

Dip Tch, BEd, MEd (Hons), Grad Dip

(Curriculum Dev), PG Dip Ed (Adult Ed), PhD

Bethlehem Tertiary Institute

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*Transformative learning: Insights from first year students' experience*

This paper reports the findings from a small qualitative study focused on how four first year Bachelor of Counselling students perceived themselves as learners. This focus is deemed important as the ways students understand the learning process influences the way they approach that learning. A transformative, relational approach to learning understood as embodied knowing often brings disequilibrium and doubt for students who expect accumulation of knowledge and skill.

Acknowledging that one's choice of research methodology is itself reflective of one's ontological, anthropological and epistemological assumptions, the visual methodology known as Photo Voice was chosen for its ability to honour the participant's voice, respect human beings as interpreters of the world and encompass research as a tool for storytelling.

The paper includes a brief outline of Photo Voice methodology as well as how participants engaged with visual images to communicate their responses to questions such as how they knew if they had learned something, if their perceptions of being a learner had changed, and what characteristics of the learning journey had been particularly helpful to them.

In conclusion, the paper identifies possible ramifications for tertiary teaching as well as the potential within a Photo Voice experience for transformative learning.

19 July (9:00 - 9:30am)

Lecture Theatre A3

**Symposium stream 3: Social Justice & Global Perspectives**

**Chair: Dr Irene Alexander**

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**Dr Ross Jansen-van Vuuren**

Grad Cert (Higher Ed), PhD, Grad Dip  
(Secondary Ed) candidate  
CHC Higher Education  
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*Global sensitivity and world mission: Vital components of Christian education*

Christian education may be able to learn from recent advances in chemistry education in which it has been recognized that chemistry must have a global focus to remain relevant. Providing students with a realistic perspective of the world helps them become responsible and sensitive citizens: This includes helping students to understand the importance of responding to 'the cries of the world' (Fisher, 2015) as fulfilling the American Chemical Society's vision statement: "Improving people's lives through the transforming power of chemistry".

I propose that Christian educators - apart from offering excellent and Christ-based pedagogy, curriculum and learning approaches, and amidst the pressures of everyday life, recognize the need and benefits of investing in themselves and their students a more global focus and sensitivity. Why go beyond the needs of the local community? A global perspective will provide students with a more holistic view of their world (to challenge their priorities as Christians) whilst empowering them to fulfil the mandate of the Great Commission (Matt 28:16-20, ESV) and to bear an attitude of humility and generosity, especially when it comes to 'sharing resources with the poor and vulnerable' (Luke 12:48, ESV). In this paper I explore some of the existing initiatives which seek to facilitate this.

19 July (9:00 - 9:30am)

Library Learning Hub

**Symposium stream 4: Teaching & Cognitive Science**

**Chair: Dr Paul Rumble**

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**Dr Julie McCredden**

PhD  
University of Queensland  
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*Don't blame the student, it's the human condition: How teachers can help students with complex ideas*

Thinking through complex ideas takes time and effort, and therefore is avoided by most adults and students. However, deep processing and critical thinking are two habits of mind that teachers aim to instil within their students. In order to plan activities that will develop such habits, an understanding of how the mind works is necessary.

While the past literature regarding learning in complex domains such as physics has focused on misconceptions and threshold concepts, there is now a move in the science of learning towards recognising the important role that complexity plays in determining students' attainment of higher-order concepts.

This paper will present results from cognitive psychology and cognitive neuroscience that reveal how concepts with high relational complexity may overload working memory and thus reduce students' capacity to understand. Possible methods for reducing the load on working memory will be presented, such as chunking, creating effective mental models using external representations such as diagrams and graphs, embodied cognition, and metacognitive activities.

19 July (9:30 - 10:00am)

Lecture Theatre A1

**Symposium stream 1: History, Conflict & Socio- Cultural Change**

**Chair: Dr Rod St Hill**

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**Dr Mark Stephens**

BA (Hons), PhD, MDivinity candidate  
Excelsia College  
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*Teaching history for a moral purpose:  
Wilberforce as evangelical hero*

William Wilberforce is a particular kind of evangelical hero. His efforts to secure the abolition of the British slave trade mean he is held up as a paradigm for evangelical influence in politics and culture. Yet to what degree are our notions of Wilberforce as a paradigm based on legitimate historiography?

