PIPI 6222- Being & Becoming: Teacher as Leader

GREAT PLACE, GREAT PEOPLE, GREAT HEARTS + MINDS

bti bethlehem tertiary institute
TE WHARE TAUIRA O PETEREHEMA

BACHELOR OF EDUCATION (TEACHING) PRIMARY

COURSE TITLE: PIPI 6222 BEING & BECOMING: TEACHER AS LEADER

CREDITS: 30 CREDIT POINTS

PRE-REQUISITES: NIL

PROGRAMME RATIONALE:
The BTI Bachelor of Education (Teaching) Primary programme prepares teachers who are learners, leaders and professionals committed to students learning in New Entrant to Year Eight classrooms and with the NZ Curriculum. The programmes foundational Conceptual Framework provides the basis for coherence across courses within the programme and seeks the development of wise educators who are gracious, secure and teachable and whose teaching is relational, transformative and responsive. Inherent within this is a commitment to critical reflection, consistent with a Biblical worldview and the aspirations stated within NZ Teachers Council 'Graduating Teachers Standards: Aotearoa, New Zealand'.

COURSE DESCRIPTION:
Teachers as leaders are professionally innovative and responsive, serving both students and colleagues in order to develop effective learning communities. They also implement strategies to grow leadership skills in themselves and in others. This course requires students to consider and critique a range of theories, strategies and contexts within a selection of leadership and pedagogical areas in order to connect them to personal leadership practice.

LEARNING INTENTIONS:
In keeping with the above rationale, the learning intentions for this course are for students to:

1. Explore and apply innovative and progressive ways of teaching in order to create learning opportunities that are invitational and responsive to children within a range of learning contexts.
2. Personally integrate and apply Biblical principles on servanthood and teacher leadership in order to facilitate effective learning communities.
3. Experience a noho marae in order to more authentically engage with an understanding of Te Ao and tikanga Māori – including an intentional focus on Āta and Ātea principles and protocols.
4. Explore, discover and appraise characteristics of leadership in their ongoing development of becoming a wise leader/educator who is gracious, secure and teachable and whose teaching is relational, transformative and responsive.

COURSE CONTENT:
This schedule may change as teaching and learning needs emerge.

Date		Topic	Tasks
03.02		**At welcome back meeting (8:30-9am)** **BLOCK COURSES:** Swimming: Monday & Friday + First Aid: Tuesday & Wednesday	
10.02	Mon	**Independent:** Read Spears & Lawrence (2002), and as directed, prepare a summary of main points, key questions and personal insights.	**Portfolio Entry 1:** Reading Summaries Released. Spears & Lawrence (2002), Blackaby and King (2004)
	Tues	**Independent:** Read your Marshall (1991) and Hybels, Ortberg & Allendar, (2008), and as directed, prepare a summary of main points, key questions and personal insights.	Marshall (1991) Ch. 5&6 Hybels, Ortberg & Allendar (2008).
	Wed	**Independent:** Read Schaeffer (1974) & Hutchinson (2009), and as directed, prepare a summary of main points, key questions and personal insights.	Schaeffer (1974), Hutchison (2009)
	Thurs	**Course introductions**: (Tog) Where we have come from & where we are going… Missions reminder and inspiration Orienting to new PIPI grps – intro/catch up etc.	
17.02	Mon	Time management/balance/tips for survival in Year 2 refresher. (Grp)	**Portfolio Entry 1: Reading Summaries DUE 17.02.14** Marshall (1991) Ch. 7&8
	Tues	**SERVANTHOOD & LEADERSHIP MODULE:** Definitions of Leadership with iPADS (Padlet). (Tog)	
	Wed	Characteristics of a Leader. (Grp)	
	Thurs	Followership + Paths to Leadership. (Tog)	Hybels & Wilkins (1993)
24.02	Mon	Phases of Leadership. (Tog) Case study: Moses	
	Tues	Passion and personal styles of leadership Contrasting examples. (Tog)	
	Wed	**Independent:** Released to read McLaren (2000) and reflect on implications of this in light of all readings.	McLaren (2000)
	Thurs	Clarify and update on Missions (Tog) – forms due 14 April, 2014. Explain and release Case Study. Penny to come in to talk through this from learning centre perspective.	**Assignment 1:** Case Study Released.
03.03	Mon	**TEACHING & LEARNING BY DISCUSSION MODULE:** The importance of being a listener and active listening (Tog)	Christensen (1990)
	Tues	Care and use of voice as a teaching tool (Tog) Guest: Roger Stevenson.	**Portfolio Entry 2:** Discussion Module released.
	Wed	Introduction to teaching and learning by discussion. (Grp)	Gottschalk (2001)
	Thurs	The structure of a discussion. (Grp) Effective questioning. How did Jesus use questions in his teaching?	Zuck (1995) McGee & Fraser (2012) Ch.5
10.03	Mon	Effective 'questioning', Blooms and Questioning toolbox (Grp)	A Strategic Questioning Toolbox (2004)
	Tues	Discussion example, role of critical friend + being a critical friend! Micro teaching experience explanation. (Grp)	
	Wed	Example: use of a thought provoking picture book (Tog)	
	Thurs	Preparation of Micro teaching Experience (Grp)	
17.03		**Student Directed Study Week:** Continue research and work on Case Study assignment	

