

Accreditation career paths project

Principal survey

June 2017

1. The Accreditation process was introduced ten years ago. What have been the greatest joys and challenges in meeting these requirements at your school?
 - As a regional school, the challenge is getting teachers through the Equip requirements for CS.
 - Being supported by our regional office with staff coming onsite to facilitate EQUIP Workshops. This reduced our overall expenses involved with travelling from a regional centre. The expense of getting staff to Pathways Vocational still exists.
 - Pathways - no joy only challenges CS Equip - regional office came to the school to deliver CS Equip modules to all CS staff, accredited or not under previous requirements. The joy was the positive response to professional led PD and the interactive discussion that ensued. The challenge was that this model is not sustainable to meet accreditation requirements.
 - I have seen it from several different perspectives - in school, in regional Office as co-facilitator, in regional office as "enforcer". Largely I think accreditation has been on a long journey and just when it has been decided to change, I think it has been finally working quite well. Have loved being involved in four different settings in leading session with staff. Has at times been very rewarding to see the journey that staff have been on. Where schools view it as a tick box compliance issue, invariably the engagement is low and it is hard work. Where it is part of the spiritual culture, nurture and journey for staff - it works well. Critical that lay people and senior staff are involved as a team in facilitating.
 - Joys: Collaboration that teachers build at Equip Days. Some of the Good practice that is explored at Equip. The conversations that I have with staff before / during /after these some of these sessions. Some of the spiritual reflections that I have done with staff in "pathways". Challenges: Cost of Equip. (Both \$ and Time out of class). Timing of Modules. The link to "Pay" in the South Australian EB. Challenges with Lexicon database. Challenges with moving staff across schools. Challenges in defining what constitutes appropriate activities under the programs
 - Joys - Shared and common understanding of the Gospel from a Lutheran perspective Some staff and students of the College baptised / confirmed as members of the Lutheran Church Challenges - time for study when there is so much other PD that must be completed.
 - I am new so haven't accessed the process yet
 - Pathway, when implemented as year long program, was beneficial in formation of staff and also create small group identity for the pastor to know the staff well. Accredited CS teachers were a little more challenging about in the cost of releasing teachers for training and losing class time. The online program was great; but the EBA specified that if is mandatory, time release must be provided which resulted in the same teaching time loss. Not sure how we can do it better. May be over a 4 or 5 years period to do 10 modules? The ALC GradCertTh is a good idea; however, if it is mandatory the cost to the school will be great. Accredited leader through LDP or GradCert in leadership was both good.
 - Joys - having teachers complete gain accreditation. Challenges (many) - I believe that we have compromised ourselves to a large extent by allowing teachers to complete this in school time. The culture seems to be that the school can pay for this accreditation. It is a little ironic in that staff will give of their time and finances to complete any other post grad degree - but not to gain accreditation to teach in a Lutheran school. However, it is probably a rod we have made for our own back. Surely if one wishes to teach (serve?) in our schools they should be prepared to meet the school at least part way. Leadership - don't get me started on that. This is an area that needs to be addressed at regional / national level. How can leaders (especially principals) be able to not gain this accreditation. It is imperative that anyone who leads in our system has gained this accreditation and it should be pre-requisite before even entertaining anyone for an interview. Enough said.
 - Joys - staff learning together and growing in their faith (from scratch for some). Challenges - keeping track of the status of staff.

