

T.T. Reuther

- ▶ The Reuther Oration acknowledges the outstanding service of the Rev TT Reuther to Lutheran education in Australia from 1955, when he began duties as a chaplain at St Paul's College, Walla Walla, NSW, to 1993 when he retired from the position of National Director for Lutheran Schools.

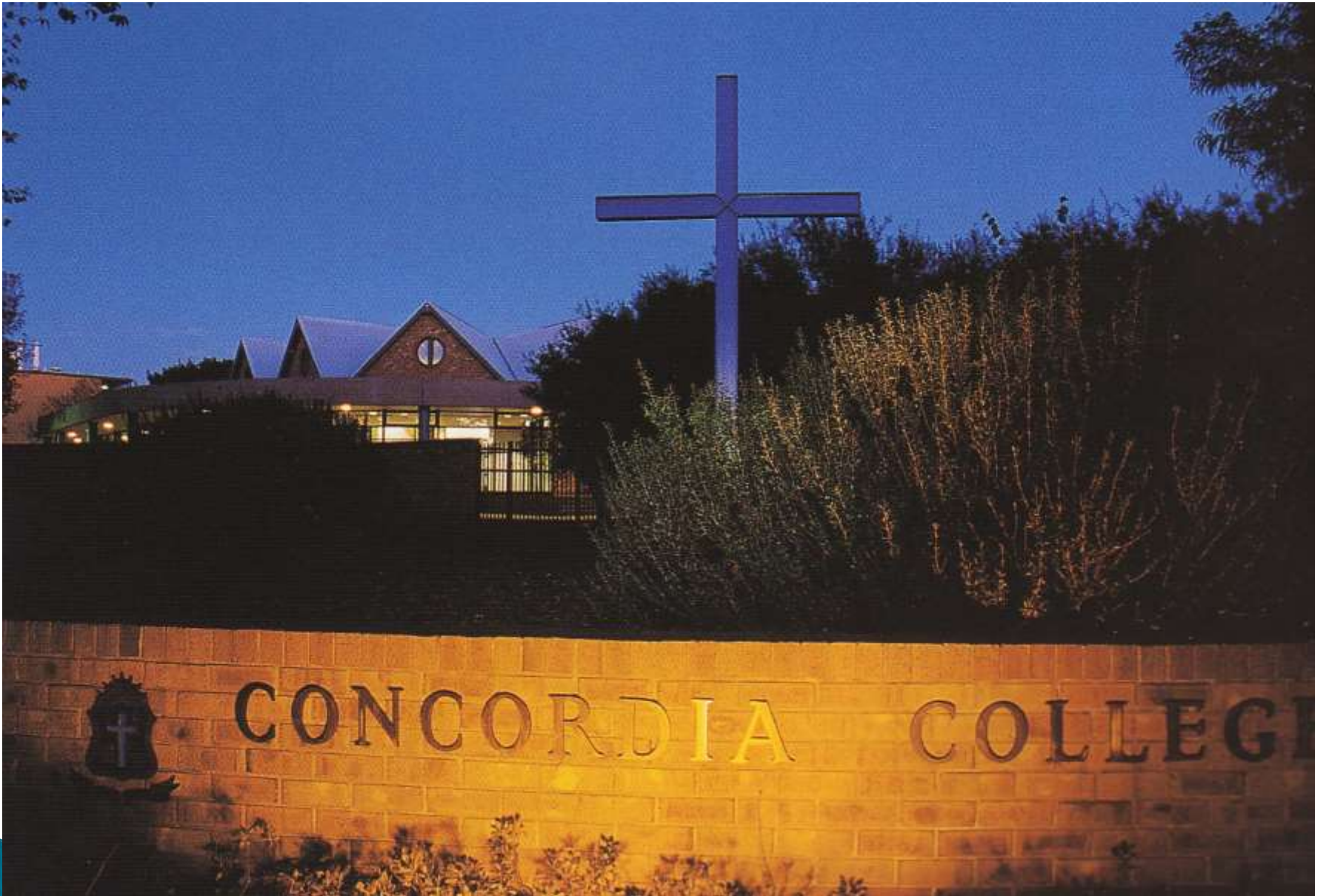
Reuther Oration

Some Reflections on, Thoughts and
Challenges for Lutheran Education

Lutheran Schools





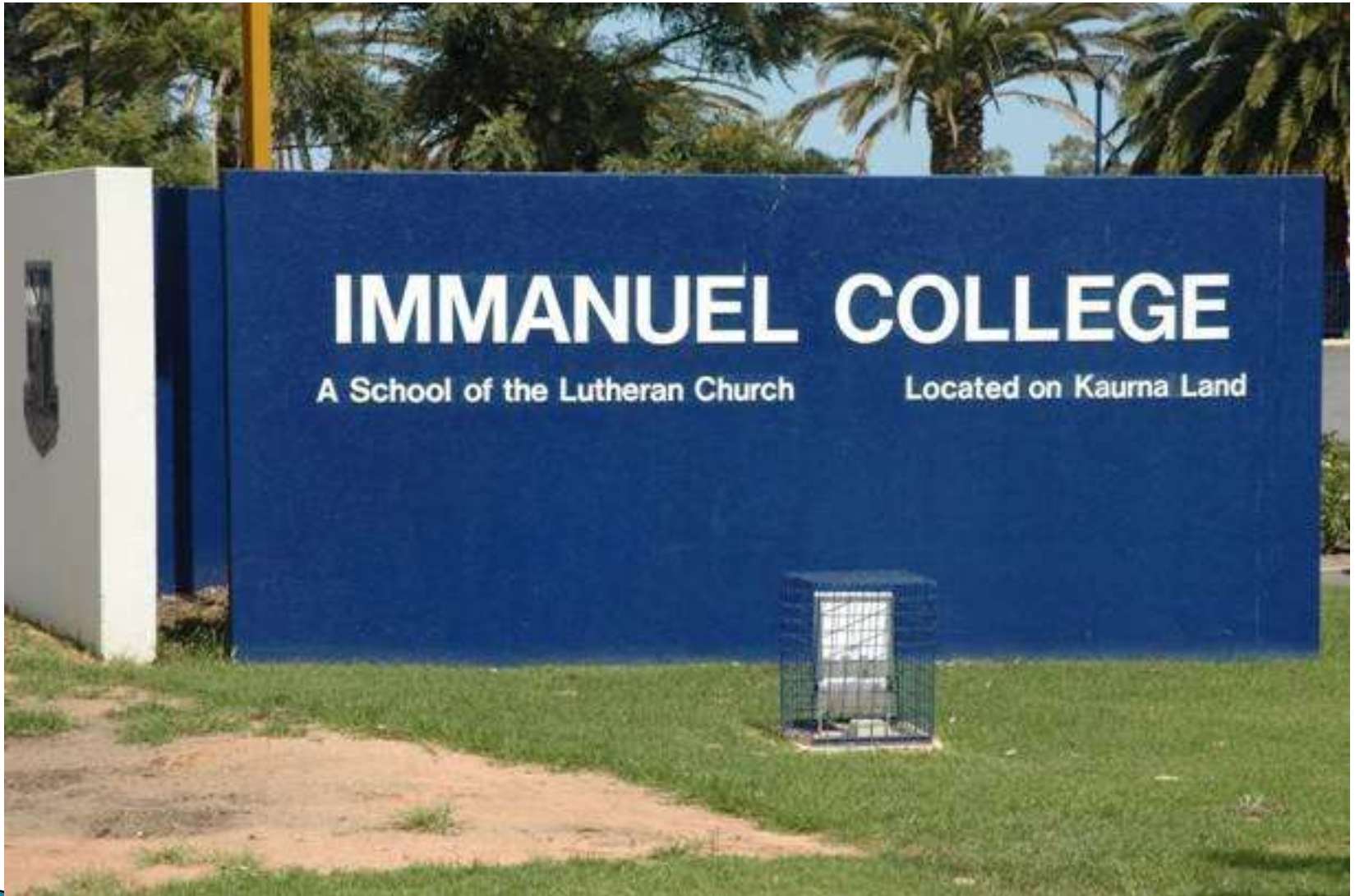




Reuther Oration: Dr N Highett



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Lutheran Schools

“Jesus is the reason for our existence and the presence of our schools. He is the hub, its pivot, its whole being and we gather around him in worship and service as he gives purpose to our lives”

Barry Kahl School Link May 2011

Pastoral Care: A readily observable strength



Why all the attention on accreditation?



Barry J Kahl is the Director of Lutheran Schools Association (SA/NT/WA)

Why all the attention on accreditation for service in Lutheran schools?

For us and for our Lutheran schools, Jesus is the reason for our existence and the presence of the school. He is its hub, its pivot, its whole being, and we gather around him in worship and service as he gives purpose to our lives. This, then, is Christian Education. A school that espouses Christ is one that practises Christian Education. Such a school has as its motto that Christ is in all things [Colossians 3:11]. Therefore, Christian Education becomes

from God and each person is encouraged to find his or her place in the big picture, to discover the talents that God has provided, and to return those talents to him through a life of service to others. It is the Christian Education program that enables all life to become a celebration of discipleship.