24.03	Mon	First Paired micro-teaching at BC and Critical Friend Feedback. Intentional identification of focus areas of growth and need for critical friend, then released to make refinements in preparation for second teaching experience	Reflect on teaching experience and make refinements – highlight the refinements made giving clarification of areas fed forward in the follow-up discussion session.
	Tues	**EXPLORING DISCIPLINE & MANAGEMENT MODULE:** Biblical perspectives to teacher/learner management and working from a discipline philosophy (Tog)	Van Brummelen (2009) Ch.6. Discipline and Management Profile: Discipline by Design (2005), Curwin & Mendler (2005), Rogers (2005), Churchwood (2003). **Portfolio Entry 3:** Discipline Philosophy released.
	Wed	Second Paired micro-teaching at BC and Critical Friend Feedback.	
	Thurs	**Independent:** Released to read McGee & Fraser (2012) and then consider any challenges or change required in terms of your understanding of a Biblical approach to discipline.	McGee & Fraser (2012) Ch.6 **Assignment 1: Case Study DUE 28.03.14**
31.03	Mon	Third Paired micro-teaching at BC and Critical Friend Feedback. Intentional identification of focus areas of growth and need for critical friend, then released to make refinements in preparation for fourth teaching experience	
	Tues	Four Management styles - personal and professional implications. Planning and managing grouping of students in the classroom (Grps)	
	Wed	Fourth Paired micro-teaching at BC and Critical Friend Feedback.	
	Thurs	Discipline and Management scenarios, consideration of the Ministry's Initiative for Positive Behaviour for Learning. (Tog)	**Portfolio Entry 2: Discussion Module DUE 03.04.14** NB. This will be self-assessed.
07.04	Mon	Practicum preparation. (Tog)	
	Tues		
	Wed	**Restorative Justice:** Watch DVD and take notes	**Bill Rogers DVD** Thorsborne & Vinegrad (2008)
	Thurs	Restorative practices and Biblical justice Historical background of restorative justice. Restorative practices process: 'I', interviews, conference and class conference. (Tog)	
14.04	Mon	**Independent:** Working on Portfolio Entry 3: Personal philosophy for management and discipline. Bring ideas and thoughts to "1-1" session.	**Missions Experience Forms DUE: 14.04.14**
	Tues	**One on one sessions**: Case Study assignment feedback, support in prep of portfolio entry and record specific missions details OR independently visiting AT, working on Portfolio Entry 3 consideration or Missions organisation.	
	Wed		
	Thurs	Share key aspects of your discipline philosophy. Prayer as release for Practicum.	
21.04		**Semester One Study Break:**	
28.04			
05.05		**Practicum Two: Five Weeks**	
12.05			
19.05			
26.05			
02.06			
09.06	Mon	Practicum Debrief. (Tog)	Note: CB away
	Tues	Preparation for marae experience; practicing and completing their mihi. (Tog – Grps)	**Portfolio Entry 4:** Noho Marae reflection released.

