



# **DVD Script**

**for**

## **Six Challenges - Six Mysteries A Charter for Lutheran Education**

**The following six DVD scripts  
are essentially the text of the Narrator used in the DVDs.**

**These scripts do not include the text of students,  
staff or principals of the various schools involved in the DVDs.**

**These scripts are included in this manual  
to assist groups and group leaders in their deliberations.**

**Six Challenges - Six Mysteries**

# DVD Script

## Challenge One

### Sequence 1 – Introducing the Challenge

These young children are about to start school at Immanuel Primary School.

What will Lutheran Education be like for these children 10 or 15 years from now?

Or, more to the point, what SHOULD Lutheran Education be like for these children?

The 2004 Conference of Lutheran Educators threw out a number of challenges for Lutheran Schools to consider as they plan their futures.

And those challenges have been condensed into a new charter for Lutheran schools to explore.

Let us look at the first of these challenges.

### Challenge One

*A 2020 Lutheran School will be learning centred,  
creating an environment where students want to explore,  
discover, analyse and understand their world as part of a life  
long journey*

Learning centred! Our 2020 charter anticipates that Lutheran schools will be learning centred. That sound familiar?

Our charter has a vision of Lutheran schools where students really WANT to explore and discover their world as part of an exciting journey through life.

That too may sound rather familiar.

But is it?

We are watching students arriving at Immanuel Kindergarten and Primary School.

Will these children go through the Lutheran School system always filled with excitement, always wanting to discover new things, always wanting to explore their world?

### Sequence 2 – The Challenge from Geraldine Doogue

Geraldine Doogue, one of the presenters at the 2004 Conference, challenged us to face that world. Our world, she said, is changing radically for our students and for our schools.

On the world scene there was 9/11, a moment that sent shock waves of fear around the globe.

Then there was the response of world leaders playing on the fears of the public, including fears for the future of our children.

At home in Australia there has been, said Geraldine, a lack of moral leadership and courage, and a readiness to allow fear to govern our world.

What will our future world be like?

### **Sequence 3 – Exploring the Challenge**

Even closer to home, every family is subjected to peer pressure, the fear of children not succeeding in a highly competitive society where grades, success and popularity seem so important.

In a world where we meet death and terror every night on the news and the pressure to be popular every day in many school yards, how can we make learning to explore the exciting centre of our schools?

Our society likes to measure knowledge!

It expects results in terms of specific student achievements! Are we, in Lutheran Schools, in danger of doing the same, of limiting our vision of learning, our vision for the future of our schools? Robert Hoff is one principal who is serious about this question.

What approach to learning have schools of the Lutheran Church supported in the past?

Have they been satisfied to fill students with a certain body of knowledge about God and God's world?

Have they focussed on making sure the students have a basic set of skills to be good Christians and good citizens?

Have they emphasised the need to master all the information and skills needed to get good grades?

Or have they begun to do more? To explore? To explore the unknown? To explore the mysteries of our world?

### **Sequence 4 – Initiatives in Lutheran Schools**

One school where exploring is a central aim of the school is Immanuel Primary in Novar Gardens.

This is the classroom of Grade 5 students at Immanuel Primary School. Some research suggests that Grade 5 students are notorious for being bored in class, or at least pretending to be bored. That hardly seems to be the case in Jenny Kupec's class!

Another class where the teacher is exploring along with the students is that of Rachelle Darr in Tarrington Primary School. She has adapted the multiple intelligence approach for Grade Three.

At St Peters College the Infinity Program provides an opportunity for gifted children to take the risk and explore the unknown using a holistic approach. This vision, however, is worth exploring as a challenge for all children.

### **Sequence 5 – Introducing Mystery One**

The vision for our 2020 Charter is to create exciting learning contexts, where our students stir the imagination, TO TAKE RISKS, explore the unknown and use all their intelligences.

It is one thing to have such a bold image of learning for our future schools, but is this image unrealistic, a piece of wishful thinking?

Far from it!

This challenge is grounded in one of the great mysteries of our faith, a mystery known in Latin as  
**creatio continua:** God never stops creating!

**Mystery One**  
***Creatio Continua and the learning principle.***  
***The mystery that God keeps on creating at the core of the***  
***cosmos and in the mind of the child.***

### **Sequence 6 – Exploring the Mystery**

**Creatio continua** means creation continues, God keeps on creating.

We so often just think of creation as what God did at the very beginning, the story we read in Genesis One.

But the beginning was only the beginning. God did not retire! God keeps on creating in every corner of our world, in the sea, in the sky, in the soil and in the soul.

Wherever a bee spreads pollen and fertilises a flower, God is creating.  
Whenever an embryo grows inside the womb, God is creating.

Creating, however, is not confined to bees and flowers and embryos. It also takes place in the heart, in the spirit and in the mind.

The mind of the child is alive with creating impulses from God.  
The imagination is one of the most powerful creating impulses from God.  
The spirit is one of the deep and mysterious creative impulses from God.

### **Sequence 7 – The Closing Challenge**

How will your school tackle this challenge?

Many schools have already begun to explore ways of making learning a path filled with amazing discoveries.

In one kindergarten class, the words on the wall read: TAKE A RISK!

What a great start! TAKE A RISK!

And we know that God is working in the mind of each child to create all the capacities needed to explore the unknown, to discover wonders and to realise his or her potential. And all of this comes free from God.

Let's take up the challenge. No more tired questions followed by stock answers. The time has come to assess our teaching so that our students have a burning desire to explore every mystery, everything from maths to music, from the formation of an embryo to the gift of a rose.