

Faith–Work Integration [FWI]

Past Present & Future

Dave Benson

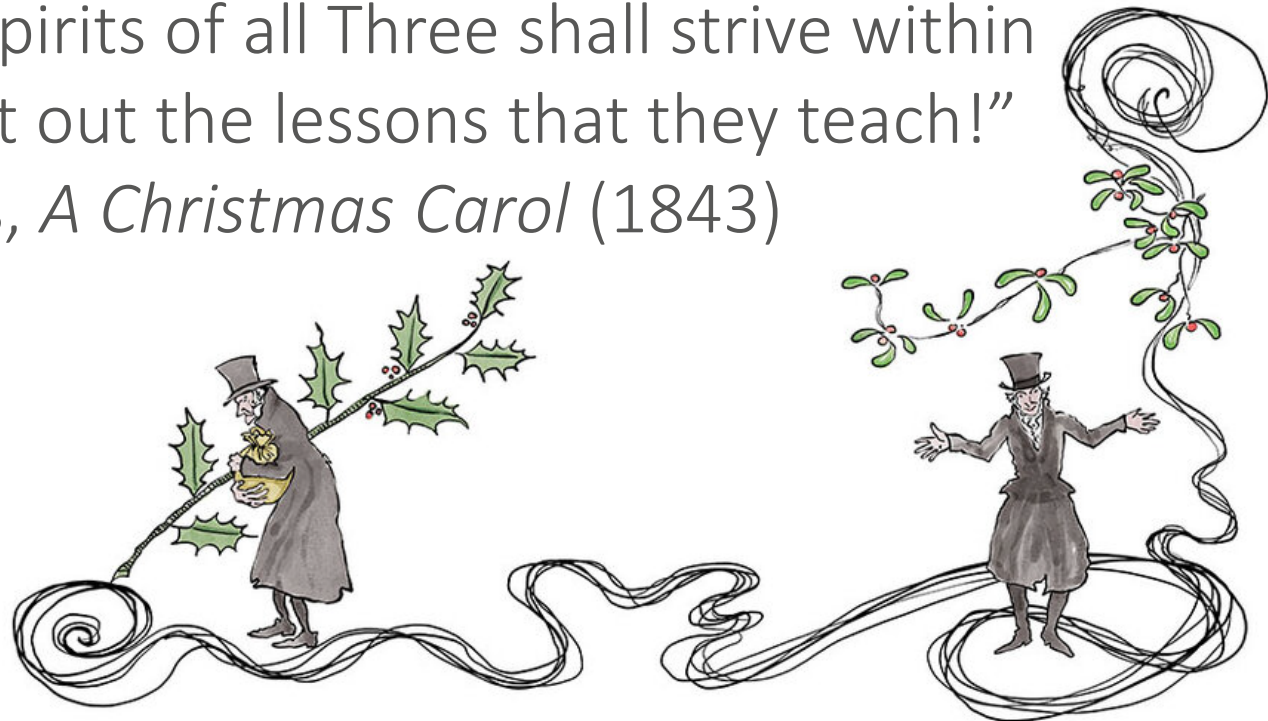
Andrew Sloane

Kara Martin

“I will honour Christmas in my heart, and try to keep it all the year. I will live in the Past, the Present, and the Future. The Spirits of all Three shall strive within me. I will not shut out the lessons that they teach!”
– Charles Dickens, *A Christmas Carol* (1843)



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Faith–Work Integration *Past*

Australian College of Theology Research

Report: bit.ly/ACTFaithWorkReport

Slides: bit.ly/FWI_PastPresentFuture

ON Rubric: bit.ly/ON-Rubric

TV Home: transformingvocation.org



Change in Theological Education

OIKONOMIA NETWORK RUBRIC

	Beginner	Intermediate	Mature	Distinguished
Faculty Leadership	Only one faculty “champion,” less than 15% of faculty active in curricular integration	At least two faculty “champions,” 15-33% of faculty active in curricular integration	At least four faculty “champions,” 33-50% of faculty active in curricular integration	Majority of faculty active in curricular integration
Institutional Support	Less than 15% of deans, administrators, board, etc. support making <i>oikonomia</i> issues a priority	15-33% of deans, administrators, board, etc. support making <i>oikonomia</i> issues a priority	Majority of deans, administrators, board, etc. support making <i>oikonomia</i> issues a priority	Almost all leaders support making <i>oikonomia</i> issues a priority
Curriculum	1-3 courses have <u>explicit</u> learning objectives, modules or assignments on <i>oikonomia</i> issues; no creative/experiential learning opportunities	Growing # of courses have <u>explicit</u> learning objectives, modules or assignments on <i>oikonomia</i> issues; 1-2 creative/experiential learning opportunities	At least 33% of courses w/ <u>explicit</u> learning objectives, modules or assignments on <i>oikonomia</i> issues; 3-4 creative/experiential learning opportunities	Over 33% of courses have <u>explicit</u> learning objectives, modules or assignments on <i>oikonomia</i> issues; 5 or more creative/experiential learning opportunities
Extracurricular	1-2 special events (such as reading groups, events, chapel presentations); the faculty champion “infects” thru informal mentoring, etc. but has little formal platform for school-wide influence	Observably increasing # of initiatives w/gradually increasing participation by faculty & students	Observable initiatives give faculty champions real & growing institutional “voice”	Multiple, consistent, ongoing emphases thru faculty training, chapel, student formation efforts, special events, visuals, alumni communications, informal mentoring, student internships etc.
Institutional Partnerships	School discussing new emphasis on serving & partnering with local churches, other institutions	School engages modest, temporary partnerships/activities that serve & partner with local churches, other institutions	School engages increasingly robust & sustainable partnerships/activities	School leadership prioritizes support for multiple, sustainable partnerships/activities