	Wed	**Combined session Primary/ECE:** Waiata and mihi practice, then released to read Forsyth & Kung (2007)	Forsyth & Kung (2007) Personal reflection to identify key ideas in relation to the principles of āta,
	Thurs	**Combined session Primary/ECE:** Preparation for Noho marae experience.	**Portfolio Entry 3: Discipline Philosophy DUE 12.06.14**
16.06	Mon	**Noho marae**	**9.00am Start: Meet at Marae Entrance**
	Tues	**Noho marae**	**Finish midday (before lunch)**
	Wed	**Independent:** Released to complete Portfolio entry 4.	
	Thurs	Missions update and reminding of expectations Prayer. (Tog)	**Portfolio Entry 4: Noho marae reflection DUE 20.06.14**
23.06		**Missions Experience**	
30.06			
07.07		**Mid-year Holiday Break**	
14.07			
21.07			
28.07	Mon	Welcome back, debrief, reminding of missions presentations and portfolio entry requirements. Released to work on this.	**Portfolio Entry 5:** Mission Experience released.
	Tues	**Independent:** Released to prepare for Missions Presentations.	
	Wed	Mission presentation + debrief/critique (Grps)	
	Thurs	(incl All Tog session this week)	
04.08	Mon	**TEACHER LEADERSHIP MODULE:** (Tog) What is teacher leadership?	Crowther et al. (2009).
	Tues	Leading Change from the Classroom – Teachers as Leaders. Students sharing feedback from Practicum experience.	
	Wed	**Independent:** Reading in preparation for following sessions.	Forms of teacher leadership (1998), Lord & Miller (2000), SEDL (1995), Silians (2000).
	Thurs	Forms of teacher leadership. (Gps)	**Portfolio Entry 5: Mission Experience DUE 09.08.14**
11.08	Mon	Teacher Leader Visit: (Tog) Roles, relationships, personal gains, challenges and joys of being a teacher leader.	**Guest speaker: John Mudge**
	Tues	Practical considerations of being a teacher leader – lessons learnt from guest speaker. (Grps) Then released to read.	Marshall (1991) Ch. 12, Tournier (1957). Read, annotate and bring to Wednesday's session
	Wed	Tournier (1957) and Marshall (1991) Readings Discussion - time management and stress management. Personal reflection of triggers, responses and ways to manage stress. (Grps)	
	Thurs	**THINKING SKILLS MODULE:** Introduction to thinking skills: (Tog) Key competency – thinking. Biblical thinking in the classroom.	Ministry of Education (2007)
18.08	Mon	Approaches and strategies to learning and teaching of thinking. (Tog)	Swartz (2008)
	Tues	The place of thinking in the classroom. (Tog)	
	Wed	**Independent:** Released to read: As well as to consider elements, revisit the need to teach thinking. Research thinking skills programmes and games.	Bellanca & Fogarty (1991)
	Thurs	Set up for assignment 3: (Tog) Developing a PD session focused on introducing a specific thinking skill or strategy.	**Assignment 2:** Professional Development Session released