- Joys Aligns staff with our culture Tunes the whole staff in on our very existence Relevant and meaningful. The majority reflect positively on their engagement and learning. Challenges None really. I could talk 'time' or 'cost' but challenges should be expected in these areas. Equipping our staff to serve in their chosen vocation remains critically important. I feel for smaller, rural school settings who I imagine 'equip' a lot of staff as graduates, who after a few years move back to city areas. Perhaps there is a way of sharing the costs more systemically.
- Joys - having time together as a staff to walk together in their spiritual journey Challenges - having a small, beginning group of teachers who are trying to learn about their role in the college doing additional sessions (on a Monday for 2 hours twice a term) to reach accreditation
- Thorough and comprehensive. while face to face contact is good and promotes networking opportunities, this model puts a huge burden on some schools to enable their teachers to be released for accreditation purposes. For some schools it has also taken up a large amount of PD hours during the few PD days that schools have available, reducing the ability for some schools to progress other school wide learning for staff.
- meeting new staff and taking them through Pathways (along with other staff members) is very rewarding. equip is quite expensive as our staff often need to travel to attend sessions. this has improved since some units are now offered online and District staff have also visited us to deliver some units.
- Joys - seeing staff engage deeply in the process and grow as a result. Whole of staff Pathways sessions. Challenges - the cost of releasing so many staff to do. Making the hours fit within the EB requirements.
- It allows us to engage with all staff on a level which engages them in the core of our Lutheran beliefs.
- Joy - all teachers have a greater understanding of what it means to be part of a Lutheran school community Challenge - Distance and availability to online workshops in EQUIP for greater flexibility (this has improved immensely)
- Joy = spiritual pathways has proven to be a great resource to revisit on a whole-staff basis in a cyclical manner Challenge = expecting graduate teachers to enter into Equip in their first year of teaching, when they already have the challenges of being beginning teachers and learning the basic routines of their new work environment
- the collaborative nature of the program meant that people at different stages of their journey could grow each other. The challenge has been finding time within our calendar and for people that made the process time effective for those delivering the program. The previous model of one day before people began in their schools doing the introductory modules saw two modules completed well and gave people a sense of being part of something bigger.
- This system has largely been successful. Difficulties come when staff leave when partially completed requirements and when there is a change of appropriate personnel on-site to deliver Pathways. Ten days for Equip is the biggest challenge - would be more able to manage at 5-7.
- Great to see teachers actively involved in their accreditation process. Remoteness and availability to send teachers to other venues or Adelaide for training are some of the challenges faced in our learning community. We have accredited teachers on-board who is supporting the teachers currently teaching CS heavily. It will be great to see a new approach in getting teachers accredited in such a way that they will be able to do most of the course online and not by attending workshops away from school.
- The joy is the personal relationships which can be fostered by small group work with Pathways. I have seen people rejoin the church due to the impact of this program. Equip can be expensive for a school but it is a worthwhile program.
- Challenge: time out of school for teachers doing Equip (time and cost). Challenge: understanding of long-serving teachers of the rigor of Equip Challenge: Lexicon recording of the requirements. Joy: the learning from Equip for some of our teachers.
- Joys: The inquiry focus attached to Equip has complimented our learning philosophy and pedagogy. Celebrating the completed portfolio with Equip graduates. Challenges: The time factor in completing equip and having someone available to do the Pathways focus areas.
- The joys have been seen especially in the Spiritual Pathways series as they connect their stories first to themselves, widen it to their story with God and stretch to the school's story.

The challenges being in a remote location have been the transience of staff members to deliver it and also finding the time to complete tasks and reflect on the different modules.

- Joys - Professional Learning in EQUIP/Pathways, I really enjoyed the content. I also feel better equipped (no pun intended) through my Grad Cert to speak with confidence on our Lutheran Faith. Challenges - Studying and working in Senior Leadership plus small family was next to impossible.
- Pathways has allowed for staff to grow as a community and bring an understanding of depth to the human relationships as well as the spiritual relationship. Equip staff have also commented on the worth not only of the theological understanding but the pedagogical understanding through this program.
- Supporting teachers with regards time and money to release them to complete the requirements for their accreditation as soon as possible
- Joys: Having the opportunity and the freedom to talk to staff new to the system about the distinctiveness of Lutheran Education and how Lutheran theology underpins our culture and decision-making. Challenges: Not every new teacher is excited to be a part of this - but generally this feeling is overcome when the course starts. Keeping track of where each staff member is up to requires effort. The cost of release time is very significant for schools. However we don't believe that it should be all done in personal time.
- Pathways was run with the whole staff- aides teachers and office staff because we are such a small staff and this was well received, and worthwhile. Staff are not motivated with Equip- finding it dry and difficult.
- meeting the requirements is challenging from a financial perspective however other than that the process is a joyful one as it ensures that our children are experiencing a rich and appropriate Christian Studies and theological foundation from Reception to yr 7 and I believe that this is critical in Lutheran Schools.
- Joys Clear understanding of what is required to satisfy accreditation The process has been relatively unchanged for a number of years, following a period where it seemed to be in a period of constant change. Staff coming together to participate in the Pathways programs (Spiritual and Theological). Gave a focus to our Staff Bible Study Program Challenges Equip Program is lengthy and costly and consumes a large part of staff professional learning time and budget Equip Program delivery could be greatly improved - quality online modules would be very useful. Allows schools to be flexible in delivery Variable responses from teachers about the value of the Equip Program. This depends a lot on the background experience of the teachers participating. Variable responses from teachers about the quality of the delivery of the Equip Program. "Getting it done" (compliance) vs Spiritual Formation that makes a real difference in teachers' and students' lives Credit for previous experience.
- Challenge - time for deliverance, keeping up with staff that are employed mid-way through terms/year, cost both at school level and for individuals doing Grad Certs Joys - feedback from staff on relevance and insight that they gain.

