

ASPIRE

The Community Magazine of CHC

New Courses

Liberal Arts & MBA

Making the Grade

Success for CHC Interns

Strength and Dignity

Experiencing Community in Indonesia

Summer Edition 2015/2016



CHC
Higher Education

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FIRST THINGS

CHC PRESIDENT, PROFESSOR DARREN ISELIN

Our theme at CHC throughout this year has been “Raising the Standard”. A standard is a proud banner or flag that openly declares the convictions of a people. Our standard at CHC is encapsulated in our mission statement “transforming people to transform their world” and in our collective ambition to be a “global leader in distinctively Christian higher education”.

During the opening of any Olympic ceremony, men and women are chosen to “carry the flag” – and are bestowed the honour of being a standard bearer for their nation. I want to particularly honour our standard bearers – the CHC Council, College Executive and each and every staff member – for the outstanding manner in which you have represented CHC in both word and deed, in character and in conduct, throughout 2015. It is through such faithful hands and dedicated hearts, that the vision that was first given in 1985 to Emeritus Professor Brian Millis and began in 1986 with 9 students, has continued to flourish into the vibrant, dynamic learning community we see today.

Being a standard bearer also requires that our colours are “nailed to the mast”. In a bygone era, great naval battles were waged and the sign of complete allegiance and dedication to their nation was to “nail their flag to the mast” – an unwavering sign of commitment that a naval vessel was unashamed to show their true colours in the heat of battle. In 2015, our colours have been nailed to the mast through the launching of the exciting new initiative of the Millis Institute – re-imagining the way in which higher education can be delivered through the Liberal Arts. Our true colours have also been displayed through our accreditation of exciting new courses including an MBA, a Master of Social Science Leadership, and the re-accreditations of our entire suite of ministry

courses and a range of flagship courses in our School of Education and Humanities. Our flag was nailed to the mast through exciting initiatives like the Witherspoon Fellowship, the Missional Business conference, the Budget Breakfast, Beginning Teachers workshops, Common Ground events, Socrates in Senior School, ANZATS seminars and our Orientation and Open Day events. Our flag was nailed to the mast through our staff involvement in speaking engagements, research symposiums, international conferences and a plethora of professional development sessions and activities. Our students also nailed their flag to the mast through their valued contributions at chapel, lunch hangs, Red Frogs, Orientation Days, expos, SRC events and through our alumni success stories that are chronicled within each edition of Aspire.

The College also raised our banner and nailed our flag to the mast throughout this year in regards to the articulation and visioning of our new Strategic Plan that will guide CHC over the next five years. The entire process was truly collaborative and the input from all stakeholders within our community was deeply appreciated and valued. As CHC prepares to celebrate 30 years in 2016, and enters a new and exciting phase within its history, growth and development, it is hoped that by writing the vision and making it plain, our standard will be perpetuated to future generations as we strategically map our course into the uncharted waters of the future.

In the midst of these exciting initiatives, our true north remains unchanged throughout every season of our College - to bring Him glory and honour in all that we do as we boldly and courageously raise a standard that seeks to transform people who in turn will transform their world by His grace and for His glory!



GAME CHANGER

LIBERAL ARTS COURSES APPROVED BY TEQSA

A new era in CHC's 30-year history began in September 2015, when TEQSA (the Commonwealth Government's Tertiary Education Quality Standards Authority) accredited the Millis Institute's new courses in liberal arts – the one-year Diploma of Liberal Arts and the Bachelor of Arts in the Liberal Arts (Standard and Accelerated options). These new courses provide an exciting alternative in tertiary education and the chance to study at famed Oxford University. Unlike the standard university degree that primarily trains students in the skills of a particular job, these courses have an explicit focus on training students to think.

CHC President, Professor Darren Iselin, noted how the Institute represents a distinctive and innovative approach among university pathways in Australia. He said: "We are very excited that Australian students have this opportunity to pursue higher education for a different purpose. Rather than viewing education as primarily job training, these liberal arts courses show CHC's commitment to liberating students to flourish in every dimension."