25.08		**Student Directed Study Week:** Plan and prepare for staff Professional Development session focused on introducing your Thinking skill or strategy.	
01.09	Mon	**One on one sessions:** Support for planning PD session focused on introducing your Thinking skill or strategy	
	Tues		
	Wed	Presentation Thinking Skills PD session PowerPoint's (Grps)	
	Thurs		
08.09	Mon	**MULTIPLE INTELLIGENCES MODULE:** What is Intelligence? (Tog)	**Assignment 2: Professional Development Session DUE: 08.09.14**
	Tues	**Independent:** Released to read their allocated reading and complete MI self-assessment.	Read the MI reading selected in readiness for following session + Self assess personal intelligence
	Wed	Multiple Intelligences – Discuss their reading, benefits and challenges of MI. Compare and discuss results and implications of personal assessment. (Grps)	Al Ghraibeh (2012) Brennan (2000) Campbell et al. (1999) Fogarty & Stoehr (1994) Jackson et al. (2009) Jensen (1998) Scapens & Fraser (2005)
	Thurs	Using MI in the classroom for effective teaching and learning. (Grps)	
15.09	Mon	Present Unit planning task and template… MI and Blooms Taxonomy. 'The Blooming Smart way to read a book'. Then released to start planning. (Grps)	MI Unit planning
	Tues	**Independent:** In small groups plan own MI unit. Finalise a presentation of MI unit plan	Submit MI plan & presentation online
	Wed		
	Thurs		
22.09	Mon	Present MI unit plan to class. (Grp) Research and provide an annotated article tracing the history of cooperative learning as an approach to the classroom	Present unit overview for printing and Google presentation online
	Tues	**COOPERATIVE GROUP LEARNING MODULE:** Competitive, individualistic & cooperative teaching / learning structures. (Tog)	
	Wed	History of Co-operative Learning and 'Jig-saw' method of cooperative learning. (Tog)	
	Thurs	Application of the 'jig-saw' method and set up for the preparation of their own CL lesson using current events and picture as focus. Six Co-operative Tools. (Grp)	Innovative Teachers Companion (2012).
29.09		**Semester Two Study Break**	
06.10		Fully plan and have ready to share with class a CL Lesson	
13.10	Mon	Co-operative learning lesson plan sharing. Discuss the pro's, con's &potential of CL. Wrap up & evaluation. (Grps)	
	Tues	**Independent:** Complete Co-operative learning lesson plan ready to be shared online with class.	
	Wed	**SELF CARE & LEADERSHIP MODULE:** Dead Leader running DVD – Wayne Corderio	
	Thurs	Dead Leader running cont. Coping with Criticism (Tog)	
20.10	Mon	Coping with Criticism cont. Portfolio 6 set up. (Tog)	**Portfolio Entry 6:** Self- care of the Leader released.
	Tues	**Independent:** Complete the Styles of Conflict resolution assessment	
	Wed	Conflict resolution. (Tog)	
	Thurs	Conflict resolution continued. (Tog) Schedule a one on one slot.	**Portfolio Entry 7:** Meta Reflection released:
27.10	Mon	**Labour Day**	

	Tues	**One on one session:** Chance to catch up, answer any questions re meta-reflection, opportunity to discuss any insights, reflections or concerns as a result of previous sessions.	
	Wed		
	Thurs	**Independent:** Prepare entry 6 for sharing at next session.	
03.11	Mon	Feedback covering aspects they feel comfortable about sharing in response to their refection regarding 'Dead Leader Running', criticism and conflict sessions. (Grps)	**Portfolio Entry 6: Self-care of the Leader DUE 03.11.14** via verbal feedback to group
	Tues		
	Wed	**Independent:** Work on meta-reflection and presentation	
	Thurs		
10.11	Mon		
	Tues	Meta-reflection presentations. (Grps)	**Portfolio Entry 7: Meta Reflection DUE 11.11.14**
	Wed		
	Thurs	Shared afternoon tea and Prayer (Tog)	**Assignment 3: FULL PORTFOLIO including all entries and meta-reflection DUE 13.11.14**
17.11		**Teacher Education Professional Learning Conference (Tues & Wed)**	

PLEASE NOTE:

There is an expectation that all set work will be completed, whether this be for lecture preparation or assignment submission.

