

# SchoolLink

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Pastor Wayne Zweck and Dr Adrienne Jericho during their visit to Indonesia in 2004

## LCA International Mission partnership with Indonesian Lutheran schools

In 2004 Pastor Wayne Zweck (Secretary of LCA and Mission Director) invited Dr Adrienne Jericho (Executive Director, Lutheran Education Australia) to accompany him to Indonesia to explore the possibilities of working with Lutheran schools across the 13 Lutheran Synods in Indonesia.

The LCA has a history of supporting schools and has provided buildings and other facilities. Many individual congregations and individual families have provided computers, sewing machines and other items of equipment, predominately to the Batak communities in Northern Sumatra.

Dr Jericho realised that if computers had a fault, or needed updating, the local schools did not have the capacity to undertake these tasks. Similarly, the demand for educational facilities was so great the LCA International Mission could not provide what was necessary. It was readily apparent that the focus should be on capacity building of the education committees of each church and building the capacity of principals in spiritual and school leadership.

With the help of the Indonesian National Committee of the Lutheran World Federation (KN LWF) strategic planning workshops were

held for education committees and school leaders. Good plans were produced but the required actions did not eventuate. Hence, it was decided that a suitably qualified national person was required to lead the work. Dr Ridwin Purba was appointed in 2011 as Education Secretary for KN LWF funded by the LCA International Mission. Paul Weinert, as LEA Assistant Director, worked with Ridwin until Paul moved to Victoria as Director of Lutheran Education Vic/Tas/NSW. Since then I have had the pleasure of working with our Lutheran colleagues in Indonesia.

A process of School Improvement Planning commenced in 2011. Participants had traditionally waited for external sources to provide funds or assistance for required improvements. School management was very hierarchical with little teacher input and very little sharing or peer support especially in terms of classroom methodology. The capacity of staff and students in assisting with school improvement was being ignored.

In 2013 a group of principals (members were from all school types) visited a group of high performing Christian Schools in Jakarta with a view to understanding how excellent schools operated in an Indonesian context. Following

this visit principals were encouraged to think about how they could access community support and gain the help of business and the Church in improving their schools. In most cases there was very little interaction between a school and local congregation or local community. This was contrary to what they had seen in Jakarta.

It was necessary to introduce concepts of local community responsibility, teachers working in teams to identify and solve problems, to develop an understanding of how collaborating teams can improve teaching methodology and to how a team approach could enhance effective ways to spread the gospel message.

Classrooms traditionally are very bare with students in rows, many times three to a desk. Slowly group work approaches are developing, and student work is being displayed to assist with learning.

Two years later the school has benefited from a grant from a wealthy Jakarta person who had attended as a student. The school built a two story six classroom block, and because of their thinking about school improvement, ensured the rooms were bigger than normal classrooms. The classrooms now look like this.

A teacher in this school SD (elementary school HKBP) in Balige liaises electronically with a teacher at Good Shepherd Lutheran School, Para Vista and they share ideas and curriculum materials. LCA International Mission will support the Balige teacher to attend the Australian Conference on Lutheran Education in 2017 to be held Adelaide.

Principals have risen to the challenge of being entrepreneurial in sourcing resources and not waiting for external assistance. Principal, Tetty Sitorus from SMA HKBP Parapat is proud of their bottle classroom. It was constructed because of the need for a prayer room, a room for counseling students, and a space for them to have time out. The school had a concrete slab from a burnt out store room, sufficient funds for the windows and door, and through a suggestion from the students, built the room from plastic bottles which students brought to school. The roof was thatched from local material sourced by the students. It is set up with good furniture inside, has artificial lawn on the concrete slab and is well stocked with appropriate materials.

One vocational school has partnered with Yamaha who have equipped their workshop. The school provides the first service for all new Yamaha scooters sold in Siantar. Another has partnered with a solar panel manufacturer in Bandung that is providing teacher training in solar energy and solar applications.

As outlined in the Navigator College and St John's Highgate partnership articles, the benefits of the sister school relationship far exceeds the growth students and their parents experience as participants. The dialogue and sharing between teachers makes a big impact on teacher methodology in the Indonesian school and the mutual growth in understanding each other's culture is very significant. The centrality of the gospel in the life of Lutheran schools in Indonesia and here is very similar.