A unique Bachelor of Arts in the Liberal Arts and a Diploma of Liberal Arts encourage students to specialise at the postgraduate level while using their undergraduate degree to learn to think, communicate, analyse and problem solve. Such 'transferable' skills are useful in almost any career. This approach not only provides students more time to discern their career pathway and sense of calling, but also opens up for them a broader range of options.

Other distinctives of the liberal arts at the Millis Institute include an accelerated track for the bachelor degree, a 5-week study abroad opportunity at Oxford University, and discussion-based seminars focused on great texts of the Western tradition. Led by Dr Ryan Messmore (D.Phil. Oxford), the Millis Institute will take its first cohort of students in February 2016.

Dr Messmore said: "Students in Australia are typically required to narrow down their pathways beginning in Year 10, before they're sure of where their skills and interests lie. As a result, a large percentage end up dropping out of, or changing, their first university degree. For many students, it would be more strategic to pursue a liberal arts undergraduate degree that's useful in a wide array of fields."

The new accredited degrees offer students diploma and bachelor level options in both standard and accelerated modes. Whereas the standard bachelor degree in the liberal arts takes 3-years, an accelerated track enables Millis Institute students to complete the same degree in less time.

Dr Messmore explained that, "The accelerated track will help make those who commit to working hard, extremely competitive in the job market. For example, in the same 4-year period that students complete 1 degree (a bachelor's in education), a Millis Institute student can graduate with 2 degrees (a bachelor's in liberal arts and a master's in teaching)." Applications to study the Diploma of Liberal Arts or Bachelor of Arts in the Liberal Arts, can be made directly to CHC at www.millis.edu.au.



LEADING FROM THE FRONT

CHC LAUNCHES NEW MBA

CHC has received approval for its MBA (Master of Business Administration), with students able to commence the course in Semester 1, 2016.

The arrival of the course represents the culmination of many years' dreaming, planning and preparing by staff in the School of Business and across CHC. It presents a genuine Christian alternative for leaders who wish to expand their knowledge and capacity within the framework of a Christian worldview.

According to Dr Rod St Hill, Dean of the CHC School of Business, the course will fill a significant gap in the market, by offering relevant, scholarly and practical content through flexible delivery and personal support by lecturers.

"We found that many managers in the not-for-profit sector, such as churches, schools, parachurch organisations and charities, have risen to their positions without formal qualifications in business management," said Dr St Hill. "They might have an undergraduate degree in another field and have accrued considerable experience in one or more management positions.

"This MBA will provide a mix of theoretical knowledge and professional practice, which will give them the confidence to go further. It will also suit business owners and executives who want to integrate their faith more fully with their business practices."

The foundation of the course is the model of missional business and this is the basis of integration of all individual units into a coherent whole. The course explores the relevance of the literature in management, including biblically-based literature, for strategic management in organisations.

Participation in the course will also provide the opportunity for students to engage in the burgeoning global missional business movement which is seeing biblical principles applied in many corporate and not-for-profit settings. The CHC School of Business conducts an annual missional business conference where students interact with, and learn from, Christian business people applying these principles and practices in their setting.



MBA

COURSE OUTLINE

The Master of Business Administration (MBA) comprises 12 units:

- 8 core coursework units
- 3 core research units: one that provides an overview of research methods and practices in business, and two capstone units in which a supervised research project is completed; and
- 1 elective unit

Students can study on a full-time or part-time basis, and all the units are delivered in 'External' mode (ie by distance - no on-campus contact hours are required).