The responsibility for the Christian Education program of the school is one that every staff member holds. Christ is to be in the teachers who walk in the school ground with students and as they work together with those in their care in the school's learning program. Christ is to be in the other staff members who support the life of the school and interact with its entire population. Indeed, Christ is to be in all as they mingle with the extended school community.

Such an awesome responsibility requires an awareness of what it means to live like Christ and be his ambassador. To assist

study of that knowledge about God. It allows the doubter to voice doubt and permits the sceptic to critically question. By so doing the subject, Christian Studies, also provides the believer with the opportunity to witness. Christian Studies is about providing an awareness of God and, therefore, bringing people face to face with Jesus. It is about allowing them to struggle with this knowledge, which might mean struggling with God. It is about dynamic discussion.

Those who facilitate this area of learning need a depth of understanding about God and how people learn. Preparation for the privilege of teaching Christian Studies may occur through the Australian Lutheran College strand in Bachelor of Education programs, or the Graduate Certificate of Religious Education. As an in-service program, *Equip* has been developed to allow teachers of the Christian

Under Christian Education's canopy that covers, within its skin that enfolds and throughout the substance that permeates, there are a lot of things going on.

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the canopy that covers, the skin that enfolds, and the substance that permeates all that the school does. Christian Education is the big picture and is, in a broad sense, everything the school is. Central to Christian Education is worship and all the activities the school provides that encourage its students, staff and wider community to give expression of their faith. Throughout the entire range of the school's engagements, staff model what Christ means to them and, by God's grace and power, live "...so that the life of Jesus may also be revealed..." [2 Corinthians 4:10]. By all the school does it is voicing that all things come

an understanding for such an opportunity. Lutheran Education Australia provides the accreditation program called *Pathways*, which encourages spiritual awareness, theological understanding and an appreciation of the call to a vocation of service to others.

Under Christian Education's canopy that covers, within its skin that enfolds and throughout the substance that permeates, there is the academic program and one of these key areas of learning is Christian Studies. Christian Studies is learning about God, it is doing theology. Christian Studies is expressly about knowledge and is a rigorous

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... If we aspire to be an IB school we are put through a rigorous authorisation exercise. So, should we be required to meet certain provisions to be accredited as a Lutheran school, what might be the signs against which a Lutheran school could be assessed?

Studies subject to experience the same rigour they expect of their students, to have their own encounter with the Word, and enable collective reflection of how to approach such an essential ingredient of the Lutheran school.

Under Christian Education's canopy that covers, within its skin that enfolds and throughout the substance that permeates, there are a lot of things going on. There is the social web of the school and its management structures, as well as the school's recreational and promotional activities. The person entrusted with oversight of the school is the principal, the spiritual head of the school. To assist the principal, and others who lead, to see the total world of the school as God would view it there are leadership development and post-graduate studies which promote an expansive view of what constitutes a Lutheran school.

If all these things are in place we are well on the way to being a truly Lutheran school, but what are the marks one could expect of a Lutheran school? Surely, it is more than ownership by a district of the Lutheran Church of Australia, or a congregation, or an association of Lutheran members. Surely, it is more than having the word 'Lutheran' in the school's name, or as a sub-title. Surely, it is more than having a principal who is a member of the Lutheran Church. We undergo supervision and meet requirements of registration by state or territory authorities, or if we aspire to be an IB school we are put through a rigorous authorisation exercise. So, should we be required to meet certain provisions to be accredited as a Lutheran school, what might be the signs against which a Lutheran school could be assessed?

The possible accreditation elements to which a school might aspire could include the following:

- **Acceptance** of the station of others is patently noticeable.
- **Accreditation of staff** as required by the Lutheran Church of Australia is given diligent attention.

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Acceptance
 Accreditation
 Behaviour
 Management
 Christian Studies
 Learning
 Pastoral Care
 Service
 Spiritual
 Development
 Values
 Worship

- **Behaviour management policies** reflect the school as a grace place.
- **Christian Studies** is esteemed as a Key Learning Area.
- **Learning** is affected by the Lifelong Qualities for Learning and uses appropriate pedagogy to assist students to discover and develop their talents to the fullest in order to live a life of service to Christ and others.
- **Nomenclature** clearly defines the school as a Lutheran school and part of a wider network of Lutheran schools.
- **Pastoral care** of each other amongst staff, students and the extended school community is clearly supported.
- **Policies** mirror the Christ-centred objectives of the school, and the requisite policies of the Lutheran Church, Lutheran Education Australia and Lutheran systems are known and applied.
- **Service** is an essential element of learning as a response to the Gospel, for Christ's sake, and for the sake of others, and not for the purpose of promoting the school.
- **Spiritual development of staff** is given a regular and high priority.
- **Values**, generically accepted for Lutheran schools, are displayed and receive focus in learning programs and activities.
- **Visual evidence** of the centrality of the Gospel is openly exhibited through various art forms.
- **Worship** is meaningfully provided for students, staff and the extended school community.