Age constraints make it difficult for primary schools to arrange student international visits, however, a sister school relationship that focuses at the teacher level will impact the students in the participating schools. Teacher exchanges or visits to each other's school as

part of a sister school relationship, has high impact on the quality of education within the Indonesian school. The spread of Internet access is also expanding rapidly across this region of Indonesia, which assists with ongoing contact between teachers.

There is a very significant population of Lutherans in Indonesia, one of our closest neighbors. With the support available through the Education Secretary, Dr Ridwin Purba, the establishment of a relationship was an easier proposition than with some other locations. However, documented agreements about protocols and mutual responsibilities, longevity of interaction (at least five to seven years) are essential. LEA has developed a set of guidelines to assist in establishing a sister school relationship and the Assistant to the Bishop – International Mission, Mrs Glenice Hartwich is available to give advice about opportunities with our church partners in Indonesia and other Asian countries.

**Dr Neville Highett**



The starting point



A Self Help Project



School partnership with Yamaha



... the proposed service learning visit to Indonesia meant that we would offer a very purposeful experience whilst learning that we can serve God in service to others...

## School service learning partnerships

It has been an absolute pleasure to be part of an experience that has opened the many opportunities a service learning partnership gives. Building a partnership school relationship between SMA GKPS school in Pematang Raya, North Sumatra, Indonesia, and our year 11 students has given our whole college a strong focus on servanthood, as well as an understanding of the issues that affect a country near to us.

The Navigator College, SMA GKPS school and Margaretha Orphanage partnership began in 2012 with our very first year 11 contingent embarking on a visit of a lifetime. Many had not left South Australia, let alone Australia, and it was an incredible responsibility for a school. After a 'reconnaissance' visit earlier in the year and with the support of the Lutheran Church of Australia (LCA) International Mission, we knew that the risks of travelling overseas to a unfamiliar country were lessened by the knowledge that the partnership school was chosen for us with the understanding of our context here in Australia and, reciprocally, in Indonesia. The LEA and LCA International Mission were a valuable resource in finding the right partnership school.

At Navigator we believe that our excursions and camps have a strong purpose and link to our curriculum. Therefore the proposed service learning visit to Indonesia meant that we would offer a very purposeful experience whilst learning that we can serve God in service to others; yet also receive such incredible benefits ourselves through the partnership.

The initial visit began with the year 11 cohort visiting the school and orphanage with the express purpose of teaching English, sharing Christ with one another and building relationship and recognition of our cultures. Each year Navigator College staff and students improved their skills to teach ESL students and refined activities to engage the communities. Each year Jittan, the principal and the staff of our partnership school did the same, building a bigger and better life experience for all our students.

The responses from our students are many and varied. All will experience a culture shift of some sort but as the experience gathers momentum student responses include: giving up vital teenage material possessions, taking on extra chores around the home, speaking powerfully at whole school meetings and other engagements

to choosing Palm Oil (as a consequence of seeing the spread of the plantations) as the subject of their research project. However it's not just us serving the Indonesian students; it's reciprocal. They serve us, by way of introducing us to their culture, through songs, dance, cooking, worship, traditions and most of all their incredible hospitality. They invite us into their homes and treat us as honored guests. We experience culture at the absolute core, which results in our students verbalising the beauty of Indonesian family culture, and the importance and respect of family within that culture. This in turn has built a strong sense of the value of serving others.

Jittan Saragih, the current principal of SMA GKPS Sondi Raya has also taken our visits very seriously. In 2013 I was humbled by an invitation to join his family as his sister in a traditional ceremony involving 400 guests, music, dancing and a feast. I liken the ceremony to a wedding and, now in Indonesia, I am known as Kaye Saragih, with many Indonesian relatives who just love to tell me that I am their brother or sister! Additionally he has made many changes to the school since he visited Navigator College and enrolments have grown

from a declining 150 students to over 400, with SMA GKPS school now the school of choice for many students.

Our annual visit has evolved to incorporate whole school fundraising in order to invite three members of the SMA GKPS school to visit us each year. This was a real turning point in our relationship as we were able to expressly share in our style of teaching, learning and educational administration. Now, each year, either two teachers and one student, or one teacher and two students visit us for a month, and join in our classes to experience life in an Australian school. They stay with families of the college and share in the cultural experiences of living with an Australian family. They teach the students through our LOTE program and attend church each week, sharing their culture with the congregation whilst experiencing the church culture of Australia. Most importantly they immerse themselves in our Australian culture and school life.