CORE UNITS

Coursework

BZ500 Christian Thinking on Business
BZ510 Financial Management
BZ530 Leadership for Managers
BZ531 Economics for Managers
BZ532 Human Resource Management
BZ533 Corporate Governance
BZ550 Marketing Management and Fundraising
BZ679 Strategic Management

Research

BZ690 Research Methods in Business
BZ691 Business Research Project Part A
BZ692 Business Research Project Part B

ELECTIVE UNITS (SAMPLE)

BZ551 Communication and Media Management
BZ652 Project and Event Management
BZ677 Business Planning for SMEs
JM502 Identity of the Leader – A Theological Investigation
JM504 Ministry Leadership – A Commisisonal Paradigm
JM507 Christian Perspectives on Organisational Management

APPLY FOR THE MBA AT CHC.EDU.AU

DAVID MORRISON IN INDONESIA

When I grow up I'm going to be an astronaut. I'll explore planets and have adventures with aliens, fighting for justice and saving lives at the last second before disaster. As a child I was led to believe I could do anything when I grew up. As an adult however, I realised space technology hadn't kept up with my imagination and I had to come down to Earth.

Upon arrival, I found I already inhabit a planet suitable for exploring and adventuring, and that fighting for justice and saving lives doesn't require a cape or spaceship, just willingness to respond. Recently I ventured into the unknown on a short internship with Servants to Asia. I spent six weeks living in a slum in Indonesia, learning the language, building relationships and sharing the struggles of living on the bottom rung of society.

We went to work everyday, sifting through rubbish looking for recyclables we fought the dog sized rats, mosquitoes and cockroaches, and at the end of the day we ate our rice and were glad for the experiences we shared together. I met a hundred faces to put on poverty, and it breaks my heart to think this is likely the cyclical fate of the children I played football with, and their children, and so on.

As I contemplate the words of Gandhi; 'be the change in the world you want to see,' I know I can't sit idle allowing this to happen. I recognise the road to equality is through empowerment (not charity) and sacrifice, to advocate and offer education, affordable health care and respect to people who equally deserve it.

Within the people I met, I found raw human spirit. I saw strength and dignity in people who have nothing. I experienced the richness of love and laughter from people who have nothing but love and laughter to give. For all they lack in wealth and prosperity, they have community in abundance.

2 Corinthians 8:9 sums up Servants to Asia's predilection for community development; "For you know the grace of our Lord Jesus Christ, that though He was rich, yet for your sake He became poor, so that you by His poverty might become rich" (ESV, 2001). As the folly of my youth dissipates I no longer plot justice for fictitious aliens, but join the heroes who sacrifice so much, striving for equality for our sisters and brothers.

David completed his internship as part of his studies at CHC in the Bachelor of Social Science majoring in Community Development.





MAKING THE GRADE

PERSONALISED APPROACH ENSURES SUCCESS FOR CHC TEACHER INTERNS



Watching student teachers become professionals is one of the joys of Paul Willis's job. And he should know – he was a teacher in Christian, independent and state schools for over 20 years before working with student teachers at QUT and, since 2013, at CHC.

Paul is the Coordinator of 4th Year Students in all of the Bachelor of Education courses at CHC, and also leads the Internship program for Primary and Secondary Education students. This program allows the students to undertake a six-week intensive practical placement in a school as the final unit in their degree.

It is in addition to, and differs from, the four compulsory PEP (Practical Experience Program) placements required for teacher registration. Internship students do not require full-time supervision, and in many cases are given sole responsibility for teaching classes whilst their mentor assists students requiring individual attention.

With a focus on the quality, rather than quantity, of students, the program is yielding significant results with most of this year's graduating students already securing offers of full-time employment for 2016 (at time of writing). Many of the employment opportunities arise from the internship school, with the schools taking the opportunity to see the students in action for an extended period to assess their skills and cultural fit.

The students also use the internship strategically: either to place themselves in a school they would ultimately like to work at, and therefore be seen by a network of potential employers, or perhaps sample an alternative setting (eg. regional or remote) to test their skills and capability under different conditions.

Paul sees the development of student teachers as a partnership between the student, the training institution (CHC) and the host school. In contrast to the larger universities' programs, Paul visits each school personally at least once or twice during the internship period, to ensure that the relationship remains strong and that the student, the teacher and the school, are gaining the most from the engagement.

He maintains strong personal connections with site coordinators (often a Deputy Principal) and the mentor teachers, ensuring that the program continues to adapt to the individual requirements, culture and circumstances of each school.