2. Pathways needs revising

1 Strongly agree

15 Agree

8 Neutral

3 disagree

2 Strongly disagree

3. Please comment on what you like or do not like about the current Pathways: Spiritual, Theological, Vocational programs

- Amount of Time allocated and without a Pastor within the College meeting the Theological can be tough.
- The requirements or total content of the Pathways units are difficult to manage when we are so time poor. We often have to employ a lot of graduate staff in this regional area and we thus spend a lot of time assisting new staff in learning how to manage the complex role of being a teacher and helping them with knowledge and skills they don't get at Uni. Realistically finding time to do both is hard. I don't have an answer but we need to find a way that we can provide this development that doesn't require days out of class or many hours of after hours work. If

the process is too complex, too time consuming it will be another reason for teachers not to choose to work in Lutheran Schools.

- Time consuming 2. Divisive model with different requirements for different people according to prior learning or role. 3. Model does not promote formation but rather tick a box. 4. The material is boring. The primary staff are more OK with aspects of it than the secondary staff. Makes a lot of assumptions of prior knowledge.
- Personally I don't think the system was broken. Statistics have been used in a negative way to paint a false picture of where staff in Lutheran Schools are at. Many staff if not accredited are close to completion - that has not been reflected or acknowledged at all in the stats.
- No real comments to make
- We have trialled the 2 days or 4 half-days Face-to-face in the past for Pathway, it did not work and the staff just went through the motion and it was not a good way for formation and spiritual growth. We prefer our year long program over two years.
- Pathways spiritual and theological are great resources and can be used with the whole staff as part of a plan for theological development (especially theological). If anything Spiritual could be condensed - many of the aspects covered are practised in a primary school setting and modules can be completed quite quickly. I have no knowledge of Vocational so will not comment.
- It's not too intrusive, many expectations on schools which are often 'time poor'.
- Again, I don't think it is so much about likes and dislikes, more, regular reviews keep the content and methodology fresh and engaging.
- Very heavy theology for non-Christian staff. The concepts are too difficult up front. We need to walk them slowly in some areas (similar to the Alpha course).
- the resources are good, but quite overwhelming - more concise course would be helpful. Finding time to offer Pathways is very hard.
- I think Pathways is a terrific course in terms of Formation. I can see the benefits of it being done (or parts of it being done online) but I wonder if the richness of the group discussions will be lost in such a mode.
- I like that we can fit it in to our schedule where it suits. It is a format that we can redo it cyclically and have ongoing discussion with all staff as we just repeat the cycle for everyone.
- I think they all depend on the mode of delivery. There is a lot of scope to offer contemporary and engaging sessions, however this is my experience is not the norm.. Perhaps a re-write may make it necessary for presenters to not use a lecture (I say you do) approach.
- Pathways is very scripted. This may be to assist in its facilitation. However, if our pastor leads these sessions, I would like him to have great flexibility to deliver the program in his own way.
- Only to make it more time effective.
- If not careful it will creep more towards Compliance, rather than Formation. I believe it needs to be very explicit on the range of options available to 'show evidence' (ie- assessment).
- It can be delivered on site using Principal, Pastor and CS leader. The Pathways curriculum can be made more interesting and perhaps streamlined
- I think we need to continually review programs. I don't have any specific criticisms as I find Pathways highly useful in our school context.
- Highly dependent upon the mode of delivery and who is delivering. As a set course, pathways: spiritual would be too monotonous if repeated, however this kind of training would be valuable as a whole staff. Can there be multiple ways? Then new staff could be working alongside longer-serving staff.
- Some of the content is out-dated. Making it relevant and meaningful to our everyday context, especially for those staff members who are on an early faith journey within our schools. Many see the current process as a "tick the box" exercise.
- I would like to acknowledge the depth and richness of the theological insights that are given to staff to deepen their faith and the faith of their students. This is very helpful to those teachers who have may not have a strong grasp of the CSCF content and what needs to be taught in Christian Studies. The explanations of key learning ideas such as Law and Gospel and the Theology of the Cross and then linking it to a real life school situation brings a clear perspective to the participants. The scenarios are thought provoking and sometimes quite humorous. I appreciate the continual practical links back to our Lutheran ethos and philosophy that underpins our schools.
- the length of the current programs and the delivery method of the current programs make it difficult at times to get everyone accredited in a prompt manner. IN a school with 150 staff