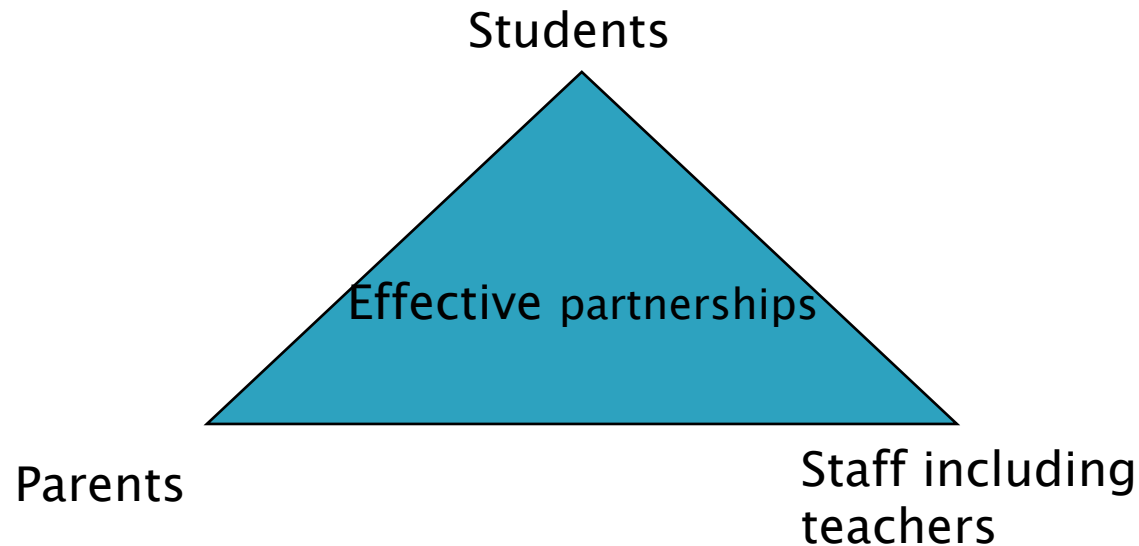
To how many of these are you able to give a tick in the school where you serve? Where you are in doubt, why not work on it? If you have a perfect record, thank God, but strive to ensure their effectiveness and relevance.

Blessings and God's strength to you as you strive to make, or preserve, a Lutheran school which is true to its claims.

Accountability

- ▶ Moral
- ▶ Professional
- ▶ Contractual

Moral Accountability of educator to primary clients



Professional Accountability

- ▶ Each person is responsible for:
 - The Standard of their work against the standards commonly accepted and espoused by others in the profession
 - The currency of their knowledge

Contractual Accountability

- ▶ To the children and parents
- ▶ School Council as Employer
- ▶ Council reports to Congregation/
Association/ Synod/ Ed District
- ▶ Increasing Accountability to
Government – National and State

Accountability: Professional Development

- ▶ A well grounded School Professional Development Plan includes four components:
 1. A whole of school focus
 2. Activities within sections/ faculties driven by 1
 3. Personal development based on performance appraisal feedback
 4. An annual personal learning journey

Performance Appraisal

- ▶ As leaders we must have a sound processes in place
- ▶ Each person has a right to receive constructive feedback about their work and should be required to act on it
- ▶ There is no place for underperformance: Career changes are essential for some

	Known to Self	Not Known to Self
Known to Other	Open	Blind
Not Known to Other	Hidden	Unknown

Much Decision Making Employs

P H O G

Prejudice

Hunches

Opinions

Guesses

Lutheran Education Australia

Overall Report 2011



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insight **SRC**

“There is now substantial evidence that some schools are better able to promote the progress of their students than are others.”

**(Prof. Peter Mortimore et.al.,
London Institute of Education,
March 1995)**

Survey Data – Buckingham 2005

- ▶ Employees crave simplicity and clarity – they want to know precisely what they need to do to be most effective – and then not be distracted from that
- ▶ “Clarity is the antidote to anxiety – If you do nothing else as a leader, be clear.” (p. 146)
- ▶ Relentlessly clarify and communicate the required action – leaders are the focusers that cut through the clutter . . . To distinguish between what is merely important and what is imperative . . . Those few things you must never forget (p. 205)

Current practice produces current outcomes, hence we need to change the practice to change the outcomes.