For satisfactory completion of this course, **all** assignment tasks must be completed. In the case of a failed assignment, you may, at the Teacher Educator's discretion, be permitted to resubmit the work. However, the resubmitted work may not earn more than a conceded pass (CP).

Attendance at all lecture sessions is expected. Students are directed to familiarise themselves with the Student Policy on Attendance, which will be applied to this course.

Students are reminded that in academic and professional presentations, plagiarism is considered to be a serious ethical offence. It offends such Christian principles as honesty, integrity and respect for others. Plagiarism occurs when another person's published or unpublished work is used as if it were ones own. It involves (without clear acknowledgment) direct copying, quoting, paraphrasing of material or downloading from the internet, another person ideas. Plagiarism includes copying from another student's assignments. Cases of plagiarism will be handled according to the guidelines outlined in the Student Policy on Plagiarism.

PIPI 6222 BEING AND BECOMING:
TEACHER AS LEADER

ASSIGNMENT 1: Case Study

Describe, illustrate and evaluate servant leadership within a community.
This case study is in three parts.
1. Describe and analyse what you believe to be the essential *qualities* of servant-leadership (800 – 1000 words).
2. Select one exemplary biblical role-model of servant-leadership (From list provided) and demonstrate how the qualities of servant leadership described in part 1 were manifest in that person's life and story (800 – 1000 words).
3. Identify three servant leadership qualities you desire to develop and describe how you hope to achieve this growth during your mission experience, practicum and campus life this year (800 – 1000 words).

DUE DATE: 28th March 2014

WEIGHTING: 30%   **LEARNING INTENTIONS:** 1, 2 and 4

NAME: **GRADE:**

	A category	**B category**	**C category**	**Fail**
Detailed description and analysis of the essential qualities of servant leadership identified.	Insightful and detailed description and analysis of the essential qualities of servant leadership.	Useful description and analysis of the essential qualities of servant leadership.	Some description and analysis of the essential qualities of servant leadership.	The essential qualities of servant leadership are not clearly described or analysed.
Appropriate role model is chosen and there is a clear demonstration of how the qualities, theory and practice of servant leadership are revealed in the servant leader's life and actions.	Exemplary role model is appropriately chosen. Thoughtful consideration is given to how the above essential qualities, theory and practice of servant leadership are revealed in this person's life and actions. Several examples of how this is demonstrated are provided.	Exemplary role model is appropriately chosen. Consideration is given to how the above essential qualities, theory and practice of servant leadership are revealed in this person's life and actions. Some examples of how this is demonstrated are provided.	Exemplary role model is chosen. Some consideration is given to how the above essential qualities, theory and practice of servant leadership are revealed in this person's life and actions. Some examples of how this is demonstrated are provided.	Role model is chosen. Little or no consideration is given to how the above essential qualities, theory and practice of servant leadership are revealed in this person's life and actions. Few or no examples of how this is demonstrated are provided.