and possible high turn over rate including movements throughout a year, it is never a streamlined process. The ability to complete on a local level is a positive experience currently.

- Like the flexibility on delivery. We don't necessarily following the suggested course outline to the letter. It can be adapted to suit local needs and culture. I don't think the total cost to schools has ever been calculated. I think it should be taken into account in a review of our current program.
 - Pathways spiritual was quite well received, and allowed for scope with the different groups doing it at different times. We will complete Theological later this year
 - I believe that we should regularly review the content of Pathways as there are continuous changes to the landscape in which our schools operate. Life is difficult and there are many challenges that staff and schools face that could be addressed through pathways.
4. I would like to see Pathways delivered to all staff in Lutheran education. (NB. All staff includes teachers, ancillary, grounds, cleaning, etc.)
- 8 Strongly agree
 - 15 Agree
 - 3 Neutral
 - 4 Disagree
 - 1 Strongly disagree
5. In our school, Pathways: Spiritual is delivered by: (Please state the role of the person/people who deliver Pathways: Spiritual eg deputy, school chaplain, etc)
- Principal currently.
 - Principal, Parish Pastor does not have time
 - various
 - Pastor, Principal, Heads of Schools, CS leader, Director of Well-being
 - In the past - Principal I believe.
 - LEVNT personnel. College Pastor
 - Chaplain
 - College Pastor.
 - Principal / pastor / spiritual life team. It is not so much as delivered as intertwined with staff development.
 - School leader and School Pastor
 - Principal / deputy / 'chaplain' - collaborative.
 - Principal
 - deputy or principal
 - Principal, Deputy Principal and local congregation Pastor
 - Chaplains
 - Our Pastor
 - College Pastor
 - Typically, the pastor.
 - Pastor and Director of Staff
 - College Pastor, Chaplain, Principal
 - Principal and Pastor - Spiritual Encouragement sessions. Although it is possible to deliver it within our community, it is great to have Stuart over to deliver some aspects of the program as well.
 - Church Pastor
 - Congregational pastor.
 - Chaplain of neighbouring Lutheran high school.
 - Miss Ingeburg Dell'Antonio -Coordinator of Spirituality
 - School Pastor
 - Pastor with help from others including the Principal.
 - school principal
 - Pastor Mike Pietsch - Church Pastor
 - School Pastor
 - School Chaplain or principal

