



TYNDALE

• SEMINARY •

Course Syllabus

SUMMER 2017

**PASTOR AS TEACHER IN THE LOCAL CHURCH
CHED 0664 / PAST 0664**

ONLINE

MAY 1 – JULY 21, 2017

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To access your course material, please go to <http://classes.tyndale.ca>. Course emails will be sent to your @MyTyndale.ca e-mail account.

I. COURSE DESCRIPTION

This course encourages leaders, especially pastors, to develop an educational vision for their congregations. Views education as more than formal teaching that permeates the church, from preaching to administration and pastoral care. Beginning with a biblical examination of teaching and education, explores how leaders can integrate an educational vision into a variety of aspects of their ministries, so that people grow in their knowledge, understanding and integration of Christian faith. Specific, practical approaches to education in a variety of church settings will be considered. Practical guidelines for preparing and leading classes will be discussed. In addition, consideration will be given to a pastor's role in recruitment, preparation and support of other teachers in the congregation.

Students are encouraged to bring educational issues from their own contexts and work together to develop models that they can explore in their contexts.

Note: This course may be substituted for CHED 0552

II. LEARNING OUTCOMES

At the end of the course, the student should be able to:

1. Understand a biblical theology for Christian education and disciple making; appreciate understand some of its challenges today, and its role in the life and mission of the church.
2. Explore models of and develop a theology and of educational leadership.
3. Provide students with tools and resources to become effective educators.
4. Appreciate the educational potential of a variety of church ministries and activities.
5. Through a praxis approach, integrate theology, theory, research, and experience into paradigms that create specific, concrete strategies of education in the church.
6. Develop a framework for ongoing evaluation and improvement to help students continue to learn, grow, and improve their educational practice.

III. COURSE REQUIREMENTS

A. REQUIRED READING:

1. Wilhoit, James. *Spiritual Formation as if the Church Mattered*. Grand Rapids: Baker Academic, 2008.
2. Groome, Thomas. *Educating for Life: A Spiritual Vision for Every Teacher and Parent*. New York: Crossroads, 2001. ISBN: 0824519701 (Groome is writing specifically in a Catholic context, but his principles are adaptable to missional churches in all traditions.)

B. SUPPLEMENTARY / RECOMMENDED READING:

An additional book, of your choice is required. See the Assignments and Bibliography. This may be purchased or, if available, borrowed from the library.

C. ASSIGNMENTS AND GRADING

The assignments are intended to help students integrate and supplement the weekly notes and class discussions – and to help students practically apply their learning in their ministry contexts.

1. Online Discussion: 25% of final grade

- Discussion forums are a key aspect of this course. They are your opportunity to relate and reflect on major themes being studied, to share your ideas with your peers, and benefit from the ideas presented by your colleagues in the group. Some weeks you will make a post on the general course forum, interacting with all students.
- Other weeks you will interact with others in a small group.

One of these (week 2) will introduce your own case study for discussion. Please briefly introduce your ministry context and some of the educational challenges you face. You may wish to reflect on how you are beginning to tackle these problems. My goal is for you to look

critically (not in the sense of criticism, but in the sense of careful observation) at your neighbourhood/context and think about the ministry (especially the educational ministry) possibilities and challenges that are present there. Each location is unique. I'm encouraging you to consider the uniqueness of your own situation. You may want to have a look at my intro to my community, but feel free to explore your community in a way that works best for you. It could be a powerpoint, or prezzi, or video, or a short paper. Other students will provide helpful comments to enrich your understanding (and you will comment on the case studies others provide). These will be presented to your groupmates in Week 6 & 7, so you have time to prepare.

2. Short Assignments 5% of final grade

Please submit to me both

- Your case study (Week 2's assignment) – 2.5% **Due May 17**
- A statement indicating your MBTI, Memletics, and Spiritual Pathways results (Week 11) – 2.5% **Due July 14**

3. Critical Book Reviews (2): 30% of final grade (15% each) **Due June 16, July 14 (below)**

Students are expected to write and submit two critical book reviews of 5-6 pages (each) in length:

- One may be another one of the books from the list provided (Selected Bibliography) below (an alternate book may be considered by the instructor: please enquire before beginning the review). Please choose a book you have not yet read. **(Due June 16)**
- One should be one of the course texts **(due July 14);**

In each review, carefully summarize the major themes of the book (no more than 2 pages). Then please reflect, thoughtfully and critically, on the educational issues(s), in particular, in the text, as they relate to missional ministry. Please evaluate the relative strength(s) and/or weakness(es) of the author's case. What do you agree with? Why? What do you disagree with? Why?