- ▶ To change practice staff need to engage in professional dialogue, trial new ways, evaluate them and embed the changes into their operational activity
- ▶ This requires quality group and individual learning time
- ▶ Teacher time is the most valuable resource within your school

School Activity: The 80:20 Rule

- ▶ **Ongoing school operation**
 - Yearly calendar
 - Reporting schedule
 - Sports day
Special events
 - Administrative staff meetings
 - Etc
- ▶ **Improvement agenda**
 - Meeting and discussion time – improvement focussed on quality learning
 - Monitoring activities
 - Celebration time

Immanuel College Model of Governance

External focus

**Accountability to
stakeholders**

**Setting strategic
direction**

Internal focus

**Monitoring of
results**

Setting policy

Past/Present focus

Future focus

Governance Model

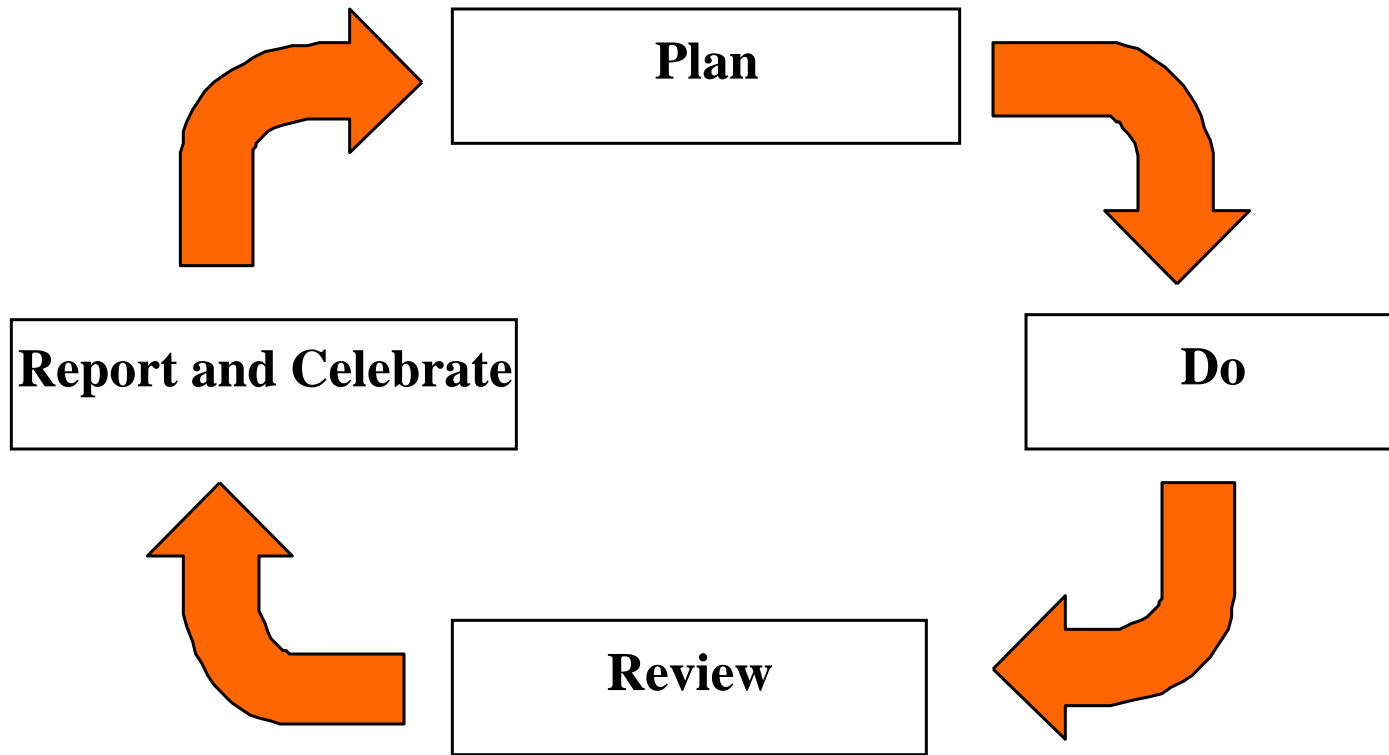
- ▶ Schools are complex organisations
- ▶ Vastly increased financial obligations on Council Members
- ▶ Congregational control/ election of Council members does not meet today's requirements
- ▶ Need ability to recruit the required talent