6. In our school, Pathways: Theological is delivered by: (Please state the role of the person/people who deliver Pathways: Theological - eg deputy, school chaplain, etc)
- No-one at the moment
 - Principal, Parish Pastor does not have time
 - various
 - Pastor, Principal, HOS
 - In the past - Principal I believe.
 - LEVNT, College Pastor
 - Chaplain
 - College Pastor.
 - Principal with some support from the pastor (if requested by the Principal).
 - School pastor/Chaplain
 - Principal / deputy / 'chaplain' - collaborative.
 - Principal
 - deputy or principal
 - Principal, Deputy Principal and local congregation Pastor
 - Chaplain
 - Our Pastor
 - College Pastor
 - Pastor
 - Pastor and Director of Staff
 - College Pastor
 - Principal and the Pastor
 - Church Pastor
 - Another school's chaplain. But not by them in future as it didn't go well.
 - As above.
 - Miss Ingeburg Dell'Antonio -Coordinator of Spirituality or Pastor Ken Schultz-Pastor of Alice Springs Lutheran Church
 - School Pastor
 - Pastor with help from others including the Principal.
 - school principal
 - Pastor Mike Pietsch - Church Pastor
 - School Pastor
 - School Chaplain
7. As principal, I would like to be involved in the delivery of the new Pathways program.
- 22 Yes
- 8 No
8. I would like regional and/or national staff to assist in the delivery of Pathways at my school.
- 5 Strongly agree
- 10 Agree
- 9 Neutral
- 5 Disagree
- 6 Strongly disagree
9. Pathways should contribute to tertiary qualifications, eg a Graduate Certificate or Masters
- 1 Strongly agree
- 13 Agree
- 9 Neutral
- 5 Disagree
- 2 Strongly disagree

10. Please comment on any aspect of Pathways that you would like identified for further discussions in future.
- Clarity and realism surrounding the purpose of what is called pathways and the tension between the language of induction / accreditation / ongoing formation and similar. On the previous page is a proposed model that seems to integrate Pathways and Equip, on the top of this page is the language of Pathways WILL, then a series of questions on Pathways current. What are you actually seeking comment on and what have you already decided. I am assuming the next page will have questions on the proposed model and the assumptions behind it. Each question that asks for a scale rating should have the capacity for a comment.
 - Nil
 - Pathways 1, 2, 3 need to have a spiral course. In other words, the teachers who are at the school too long, need to go through Pathways again, say about once every 5 to 7 years. We ask our staff to go through pathway theology and vocation; once every few years in small groups for their formation.
 - Some content to be able to be shared with non teaching staff. However, there is perhaps a role for 'Growing deep' with that.
 - a collaborative approach to delivery across school hubs where possible. One or two trained facilitators in each hub area.
 - As Principal I should and would like to be involved in the delivery of Pathways but time pressures make this very difficult.
 - I still believe there should be a difference for the program between teachers and non teachers. I would be happy to assist in delivery, but not be totally responsible.
 - We need to acknowledge that Pathways comes at a cost. The cost is either financial (release days for staff) or at the expense of other areas of spiritual growth that may be more topical during a staff retreat or similar. If there were more freedom in its delivery, schools may be able to lead staff spiritual development according to the needs of the team.
 - Cyclical ongoing sense of formation where people can grow each other rather than a linear line of progression
 - Participants should not be required to gain credit to Post Grad (Compliance Vs Formation)
 - Pathways programs can be delivered within the site by using the expertise of staff, leadership and the Pastor
 - As principal I am present for pathways spiritual alongside my new staff, not as the facilitator.
 - Flexibility of mode and perhaps a core content and optional content to allow for variations on site and dependent on size of groups, make up of groups etc especially if for all staff.
 - I don't like the labelling: At, Ac, Al. I have met few people who thoroughly understand the difference.
 - Flexibility in delivery with induction of new staff is paramount. In a small school roles are already extremely busy. Delivery in the school by principal pastor or chaplain is relationship building, and preferred over regional office, but there are definite time constraints
11. Equip needs to contribute to a tertiary qualification.
- 5 Strongly agree
11 Agree
8 Neutral
4 Disagree
2 Strongly disagree
12. All principals and heads of sub-schools need to learn about the purpose and practice of Christian Studies.
- 15 Strongly agree
14 Agree
3 Neutral
13. The most important aspect of Equip is:
- A shared understanding of the CS program within our schools.
 - Understanding the Principles of Lutheran Theology and the vocational component of working in a Lutheran School.