4. Final Project: 40 % of final grade **Due August 4**

The Final Project will draw on the student's reading, in-class discussion, and growing knowledge of their cultural and social context.

The project should:

- Briefly describe their community and summarize the unique characteristics of the student's community (3-4 pages);
- Consider what curriculum and educational content is appropriate in their ministry (and why this would be so) (4-6 pages);
- Discuss educational paradigms and models of education and educational leadership that would be best employed in their ministry (and why this would be so) (4-6 pages);
- Reflect on a framework they can use in their ministry for ongoing evaluation and improvement in educational ministries (4-6 pages).

Students should demonstrate a praxis approach, integrating theology, theory, research, and experience into specific, concrete strategies of education. The paper should be in the range of 15-20 pages in length.

D. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

1. Your work should demonstrate the following characteristics:

For proper citation style, consult the [Chicago-Style Quick Guide](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially [ch. 14](#). For citing scripture texts, refer to sections [10.46 to 10.51](#) and [14.253 to 14.254](#).

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students should consult the current Academic Calendar for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System. The Academic Calendar is posted at <http://tyndale.ca/registrar>.

E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Online Discussion	25%
Short Assignments	5%
Critical Book Reviews (2 – 15% each)	30%
Final Project	40 %
Total grade	100 %

F. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Week 1: Ministry in a Dynamic world. In this section we will briefly consider some of the deep cultural shifts in society and in the church. This changing cultural and social landscape profoundly affects how churches do ministry – particularly educational ministries – and how pastors function in their role. We will consider post modern social change and moves toward missional theology within the church.

Week 2: Thinking educationally: Understanding culture and context. Much of what we do as a church has to be attuned to our own unique social and cultural context. In this section we will look at tools to help us appreciate the unique context in which we minister. As we think about educational issues in this course, having a sense of our unique context will help us to apply what we are learning.

Week 3: Pastoral ministry in the 21st Century. In this section we will look at historic and contemporary models of pastoral ministry. What does it mean to be “pastor”? What do pastors do? How do pastors function in congregational and broader societal contexts, particularly as society and the church change?

Week 4: Christian education in the 21st century. In this section we consider historic and contemporary models of education in the church. What does “Christian education” mean? How is it related to spiritual formation, discipleship, and other concepts? What are some of the historic and contemporary trends?

Week 5: “Pastor” and “Education” together in creative tension. This topic considers the way in which pastors have been involved in leading and participating educational ministry in the church historically. We will also consider how the concept of pastor-educator is relevant in contemporary society.

Week 6: What really is Christian education? In this section we will think more broadly about what education – in particular Christian education - is. We will explore a definition of education and think through basic educational theory.

Week 7: Thinking educationally: What and how do we teach? Curriculum is a useful tool to attune pastors to educational potential and possibilities. In this section we will explore a broad concept of curriculum and how that can enrich education within the church.

Week 8: Thinking Educationally: How can pastors educate? In this section we will explore some of the educational potential latent within many facets of pastoral ministry. Educational possibilities are inherent within many aspects of pastoral ministry; this section will help us explore those

Week 9: Thinking educationally: Praxis in Practice. This week we will consider a model of how we can ensure our curriculum connects with the people we are working with. By integrating theory, practice, and reflection, we can apply principles learned in this course to our context. This section helps us think through a praxis approach to pastoral ministry and education that gives practical tools with which to move forward.

Week 10: Thinking educationally: Learning Styles and Spiritual Pathways. Not everyone learns or relates to God in the same way! In this section we will consider some concepts that help us think more broadly about how we educate and how we can help all people grow spiritually.

Week 11: Thinking educationally: Leadership. What might leadership look like in Christian education? We will consider some of the essential qualities of leadership in a Christian education context.

Week 12: Thinking educationally: Assessing and Improving our Ministry. In this section we will look at strategies to assess and evaluate educational ministries. How can we know if we are actually helping people grow? In this section we will consider an action research approach as a way to continually improve our educational practice and praxis.

V. SELECTED BIBLIOGRAPHY

(Select one for a critical book review)

Education in the Church

- Four or five articles from either/both *Christian Education Journal* or *Religious Education*
- Anthony, Michael. *Introducing Christian Education: Foundations for the Twenty-first Century*. Grand Rapids: Baker, 2001.
- Anthony, Michelle. *Dreaming of More for the Next Generation*. Colorado Springs, CO: David C. Cook, 2012. ISBN 978-1-4347-0016-2
- Blevins, D.G. and Maddux. M.A. *Discovering Discipleship: Dynamics of Christian Education*. Louisville, KY: Broadman and Holman, 2010 .
- Freire, Paulo, *Teachers as Cultural Workers: Letters to Those Who Dare Teach*. New York: Westview Press, 1978.
- Galindo, I. and Canaday, M. *Planning for Christian Education Formation: A Community of Faith Approach*. St. Louis, MO: Chalice Press. 2010.
- Groome, T. *Christian Religious Education: Sharing Our Story and Vision*. San Francisco: Jossey Bass, 1999.