As the Caribbean historian C. L. R. James once remarked, "Great men make history, but only such history as it is possible for them to make." What are the responsibilities of the history teacher in approaching Wilberforce? What role should history teaching play when it comes to furnishing us with heroic examples? What are the consequences for the formation of our students if we fail to teach history with sufficient nuance?

19 July (9:30 - 10:00am)

Lecture Theatre A2

**Symposium stream 2: Transformative Learning**

**Chair: Mrs Karenne Hills**

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**Dr Barbara Bulkeley**

BA (Hons), MAppSci (Educational Psychology and Child Guidance), PhD  
Bethlehem Tertiary Institute  
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*Teaching counselling from a Christian worldview: Why and how do we do this?*

This paper draws on one Christian tertiary provider's experience, over the past 20 years, preparing Christians for the field of professional counselling. The programme has a particular focus on working with families and several modalities are taught during the three years of the programme. The paper will draw on a range of authors with different theological and faith perspectives to explore the difference between teaching Christian counselling and counselling which is informed and shaped by a Christian worldview. It aims to show how this engagement has influenced the current approach.

Educators are increasingly confident in articulating this approach both to students and in the professional counselling field. Drawing on the belief that "we counsel out of who we are", the paper will discuss how students are encouraged and supported to participate in personal transformation as it "... seeks to prepare relational practitioners whose theory-informed work with individuals, whanau and groups is reflective, ethical, and responsive to cultural and other diversity, so as to participate in the holistic, transformative work of Jesus towards shalom".

**19 July (9:30 - 10:00am)**

**Lecture Theatre A3**

**Symposium stream 3: Social Justice & Global Perspectives**

**Chair: Dr Irene Alexander**

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**Ms Suzanne Power**

BEd, MEd

University of the Sunshine Coast

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*The intersection of social justice and the arts*

Presentation of a study investigating the ability of teachers within Queensland Christian Schools to promote student development, understanding and engagement in issues and actions of social justice and how their level of understanding and knowledge of the Arts and their familiarity with and confidence in utilising arts-based pedagogies impact this.

An interpretive inquiry using semi-structured interviews and arts-based graphic elicitation sought to understand the extent to which teachers within Queensland Christian Schools educate for social justice through the Arts. Discussion centred on the themes of social justice, the Arts and aesthetics, and factors that influence teachers to incorporate these into their programs and pedagogy.

Major findings suggested that the extent to which teachers educate for social justice through the Arts is determined by the quality and level of awareness and engagement in each of the different elements of social justice, teacher knowledge, skills and attitudes towards the Arts, and different personal and professional motivating factors. Several factors were identified as areas requiring action to support teachers in increasing their own and their student's capacities for social justice and to empower social justice action.

**19 July (9:30 - 10:00am)**

**Library Learning Hub**

**Symposium stream 4: Teaching & Cognitive Science**

**Chair: Dr Paul Rumble**

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**Dr Ann Crawford**

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CHC Higher Education

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*Teaching as relationship*

James Loder (1989) remarks on the paradox that, although conventional science values knowing that is grounded in demonstrable facts, history testifies that deep and transforming truths are inexorably conceived through human imagination. This understanding presents all teachers with a challenge, a challenge to fashion an environment of learning where not only is content and process valued but where students are encouraged to "draw deeply on personal intuition and the creative unconscious". Such an environment speaks of a relationship between teacher and learner that transcends the idea of a teacher containing the knowledge the student needs and imparting that knowledge to the student.

Therefore, rather than focusing on teaching and learning from a theoretical stance, this paper endeavours to address Loder's challenge by examining the elements of teaching as a relationship that has the capacity to conceive deep, transforming knowing. Core to this relationship is the Trinitarian concept of perichoresis, the divine dance that embraces all truth. This core is surrounded by such relational concepts as shalom and agape that create a covenantal space where the learner may not only flourish but also experience the joy of transformational knowing.

**19 July (10:00 - 10:30am)**

**Lecture Theatre A1**

**Symposium stream 1: History, Conflict & Socio- Cultural Change**

**Chair: Dr Rod St Hill**

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**Mr Richard Leo**

Dip Ed, BA, MA (Hist)  
CHC Higher Education  
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*Songs of orientation: Cultural liturgies, the history classroom and the 'Winter Christian' of discontent*

Introducing cultural liturgies for study in the history classroom encourages the adoption of cultural history perspectives into the learning environment. Teachers gravitate, through either curricular directive or quality pedagogy, towards using cultural liturgies from society at large to assist in implementing the curriculum in their classroom. Curricular and/or pedagogical practices that immerse students through constant criticism into the wider societal stories, myths and values that unconsciously shape the society in which they live develop significant skills of analysis and critique.