Constitution

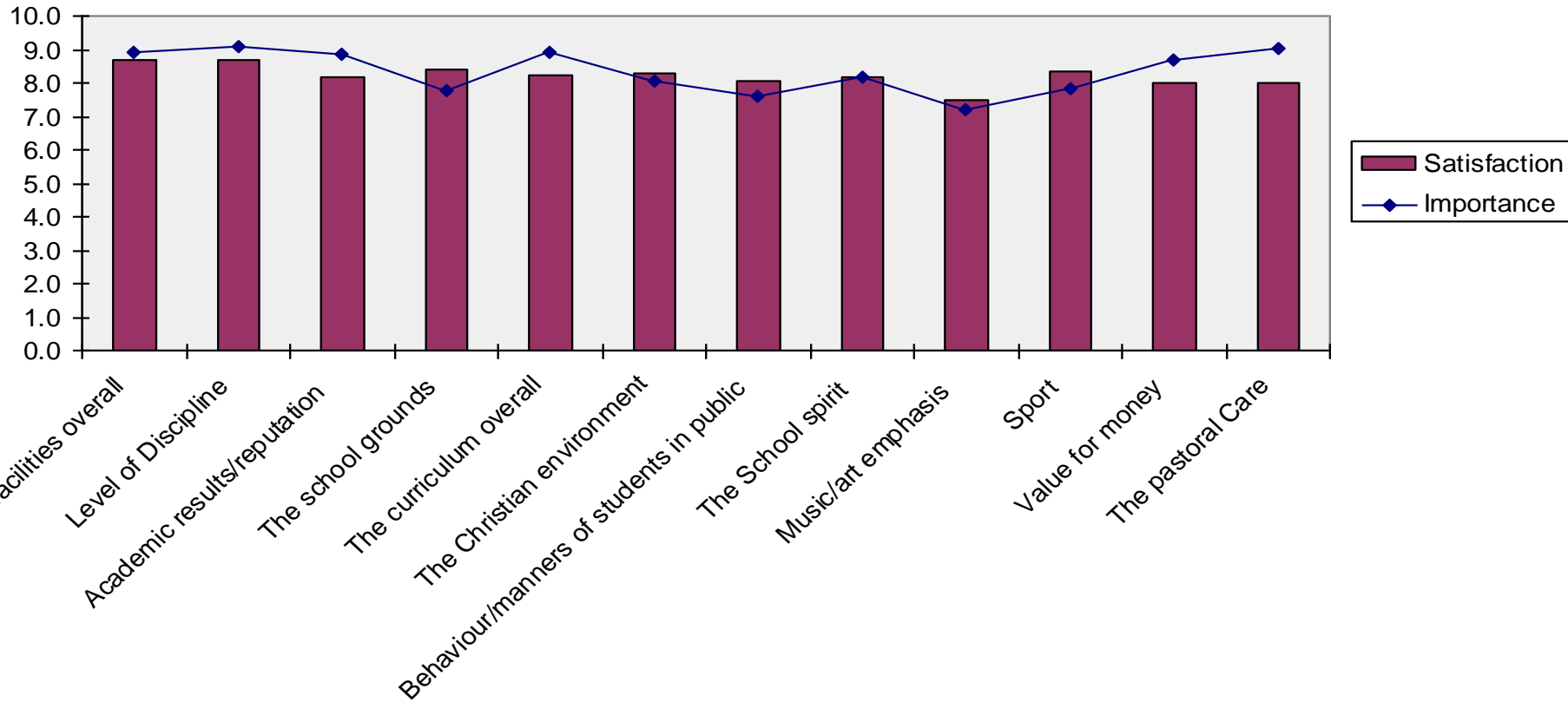
- ▶ How well does the structure of your Council support the work that you try to do?

5 mins conversation

School Improvement



Importance v Satisfaction



Student Voice

Summary of discussions held during term
one – 1999

School Improvement

- ▶ Improvement is about changed practices
- ▶ The skills required for managing and achieving successful improvement within our schools are the skills associated with the management of change
- ▶ Implementation is a process and success is strongly related to the extent to which teachers interact with each other and with those providing technical help

Implementation

“It is increasingly clear that both pressure and support are necessary for success ... Pressure without support leads to resistance and alienation; support without pressure leads to drift or waste of resources.”