- Re Q16 & 17 - I agree that there should be an opportunity but not necessarily a mandate. There would be even fewer staff with "accreditation". I also believe all teaching staff need to know about the purpose and practice of Christian Studies - a bit like the notion that all teachers are teachers of language, all teachers should be able to teach Christian Studies.
- methodology of teaching
- Teachers understand the Lutheran Lens and understand basic principles of the curriculum
- Understanding of our schools basis of Lutheran Education
- spiritual formation
- Equipping our christian studies teachers to teach christian studies meaningful and effectively while reflecting on their personal faith journeys.
- Principals and others in leadership positions to learn about the purpose and practice of Christian Studies.
- deep and enriching learning of the participants.
- Developing the confidence in teachers to engage students in rich inquiry into a Lutheran World View.
- To help staff and students see the value of Christian Studies as a life skill which teachers wisdom and discernment.
- Understanding education through a theological lens
- Preparing staff to teach Christian Studies; providing spiritual formation of staff.
 - 'Lutheraness' 2. Great Pedagogy
- Enhancing teaching Christian understanding from a Lutheran perspective but to allow students to engage and feel understood and able to contribute positively to their learning without judgement if they are not yet decided about their own faith journey.
- Collaborative work - sharing and listening to others and their perspectives to learn form what others bring to the table. A clear and unapologetic stance of what it means to be a teacher/leader in a Lutheran School
- Developing a greater understanding of Lutheran theology and ways to teach Christian Studies.
- It provides clarity of emphasis to be given and grows teachers as they engage in the training.
- Personal (and professional) growth and spiritual formation; preparation to deliver quality CS program/instruction
- •give teachers the necessary information and tools to begin their journey in teaching and learning in Christian Studies •increase their understanding of the spirituality of students and its implications for planning and student engagement
- The foundation in Christian Education it gives people who are not directly associated with a church.
- Teachers understanding the depth that can be explore through Christian Studies. Teachers developing a strong theological background to support their teaching.
- The readings and journaling that takes place, as well as discussing and valuing other colleagues opinions. The teaching of EQUIP allows educators to be extremely challenged at times and so they, in turn, can challenge their students to inquire and wonder.
- the collaboration with colleagues and an understanding of how to effectively teach the dispositions ought for a Christian Studies program. that engages students.
- Deep understanding of how their school needs to align with Lutheran theology and practices.
- building understanding and confidence.
- helping staff to view their teaching through the Lutheran lens
- Equipping teachers for the teaching of Christian Studies

14. I would like to see the following addressed as Equip is revised

- Practical skills for meaningful, authentic experiences in the secondary school environment.
- As indicated earlier time required needs to be reduced to make it possible.
- There should be no difference between pathways and equip, both in induction / accreditation and ongoing formation and professional development. Teachers who want to go in depth can always select personal further study as is the case now.
- number of units
- Module timing and delivery. More Online work
- No comment

- I think the module I completed was good as it was
- in terms of accreditation for Grad Cert.
- - more global - ie so it can be presented to all staff - an expectation (and enforced) that leaders complete it - that participants have some / most responsibility to gain this accreditation
- Early announcements of dates; ensure that all participants can meet in close proximity to schools.
- A refresh for relevance, clear and direct links with Growing Deep. But as previously stated, my feedback from participants has always been positive.
- Tertiary Qualification. Additional salary level up completion.
- delivery modes
- Alignment with the Lutheran Strand. More clarity on where theological qualifications from non-Lutheran studies fit.
- Unsure
- How these staff can assist to upskill other teachers and understand how the Lutheran beliefs can underpin all learning.
- Always relate back to the classroom, students and parents
- Commence in second year of teaching, not first. Under the LEQ enterprise agreement, I would not be able to expect teachers to complete Equip in school holidays.
- Not close enough to this to comment.
- Thorough mapping to Growing Deep
- ◦ Role and responsibilities as teachers of Christian Studies - clear expectations • The application of theology and pedagogy through collaborative planning of units of work (How part)
- n.a.
- Unsure
- I would like to see further development of modules instilling Norm Habel's vision of all Lutheran schools being agents of change by 2020 into Lutheran Schools. He has said it works best with schools immersing themselves into key issues facing the world such as social justice, climate change, environmental issues and the call we have to look after the planet as God's people. What would this look like as a whole scale approach in Lutheran education and which theologies underpin and support it?
- the amount of units being shortened if possible, the delivery methods so there are various modes of being delivered and the flexibility for individuals to experience optional pathways for further growth.
- delivery needs to engage the learners
- A method of delivery that is flexible Time commitment that is reasonable Program that is practical and relevant to teachers' needs

15. The optional and final elective(s) in the Graduate Certificate needs to be part of the teacher's professional learning plan.