Looking back over the evolution of the partnership, the relationship has developed and is maintained through a continuity of attendance. Having a regular leader visiting each year has meant that we could experience, reflect, improve upon and evaluate with our staff and student team. Each year various staff join us on the service learning 'journey'. Through



... it's reciprocal. They serve us, by way of introducing us to their culture, through songs, dance ...

the debriefing process they too express a life changing experience that, upon their return encourages them to continue to build our Navigator community to incorporate service learning locally and beyond. This has the effect of perpetuating a succession plan for the continuation of the program into the future.

From reception to year 12, our students now have the opportunity to share their relationship with their North Sumatran friends through curriculum, cultural experiences, sharing of language and through support of one another. Our four-year journey has been one

of great growth and there is still much we can improve on. However, the reward comes in the knowledge that we are serving our Lord through this mutual and richly rewarding experience.

*For even the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many. [Mark 10:45 NIV]*

**Kaye Mathwin-Cox**  
LEA Director of Research and Development  
Formerly Principal, Navigator College, Port Lincoln SA



They ... treat us as honored guests



At its heart, the partnership is about being in relationship with the people of Siassi ...

## Links with Siassi Islands PNG

St John's Lutheran School (recently amalgamated to become Concordia College) enjoys a partnership with a group of schools on the Siassi Islands of Papua New Guinea. Over the past five years, the partnership has grown and strengthened, with a particular focus upon supporting teachers in the development of English language skills for themselves and their students. Many challenges exist and sometimes threaten the continuation of the partnership, but we are convinced that we have been called as a school community to be in relationship with the people of Siassi, to offer love, support and professional development.

In April 2010, two St John's teachers visited Siassi to investigate the possibility of developing a partnership with Aimalu Primary School. Upon their return and recommendation, the partnership was established through the Evangelical Lutheran Church of Papua New Guinea (ELC-PNG) and the Lutheran Church of Australia (LCA) International Mission.

During 2012 the ELC-PNG conducted a review of school partnerships across the country, with the intention of strengthening the sustainability and safety of these partnerships. As a result, the

St John's partnership was extended to include all of the kindergartens, elementary and primary schools of the Siassi Islands (approximately 40 in total).

The partnership is founded upon the sharing of Christian faith and encourages and supports all parties in:

- » the spiritual growth of staff and students
- » the sharing of God's gifts
- » the professional growth of staff
- » high standards of teaching, learning and leadership
- » intercultural understanding and respect
- » the development of long term relationships between our communities

When developing a partnership it is important to understand the possibilities and limitations that shape what the partnership will be about. The Siassi schools are resource poor, and while some have more than others, many of the schools are not resourced with furniture, books, paper or pencils. The teachers and wider communities have good reason to cry out for material resources to improve their schools. However, one of our significant challenges as we

partner with a large group of schools is to ensure that transparency and equity is maintained at all times. As such, St John's is not able to provide for the material needs of our partner schools. Instead, we aim to share our professional knowledge and experience of working with children, striving to make what we offer relevant to the Siassi physical and cultural context.

Our partnership is based upon teacher to teacher support, with the aim of improving the standard of teaching and learning in the schools of Siassi. In 2013 and 2015 small teams of St John's staff travelled to Siassi to offer professional development opportunities to staff from schools across the group of islands. A particular focus of this work has been to improve English language skills amongst staff and their students. In 2011 and 2014 St John's hosted two groups of Siassi teachers to participate in the professional life of our school community. During their visits, the Siassi teachers observed teaching and learning in our classrooms, were immersed in English language, inspired and motivated in their own teaching, and were able to worship within an Australian Lutheran community. We are looking forward to hosting another group of teachers at St John's later this term.

Wherever possible, St John's teachers reference the Siassi schools and communities within our teaching and learning, developing intercultural understanding and respect. Our Siassi partners are remembered during class devotions and school chapel services through prayers and Pidgin songs that have been learnt. Students' interest is ignited when they see their own teachers preparing to travel to Siassi and hearing their stories when they return. Yet, it is when Siassi teachers visit us that our community truly feels the human relationship of our partnership. Students love getting to know the visitors and school families who host the visitors in their homes have shared how the experience positively impacted their family. This is a powerful witness of the benefits of our partnership.

At its heart, the partnership is about being in relationship with the people of Siassi - sharing Christian faith and the gifts God has given us, developing intercultural understanding and respect, and the development of long-term relationships between our communities. Spending time together on Siassi and in Adelaide enables us to continue developing these relationships. Although visiting teams are small, they represent the people and the commitment of the St John's and Siassi communities, to those who are unable to travel.