Individuals who carry these skills into their faith worlds may seem, in a polar model of faith, to be of low faith/high complaint dispositions. The psychologist Richard Beck provides a 'circumplex model' of faith in which he identifies a 'Winter Christian' as a faith practitioner with a high communion / high complaint distinctiveness, or, someone who is finely attuned to any disconnect between the teachings and practice of faith perspectives. Beck's model provides a framework that allows a teacher to integrate the skills of historical criticism and whilst developing a coherent Christian 'social imaginary' in the classroom. This paper seeks to critique the advantages and pitfalls of discussing societal and cultural liturgies within history education as a means to shaping a 'Winter' Christian 'social imaginary'.

**19 July (10:00 - 10:30am)**

**Lecture Theatre A2**

**Symposium stream 2: Transformative Learning**

**Chair: Mrs Karenne Hills**

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**Ms Lisa Spriggins**

BA, MCouns Laidlaw College  
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*Living and teaching out of sustaining practices*

Conversations about practices of self-care are commonplace in social practice training programmes, and in social service agencies and organisations. Within these conversations, however, there is a need to grapple with the depth these practices work at, and how these practices are taught, and supported. The work of counseling requires the practitioner to engage in the work in such a way that the person of the practitioner is deeply embedded in the work. This asks, therefore, that self-care practices attend to the effects this level of vulnerability brings. In the ongoing demands of the work there is a risk, however, that the responsibility for self-care is left to the individual, and engaged with reactively, rather than proactively. In this presentation Lisa Spriggins presents some processes of noticing our work which invites practices which sustain us at a deeper level. These are the understandings and the practices which hold us as effective practitioners, and educators, for longer.

Drawing on Reynolds (2011), Wade (1997, 2007) and Weingarten (2000, 2003, 2012) this presentation emphasizes practices which connect practitioners to their values in their work. It reflects on the importance and responsibility of community, and invites response from one's sense of identity in this world. The conclusion this presentation will make is that self-care needs to be proactive, and engage with sustaining, relational practices which reflect a stand against the isolation that can be experienced in this work. These are practices what can lead us to find our work generative, fulfilling and satisfying. Reflecting on her work as a counsellor, and a counsellor educator, Lisa will also explore how the modelling of these practices can then contribute to the formation of students, both in their personal and professional lives.



**19 July (10:00 - 10:30am)**

**Lecture Theatre A3**

**Symposium stream 3: Social Justice & Global Perspectives**

**Chair: Dr Irene Alexander**

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**Dr Johannes Luetz**

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**Dr Nahid Sultana**

BSc, MS, PhD  
University of New South Wales

*Education as the aspirational sine qua non for human flourishing – Case study from Bangladesh*

In many countries of the world the dream of achieving education, free and compulsory for all, remains elusive for large parts of the population. Bangladesh is a case in point. According to the United Nations, the “[m]ean years of schooling is 4.8 years” (UNDP 2011). UNICEF Bangladesh estimates that there are approximately 4.7 million working children (aged 5-14) in Bangladesh, and that “half of all child labourers do not attend school at all ... As a result, working children get stuck in low paying, low skilled jobs, thereby perpetuating the cycle of poverty” (UNICEF BD, 2011).

Drawing on PhD field research conducted in Bangladesh in 2011 in conjunction with the international development organisation World Vision, this paper discusses some of the linkages between extreme levels of human poverty, forced migration, climate change and education. Most frequently interview respondents explained school non-attendance on the grounds of present-day livelihood pressures which were perceived to be so severe as to force the children to work and contribute family income as garbage collectors, recyclers, domestic workers, servants, street vendors, hotel boys, garage workers, burden bearers, carriers, couriers, etc.

This case study identifies five impediments to schooling in Bangladesh and extends previous research by expressly inviting the participation of migrants in urban slum communities in the country’s two largest cities Dhaka and Chittagong. In soliciting these unique grassroots perspectives this research aims to support more anticipative and congenial migration and human development outcomes. It also seeks to engender more concrete policy maker support so that the grand dream of “Learning & Loves” may also be fulfilled in those poor communities that are presently eclipsed.

