



Accreditation and career paths in Lutheran education

A NEW DAY

FUNDAMENTAL PREMISE

Lutheran education has at its heart a distinctiveness for which principals, chaplains, local pastors and teachers play a critical role in ensuring that Lutheran ethos and values are communicated to students and are embodied in the behaviour and practices of all members of the Lutheran school communities.

PURPOSE OF ACCREDITATION

Accreditation is the means whereby the LCA is assured that;

- its teachings are known to and understood by those who work as educators in Lutheran schools
- those who lead the school or teach Christian Studies have an adequate grounding in Lutheran theology.

[LCA staffing policy for Lutheran schools]

ACCREDITATION

- ✖ develops a deeper understanding of the Lutheran foundations that underpin what happens in a Lutheran school
- ✖ supports the teacher to explore their contribution to the mission of the school and church
- ✖ explores Christian Studies as a key learning area in Lutheran schools.
- ✖ is a professional requirement

HISTORICAL CONTEXT

2006 Staffing policy

Cost: from individual to the school (TRT, travel) and regional offices

Providers: from ALC (grad cert) and some school leaders/pastors (TOPS) to every school leader and regional office staff

Time: from in individual's own time to inservice

Academic rigour: from tertiary level for CS teachers to system status

HISTORICAL CONTEXT

2006 Staffing policy

- ✘ Assumption made that school leaders had the capacity and desire to deliver accreditation courses.
- ✘ Training was provided for principals and Pathways facilitators at implementation and in an ad hoc way thereafter.
- ✘ Regional Education officers role focussed around delivering Equip rather than working with ongoing support and development of Christian Studies in schools

TIME TO REVIEW

- ✘ How well is the accreditation process working?
- ✘ Is the current process sustainable and equitable?
- ✘ Is learning in the initial years in Lutheran education enough?
- ✘ How can system expectations (accreditation) support government expectations for professional learning?

REVIEW

- ✗ 2013 Pathways review
- ✗ 2013/2014 Equip inline review
- ✗ 2013-2015 Consultation with Adelaide, Brisbane, Melbourne Catholic Education offices
- ✗ 2015 Professor Jan Orrell and BLEA project
- ✗ Consultation with ALC, Australian Catholic University, UniSA, and Flinders University.
- ✗ Conceptualisation of alternative design & process.

LEXICON DATA

- ✖ 26.5% of staff new in 2011 have achieved accreditation
- ✖ 64% of principals are new to the role

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- ✖ engagement and completion of Pathways and Equip is uneven and not timely
 - ✖ inequity... small schools and regional schools feel the pinch.
 - ✖ diversity of backgrounds of teachers and principals
 - ✖ preparation of principals and Pathways facilitators

