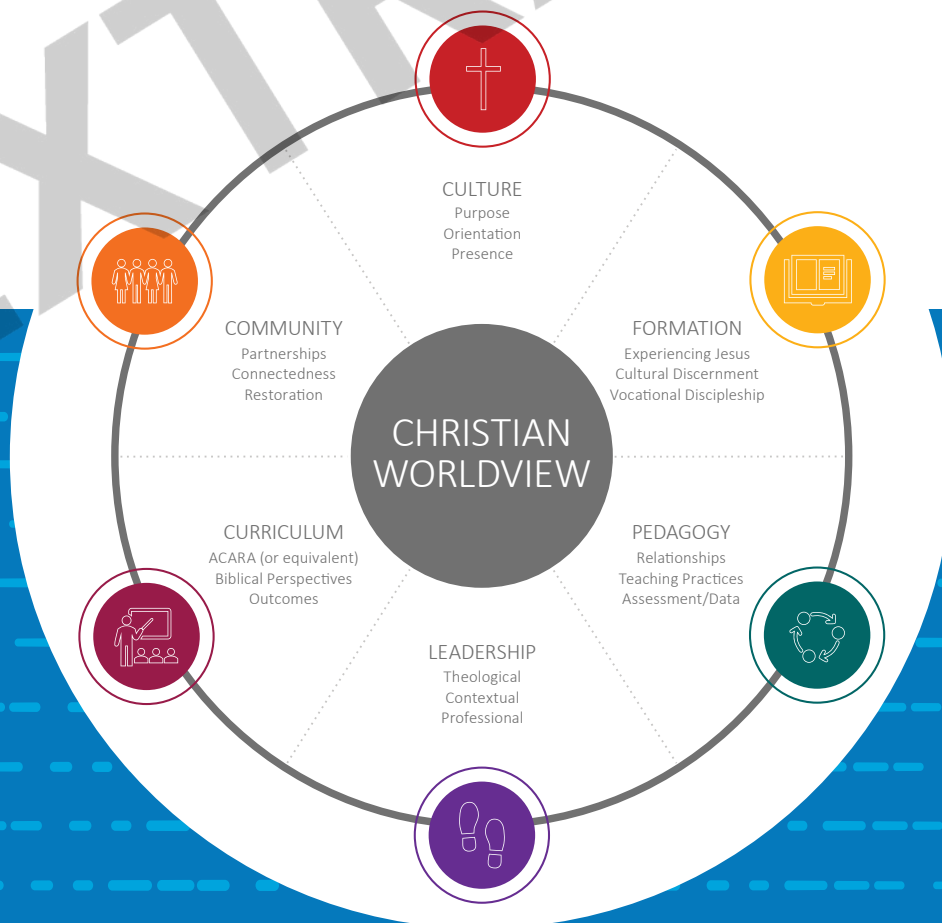


# Architecture School Improvement Tool



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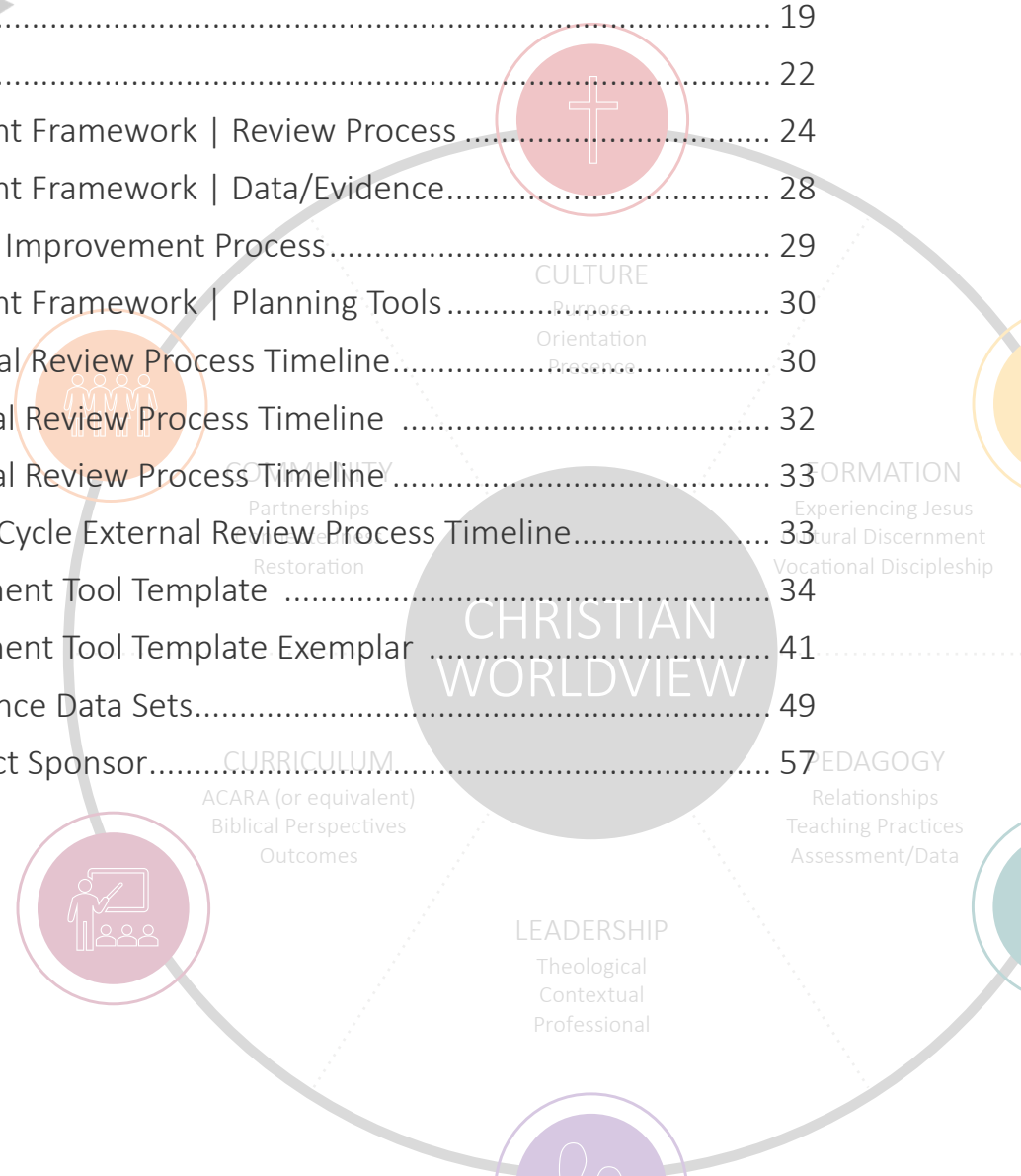