(Prof. Michael Fullan, 1991)

Two Key Messages from Better Schools Project for National Action

- ▶ Many schools operate with a leadership structure that is directive
- ▶ Effective strategies to involve staff in decision making are not prevalent

Teams

- ▶ In the 80's research talked about "*Balkanisation*" and especially as it applied in secondary schools. – separate empires with distributed leadership
- ▶ Now overwhelming research that effective school improvement requires team work
- ▶ Leaders need to be closely involved in the work of teams if energy is to be maintained

Lutheran Schools Australia

- ▶ Smaller than the Catholic system in SA
- ▶ A system of schools working to enhance the Kingdom or competing Empires???

Research: Hattie 2009, p83

School leaders who focus on student's achievement and instructional strategies are the most effective . . . It is leaders who place more attention on teaching and focussed achievement domains . . . Who have the higher effects

Principal Well-Being Survey Overall Report 2011



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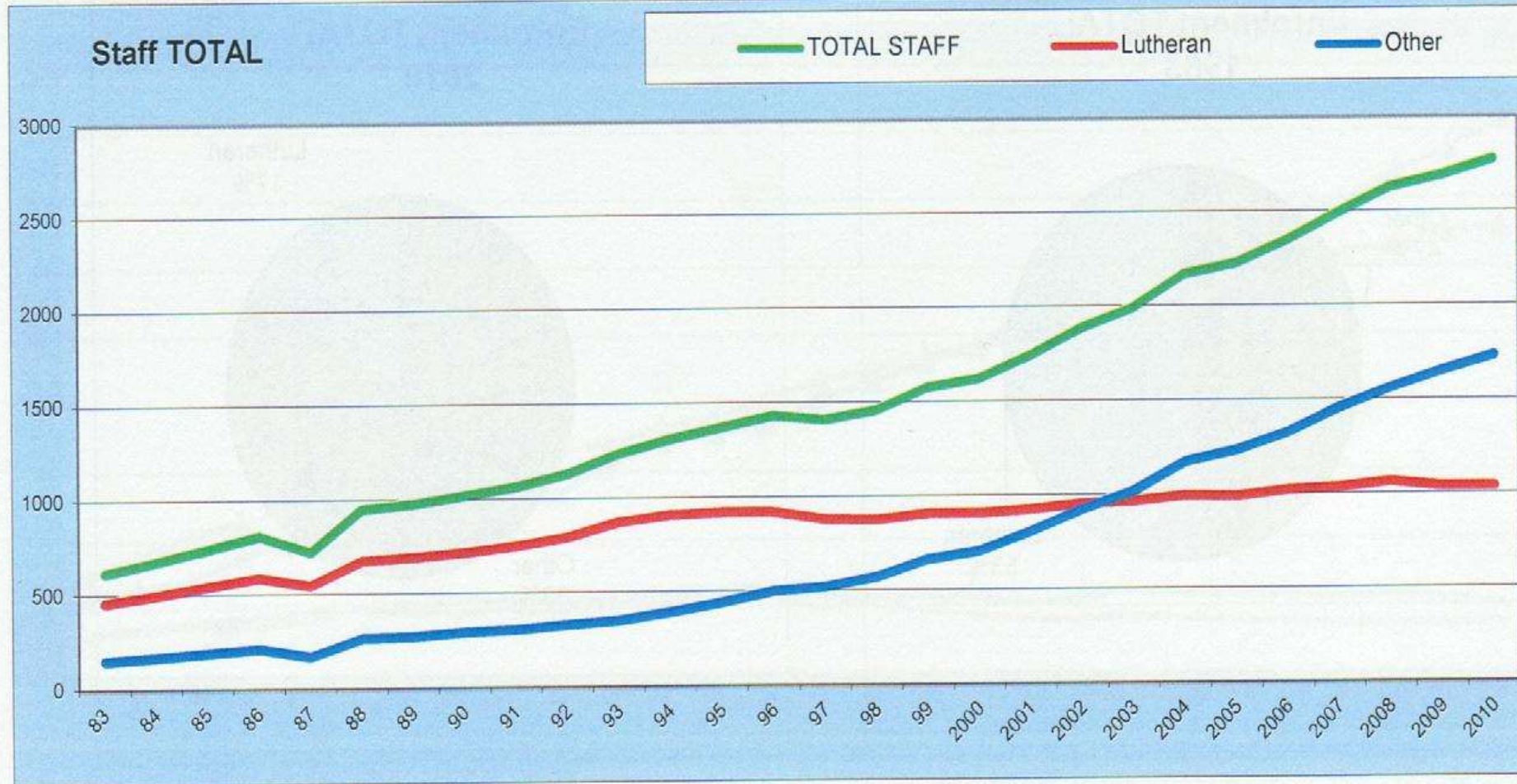
Website:

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Principal Well Being Survey

- ▶ Well being on average very positive – 10% points better than average employee in Aust
- ▶ However – considerable variation: LEQ most positive
- ▶ Those with more than 5yrs experience tend to be least positive
- ▶ To what extent do we as professional need to self manage our health/ well being?