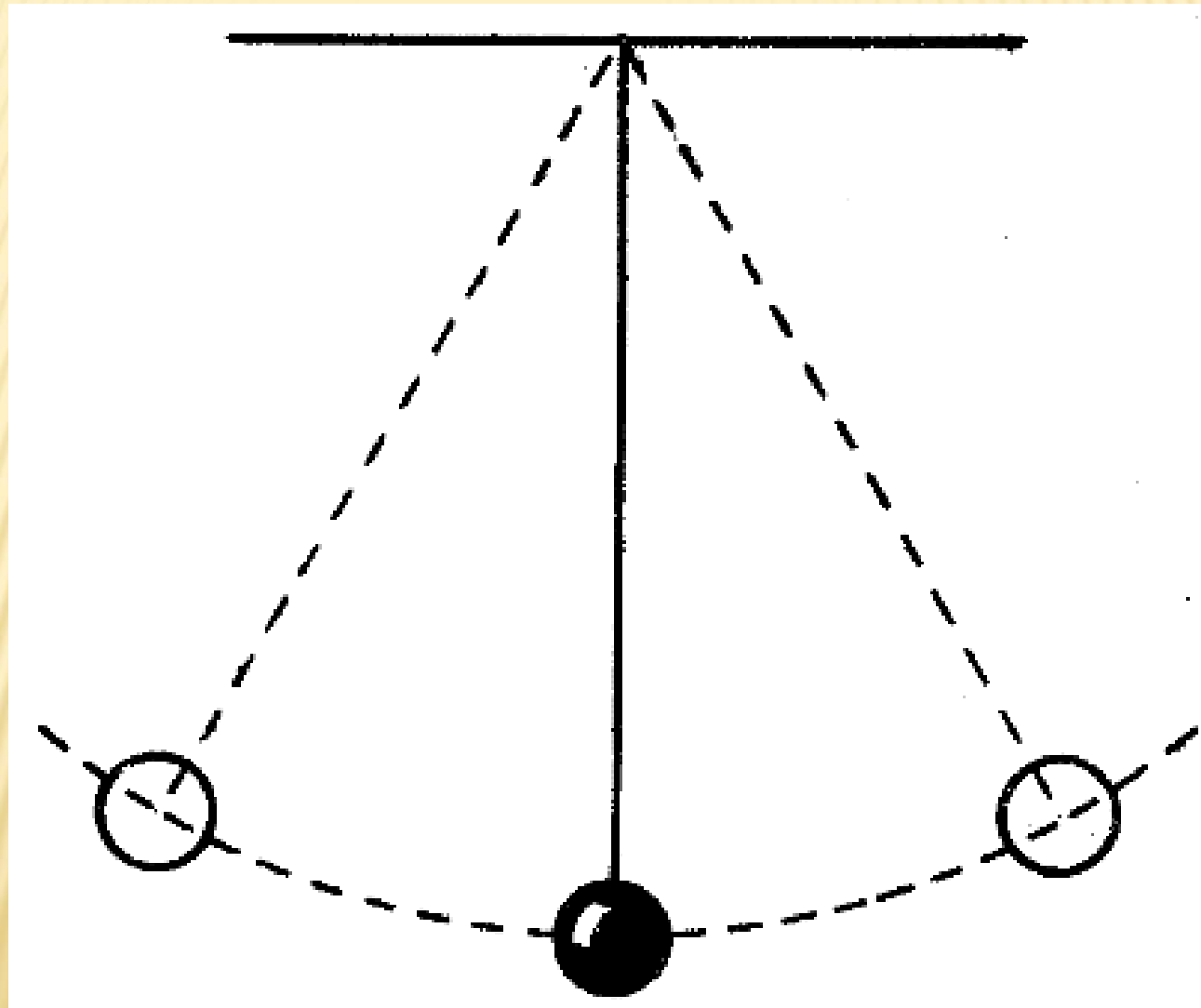
Your data...

Your reflections...

BELIEFS

- ✘ Formation is integral to the identity of Lutheran schools.
- ✘ Formation is an ongoing journey of learning and experiences that nurture one's spirituality.
- ✘ Accreditation is the initial phase in the provision of ongoing formation learning and experiences.
- ✘ School leaders (school, system) and ministry personnel need to be prepared and resourced accordingly.

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- ✘ Deep learning grows out of ongoing learning.
 - ✘ Accreditation needs to provide a qualification.
 - ✘ The individual needs to share in the cost and time commitment.
 - ✘ Accreditation should provide teachers with similar knowledge and experience regardless of where they work.
 - ✘ Accreditation costs should be equitable for schools.



CONNECTION TO GROWING DEEP

our foundation

the Lutheran lens

- ✘ The foundation of Lutheran education 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 education.
- ✘ **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. To find out more...
- ✘ **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.

Lutheran schools are communities which recognise the brokenness of humanity and yet are places where grace abounds, reflecting the unconditional love of the Father, revealed through the saving work of his Son, Jesus.