The remote Siassi Islands are situated between the NE coastline of PNG and the western tip of East New Britain. Access to the islands is by overnight ferry from Lae across the Vitiaz Strait. Shipping schedules are regularly interrupted and there are particular times of the year when it is not wise to attempt a crossing. Most areas of the islands do not have access to phone or internet communication and what is available is far from reliable. All of these factors present challenges to maintaining the partnership. So much so, that at times we have questioned whether the partnership should continue. Yet we have an overwhelming sense that God has called us to partner with the people of Siassi, not despite the difficulties that stem from their remote location within a challenged nation, but because of these things.

Sometimes our plans are thwarted and we feel less than satisfied with what we have 'achieved', but how do you measure the impact of the Lutheran Church of Australia offering love and support to communities, who for many years have grieved the loss of missionaries who lived with them before independence? How do you measure the impact of encouraging communities to grow kindergarten programs for their children where these have not previously existed? Or the collegial support that develops amongst Siassi teachers and schools as they strive to improve the education of their students? We are reminded time and again that

'just showing up' is enough. It demonstrates God's love working through us, anything else that we offer is a bonus.

Developing a partnership takes time, patience and commitment. A school community of staff, students and parents requires regular information to promote and develop the partnership. Partnerships often begin with a small passionate team whose hearts have been touched for a particular people group. That passion can be shared and spread through a

school community, but don't be discouraged if it takes more effort than expected. Schools are notoriously busy places with many programs and agendas vying for time and space in everyone's minds and hearts. At St John's, we have a long term vision for our partnership with the schools of Siassi and we are excited to see how God will lead us into the future.

**Nancy Wells**

St John's campus, Concordia College  
Highgate SA



The Siassi schools are resource poor, and while some have more than others, many of the schools are not resourced with furniture, books, paper or pencils.



... we aim to share our professional knowledge and experience of working with children ...

# Sowing seeds for these young kids is so worth it!

In 2015 Faith Lutheran College, Redlands QLD, invited staff from Australian Lutheran World Service (ALWS) to lead an ALWS Awareness Day with the aim of teaching their students about refugees.

The college's parents were advised:

*Tomorrow our Junior School will participate in a day focused on learning more about refugees and the challenges refugees face in our world. Mrs Susan Seng and Mrs Naomi Thomas, from Australian Lutheran World Service will coordinate the day, along with all of our teachers and assistants. The Awareness Day theme for ALWS this year is, 'Welcoming the Stranger – focus on refugees'.*

*It is hoped that, through their involvement, our children can be immersed into life as a refugee and allow them an opportunity to consider the issues and challenges that people face on a*

*daily basis. We hope to nurture compassion for people worldwide as students hear stories of the challenges supporting refugees at the different stages of their journey and inspire our children with ways to respond to strangers both here in Australia, and around the world.*

*Morning Tea and Lunch is provided for Year 1-3 students as a part of this simulated activity day, a challenge for our children and staff to think about what refugee children get to eat each day. Morning tea is a cup of plain porridge and lunch is a cup of plain rice. Students are encouraged to take up the challenge and have a go at this food as the only food for the day. If they don't want to take up the challenge, they can, of course, eat other food as well.*

*All students are encouraged to wear 'Red for Refugee' on the day as well, bringing along a gold coin donation for ALWS and their work with*

*refugees. Students are asked to wear their red shirt with College sports shorts, shoes and hats. Alternatively, sports uniform is appropriate for the activities students will participate in on the day.*

The reaction from the school community was overwhelmingly positive.

## Email from a college parent on the morning of the ALWS Awareness Day

*Just wanted to thank you for arranging this day for the students, and to let you know, that the message is being heard, even in the younger grades.*

*I had a chat to [name of student] the other day, about Awareness Day, and tried to explain to her about Refugee camps, and how difficult life was for the people living in these camps. She was a bit upset about only eating porridge and rice for the day, as these are foods she doesn't particularly like.*

*I believe [teacher's name], also had a chat with her class yesterday, and explained further the life of a refugee, which I really think, helped [name of student] further understand.*

*Then this morning, after she had put on her dark pink/red shirt (sorry, that is all I had, very unorganised Mum!), I found her going through the contents of her money box. I told her that she only needed to take one gold coin. She then looked at me and said, "No Mummy, I need to find more coins for the refugee's because it's really sad and I want them to be able to buy better food than just rice and porridge".*