**19 July (10:00 - 10:30am)**

**Library Learning Hub**

**Symposium stream 4: Teaching & Cognitive Science**

**Chair: Dr Paul Rumble**

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**Ms Lisa Coles**

BPhysiotherapy, Grad Dip Ed,  
MEducationalStudies, Spiritual Director  
candidate  
Calvary Christian College  
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*Relinquishing control: Seeking deeper levels of understanding*

Learning, like healing, often occurs without the assistance of any professional personnel. Students growing up in the Information Age have the world’s accumulated knowledge just a Google query away. School is far from their only source for learning and transformation. The healthcare worker’s mantra “do no harm” recognises the real danger of well-intentioned interventions being of more hindrance to healing than of help. Similarly, in education there are risks that our interventions could result in our ‘patient’ getting sicker and slower.

Research into how people learn and the ever growing body of work in cognitive science can help prevent us making critical errors as we dream of the future for education. Evolving pedagogies, particularly those grounded in inquiry-based learning, mitigate much of the risk when they advocate to create the space for students to drive their own learning, ask their toughest questions and grapple with problems for which we often do not have a solution.

Calvary Christian College has engaged with inquiry-based learning in a Christian context embracing the changing role of the educator from that of expert and mentor to collaborator, prompter and designer. An unexpected benefit of this inquiry approach has been the impact on students’ faith development. This paper explores the research and consequences of shifting our focus from planning for students ‘knowing’ to that of ‘understanding’ more deeply.

**19 July (11:00 - 11:30am)**

**Lecture Theatre A1**

**Symposium stream 1: Theology, Ministry & Pedagogy**

**Chair: Mrs Deb Ayling**

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**Ms Colette Alexander**

BEd, Grad Dip Ed (Teacher-Librarianship), MEd (Hons), PhD (under examination)  
Australian Catholic University  
E-Mail: Colette.Alexander@acu.edu.au

*Dis-Integrated faith and learning:  
Towards a pentecostal orientation to curriculum*

Over the last 40 years, Pentecostal churches have made a significant contribution to the growth of Christian education in the Australian context. At the same time, the contribution of Pentecostal spirituality to the philosophy of education that underpins teachers' work remains largely a tacit experience. Yet, a Pentecostal orientation to curriculum built on affective, embodied, participatory, supernatural narratives (Smith, 2010) holds both epistemological and ontological potential as a radical counter to the perennial question of the integration of faith and learning.

The integration of faith and learning has been a much debated critical question to the development of a Christian philosophy of education.

This presentation proposes that as educators we ask this question because we are Western not because we are Christian, and that this secularisation at the centre of Christian orientations to curriculum serves to dis-integrate faith from learning. It will then use Kemmis, Cole, and Suggett's (1983) framework for curriculum orientations to consider a Pentecostal orientation that challenges the core assumptions at the centre of the debate surrounding faith and learning. It will argue for the embodiment of faith/learning, in the tradition of Foucault's (1980) power/knowledge, as a way forward.

**19 July (11:00 - 11:30am)**

**Lecture Theatre A2**

**Symposium stream 2: Business, Education & Worldview**

**Chair: Mrs Karenne Hills**

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**Dr Julian Jenkins**

BA, PhD  
Second Road Pty Ltd  
E-Mail: julian.jenkins@secondroad.com.au

*Hope, faith and love: Engaging the heart in the world of business*

Christian educators have faced challenges in considering how to apply Christian principles to the world of business. Many have focused on niche topics – business ethics, leadership, vocation – that seem readily amenable to Christian perspectives. Others have applied Christian beliefs and values to critique major economic systems (capitalism, socialism), or to advocate particular modes of business activity (social entrepreneurship, microfinance). However, much of this thinking doesn't really impact on the core of business activity in the real world – things like strategy, operational efficiency, employee engagement and innovation.

This paper will explore the potential to bring Christian perspectives into these fundamental areas of organisational management. It will take a lead from Prof James K.A. Smith in exploring how certain dispositions of the heart (hope, faith and love) add richness to our understanding of the challenges and opportunities for business people in effectively leading and managing businesses today. The paper will then conclude with recommendations about what this might mean for Christian educators – new areas of research that could be developed, distinctive perspectives on the goals, focus and desired outcomes of a Christian business education, and observations on the need to bridge the gap between educational curriculum and business practice.



