



The Future of Theological Education¹

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The Importance of Leading the Church Effectively

Today's frontier in the world of mission—especially in regions where the church is rapidly growing: needs for effective and well-grounded leaders

Research in leadership during the 20th Century:

Traits. What does a great leader look like? What characteristics? What personality?

Behaviors. What does a great leader do? How does she or he do it? What are the necessary skills? How does he or she use time? Relate to other people?

Situations. In what way does the situation or circumstance relate to the characteristics and behaviors needed for leadership?

The Bible reveals two common characteristics of those that God calls to leadership responsibilities: 1) most were Jewish, and 2) almost all were actively following God already.

A commonly overlooked teaching of Christ: Matthew 23:1-12. Why is it preached so rarely?

In the development of leaders, modeling (the power of example) is especially important. (1 Corinthians 4:15-17; Philippians 3:17, 4:9; Thessalonians 1:5-7; 2 Thessalonians 3:7-9)

Three tiers of leadership are identifiable in the New Testament Church (1 Timothy 3).

All Christians should be encouraged and developed as leaders.

Gifts of the Holy Spirit are the foundation of leadership in the Christian community.

Assessing Ministerial Education

Good News and Bad News about Accreditation.

Where do standards originate?

How are standards enforced?

Measurement of abstractions is often impossible.

¹ Ted Ward. The Future of Theological Education. Faculty Development Workshop. The Salvation Army School of Officer Training, June 18, 1997

The intentions are high, the cost sometimes is higher.
Pulling everyone toward a standard improves some, degrades others.

The History of the Bible Colleges and Bible Institutes.

Origins in church basements and mission fields.
Strong emphasis on Bible knowledge and learning through practical experience
Mid-century expansion and attempted standardization.
“Falling away” to become liberal arts colleges.
Bible colleges as a basis for Christian universities.

The History of the Christian Liberal Arts Colleges.

The Christianizing of Hellenistic ideals to create a “Christian” form of academic education.
The precarious balance between Biblical/theological content and the “Christian” philosophy of sciences and arts.
The “slippery slope” toward secularization.
Christian liberal arts colleges as a basis for Christian universities.

The Meaning of the Newly Emerging Christian Universities.

The intention to remedy the extensive secularization of advanced graduate studies.
Another try at the biblical foundation of knowledge.
A further experiment in the popular notion that faith and learning are separate phenomena which must be deliberately brought into an integrated relationship.
Extending the historical contention that “all truth is God’s truth.”

The Persistent Tradition of Leadership Education in the Church: Nonformal Education

A typology of social purposes of education:
Socialization—the powerful by subtle engine of learning provided through living in family, neighborhood, community, and society in general.
Formal education (schooling)—the social ladder, designed for efficiency, and assuming value of full-time enrolment.
Nonformal education—the deliberate and structured resources that provide short-term functional learning.

Apprenticeship and Mentoring: the Classical Mode of Learning Christian Ministry.

The Importance of Effective Learning

Leaders are Called and Gifted. These processes involve learning, not just natural talent.

Leaders are Developed through Appropriate Learning Experiences.

The Benjamin Bloom Taxonomy of Educational Outcomes: *Six Levels of the Use of the Mind.*

1. Recalling Information
2. Understanding (comprehension; ability to restate in one’s own words)

3. Applying (imagining the practical use of an idea or informational comprehension)
4. Analysis (identifying the components of an idea or comprehension)
5. Synthesis (putting ideas together to form new relationships and insights)
6. Evaluation (using a comprehension together with its components and syntheses in order to form an orderly basis for a judgment; a capacity commonly called *wisdom*)

Problems in Producing Effective Learning in Schools:

1. Schools emphasize learning at Bloom levels #1 and #2.
2. School-type assessment avoids making debatable judgments about learner responses. Teachers try hard to avoid arguing with students; thus they stick to factual material and simple mental processes when testing.
3. Higher levels of mental process depend upon interaction and discourse, not just responses to propositions, as in lectures.
4. Theological education is reasonably strong in levels 1, 2, and 4, but seriously deficient in attention to levels 3, 5, and 6.

Paul's Lists of Standards Include Characteristics that are Complex, Social, and Deeply Grounded in Personality and Character.

In what ways can these characteristics be learned?

above reproach
 the husband of one wife
 temperate
 prudent
 respectable
 hospitable
 able to teach
 not addicted to wine
 not pugnacious
 gentle
 uncontentious
 free from the love of money
 managing a household well
 keeping children under control with dignity
 not a new convert, lest he become conceited
 having a good reputation with those outside the church. (1 Timothy 3:2-7)

Implications for the School of Officer Training

Historical strengths of the educational work of the Salvation Army:

1. _____
2. _____
3. _____

Trends today that *build upon* the strengths listed above:

1. _____
2. _____
3. _____

Trends today that *move away from* the strengths listed above:

1. _____
2. _____
3. _____

In reference to the Officers Continuing Education Program . . .

Over the past year, what do you feel especially good about?

Looking ahead, what should we attempt to do better than in the past?

- 1.
- 2.
- 3.

What will it take to make the changes?

In reference to the numbers in B, above . . .

- 1.
- 2.

3.

Focal Theme 1: Cohesiveness of the Teaching Team.

A. In what ways does this theme relate to *doing quality work in our courses*?

B. If we really show more interest in the cohesiveness of the teaching team, *what improvements can we make*?

1.

2.

3.

B. (For *each* improvement that your group identifies, prepare a plan of action.) For this improvement we will need to take these steps:

1.

2.

3.

C. Who should take the *responsibilities for implementation of this needed improvement*? And *who-needs-to-do-what* to make the changes?

Focal Theme 2: Common Elements of the Course Plan.

A. In what ways does this theme relate to *doing quality work in our courses*?

B. If we really show more interest in the common elements of the course plan, *what improvements can we make*?

1.

2.

3.

C. (For *each* improvement that your group identifies, prepare a plan of action.) For this improvement we will need to take the following steps:

1.

2.

3.

D. Who should take the *responsibilities for implementation of this needed improvement*? And *who-needs-to-do-what* to make the changes?

Focal Theme 3: Coordination of Assessment

A. In what ways does this theme relate to *doing quality work in our courses*?

B. If we really show more interest in the coordination of assessment, *what improvements can we make*?

1.

2.

3.

C. (For *each* improvement that your group identifies, prepare a plan of action.) For this improvement we will need to take the following steps.

1.

2.

3.

D. Who should take the *responsibilities for implementation of this needed improvement*? And *who-needs-to-do-what* to make the changes?