*So a big thank you, to you and all your staff, for providing this awareness to our children.*

## Response from deputy principal

*Hopefully today she was able to learn even more and will share (this) with you.... Our children were wonderful examples of selfless children today, all so willing to learn and really try to understand what it might be like to walk in the shoes of a refugee.*

## Thanks to ALWS from deputy principal

*Thank you again so much for your efforts today, we all learnt so much and had a very rewarding day! Your support, preparation and knowledge is amazing and we just LOVED our day!*

Although the above is only one small story, it shines a light on the much bigger story of the far-reaching impact ALWS Awareness Days can have on students + teachers + parents ...

**Jonathan Krause**

Australian Lutheran World Service



Faith Lutheran College students learning about refugees and the challenges they face

## ALWS Awareness Days

How does goodness grow? By the end of this year, more than 7000 young people in more than 50 Lutheran schools across the country will be able to tell you.

These young people are part of Australian Lutheran World Service's (ALWS) Awareness Days, which this year have the theme, 'Goodness grows – our planet, our people, our purpose'. This theme was inspired by the fact so many people from the communities our Lutheran family serves through ALWS are worried about how the changing climate is hurting their families.

The ALWS community education team uses film clips, PowerPoint visuals and a variety of interactive activities to engage students in discussions, explore how our planet is coping with our increased consumption of resources, and to look at what we can do as responsible stewards of this amazing world our God has created.

Students hear from people such as Cambodian farmer Siem Rok through a video clip, who is scared his grandchildren will go hungry because

his crops are dying. They also hear from Gervais from the East African nation of Burundi, who says via a PowerPoint presentation: 'Sometimes the rain is abundant, but other times we experience a heartbreaking drying up'. The sad fact is the changing climate hurts the poor first and the most.

At the end of their Awareness Day, students receive an action kit so they can 'bring love to life' and 'grow goodness' by helping provide water filters, improved seed varieties and agricultural training to farmers and families in some of the world's hardest-hit communities.

Awareness Days are a popular and powerful way for students from Lutheran schools across Australia to connect with people in countries like Cambodia and Burundi.

That is how you make goodness grow!

**Julie Krause**  
Community Action Officer  
Australian Lutheran World Service

*This article also appears in The Lutheran May 2016 edition.*

'Thank you very much for coming to our school and teaching us about what things can threaten people that are poor and don't have much, and what ALWS and other people can do to help. I really enjoyed the activities you gave us to do ... you gave us an insight into what their lives are like and how different it is to us ... I will want to try and help so that their lives are better.' Student



ALWS community action officer Julie Krause shares with students during an Awareness Day presentation at one of our Lutheran schools



Pacific Lutheran College students gathered with Pastor Rick Zweck for the dedication of the new school labyrinth

## The labyrinth is a powerful reminder that life is a journey

On Tuesday, 24 November 2015, a large crowd gathered in the bush at Pacific Lutheran College, Caloundra Qld. They had assembled to dedicate the beautiful new school labyrinth. This wonderful event was the culmination of a very long personal pilgrimage.

In 2007 I heard a radio program about labyrinths! At the time I was preparing an application for an LEQ Ruth Murray scholarship focusing on teaching children Christian meditation and leading them into stillness. Through a Google search I discovered an organisation called Veriditas who trained labyrinth facilitators. With only a couple of days to spare I included it in my application.

### That truly changed my life!

The course was at Chartres Cathedral in France. It contains the most famous labyrinth in the world.

Constructed in the twelfth century and built into the stone floor of Notre Dame – Chartres, it is in my view the greatest labyrinth ever created.

What is a labyrinth? It looks like a maze, and much to the chagrin of facilitators it is often called a maze – but it is not a maze! A maze has many paths and dead ends and makes you lost.

In contrast, a labyrinth has only one path to the centre and back, and helps us to find ourselves.

Since 2009 I have done many labyrinth and Christian meditation workshops for students and teachers in Lutheran, Anglican and Catholic schools and churches. A ministry that continues despite being diagnosed with Motor Neurone Disease in 2013.

However, one dream eluded me – to build a labyrinth at the school where I was the inaugural chaplain at Pacific Lutheran College at Caloundra.

Now that dream has finally become a wonderful reality!

It has not happened overnight however.