19 July (11:00 - 11:30am)

Lecture Theatre A3

**Symposium Stream 3: Contemporary Societal Trends**

**Chair: Dr Irene Alexander**

**Dr David Pohlmann**

DipTeach, BEd, MEd, Grad Cert (Hum Behav), Grad Dip (Min Stud), PhD, MACE, MACEL Eastern College, Australia  
E-Mail: djpohlmann@gmail.com

*Metamorphic Pedagogy: Understanding education as a process of mind-change that leads to a life of service, because of the love of God*

Many purposes for education can be posited, but what are the characteristics of an uneducated person? Someone: with limited literacy or numeracy; little grasp of logical thinking and reason; whose beliefs about the world are untested; or who lacks much understanding of the world?

Facts can be known, skills gained, and concepts and processes understood. One can master the 3Rs, think logically and reasonably. One can gather evidence to make beliefs more credible, and strive to understand the world, but if this education does not impact action, what is its value? While arguable that all of these aforementioned factors should be addressed through education, how much do they matter unless something changes? What about 'doing things differently'?

In this paper, the importance of this extra educational factor is posited. Educators want to make a difference, and this is even more so with Christian education:

- Scripture calls for transformation as a starting point. The call is also "to present [our] bodies a living and holy sacrifice, acceptable to God" which is our reasonable, rational, metaphorical (λογικὴν) service to God which this paper argues is the teleological purpose of education.
- This paper argues that Christian education must realise a transformation (μεταμορφοῦσθε) of the mind, perception, and understanding (νοός) with a view to a changed life offered (θυσίαν) wholly to the service of God, because of their receipt of God's love, mercy and compassion (οἰκτιρμῶν).

19 July (11:00 - 11:30am)

Library Learning Hub

**Symposium stream 4: Societal & Technological Trends**

**Chair: Dr Ann Crawford**

**Mr Kenneth Crowther**

BA/Ed, MArts  
Toowoomba Christian College  
E-Mail: kenneth.crowther@tccollege.com.au

*For the love of what? Implications of utility driven education in Christian schooling*

Christian schools' mission statements often contain a desire for students to develop acknowledge of and love for God. But is this goal congruous with contemporary educational trends towards vocational training and job preparedness? Is the current vision of Christian education consistent with that of the great Christian thinkers from the past?

Symposium stream: Theology, Ministry & Pedagogy

This paper examines the possible implications for Christian schools that are presented by an analysis of works by John Henry Newman, C.S. Lewis, and Josef Pieper. Reference will also be made to Thomas Aquinas, Jacques Maritain, and – to provide historical context – Christopher Dawson. The paper concludes that schools that focus on utility obstruct their discipleship goals. If teachers and administrators support the concept of a school's primary function as a preparation for future employment, the philosophical *raison d'être* for education becomes 'functionary', and ultimately materialistic. In the place of this focus on utility, this research proposes a reclamation of the Christian heritage of learning designed to liberate students by developing within them a love of knowledge and truth. This approach will in turn foster a love of God, and in doing so, align with Christian schools' desires to create disciples of Christ.

19 July (11:30 - 12:00pm)

Lecture Theatre A1

Symposium stream 1: Theology,  
Ministry & Pedagogy

Chair: Mrs Deb Ayling

**Dr David Benson**

BAppSci HMS-Ed, MA (Theology), PhD  
Malyon College; Millis Institute, CHC  
Higher Education  
Email: david.benson@malyon.edu.au

*God's curriculum: Re-imagining  
education as a journey toward Shalom*

What is education for? Despite their differences, secular and religious schools alike are often busy with the mechanics of delivering their prescribed curricula. Relatively little attention is given to metaphysics, discerning the end toward which they labour. What, then, might be a sufficiently inclusive and encompassing Christian vision of education for all citizens in our simultaneously secular and religious pluralistic democracy?

Christian educational leaders rightly seek an integrated vision of teaching and learning. What is arguably lacking, however, is a unifying metaphor capable of sparking our imagination and serving our differently believing neighbour. The most comprehensive purpose for humanity as a whole and education therein is arguably shalom. However, this rich term becomes nebulous unless grounded in the concrete story of Scripture.

