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

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

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.
<table>
<thead>
<tr>
<th><strong>Unit Name</strong></th>
<th>Theological Reflections on Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit Code</strong></td>
<td>ED600</td>
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</tbody>
</table>
| **Awards**    | Graduate Certificate in Christian Education  
Master of Education                      |
| **Core/Elective** | Core                           |
| **Strand**    | Perspectives for Christian Education |
| **Prerequisites** | Nil                                  |
| **Modes**     | External  
Intensive                       |
| **Delivery/Contact hrs** | External: Nominal 10 hours per week x 14 weeks = 140 hours (10 credit points)  
[Engagement with materials: 90 hours; Assignment preparation: 50 hours]  
Intensive: Nominal 10 hours per week x 14 weeks = 140 hours (10 credit points)  
[Contact: 35 hours; Engagement with materials: 55 hours; Assignment preparation: 50 hours] |
| **Unit Coordinator** | Dr Robert Herschell    |
| **Teaching Staff** | Dr Brian Millis       |
| **Unit Rationale** | Thinking Christianly, and applying Christian principles to issues which confront them, is an imperative for effective Christian leaders in Christian schools. While earlier studies will have equipped students to think Christianly to some degree, a higher level of study calls for a revisiting and extending of students' capacity for thinking Christianly about educational questions.  
Students in ED600 will have had some prior engagement with philosophy of education. This unit expands upon thinking Christianly by developing a theology of education.  
Teachers vary widely in their ability and willingness to be reflective about their professional practice and the beliefs and values which inform it. Yet at the heart of the distinctives of the Christian school are a distinctively Christian view of reality and a philosophy of life which is founded upon Biblical wisdom. Without a clear articulation of these key theology distinctives, the defining characteristics of the Christian school are unlikely to be maintained. Philosophical and theological issues are not abstract; they are often the greatest points of conflict and tension between schools and authorities, between schools, families and churches, and within classrooms and staffrooms. To address these tensions in the theology, philosophy, policy and practice in the school in a constructive way, the school leader’s leadership strategies and management practice must be underpinned by the capacity for consistent Christian thinking about education.  
This unit will equip students to reflect upon a Christian vision of life and to explore issues of educational practice in light of this vision. Although such a process may well challenge deeply some aspects of current thought and practice, the learnings from it are essential for school leaders and those who aspire to school leadership. |

**Learning Outcomes:**

On completion of this unit, students will have provided evidence that they have:

1. Related theological perspectives to competing views of fundamental issues in educational philosophy, purposes, policies and practice;
2. Critiqued and evaluated ways of knowing in and about education;
3. Identified and critiqued a theology of education for contemporary Christian education;
4. Identified the personal implications of Christian faith and experience for educational practice;
5. Drawn upon theological and philosophical principles in developing a considered position on current educational issues;
6. Demonstrated competence in writing at an appropriate tertiary standard (with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing and presentation).
Content:

<table>
<thead>
<tr>
<th>Week (External)</th>
<th>Topic (Internal)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
<td>1  Fundamental philosophical questions, the purpose of life, and Biblical wisdom</td>
</tr>
<tr>
<td>4-5</td>
<td>2  Philosophy and theology of education in the context of a Biblical philosophy of life</td>
</tr>
<tr>
<td>6-8</td>
<td>3  Identifying theologies of education in educational literature, personal practice and current educational contexts</td>
</tr>
<tr>
<td>9-10</td>
<td>4  Epistemology and education</td>
</tr>
<tr>
<td>11-14</td>
<td>5  Developing a theology of education and applying it to educational issues and practice</td>
</tr>
</tbody>
</table>

Set Text Requirements:


Recommended Readings:


Ireland, J & Edlin, R 2006, *Engaging the Culture: Christians at Work in Education*, NICE, Blacktown, NSW.

Ireland, J, Edlin, R & Dickens K (eds) 2004, *Pointing the Way: Directions for Christian Education in a New Millennium*, NICE, Blacktown, NSW.


Palmer PJ 1993, *To Know as We are Known*, HarperCollins, San Francisco, CA.


Relevant Journals

*Journal of Christian Education*

*Journal of Research in Christian Education*

*Christian Scholar's Review*
Assessment:

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Topic/s</th>
<th>Learning Outcomes assessed</th>
<th>Week Due</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review of relevant literature (1500 words)</td>
<td>Theological influences on education</td>
<td>1</td>
<td>5</td>
<td>25%</td>
</tr>
<tr>
<td>Reflective paper (1500 words)</td>
<td>A personal theology of education</td>
<td>2, 3</td>
<td>9</td>
<td>25%</td>
</tr>
<tr>
<td>Investigative report (3000 words)</td>
<td>Application of theology of education to a selected current issue</td>
<td>4, 5</td>
<td>13</td>
<td>50%</td>
</tr>
</tbody>
</table>

Unit Overview:

This unit will equip school leaders to reflect upon a Christian vision of life and to explore issues of educational practice in the light of such a vision. Although such a process may well challenge deeply some aspects of current thought and practice, the learnings from it are essential for school leaders and those who aspire to school leadership.