Once the school decided to construct a labyrinth there were three main questions.

The first was what sort of labyrinth to build? That decision was easy for me. I use a portable petite Chartres labyrinth when I work in schools and I have found it the perfect size for class work. It also shares the rich Christian symbolism and heritage that is found in the labyrinth in Chartres.

The second question was where should we build it? After checking out several sites on the

school campus all of which were dismissed as impractical or too busy, our Principal, Dr Dolling identified a magnificent setting. The labyrinth is now located across the playing fields in a quiet and beautiful bush setting.

The third question was how should we construct it? Permanent paving is probably the best way to go but when I enquired about costs it was impractical. A church in Toowoomba has recently constructed one at a cost of \$50,000. A magnificent new Chartres labyrinth in Sydney's Centennial Park cost \$500,000! The Pacific Council would never sign off on that!

Finally I decided to go for a painted petite Chartres labyrinth on a concrete base. The color is gum leaf green which looks beautiful in the bush setting. The final cost was a modest \$12,000 plus the man-hours associated with cleaning and enhancing the environs and constructing simple wooden benches around it.

A local firm poured the concrete and a local plastics company did a magnificent job of laser cutting the stencil that was used to paint the labyrinth. I have shown pictures of this to labyrinth experts and they agree it is cutting edge technology. The end result is a truly beautiful and functional labyrinth.

## So Pacific has a magnificent labyrinth – but why?

Students at Pacific have been walking the portable labyrinth I use in my workshops since 2009. Both teachers and students are now very enthusiastic about using it in a school setting.

Here are some of the ways we have used labyrinths at Pacific:

- » I have used it with senior art classes, to inspire their work. The cover of the school magazine one year featured a labyrinth painted by a student
- » Transition walks are a 'natural' for the labyrinth. Pacific Lutheran College on the Sunshine Coast has 4 different sub schools: prep - year 2; year 3 - year 5; year 6 - year 9 and year 10 - year 12. We had transition walks for students moving to the next level and they were very much appreciated. There are also occasional tears at these walks. A year 2 girl was crying in the centre at one walk and was beautifully comforted by her friends. I was concerned and asked the teacher why she might be upset. The teacher said that she was going to another school the next term. The labyrinth had given her a chance to grieve and be comforted!
- » I use a very Christo-centric approach to teach the labyrinth. At the same time walking the labyrinth is very accessible and non-judgmental. Children and staff experience a sense of stillness
- » My favorite school workshops are the buddy walks. They started as a prep walk I did as an experiment. The children loved it but some needed help from the teachers to find the right path. From that grew the idea of the preps walking with their year 5 buddies. It works wonderfully and is a beautiful chance for the children to bond and for the 5s to

care for their prep buddies. I usually let the children choose when to walk themselves but I have found that in buddy walks it's best if they wait for their turn

The main problem with the portable labyrinth is that most of the time it is not available. Since the new labyrinth was available a few weeks ago:

- » Teachers have used walking the new labyrinth as a way to spend time with children going through grief
- » The year 12s have all done walks as a part of the farewell process. I always present year 12 walks as a transition from the school to adult life. It is humbling and thrilling for me to see these young adults, so full of life, sitting in the centre of the labyrinth in deep reflection with quite a few praying
- » Many children have used the labyrinth at recess, lunch and in between exams. The grade 4s have particularly taken it to their hearts. At lunch times they have acted out the prayer time I start my workshops with, taken turns to walk and then prayed in the centre
- » It has drawn the wider school community in with several parents walking the labyrinth. The opening was after school but drew a very large group of people from both the school and wider church community

It's early days for the Pacific Lutheran College labyrinth, but the signs are good for its continued use as a valuable part of the school community. I love my labyrinth ministry. I see it as a non-judgmental way to help people rediscover they are spiritual beings and in doing so I point them to the Prince of Peace – our Savior Jesus.

As we read in Hebrews: *(We are) pilgrims on the earth...looking for a greater country, a heavenly one* [Hebrews 11:16]

## So which labyrinth is best for Lutheran schools?

I propose five criteria. These are based on the many labyrinth workshops I have done in the school setting and the training I have done in France and Australia.