"Talking to the mentors and to the interns, I experience an incredible sense of purpose and anticipation," says Paul. "They are all so ready to begin teaching. I haven't heard one negative comment from a mentor or intern. It is such an incredible privilege to be part of such rich and reflective conversations."

EUROPEAN INVITATION

Richard Leo recently travelled to Belgrade, Serbia in Eastern Europe to present at an international education conference. His presentation was entitled “Wrestling for Control of the ‘selfie’”.

Using education to project Charles Taylor’s ‘social imaginary’, he discussed the theory and practice of cross-curricular priorities in the Australian Curriculum, and was well received by attendees.

The conference saw a number of presentations from researchers and academics from across Europe and Central Asia, and provided an opportunity to share ideas with others working in the field of education.

Following the completion of the conference, he was also able to visit a number of sites relevant to his teaching of history in CHC’s School of Education and Humanities, ranging from Sarajevo in Bosnia to Auschwitz in Poland.



ENGAGING MIDDLE YEARS STUDENTS

Dr Paul Rumble spoke at the 9th International Adolescent Success Conference on the topic “What matters most when working with young adolescents? The teacher!”.

Focussing on the theme of teaching quality and student performance, Dr Rumble examined the need to improve pedagogies and curriculum design in an environment where the achievement of young adolescents has been in decline.

He highlighted the results of his recent study (2014) which identified a set of distinctive attributes which the ‘middle years’ teacher must possess if the students’ learning outcomes are to improve.

These attributes build upon previous studies which highlighted the need for ‘passion’ in Middle Years teaching and an ability to bring the subject material to the centre of the learning process, as keys to engage learners.



STUDENT LIFE

Reebok



RAVE CAVE

Lasers, strobe lights, glow paint, glow in the dark Twister and fantastic music... it must be the end of another year of study here at CHC! Rave Cave has given students the opportunity to celebrate the end of second semester at CHC with a night of fun and dancing.

All our paint-covered students had a fantastic night hitting the dance floor, especially our wonderful ASC students who have really taken a shine to Australian culture and have embraced all of CHC's events.

This year we had a Red Frog DJ spinning the tracks for us and playing all the latests music hits. We also had another team of Red Frogs providing water, slushies and fairy bread for students. Thank you to the Red Frogs for all their assistance on the night!

The party kicked off at 8pm and went on late into the night. Congratulations to all our students for completing another year. You are one step closer to completing your degrees!

ONCE UPON A TIME THE CHC BALL

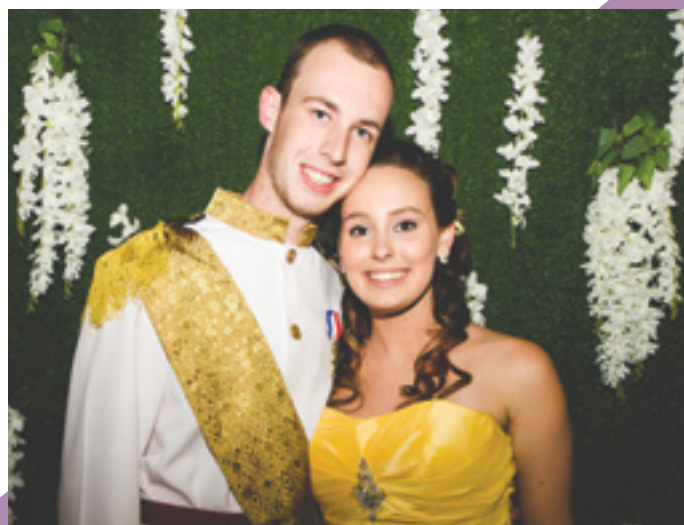
Our annual CHC Ball was a great success. The theme for the Ball this year was "Once Upon A Time", and attendees dressed to impress in costumes of assorted fairy tale heroes and villains including pirates, fairies, Disney princesses and woodland creatures.

