

STUDYING WITH NICE 2009



NATIONAL INSTITUTE *for* CHRISTIAN EDUCATION



The NATIONAL INSTITUTE *for* CHRISTIAN EDUCATION
is a teaching agent of the
College of Christian Higher Education
which is a government accredited higher education institution.

The NATIONAL INSTITUTE *for* CHRISTIAN EDUCATION
is the teacher training arm of
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Message from the Principal

Welcome to the National Institute for Christian Education (NICE). We offer accredited, post-graduate courses in education from a biblical perspective. Education is not neutral and will always be seen from one perspective or another. The prevailing worldview of western civilisation and that in which most of us have been trained to teach could be described as neo-liberal. From this perspective, education is about the acquisition and mastery of information to pursue personal freedom and fulfilment. Because a perspective is often assumed we can simply accept this as the way things are rather than recognising the contested nature of worldviews.

NICE seeks to be transparent about the perspective from which we view the world and therefore education. The worldview in which our courses are embedded is shaped by the biblical narrative that revolves around the gospel of Jesus. This gospel proclaims that all things were made by, through and for Jesus and that all things are reconciled through his death.

This worldview has tremendous implications for education and is in radical conflict with other perspectives on education such as neo-liberalism. The problem is that Christians are not trained to recognise the conflict let alone pursue consistent educational implications. On the contrary, our natural thinking about education and other things is steeped in worldview assumptions that are hostile to the gospel.

This is why we believe it is so important for teachers who want to serve God in education to undertake post-graduate training from a perspective that takes the Bible seriously. Our initial core unit familiarises teachers with biblical theology helping them read the whole Bible within the context of the big gospel theme while appreciating the literary structure and genre as well as the historical and cultural setting. Implications for a range of educational issues are explored in the light of each section of scripture. We proclaim, "The whole of the Bible for the whole of life!"

The second core unit builds on knowledge of the Bible to a biblical worldview. Teachers are taught to think biblically about education rather than randomly applying scripture in a fragmented and non-contextual manner. In this unit teachers are challenged to critique their own worldview assumptions as well as those of educational institutions and theories.

From this foundation, teachers studying with NICE then explore a range of options including curriculum, pedagogy, evaluation, innovation, research and leadership. Insights from a range of sources are presented – both Christian and from other worldviews. We acknowledge that all truth is God's truth and evaluate all claims in the light of the gospel or as Paul says in 2 Corinthians 10:5 "...taking every thought captive in obedience to Christ." Thus insights consistent with the gospel are affirmed while others albeit from Christian sources are rejected.

If Christian schooling is going to maintain its distinctive gospel character and not degenerate into a bland, cheaper, private alternative, then its teachers need to keep working at growing in understanding and skills of teaching Christainly. NICE has been established to help teachers think seriously and biblically about

education. While we do this in a number of ways, including professional development training, we believe significant growth and change is maximised through sustained and academically rigorous post-graduate study.

Study with NICE has challenged and enriched many teachers from schools—Christian and otherwise—throughout Australia and around the world. I trust that your experience as a post-graduate student with us is refreshing and stimulating. More importantly I trust that as a result of your study you may be able to serve God more faithfully in your school.



Ken Dickens
Principal

What NICE Students Say

Students who study with NICE often declare it to be a life-changing activity. Comments like those below are common in NICE evaluations:

Found it to be insightful, well presented, challenging. It's changing how I lead and it's helped me to relax more. I am enjoying being a leader for the first time. I used to worry that I wasn't doing it right but didn't know who or what to ask to get help.

The course was helpful in that it made me verbalise what I believe about curriculum development.

Very good. This course is surely for Christian teachers.

Excellent opportunity to expand mind, pedagogy, relationship with colleagues. Fantastic.

Inspiring to see so many young teachers reassessing their views and aiming to teach Christianly.

I appreciate the opportunity to study further. I felt my eyes have been opened and my awareness broadened through my NICE studies.

Thanks for stretching me & taking me outside the comfort zone to grow as a Christian & a teacher.

It has been enriching. My desire & thirst for God's word has grown

Very challenging. Great to see a way to truly incorporate the Bible into my teaching.

An excellent learning opportunity. I have grown in my understanding of God's word and how it applies to education.

I found this seminar stimulated & renewed my desire to engage with God's word on a deeper level and to continue my own learning.

I know I have learnt things not only relevant to teaching life but relationships with God.

Great for reflection of prior teaching - inspiring to look at future.

Changed my view of Christian education. Very challenging to my ways of teaching.

Helped me to grow in my understanding of my role as a Christian teacher.

An excellent opportunity to reflect on my relation with God and commitment to serve His Lordship.

NICE Vision

To provide Christian teacher education and educational support for school communities with a particular focus on Christian Education National (CEN) associations.

Accredited Courses

College of Christian Higher Education has accreditation for

- Bachelor of Education, a post service conversion course
- Graduate Diploma of Education
- Master of Education
- Master of Education (Leadership), also applicable for non-teachers involved in education

These courses conform to the protocols of the Australian Qualifications Framework and are accredited by the NSW Department of Education and Training.