Pathways: spiritual focus - God's story God's message

Pathways: theological focus - Freedom encounter

Equip - Module 1,2, 5,10

Christian Studies Curriculum Framework - Christian beliefs

Vision for learners - A framework for Lutheran schools

Leadership Development Program - Education and theology in dialogue

ACCREDITATION TO TEACH IN LUTHERAN SCHOOLS (AT)

Pathways

- ✖ Induction (inservice) - school delivered, online engagement
- ✖ **Pathways** (2 days - inservice and/or school holiday time) – trained facilitators (school based and/ or regional staff), course based on Our foundation of *Growing deep*
- ✖ provides 1 tertiary unit
- ✖ prerequisite for Ac

ACCREDITATION TO TEACH CHRISTIAN STUDIES (AC)

Accreditation to teach Christian Studies is a professional requirement undertaken by teachers of Christian Studies who facilitate learning and teaching to assist students to grow in knowledge and understanding of the Christian faith in the context of an ecumenical and multi-faith world.

Teachers of Christian Studies in Lutheran schools require knowledge and competence in scripture, theology and religious education theory and practice.

ACCREDITATION TO TEACH CHRISTIAN STUDIES

Equip

- Less than existing number of days
- inservice, online and/or school holiday time delivered in regions by trained facilitators
- provides 2 tertiary units
- prerequisite for Acl

GRADUATE CERTIFICATE 18 POINTS

At

- Pathways 4.5 points
- Required (Induction and 2 days)
- Required to teach in a Lutheran school

Ac

- Equip 1 4.5 points
- Equip 2 4.5 points
- Required to teach Christian studies

Elective

- Elective (own cost and time) 4.5 points
 - (ALC, Uni SA, ACU independent study, research methods etc)
- Personal choice

ACCREDITATION

All teachers are required to maintain their accreditation and it is renewable every five years.

At 25 hours

Ac 50 hours

AcI 50 hours

Each teacher will be responsible for providing evidence of professional learning.

This will be tracked by LEXICON.

It is expected that all schools will utilise one professional development day per year for the purpose of the faith formation and spiritual development of staff.

- ✘ At - attendance at staff formation days such as staff retreats, professional learning around the Lutheran lens of *Growing deep* etc
- ✘ Ac - attendance at staff formation days and attendance at regional Christian Studies days or DAN or AARE.

SCHOOL AND SCHOOL CLUSTER BASED FORMATION AND ACCREDITATION COORDINATION

- ✖ Engagement of both principals, chaplains and pastors in formation is fundamental, but needs to be supplemented with day-to-day management and support for school staff to achieve consistent and timely completions for accreditation.
- ✖ Establishment and recognition of explicit Coordinators will contribute to professional and succession planning in relation to what matters most in Lutheran education.

ACCREDITATION ... KEY CHANGES

- ✘ Accreditation requirements contribute to a qualification and career development and paths.
- ✘ Portfolios for learning for all teachers
- ✘ Accreditation is the initial phase in journey of learning for Lutheran educators and staff (*Growing deep*).
- ✘ Expectations clearly articulated in letters of appointment.

WHERE TO NOW?

- ✖ 2016 regional staff engaged in discussions to finalise details and professional learning
- ✖ Early years and ministry personnel expectations also coming into alignment
- ✖ 2017 development of courses and training
- ✖ 2017 transition existing staff

ACCREDITATION

The future of accreditation lies in our hands.

- ✖ What is important to keep?
- ✖ What would be good to change?
- ✖ What are some new ideas to include?

If it matters to you
then it will matter
to them.

Dublin F
Reader
Go For



WHAT IS NOT SUGGESTED

- ✘ That universities deliver/ teach the Graduate Certificate
- ✘ That there is change to the core content or delivery of the established Pathways or Equip programs.
- ✘ That attention to initial formation alleviates the need for ongoing formation
- ✘ The universities will require payment for accreditation
- ✘ That teachers need to get a Graduate Certificate to be accredited