6 Strongly agree

9 Agree

13 Neutral

1 Disagree

1 Strongly disagree

16. I would like to see the following included as possible electives in the Graduate Certificate, eg Service learning, biblical literacy. Please suggest other options:

- I am assuming you mean Grad Cert Lutheran Studies. Electives could include spiritual disciplines, theology of vocation, ethics, restorative practices, comparative denominations and religions ...
- No suggestions to offer
- Service learning; biblical theology; education and theology in dialogue.
- - worship - is there scope for connection with Growing Deep. ie as a leader I can learn about that touchstone document (!!) and how to apply / use it
- ethics, sustainability, the coming together of Positive psychology and Christianity, outreach, service learning, authoring resources - reflections, devotions, music,

- Service Learning, Worship, Apologetics
- I am not sure what options are available. perhaps Christian leadership?
- Unsure
- Restorative Practice as a Christian,
- Applying Biblical principles in today's relationships.
- Open opportunities here are good so that we are encouraging a breadth of learning into our schools
- worship, positive psychology and Christian education, wellbeing, spiritual practices and disciplines.

17. Accreditation, like teacher registration, requires ongoing learning.

9 Strongly agree

16 Agree

1 Neutral

2 Disagree

1 Strongly disagree

18. I currently provide ongoing spiritual and theological professional learning for all teachers every year. I do this through:

- Weekly Bible Study. Planned Daily Devotions. Working closely and collaboratively with staff. Relating to and caring for my staff.
- Teacher registration requires a series of requirements to be met before you can be registered and BEFORE you can start to teach. Surely this compares to accreditation. To MAINTAIN registration, yes you need ongoing professional learning just as you MAINTAIN your accreditation through ongoing formation and learning.
- Regular weekly Gospel Reflection sessions Extended sessions once per term Extended sessions in O week and PD week
- School Bible Studies with staff led by College Pastor each month
- weekly bible study and growth groups.
 - annual retreats - spiritual life team - a fantastic group in the school who drive the learning / support with this. It is possibly not academic based (articles / readings etc) but it serves its purpose in supporting staff in their spiritual growth
- Pathways, devotions, chapels
- whole of staff Spiritual retreat Prayer groups Prayer culture through all functions of the school Dedication 'spiritual spots' at staff meeting. Culture of pastoral care whole of staff worship including Holy Communion Availability of school pastor for all and more
- Staff retreat every year; regular bible studies; PD days
- retreats, bible studies, devotion, worship.
- beginning to look at Growing Deep.
- Including short snippets in weekly staff communications about how theology informs our practice Resourcing Pathways and Equip
- Having an element of pathways each year for all staff and varying the approach and concepts
- When our CS teachers are completing EQUIP we have a spiritual day for other staff. we also have devotions at all sub-schools in the morning.
- Daily staff devotions, weekly Bible studies, weekly prayer groups, sporadic prayer walks, 3-times-per-year Boot Camps, 3-times-per-year corporate worship with HC, Easter messages, Christmas gifts. This is not for all teachers, but for all staff.
 - weekly staff devotions that are tied to Growing Deep, positive psychology and Lutheran theology - weekly reflections in newsletters that relate to the themes above
 - staff retreat once a year where there is a morning of theological development.
- Devotions, Worship, Professional Learning Sessions, annual appraisals
- Spiritual Encouragement sessions run by the Principal and Pastor. Growing Deep implementation is also addressed during this time.
- Staff retreats, staff discussion and PD on staff days, weekly bible study with the Church Pastor.
- Spiritual retreat, bible studies, staff meetings, professional conversations, goal-setting, team teaching, professional sharing, Equip.

- Staff are at different stages of their Pathways and EQUIP journeys. We provide Christian Studies focused staff meetings and bible studies relating to either the ALWS theme, National Lutheran Schools Week, our school values or more recently whole staff sessions on Growing Deep at the beginning of each school term focusing on different vocational practices. The different lenses have been gradually unfolding over the year and it is gradually becoming embedded into all we do. Growing Deep has helped staff to see the wonderful connections between the CSCF documents, Pathways and EQUIP.
- Yes we do this through morning devotions, staff involvement in worship, spiritual retreats for staff.
- spiritual development sessions at staff meetings
- professional reading and discussion on a variety of theological pieces. studies on the Bible
- Staff Bible Studies Staff devotions and worship services

19. I believe it will be important for principals to have at least one more workshop to understand the Accreditation and career paths programs.