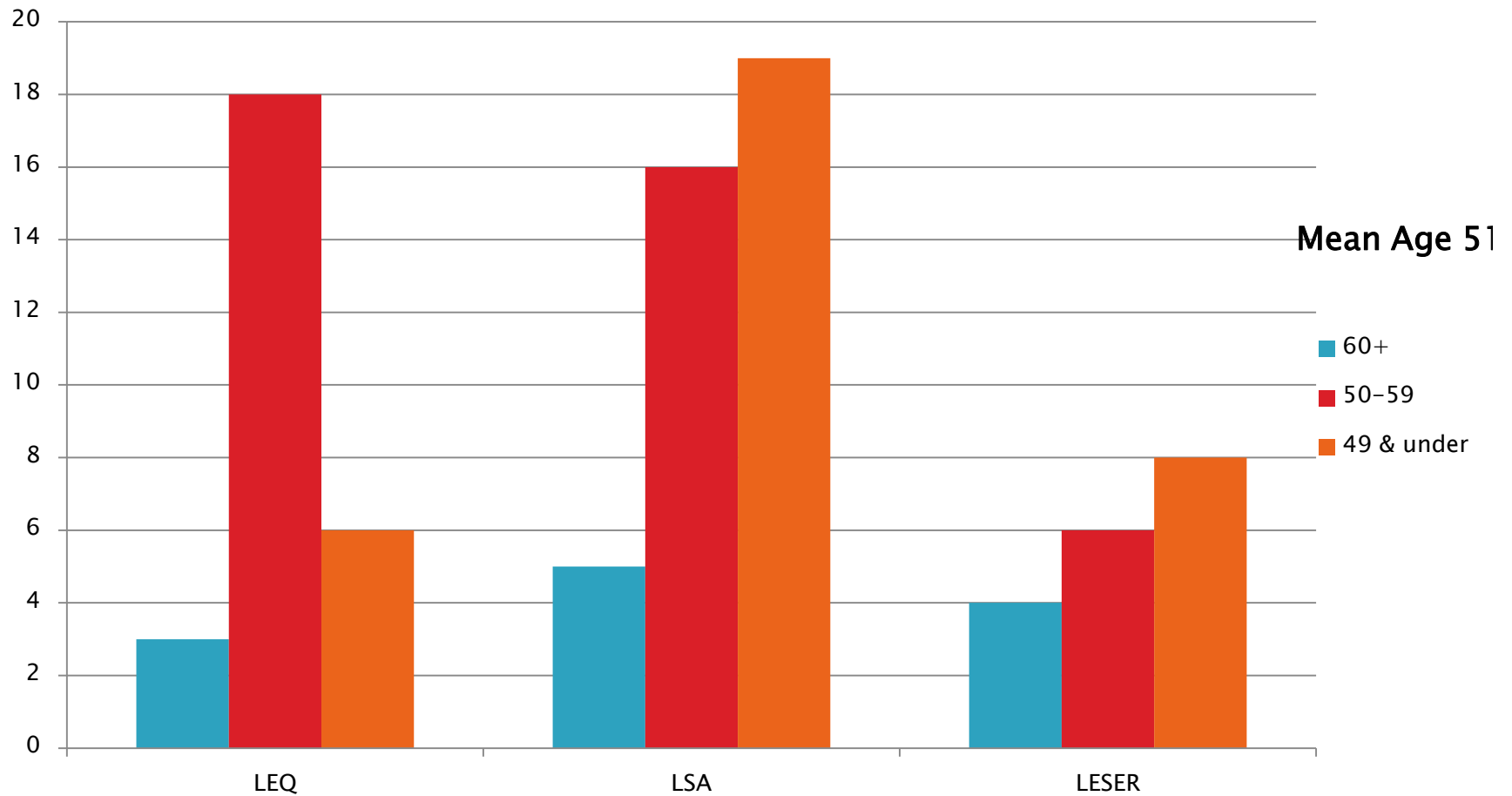
37% of all staff are Lutheran



Our Leaders: We still have a problem

- ❖ 2001 mean age of 47.9 years
 - Instituted Millennium Principals Project
 - MPP, LDP 1 & LDP 2 – 173 participants
 - 36 are currently LEA Principals and 45 are in leadership positions
- ❖ 2012 50+ will be over 65%

Age of School Leaders: 2011



Students may forget what you teach them; staff the changes you produce but all will always remember how you made them feel.

Thank you

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