In this presentation, then, we adopt a narrative theological stance to see anew and intend our educational efforts as serving the key dimensions of shalom that together comprise humanity's educational journey of growth under divine tutelage. "God's Curriculum" helps us reimagine Christian education as a pilgrimage. It is replete with practices, where diverse learners are drawn forward by desire as together they walk toward the promised "garden-city of peace."

19 July (11:30 - 12:00pm)

Lecture Theatre A2

Symposium stream 2: Business, Education  
& Worldview

Chair: Mrs Karenne Hills

**Ms Natalie Fong**

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*His story, our story: Teaching secondary  
English from a Christian worldview through  
the Biblical Metanarrative*

Secondary English is about producing students who confidently, critically and creatively analyse and produce texts, including stories. Thus it makes sense at Citipointe Christian College, a school with a focus on "uncompromisingly Christian values" to approach English from the foundational story of Christianity – the Bible. This "big picture" story encompassing the recurring themes of awe and wonder, fall and God's redemptive love helps students make sense of life, God and themselves – they find their story within His.

This paper will outline how the English faculty at Citipointe is embedding the curriculum within the Biblical metanarrative – theoretical and theological basis, implementation in the classroom, and outcomes. Across the curriculum from Years 7-12, through spiritual objectives taught in each unit, students follow the cyclical narrative thread of the Bible from Genesis to the New Testament gospels. Students see that the Bible is a literary text (and one that is a collection of literary texts of various genre) which as a whole follows the narrative structure (orientation, complication, rising action, climax, resolution) where the "climax" is "the life, death, and resurrection of Jesus" (Whelchel, 2012). By constantly and consistently approaching studies from a Biblical basis, "the gospel sinks into our bones" (Smith, 2014).

19 July (11:30 - 12:00pm)

Lecture Theatre A3

**Symposium stream 3: Contemporary Societal Trends**

**Chair: Dr Irene Alexander**

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**Dr Johannes Luetz**

BA, MBA, PhD

CHC Higher Education

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**Rev Dr Graham Buxton**

BA (Hons), MSc, MMin, PhD

Graeme Clark Research Institute, Tabor

College of Higher Education, Flinders

University, Fuller Theological Seminary, St

Johns College, Durham University

**Mr Kurt Bangert**

BA, MA

"Freies Christentum" Theology Journal

*Education – Success factor for poverty reduction, environmental justice and intergenerational equity*

It is established in the literature that the effects of climate change are falling disproportionately both on poor and vulnerable communities, and future generations. The reasons for the Earth's climate system inertia are based in science. Given the longevity of CO<sub>2</sub> in the atmosphere – one third remains in the air after a century and one fifth after a millennium (Hansen, 2008) – much unavoidable warming is already committed to based on past emissions of greenhouse gasses (GHGs). Since the industrialisation in the late 18th Century global average temperatures have increased by about 0.8°Celsius (IPCC, 2007), but based on the cumulative amount of GHGs emitted globally to date, the composition of today's atmosphere will eventually lead to global warming of 1.3° to 1.5° Celsius (World Bank, 2014). This amount of warming is already in the pipeline and will be borne out over the coming decades irrespective of future mitigation efforts. Drawing on PhD research conducted in collaboration with the INGO World Vision, this paper argues that education holds a special key to inform and empower humanity to face the future with more resilience. This study extends previous research by inviting the views of more than 400 participants in dozens of predominantly poor communities in Asia and Latin America. In soliciting these unique grassroots perspectives this research advocates for the responsible stewardship of finite resources and argues theologically that Creation Care is a God-given mandate to "Speak up for those who cannot speak for themselves" (Prov. 31:8), and thereby defending the rights of constituencies whose cries are not sufficiently heard by policy makers today: The poor, future generations, and millions of creatures implied by the term "biodiversity".

19 July (11:30 - 12:00pm)

Library Learning Hub

**Symposium stream 4: Societal & Technological Trends**

**Chair: Dr Ann Crawford**

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**Ms Diane Hockridge**

BA, LittB, Dip (Div & Miss), MHed, PhD

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*Re-imagining Christian formation in an online world*

Are graduates of theological colleges adequately formed for Christian life, leadership and service if they complete theology degrees entirely online? This is the challenge facing the educational designer and faculty members at Ridley College, Melbourne as they develop new online degree programs.