- Maria Harris. *Fashion Me a People*. Louisville, KY: Westminster, 1989.
- Hawkins, T. *The Learning Congregation: A New Vision of Leadership*. Louisville, KY: Westminster John Knox Press, 1997.
- Intrator, S.M. *Living the Questions*. San Francisco: Jossey Bass, 2005.
- Parrett, Gary A. and S. Steve Kang. *Teaching the Faith, Forming the Faithful*. Grand Rapids: IVP Academic, 2009.
- Nouwen, H. *Spiritual Direction* New York: Harper, 2006.
- Pazmiño. R.W. *Foundational Issues in Christian Education: An Introduction in Evangelical Perspective*. Grand Rapids: Baker, 2008.
- Schuller, D.S. *Rethinking Christian Education: Explorations in Theory and Practice*. St. Louis, MO: Chalice, 1993.
- Tye, Karen. *Christian Education in the Small Membership Church (Ministry in the Small Membership Church)*. Nashville: Abingdon, 2008.
- Tye, K.B. *Basics of Christian Education*. St. Louis, MO: Chalice, 2000.
- Wilhoit, J.C. and Dettoni, J.M. *Nurture That Is Christian: Developmental Perspectives on Christian Education*. Grand Rapids: Baker, 2002.
- Willard, Dallas. *Renovation of the Heart: Putting On the Character of Christ*. Grand Rapids: NavPress, 2002. ISBN 1-57683-296-1
- Wright, K.E. *Christian Education in the Millennium: A 21st Century Focus*. New York: Authorhouse, 2004.

Missional Church (You could use one of these, but reflect specifically on the educational issues raised in the text)

- Dietterich, I.T. *Cultivating Missional Communities*. New York: Wipf & Stock, 2006.
- Guder, D.L. *The Continuing Conversion of the Church*. Grand Rapids: Eerdmans, 2000.
- Halter, H. and M. Smay. *The Tangible Kingdom: Creating Incarnational Community*. San Francisco: Jossey-Bass, 2008.
- Hirsch, A. *The Shaping of Things to Come*. Grand Rapids: Hendrickson, 2004.
- Hirsch, A. *The Forgotten Ways: Reactivating the Missional Church*. Grand Rapids: Brazos, 2006.
- Mancini, W. *Church Unique: How Missional Leaders Cast Vision, Capture Culture, and Create Movement*. New York: John Wiley, 2008.
- Minatrea, M. *Shaped By God's Heart: The Passion And Practices Of Missional Churches*. New York: John Wiley, 2004,
- Murray, S. *Church after Christendom*. New York: Authentic, 2005.
- Pagitt, D. *Church Re-Imagined: The Spiritual Formation of People in Communities of Faith*. Grand Rapids: Zondervan, 2003.
- Payne, J.D. *Missional House Churches: Reaching Their Communities with the Gospel*. Chicago: STL, 2008.
- Putman, D. *Breaking the Discipleship Code: Becoming a Missional Follower of Jesus*. Nashville: Broadman & Holman, 2008.
- Rouse, R. and C. Van Gelder. *A Field Guide for the Missional Congregation*. Minneapolis: Fortress, 2008.

- Roxburgh, A.J. and M.S. Boren. *Introducing the Missional Church: What it is, Why it Matters, How to Become One*. Grand Rapids: Baker, 2009.
- Stetzer, E. *Compelled by Love: The Most Excellent Way to Missional Living*. Nashville: Broadman & Holman, 2008.
- Stetzer, E. *Planting Missional Churches*. Nashville: Broadman & Holman, 2006.
- Stetzer, E. & Putman, D. *Breaking the Missional Code: Your Church Can Become a Missionary in Your Community*. Nashville: Broadman & Holman, 2006.
- Van Gelder, C. *The Missional Church in Context: Helping Congregations Develop Contextual Ministry*. Grand Rapids: Eerdmans, 2007.
- Van Gelder, C. *The Ministry of the Missional Church: A Community Led by the Spirit*. Grand Rapids: Baker, 2007.
- Willard, Dallas. *The Divine Conspiracy*. San Francisco: Jossey-Bass, 1998.