Three servant leadership qualities are identified and a clear description of how these qualities will be developed during missions, teaching and life experiences is provided.	Three servant leadership qualities are clearly identified and a thoughtful, detailed description of how these qualities will be developed during missions, teaching and life experiences is provided. Extensive consideration of evidence indicating growth is apparent.	Three servant leadership qualities are identified and a clear description of how these qualities will be developed during missions, teaching and life experiences is provided. Some consideration of evidence indicating growth is apparent.	Three servant leadership qualities are identified and some description of how these qualities will be developed during missions, teaching and life experiences is provided. Attempt to consider evidence indicating growth is apparent.	Fewer than three servant leadership qualities with little description of how these qualities will be developed during missions, teaching and life experiences provided. Little or no consideration of evidence indicating growth is apparent.
In all three sections, meaningful connections with course material, wider research and biblical references are included.	Meaningful connections with course material. Wider research and biblical references are masterfully integrated.	Some connections with course material. Wider research and biblical references are integrated.	Limited connection with course material. Wider research and biblical references are evident but limited.	Little or no evidence of connections with course material. Wider research and biblical reference is not obvious.
Coherency of servant leadership qualities throughout the three sections	Coherency of servant leadership qualities throughout the three sections is overt.	Coherency of servant leadership qualities throughout the three sections is evident.	Coherency of servant leadership qualities throughout the three sections is limited.	There is a lack of coherency of servant leadership qualities throughout the three sections.
SCHOLARLY FOUNDATIONS				
Evidence of wider reading	10 or more appropriate resources are identified. There is evidence of relevant wider reading integrated throughout the case study with thoughtful and careful integration of quotations and citations.	10 appropriate resources are identified and there is evidence of relevant wider reading integrated throughout the case study.	10 appropriate resources are identified and there is some evidence of relevant wider reading throughout the case study.	Fewer than 10 appropriate sources included. Little or no extra reading evidenced or references included and yet not linked to ideas.
DOCUMENTATION				
Case study format	Information is logically organised with well-constructed paragraphs which are skilfully linked.	Information is organised with well-constructed paragraphs including bridging sentences.	Information is organised, but paragraphs are not well-constructed or linked.	The information appears to be disorganised.
Correct mechanics and referencing	Submitted material is grammatical, with correct spelling, punctuation and referencing.	Submitted material is grammatical, with few spelling, punctuation and referencing errors.	Submitted material includes some grammatical, spelling, punctuation and referencing errors.	Submitted material includes significant grammatical, spelling, punctuation and referencing errors.
Reference list	Reference list cites all references and follows APA 6th edition formatting.	Reference list cites all references and follows APA 6th edition format with few errors.	Reference list includes some errors, or the same error consistently and attempts to follow APA 6th edition format.	Reference list includes many errors and there is little apparent attempt to follow APA 6th edition format.
OVERALL COMMENT:				

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ASSIGNMENT 2: Thinking Skills Professional Development Session

Imagine you are serving a school learning community in a role of teacher-leadership. Create a Professional Development Session of between 60 and 90 minutes (which includes a PowerPoint presentation and ALL supporting documentation and resources) for use in a staff meeting. The purpose of the PD session is to inform, illustrate and motivate your colleagues to use a specific thinking skills programme/tool in their classrooms.

Be sure that your session effectively:
a. Expresses your rationale and passion for teaching thinking. Reference to the fact that thinking is the first of five key competencies deemed necessary for living and lifelong learning (NZ Curric p.12) is expected.
b. Explains the thinking programme/ tool accurately, detailing a range of thinking skills appropriate for use in a classroom.
c. Evaluates the thinking programme/ tool in light of your rationale.
d. Provides the opportunity for participants to practice a selection of thinking skills to secure their understanding.
e. Includes a detailed session plan (including LI's, timing, activities, resources etc.).
f. Includes supporting quotes and references from readings, the Bible and course material that will justify your presentation and inspire teachers.
g. Indicates any application and adjustments made to your planning and or teaching of the PD session AFTER reflecting on the feedback provided by your classmates during your 'overview' presentation detailed below.

Effectively present a 15min **'overview'** of this PD session to your classmates in order to meaningfully represent the essential aspects of your session. In the process seek to inform, evaluate and inspire them to see the potential of the specific programme or thinking skills you have chosen.

DUE DATE: 8th September, 2014

WEIGHTING: 30%   **LEARNING INTENTIONS:** 1, 2 and 4

NAME: **GRADE:**

ASSESSMENT STANDARDS:			
A category	**B category**	**C category**	**Fail**
Meets criteria (outstanding, insightful, profound) Articulation (masterful, polished, sophisticated). Organisation (focussed, tightly organised). Develops many aspects (significantly, in depth)	Meets criteria (consistently – often) and develops (some, key, or a number of) aspects	Meets criteria adequately at beginning level	Criteria met infrequently or is missing, not developing points nor covering topic
ASSESSMENT CRITERIA:		**FEEDBACK:**	
Grading is based on the extent to which there is evidence of: • A rationale, explanation, analysis and illustration of why the teaching of thinking is important.			