1. It should have symbolism that integrates with the Christian ethos of a Lutheran school
2. It should be suitable for class walks and individual walks
3. The length of the path should be suitable for preps through to staff. It should also address the practical reality that classes in secondary school usually only have one lesson for their walk
4. It should be constructed in a way that addresses work place health and safety issues
5. It should be located in a place that is, or can be made, conducive to stillness

In 2013 illness forced me to retire from parish work but I am still very active. I would be keen as my health allows, to conduct a labyrinth workshop for your staff or students. I would also be happy to assist in the placement and construction of a labyrinth at your school.

In September 2013 I walked the Camino from Portugal to Santiago de Compostela in Spain (Article - February 2014 edition of *The Lutheran*). On the way pilgrims greet each other with the cry 'Buen Camino' – 'have a good journey'. If your school is walking down the path of leading students into 'stillness', I also greet you: 'Buen Camino!'

### Pastor Richard Zweck

Veritas Certified Advanced Labyrinth Facilitator

Email: [richard.zweck5@bigpond.com](mailto:richard.zweck5@bigpond.com)

Mobile: 0404043219



The end result ... a truly beautiful and functional labyrinth



I love my labyrinth ministry. I see it as a non-judgmental way to help people rediscover they are spiritual beings ...

# Growing deep: formative and foundational

Since 1839 the Lutheran church has operated Lutheran schools, beginning 177 years ago with five schools (SA: Klemzig, Glen Osmond, Pittawodli and Hahndorf; Qld: Nundah). Over the years a number of key statements and policies have been developed to capture the essence of Lutheran education.

During the past two years over 200 people have been involved in an Australia-wide collaboration with the development of the LEA leadership and formation framework *Growing deep* [<http://host2.lca.org.au/~growingdeep/>]. This foundational document provides a significant basis from which numerous future practical applications will emerge. *Growing deep* brings together the key foundations and policies of Lutheran education in a first ever way – its significance now will be best seen in the future as it guides and shapes individuals, Lutheran early childhood services and schools in their ongoing formation.

*Growing deep* has an introductory section titled *Our foundation* – the Lutheran lens. The foundation of Lutheran education in 1839 and still today and tomorrow is ‘the gospel of Jesus Christ (which) informs all learning and teaching, all human relationships and all activities’ [The LCA and its schools, 2001]. The Lutheran lens identifies key theological concepts that underpin Lutheran education. The lens provides a way of seeing and being in Lutheran schools.

In *Growing deep*, the Lutheran lens states:

- » Lutheran schools and early childhood services, as part of the mission of the Lutheran church, are communities of worship and service, sharing and living the good news of Jesus Christ.
- » Lutheran schools and early childhood services are communities which acknowledge God as creator and join in the

ongoing creation and care of the world and all people.

- » Lutheran schools and early childhood services are communities that recognise that God has intentionally created each person and that each person is uniquely gifted to live in relationship with God and others.
- » Lutheran schools and early childhood services are communities where grace abounds. While recognising the brokenness of humanity, they reflect the unconditional love of the Father, revealed through the saving work of his Son, Jesus.
- » Lutheran schools and early childhood services are communities open to the influence of the Holy Spirit, who invites and equips for a life of worship, learning and service.
- » Lutheran schools and early childhood services are communities that value learning as God’s gift to people for their wonder, growth, and to inspire them to respond to the needs of the world.
- » Lutheran schools and early childhood services are communities of hope, nurtured by the promises of God’s word, love and forgiveness which empower staff and students to embrace the future with confidence.

LEA acknowledges the commitment and contributions of a large number of dedicated educators and theologians across Lutheran education and the support and advice of a number of our Catholic education colleagues with the achievement of *Growing deep*. LEA staff, Anne Dohnt and Shane Paterson, have led this significant development and provided effective listening and great energy in this lengthy process.

You continue to make a great difference in the lives of your communities and do so in the name of Jesus Christ

Thank you to all people who have contributed and to all people who serve in Lutheran schools. You continue to make a great difference in the lives of your communities and do so in the name of Jesus Christ. Thank you and God bless you.

In this edition of SchoolLink you will read about many of the service learning activities Lutheran schools are involved in with our LCA agency partners, ALWS and LCA International Mission. Serving others has always been a key part of Lutheran education. You will also read about Pastor Rick Zweck’s (Pacific Lutheran College, Qld) leadership and service through the development and use of the Pacific labyrinth, a place where students and staff can meet together or be alone in meeting their God in reflection and prayer. Again – Lutheran schools being places of worship and prayer.

May God continue to bless our schools and their people.

**Stephen Rudolph**  
Executive Director  
Lutheran Education Australia