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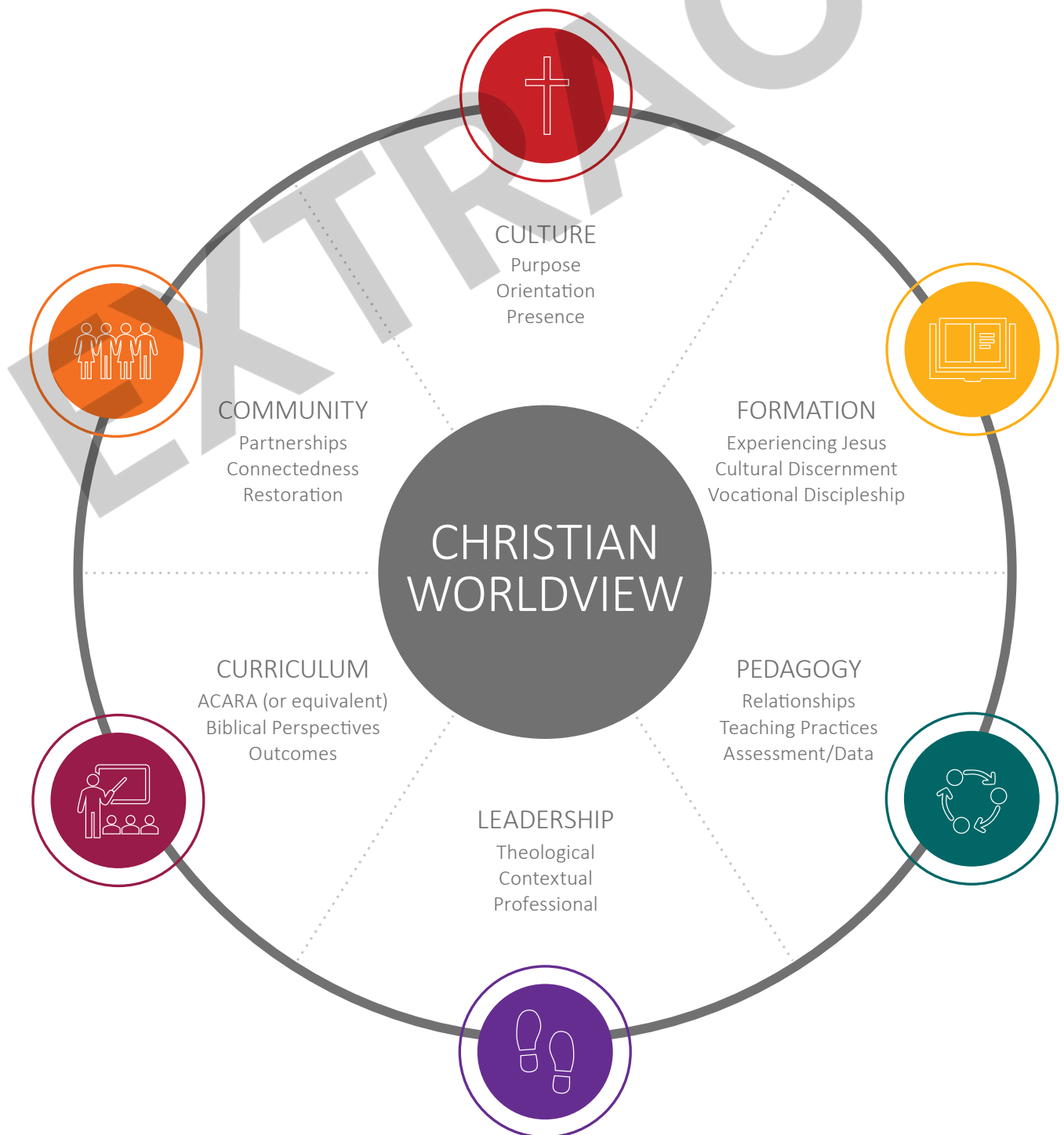
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# School Improvement Framework | Visualisation