- Understanding and therefore clarity of explanation when presenting the specific programme/tool chosen. - Coverage of a range of thinking skills and learning contexts within the 'application of the tool' section of your presentation. - A creative presentation of a useful resource package. - A Professional Development Package that includes an appropriate and detailed practical activity plan and all resources. - Thoughtful interaction and engagement with a range of literature, scripture and classroom appropriate content. - A confident, concise and informative presentation style. - Adjustments made based on collegial feedback received from presentation. - Correct academic conventions – spelling, grammar and APA 6th ed. referencing.	
OVERALL COMMENT:	

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ASSIGNMENT 3:   Critical Reflection and Personal Integration Portfolio.

Students will compile a portfolio containing seven entries that show evidence of critical reflection, professional inquiry and the personal integration of specific module activities and readings within the course. The full details of each log entry will be provided in class. Each entry must be completed as required and be clearly titled. At times there will written feedback on a submitted entry or an opportunity to discuss submissions within your PIPI group or one on one with assigned PIPI lecturer, each providing the opportunity for formative feedback and personal development in the course. It is necessary to complete and submit all six entries in order to fulfill the requirements for this assignment.

WEIGHTING: 40%   LEARNING INTENTIONS: 1, 2, 3 and 4
20% for Entries 1-6 & 20% for Meta-reflection

Due dates: Portfolio Entry One: 17th February, 2014
                              Portfolio Entry Two: 3rd April, 2014
                              Portfolio Entry Three: 12th June, 2014
                              Portfolio Entry Four: 20th June, 2014
                              Portfolio Entry Five: 9th August, 2014
                              Portfolio Entry Six: 3rd November, 2014
                              Meta reflection: 11th November, 2014

FULL PORTFOLIO DUE: **13th November, 2014**

NAME: GRADE:

ASSESSMENT STANDARDS:			
A category	**B category-**	**C category**	**Fail**
Meets criteria (outstanding, insightful, profound) Articulation (masterful, polished, sophisticated). Organisation (focussed, tightly organised). Develops many aspects (significantly, in depth)	Meets criteria (consistently – often) and develops (some, key, or a number of) aspects	Meets criteria adequately at beginning level	Criteria met infrequently or is missing, not developing points nor covering topic

ASSESSMENT CRITERIA:	FEEDBACK:
Grading is based on the extent to which there is evidence of: **Portfolio Entries:** **/20** - Six entries being submitted on due dates and demonstrate critical, connected, consideration of personal and professional thinking, emotions, ideas, attitudes, beliefs, actions and application. - Authentic self-awareness in the process of developing a disposition that is characteristic of active learning and leadership. - Thoughtful interaction and engagement with a range of literature and lecture material. - Meaningful engagement with, and integration and application of Biblical principles. - A capturing of the personal journey and a sense of increasing self-awareness in being and becoming the teacher who is a servant leader. **Meta Reflection and Presentation:** **/20** - Personal critique in terms of being and becoming a servant leader, including careful consideration of the change in thinking, attitudes, beliefs and actions. - Reflection on passionate creed/metaphor demonstrating genuine growth in understanding and insight of learning and teaching. - Progress and growth in personal goals for developing active listening skills and effective use of voice as a teaching tool. The roles played in effective group discussion are evaluated in a critical way. - Genuine self-assessment relating to the 4 course intentions, demonstrating a depth of engagement and honest personal critic. - A demonstration of growth in becoming a wise leader/educator who is gracious, secure and teachable and whose teaching is relational, transformative and responsive. - A well prepared, coherent and accurate presentation that flows well and is clearly articulated with an appropriate use of voice and presentation aids.	