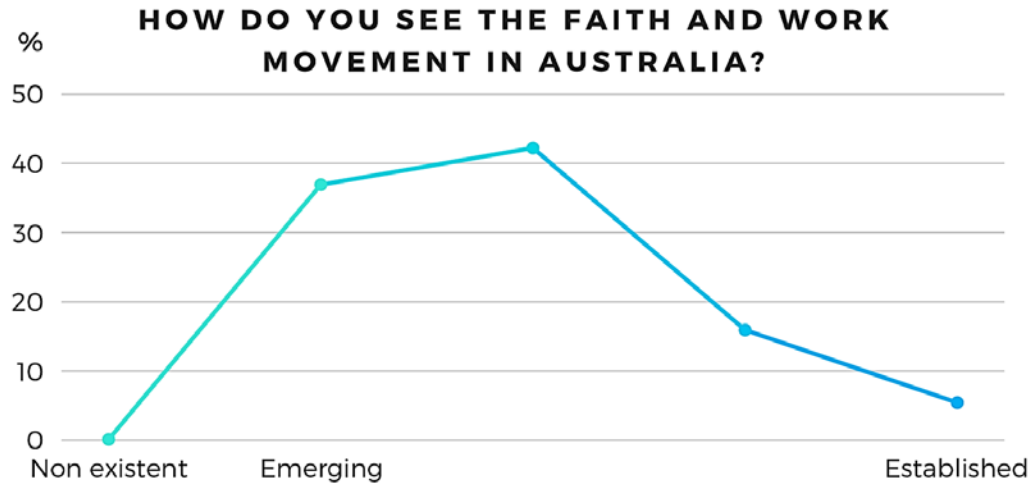
Our Faith–Work Movement?

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FAITH + WORK IN AUSTRALIA

SURVEY RESULTS JANUARY 2019

SENT TO CONNECTIONS OF EXISTING FAITH AND WORK GATHERING COHORT TO THOSE WHO ARE NEW TO THE NETWORK, RECEIVED 19 RESPONSES.



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State of the Faith–Work Movement in Australian Theological Education



bit.ly/ACTFaithWorkReport

I. EXPERIENCE (What is going on?)

Description of the concrete tension in a local context

II. EXPLORATION (Why is this going on?)

Analysis of the situation through insights from secular and religious critical perspectives

III. REFLECTION (What should be going on? And where is the common ground?)

Seeking to correlate these insights toward guides for action

IV. ACTION (How will we respond?)

New practices directed by reflective-practitioners, for truthful action and faithful practice



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State of FWI in ACT

EXPERIENCE | What is going on?

Describe what is happening in the FWI space in your college

- FWI highly variable; agreement in principle, but priority is questionable institutionally
- Nice concept, rarely embedded cross-curricula beyond electives/isolated lectures
- Less space/priority/uptake in pastoral track
- Siloed theological structure reinforces SSD (Sacred–Secular divide)
- Questions over common language, e.g. vocation, work, church, ministry
- ‘Vocational’ track only at Laidlaw; all centres struggling for funds
- Under-utilisation of interdisciplinary subjects/track, especially for HDR



State of FWI in ACT

EXPLORATION | Why is this going on?

For better or worse, why is your college's FWI integration in this state?

- FWI rarely tied to college vision/mission and denominational distinctives (e.g., priesthood of all believers), thus no expectation/accountability for integration
- Need champions from 'below' and advocacy/strategic representation from 'above'
- Few 'bi-vocational' academics, thus caught in ecclesial/clerical paradigm
- Limited vision/imagination for interdisciplinary subjects
- Churches increasingly aware of FWI need, but little voice back to colleges for demand
- Schleiermacher's "Zombie" categories in theology, with bureaucracy and assessment accountability hindering creativity and attention to contemporary context
- Growing distance/online take-up favouring information over transformative education