This paper describes how online degree programs are being re-imagined to create spaces, opportunities and relational contexts to enable and enhance the spiritual, ministry and character formation of students. The project draws on the history and practice of formation at traditional bricks-and-mortar institutions to re-imagine how theological colleges can address formation of students in web-based learning environments. Insights from learning theory and educational research in the field of Learning Design have been used to develop a design framework which is applied at both program (degree) and unit (subject) levels to completely re-design the online learning experience. A formational online learning experience is created using three design constructs: 'set'; tasks; and social structures. This paper reports on the first cycle of implementation and insights gained for future implementation cycles.

**19 July (12:00 - 12:30pm)**

**Lecture Theatre A1**

**Symposium stream 1: Theology, Ministry & Pedagogy**

**Chair: Mrs Deb Ayling**

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**Dr Sam Hey**

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CHC Higher Education

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*Theological reflection and the Wesleyan Quadrilateral as aids to Christian ministry education*

When Christian students enter tertiary studies for the first time they often face considerable challenges as they seek to reconcile their commitment to church traditions and a biblical focus with the demands of higher education.

This paper examines the ways in which theological reflection and use of the so called 'Wesleyan Quadrilateral' can assist students in addressing these challenges while also promoting education for ministry. It considers changes in their views of Scripture, tradition, experience, reason, culture and revelation as they progressed in their studies and developed a more robust epistemic platform for engaging with and integrating various sources of knowledge. It considers the insights of William Perry (1970) and King and Kitchener's (1994) on stages in intellectual development as well as James Fowler's (1981) faith development research.

It also considers the implications of different learning styles identified by Kolb (1985) for theological reflection and learning. Clinchy, Belenky, Goldberger, and Tarule (1997) provide insights into the ways in which women have been assisted in transition from silence and dependence on received knowledge to finding and expressing their own well-grounded theological voice. This paper makes a contribution towards greater understanding of these transitions within particular Australian tertiary college contexts

**19 July (12:00 - 12:30pm)**

**Lecture Theatre A2**

**Symposium stream 2: Business, Education & Worldview**

**Chair: Mrs Karenne Hills**

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**Dr Rod St Hill**

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*Business, education, research and theology*

The so-called 5P model of missional business brings coherence to the business curricula delivered at CHC Higher Education. Missional business is similar to, yet more than corporate social responsibility. The purpose of this paper is to outline the 5P model, explore its relevance for business research and to relate both to theology. It is suggested that missional business is fertile ground for original research and that writing about theology of business complements the growing literature on theology of work and the marketplace.

**19 July (12:00 - 12:30pm)**

**Lecture Theatre A3**

**Symposium stream 3: Contemporary Societal Trends**

**Chair: Dr Irene Alexander**

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**Dr Tony Dowden**

Dip , BSc, BA, Grad Cert (UL &T), MEd,  
EdD University of Southern Queensland  
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**Mr Mark Drager**

BBusMan, BSc VITAL ProJex

*Investing in Australian youth: A community organisation that makes a difference*

A generation ago most Australian communities boasted a range of sporting clubs and youth movements such as boy scouts and girl guides. The emphasis was on participation and most community organisations were run by volunteers. Today, extracurricular activities are more difficult to run because many organisations are faced with large overheads and volunteers are harder to find. Sports clubs are oriented towards developing elite players rather than mass participation. Current societal trends are therefore creating new opportunities for community organisations - including church groups and non-profit organisations - that specialise in the delivery of extra-curricular services to young people.

This paper discusses the case of a non-profit community organisation in Queensland that uses 'Values Integrated Through Action-based Learning' (VITAL) to help young people develop robust personal values. In particular, the paper conducts a comparative analysis of the approaches used by this organisation and the developmental characteristics of young adolescents. It discusses key implications for educating and working with youth that pertain to enhancing: Self-discipline, personal confidence, social skills and a life-long love of learning. It concludes that savvy community organisations that commit to understanding youth needs are well positioned to 'make a difference' to future generations of young people.

**19 July (12:00 - 12:30pm)**

**Library Learning Hub**

**Symposium stream 4: Societal & Technological Trends**

**Chair: Dr Ann Crawford**

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**Dr Julie McCredden**

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**Dr Priyanka Bandara**

PhD  
University of Queensland

*Going with the techno-flow versus the well-being of teachers and students*

In the last decade the amount of technology being used in schools has increased dramatically. Along with this increase has come mounting concerns regarding their effects on the cognitive and physiological well-being of students. Such concerns have been pushed to the side as schools and universities have adopted 'Full Coverage and Bring Your Own Device' policies.