OVERALL COMMENT:

Intended Entry Overview:

Entry 1: Reading Summaries
Summary of main points, key questions and personal insights of each of Spears & Lawrence (2002), Marshall (1991), Hybels, Ortberg & Allendar, (2008). Schaeffer (1974), Blackaby and King (2004) the required readings.

Entry 2: Discussion Module
Collate all planning, resources and critical evaluation of the four micro-teaching experiences related to discussion leading. Summarise the reflective and refining process that influenced adjustments during the four sessions. Particular consideration is also expected of; the role of a critical friend in transforming personal teaching practice; listening and self care of voice.

Entry 3: Discipline Philosophy
Connecting with course material, personal consideration, reflection from your Practicum experience, and observation of the transformations in your thinking and practice throughout this module, write an informed personal philosophy for management and discipline (self, learning & learners). Please include consideration of restorative justice.

Entry 4: Noho Marae Experience
Write a 1000 word (approx) personal reflection on the noho experience. Include the influence of significant Maori leaders discussed, general marae protocols and your understanding of and potential application of āta principles and marae ātea. Terms of this entry include your presentation of Mihimihi and approved whakatauki during the Noho Marae experience.

Entry 5: Missions Experience
Using your servant leadership case study as the foundation to your approach to leadership, write a considered reflection of your personal servant-hood/leadership, teamwork and growth within the context of your mission experience. Embedded within this entry is the Missions Block expectation of compiling a visual summary as well as a verbal presentation of your team's mission experience.

Entry 6: Self Care of the Leader
Using the hand out from the 'Dead Leader Running' DVD as an initial guide, as well as the notes taken from the lectures and discussions, record your personal leadership insights, reflections and intentions for growth in the areas of sustainability of passion, coping with criticism and conflict resolution.

Entry 7: Meta Reflection and Presentation (worth 20%)
As the course closes, complete the portfolio with a meta reflection of your personal contribution, growth and challenges as you have engaged with being and becoming a wise teacher who is a LEADER.
- Explain/illustrate your personal critique in terms of being and becoming a servant leader. Carefully consider what has happened since the beginning of this course in your thinking, attitudes, beliefs, actions and understanding of Biblical principles of leadership. If there has been no impact in those areas please carefully consider why that has been the case and explain.
- Revisit, reflect on and refine (or if necessary redevelop) your passionate creed/metaphor.
- Reflect on the progress made in regards to your goals for developing active listening skills, effective use of voice as a teaching tool and the roles you play in effective group discussion.

- Prepare a self-assessment relating to the 4 intentions stated in the course outline. Include an evaluation of the goals you identified as areas of growth for your 2nd year.
- As appropriate, from aspects of your reflections prepare a presentation to be shared with your own PIPI group as you consider your growth both as a learner and a leader in being and becoming a relational, transformative and responsive educator who is gracious, secure and teachable.

REQUIRED TEXTS:

Van Brummelen, H. (2009). *Walking with God in the classroom: Christian Approaches to Teaching and Learning (3rd ed)*. Colorado Springs, CO: Purposeful Design.

Marshall, T. (1991). *Understanding leadership.* Chichester, England: Sovereign World.

McGee, C. & Fraser, D. (2012). *The professional practice of teaching (4th edn.)* Melbourne, Australia: Cengage Learning.

REQUIRED COURSE READINGS:

Servanthood & Leadership Module:

Blackaby, H.T., & King, C. V. (2004). *Experiencing God.* Nashville, TN: Thomas Nelson.

Hutchison, J. C. (2009) Servanthood: Jesus' countercultural call to Christian leaders. *BIBLIOTHECA SACRA, 166* (January–March 2009) *53–69.*

Hybels, B., Ortberg, J. & Allendar, D.B. (2008). *The call to lead.* Grand Rapids, MI: Zondervan.

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