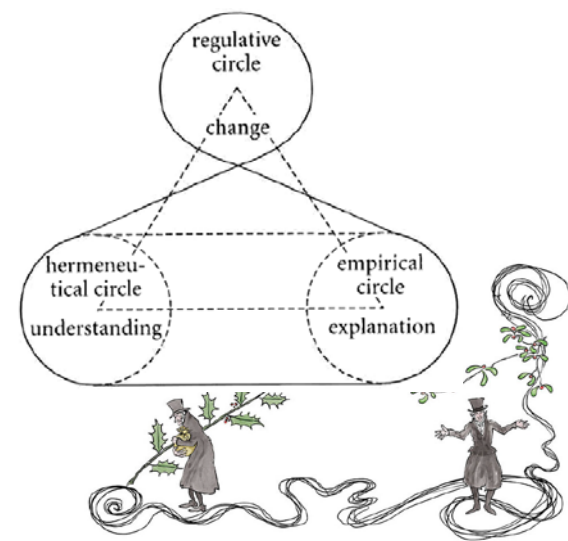


State of FWI in ACT

REFLECTION | What should be going on? Common ground?

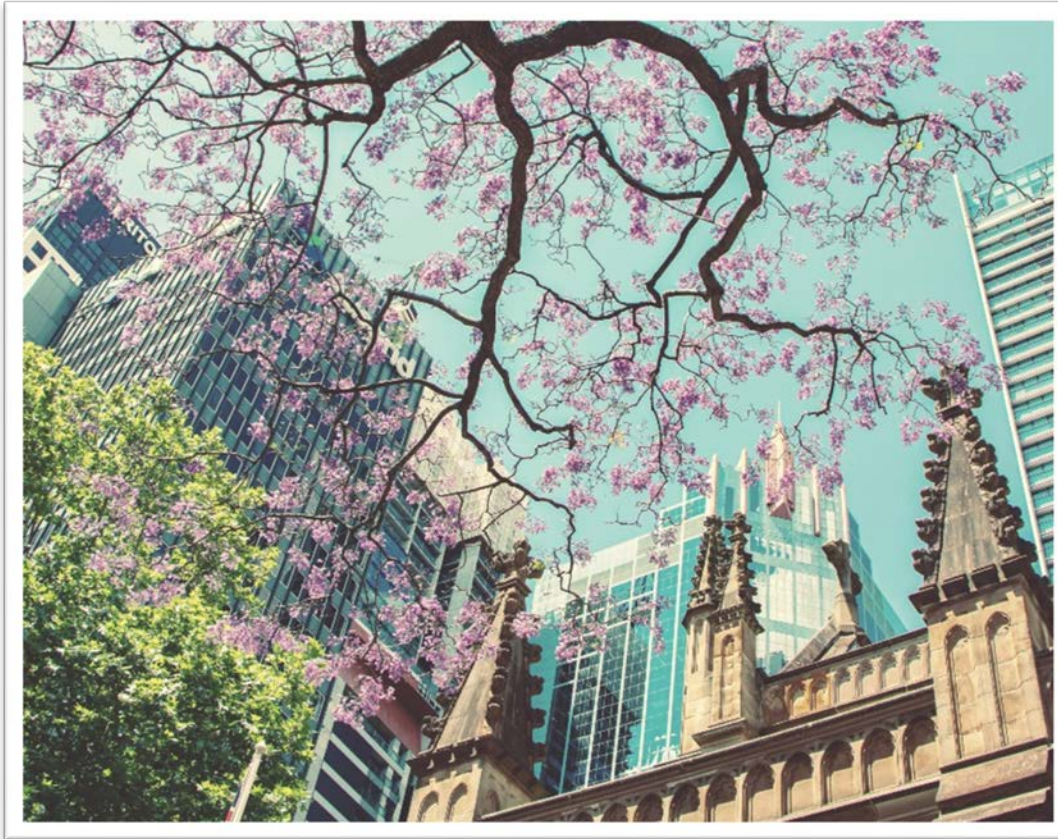
*Seeking wisdom to guide our way forward,
what should be happening in FWI for your college and the ACT?*

- ‘How big is the gospel?’ Reframe all under Christ’s sovereignty, *shalom* and *salvation*
- Integrated process of practical theological reflection uniting entire education
- Transformative pedagogy with action–reflection and real-world application/context; inventory/audit for each college and subject. Prayer at the centre, following God’s lead
- Whole-life discipleship and FWI core vs. elective, also in diploma/micro degrees
- Denominational funding for centres, workplace consultancy/research, and strategic partnership e.g. ReVenture, LICC
- Sharing of resources and best-practices/curricula between ACT colleges for excellence



Faith–Work Integration *Present*

Conference + Book + Web-Hub



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"When I was invited to speak at the 2019 Transforming Vocation conference in Sydney, I was delighted, which increased as I looked at the breadth of papers, and realised that we would probably not have been able to hold a conference with such scope in the United Kingdom."



MARK GREENE

London Institute for Contemporary Christianity, Keynote Speaker

