“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)
Faith–Work Integration Past
Australian College of Theology Research


Slides: bit.ly/FWI_PastPresentFuture

ON Rubric: bit.ly/ON-Rubric

TV Home: transformingvocation.org
## Change in Theological Education

### OIKONOMIA NETWORK RUBRIC

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

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.

HOW DO YOU SEE THE FAITH AND WORK MOVEMENT IN AUSTRALIA?

%  
0  10  20  30  40  50  
Non existent  Emerging  Established
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
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
“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