The visualisation, below, seeks to capture the essence of the framework in that all parts are reliant on each other. There is no element more important than the other and each relies on each other to enable a Christian school to be as effective as possible (1 Corinthians 12). That being said, a Christian Worldview is the underpinning lens of a Christian school. Additionally, the 5 levers (Pedagogy, Community, Formation, Curriculum and Leadership) are all directly influenced by, and influence, the **culture** of the school (the 6<sup>th</sup> lever).



“Preach the word of God. Be prepared, whether the time is favourable or not. Patiently correct, rebuke, and encourage your people with good teaching.”  
2 Timothy 4:2 (NLT)



## Theoretical Foundation

Robert Marzano defines pedagogy simply as the art and science of teaching.<sup>21</sup> Pedagogy can be described as the link between the curriculum (what students should learn) and the assessment of learning (how well did the student learn). However, as Parker Palmer states in his book *The Courage to Teach*, “Good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher.” Jesus was often referred to as ‘Teacher’. Jesus’ teaching was relevant, instructive, logical, influential, original, used parables and stories and reinforced by references to the Old Testament. Matthew 7:28 states “When Jesus had finished saying these things, the crowds were amazed at his teaching”. Today, the broader community demands high quality teaching and learning from teachers. Teachers need to be continually growing in their knowledge and skills with regard to pedagogy in order to provide all students with high quality education. The ultimate purpose of excellent pedagogy is, of course, the flourishing of individual students, and society as a whole.

## RELATIONSHIPS

In his book, ‘Walking with God in the classroom’ Harro van Brummelen states, “The types of relationship the teacher nurtures and establishes has an immense impact on the success of his/her teaching. [Teachers] listen carefully; interact sensitively; praise genuinely; confront sensitively when needed and forgive freely. They treat students as images of God, expressing love and concern for all, without exception”<sup>22</sup>. Forging a positive and professional relationship with all school community members, but most importantly with students, is a fundamental pedagogical practice as it has a direct impact on students’ academic success, self-efficacy, engagement and behaviour<sup>23</sup>. A study by Edith Cowan University found that school students want structure, discipline and caring relationships from their teachers<sup>24</sup>. In her article ‘12 Things Kids Want From Their Teachers’, Angela Maiers describes how, when questioning students, she found that, overwhelmingly and consistently, building positive student-teacher relationships requires the teacher to show genuine care for their students – both as learners and as people<sup>25</sup>.

## Component Statements

The school is a place where visitors and stakeholders see God at work through:

- PR1 A safe, accepting, caring, respectful environment is evident across the school.
- PR2 Staff take responsibility for establishing and maintaining inclusive learning environments in which agape, mutual trust and respect, and acceptance are priorities.
- PR3 Students are valued and loved. When they go astray they are corrected, forgiven and restored.

<sup>21</sup> Marzano, R. (2007) *The Art and Science of Teaching*. 1st ed. Alexandria, Va.: Association for Supervision and Curriculum Development.

<sup>22</sup> Van Brummelen, H. (2009). *Walking with God in the Classroom*. Colorado Springs, CO: Purposeful Design Publications.

<sup>23</sup> Hattie, J. (2009). *Visible learning*. London: Routledge.

<sup>24</sup> What do students believe about effective classroom management? A mixed-methods investigation in Western Australian high schools. *The Australian Educational Researcher*, Helen Egeberg, Andrew McConney Pages 195-216

<sup>25</sup> (<https://www.angelamaiers.com/blog/12-things-kids-want-from-their-teachers.html>)



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