Tickets sold out and the dining tables were packed with staff and students as the delicious menu items were served. Each table was decorated with beautiful candelabras and forest-themed decorations, and the perimeter of the room was lined with pine trees giving the night a forest feel. Live music and rounds of trivia, entertained the guests throughout the evening. Our trivia hosts were Jayne Richardson and Paige Hutchinson, the President and Vice President of the SRC, and they did a spectacular job of entertaining all the guests throughout the night.

After dessert, our Red Frog DJ started up the party tunes playing all the latest music hits. We opened up the dance floor and the photo booth outside under the stars and the party went to the next level. Our wonderful SRC members were keeping a sharp eye out for the best dancers and best costumes, and were hard pressed to find winners with so many guests dressing up so well. At the end of the night we awarded several prizes including Gold Class tickets to the best dressed, the best dancers and the trivia winners.

The photos from our booth looked fantastic, especially with so many wonderful costumes. Make sure you check out the photos on CHC's Facebook page.

Thank you to everyone who attended and made the night such a success, we can't wait for next year already! Special thanks to the SRC who played an integral role in the planning and running of this event; this event would not have been such a success without you.





UPCOMING EVENTS

December 21

What are your Next Steps?

January 14

Understanding the Child/
Adolescent Brain

February 24 - 25

Orientation

March 18

A Transforming Vision



RELATIONSHIPS: THE UNLIKELY SECRET OF NAPLAN SUCCESS

LAST WORD

Although designed to provide a snapshot of a child's achievement on a particular day, NAPLAN results have become a popular public measure of success for entire schools. Sadly, high stakes tests such as this, are in danger of defining not only the school, but the child and the teachers who teach them.

One of my children is a teacher, and this year was delighted to find her Year 3 students achieved some of the highest NAPLAN results in Australia. This has attracted the attention of university researchers trying to find the essence of her success. To visit Rebecca's classroom however, is to find oneself in a place far from the traditional trappings of a competitive academic culture. Rather, the walls are clad with images of children and provocative ideas. The language of inquiry and consideration of difference define the pedagogy; it is a far cry from the one-size-fits-all model of teaching which is so readily, but erroneously, associated with academic success.

There is not a text book to be seen, yet the learning goals are clear and the assessment of them rigorous. The question why, is a must in this community of learners. There is music and soft fabrics, contrasted with challenging debate and high expectations. Generosity of spirit is paramount and every person entering is welcomed and valued, visitor and student alike. Rebecca has turned the hearts of her children towards learning, some of whom were veteran school haters but now cannot wait for the day to begin! Her priority, and key to success, is relationship; creating for each child a sense of belonging and self-efficacy, governed by mutual respect for others, care and collaboration.

"When the classroom becomes really safe," says Rebecca, "children begin to take risks - failure is normalised as a pre-requisite for learning." In this classroom, the shame of failure is vanquished by a dominant culture of growth and cooperation.

As a teacher educator I see this as the zenith of education; when the child becomes the centre but not the source. If we analyse the way Jesus taught, we find a model of collaborative inquiry centred on an essential question - a far cry from the Western tradition of hierarchy and competitiveness we are so easily tempted to adopt. Diminishing these traditions does not, at the same time, diminish NAPLAN results. Rather, it enhances them for more children than for less. Developing a relationship with learners, using provocative questions and always expecting a personal response, are marks of how Jesus taught. These too should be ours if we are educating students for their future and not our past.

*Dr Susan Starling PhD, MTch,
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Education and Humanities, School
of Education, CHC, Brisbane.*



STAY IN TOUCH

We love our CHC community! We especially love hearing stories about all the things that our alumni and friends are doing now. Please take a moment to send us your current details using the form below. You will receive the latest news and events, and stay connected with your CHC community.

Name (maiden name, if applicable)		
Home Address		
Suburb	State	Postcode
Postal Address		
Suburb	State	Postcode
Telephone	(home)	(mobile)
Email		
Current Job Title	Organisation	
Years at CHC (eg 2002-2006)	CHC Course	
Tell us your news		

Please send this form to enquiries@chc.edu.au
or CHC, PO Box 2246, Mansfield BC, Qld, 4122



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30 YEARS

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