However, recent evidence from cognitive psychology and cognitive neuroscience, as well as mounting evidence from independent biological research has led schools and countries across the world to ban or reduce laptop and WiFi usage in schools. These moves have been mostly downplayed within Australia, with the regulatory authority claiming 'no convincing evidence'. We suggest that the acceptance of this viewpoint is exacerbated by the pervading "she'll be right" attitude within Australia.

Furthermore, this acceptance is potentially allowing great harm to be done to both teachers and students. So as to bring the matter home to educators in Australia, this paper will review the main studies showing effects of modern technologies on the cognitive and physiological well-being of both teachers and students. It will present changes that have been made in some education environments so as to minimise harm. Finally it will outline a research plan to investigate the effects of heavy use versus normal use of mobile phones on cognitive processes in high school students in Australia.



# SESSION 13

19 July (12:30 – 1:30pm)  
Lunch is served in Lecture Theatre C1.

**19 July (1:30 – 2.00pm)**

**Citipointe Auditorium: Plenary Session 13A**

**Symposium highlights & synthesis**

**Chair: Dr Johannes Luetz**

# CLOSING KEYNOTE

**19 July 2016 (2:00 – 2:45pm)**

**Citipointe Auditorium: Plenary Session 13B**

**Closing Keynote III:**

**The Trinity, Love and Higher Education: Recovering Communities of Enchanted Learning**

**This closing keynote session is followed by a brief time of concluding reflections (2:45 – 3:00pm)**

**1. Professor Darren Iselin, President CHC Higher Education (5-7mins)**

**2. Dr Johannes Luetz, Symposium Chair (3-5mins)**

**Day 2 concludes at 3:00pm.**

**Delegates are welcome to mingle and network at Rivers Café until 4:00pm.**

# PLENARY



## DR RYAN MESSMORE

Dr Ryan Messmore is the founding Executive Director of The Millis Institute, which promotes a Christ-centered, liberal arts education and is housed within CHC Higher Education. Dr Messmore has also served as President of Campion College (Sydney) and as a research fellow at The Heritage Foundation in Washington, DC. He received his bachelor's degree from Duke University, master's degrees from Duke Divinity School and Cambridge University, and his doctorate in political theology from Oxford University.

# NOTES

[illegible]

# NOTES

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# NOTES

[illegible]



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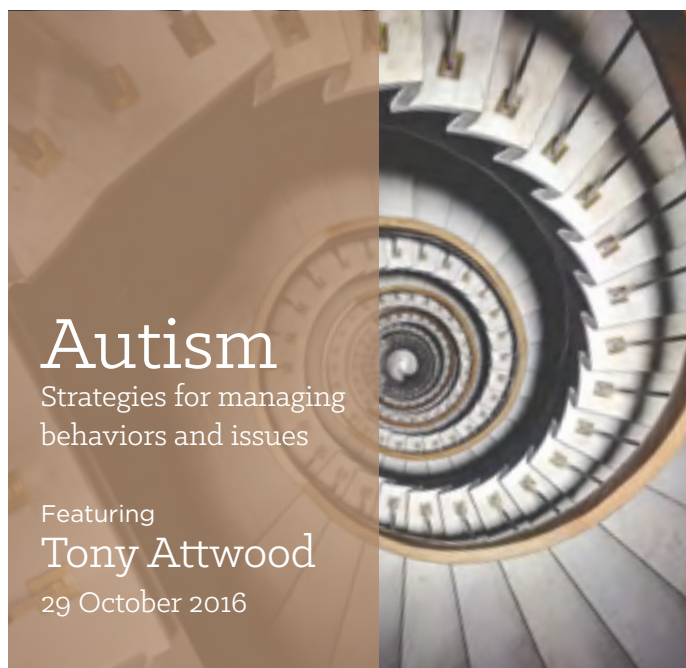
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## **SYMPOSIUM DETAILS**

Host: CHC Higher Education

Dates: 18-19 July, 2016

Venue: CHC Higher Education

322 Wecker Road

Carindale Qld 4152

Symposium Chair

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