4 Strongly agree

14 Agree

6 Neutral

2 Disagree

1 Strongly disagree

20. Please specify any particular views you have on principal engagement.

- We can believe in the accreditation process, value it but it has to be doable in the context of a schools busy life. If teachers aren't doing the classroom teaching well we don't have students and families to witness to.
- No comment to offer
- I think our principals are clear on their roles as spiritual leaders; and are committed to mission and ministry.
- Make them go
- Principals must model motivation and enthusiasm for spiritual growth and dialogue.
- Essential.
- The principal needs to sign off on this as the spiritual leader of the school community.
- I am more concerned about Growing Deep at the moment. More guidance on how it could be used would help.
- Maybe we need small group networks within similar catchments.
- At Living Faith, the Director of Learning and Innovation oversees the Christian Studies curriculum, while the Deputy oversees accreditation. Still, it is essential that the principal (as the spiritual head) has oversight and engagement in all of the above. I take personal responsibility for the staff spiritual growth program, and I do this with the support of our congregational pastor. That said, I don't think it's helpful to dictate principal engagement. I would tend, instead, to use the term 'school engagement', leaving it up to the principal to determine how engaged he/she is according to his/her team of staff.
- To maximise "buy-in", I recommend that they are presented with some form of "choice" at final presentation stage.
- Encouragement of teachers to be accredited Lutheran Teachers. Agreement and expectation when appointed at a Lutheran School. Actively be involved in Spiritual Leadership through devotions, chapel and Spiritual Encouragement sessions
- we need to have a deep understanding of the programs, intent and outcomes sought to support this in our own contexts. These sessions should be held with those that deliver the programs in our schools.
- Very important

21. Please make comment on any aspect of Accreditation, Pathways, Equip and career paths that you believe is important for this project.

- I hope and pray that my responses are not seen as negative. I know and have seen the difference teachers of faith make but I have also struggled with the reality of getting teachers through the process.
- We need clarity on what is intended ASAP so that schedules and budgets can be prepared
- Again - no comment to make - sorry!
- I think these are all good way to keep staff focussed and motivated. It also maintain the quality, culture and approach of Lutheran schools.
- I fully support you in this initiative - it is needed and we need to ensure our staff are equipped to teach and serve in a Lutheran school. Would love to help where needed.
- Acknowledging that it is hard to design a model which works well for all schools and situations - this will be very important for the success of a new model. What were the 'failures' of the existing model? Does this re imagining address these fully?
- Staff who have completed Equip have been very positive about the program, however, it is quite long. Teachers from our school often leave before it is complete, or leave after they are accredited and return to a metropolitan school which is frustrating. We do not have many Lutheran staff applying for positions in our school so Equip is very important, but also very expensive for a regional school to support. I am pleased with the response of staff to Equip and what they learn so it's worth it.
- Regular feedback to Principals about where things are at. Floating possible ideas with Principals before decisions are made.
- Those that know me will know that I see mission and ministry as our core business, with education coming a very close second. Additionally, I have always been a very strong advocate for accreditation of teachers and the spiritual development of all staff, regardless of their specific role. That said, we need to respect the challenges our teachers have when settling into a new school environment. With this in mind, I would like to see the commencement of accreditation begin only in a teacher's second year at a school. In their first year, they will still be a part of the staff's spiritual growth opportunities and they will still teach Christian Studies in line with the school's expectations ... but at least they will have time to settle into the school's routines before being removed from the classroom to participate in the accreditation process.
- Trust that God walks with you in the shaping of this important document.
- Needs to be a requirement for appointments in a Lutheran School - need to become a accredited teacher within a specific timeframe - current teachers as well as future appointments
- Thanks for the opportunity to feedback. As provided above further development and discussions will be useful with those that deliver the programs in addition to Principals.
- It is really important to get feedback and suggestions from those who are undertaking the current Equip program. My experience over time is that they see a lack of relevance to the course, that it is dry n presentation, and they are quite unmotivated to complete the course- and would prefer some e-learning units.