NICE Website

The NICE website (www.nice.edu.au) is the first port of call for information about NICE. Students and prospective students can access data including:

- General course information
- Recognition of prior learning regulations and procedures
- A strategic selection of education resources
- Downloadable forms for use in NICE and College of Christian Higher Education applications and procedures
- Unit outlines for all units that are a part of the degree programs
- Contact information for student counselling and reporting procedures
- Resources

Publications

Overview

Research activities by NICE staff and students regularly result in strategic resources including:

- *Teaching in a Christian School: New teacher Induction unit (3rd. ed.)* by Caroline Blake
- *Engaging the culture: Christians at work in education*, edited by Richard Edlin and Jill Ireland (book)
- *Educational excellence: What does it really mean?* by Ken Dickens (MP3 CD)
- *Transforming Education: Grounded in Christ...Engaging the culture*, keynotes from the 2006 Transforming Education Conference (MP3 CD)
- *The main game*, by Rod Thompson (DVD)
- *Redeeming the Academic Mind*, keynotes from the 2005 CCHE scholarly conference, Al Wolters and Mike Goheen (MP3 CD)
- *Genesis, Creation and Humanity*, by Rikk Watts (MP3 CD)

From time to time, NICE produces special interest documents. A publications catalogue and a booklet explaining alternative entry pathways to studying with NICE are available free of charge from the NICE office. They may also be viewed on the NICE website (www.nice.edu.au), and an order form for NICE publications may be found on NICEOnline (<http://online.nice.edu.au/>) under Information Centre/Forms.

Christian Teachers Journal

Four times a year, in conjunction with CEN, NICE publishes the *Christian Teachers Journal*. *Christian Teachers Journal* provides for educators articles that explore teaching and learning issues from a Christian worldview perspective. Some articles in *Christian Teachers Journal* began as assignments written by teachers studying through NICE.

CCHE Courses Studied through NICE

Within the accredited **courses** (MEd, BEd, etc.), NICE teaches advanced level educational material in which students are exposed to a wide range of contemporary educational thought viewed from a Christian worldview perspective. From this they become capable of developing their own coherent educational theory and practice. In the process of their learning, they are expected to evaluate critically all ideas and practices regardless of the source.

Within this broad field of knowledge, and depending on the particular program chosen, students are provided with an opportunity to specialise in one or more of the following **strands**: contextual studies, curriculum, teaching and learning, leadership, or research.

Strands are made up of **units**. Most units require 180 demand hours and are worth nine credit points. The exceptions are ED532 Research and Minor Thesis which is equivalent to two units or 18 credit points and ED533 Research and Major Thesis which is equivalent to three units or 27 credit points. Unit registration fees are based on units of nine credit points.

While, in keeping with the mission of NICE, all studies are pursued within a Christian perspective on the world, the studies are in no sense restricted to Christian sources or to Christian educational thinking and practice. It is not a program of applied theology but a program within the academic discipline of education.

The following sections help to explain the courses and units on offer:

1. **Overview of courses.** The table on the following pages summarises the way the units that NICE teaches fit within the structure of the College of Christian Higher Education accredited courses.
2. **Courses.** On pages 8–13 there is a description of the structure and requirements of each of the courses: BEd, MEd, MEd(Leadership) and the GradDipEd.
3. **Unit Synopses.** Beginning on page 14 is a brief description of each of the units.
4. **Sample Unit Outline.** Finally, Appendix 1 is a sample unit outline of one of the units. This unit outline will provide prospective students with a little more of the flavour of what is involved in studying a unit through. Other unit outlines can be viewed on the NICE Website (www.nice.edu.au) and are planned for the College of Christian Higher Education Website. Since outlines are continually updated the outline should be seen only as a sample and not prescriptive.

Bachelor of Education (Conversion)	Master of Education (Leadership)	Master of Education	
6 Unit Course 2 Core Units (required) ED400 Foundations for Christian Education ED401 Worldviews in Education	8 Unit Course 2 Core Units (required) ED500 Foundations for Christian Education ED501 Worldviews in Education	Stream 1 - Coursework 8 Unit Course 2 Core Units (required) ED500 Foundations for Christian Education ED501 Worldviews in Education	Stream 2 – Coursework & Minor Thesis 8 Unit Course 2 Core Units (required) ED500 Foundations for Christian Education ED501 Worldviews in Education
3 Elective Units chosen from:	EITHER	6 Coursework Electives chosen from:	2 Coursework Electives As per Stream 1: Coursework with the exception of Summative Integration and Practical Research
Curriculum ED410 Teachers as Curriculum Developers ED411 Reflective Practice in the Classroom ED412 Evaluation and Assessment	Stream 1 - Coursework 6 Coursework Electives including: 4 units from the Leadership Strand 2 other electives	Curriculum ED510 Teachers as Curriculum Developers ED511 Reflective Practice in the Classroom ED512 Evaluation and Assessment	3 Research units ED530 Research Methods in Education ED531 Directed Reading ED532 Minor Research Thesis 16,000–18,000 words (2 unit equivalent)
Teaching and Learning ED420 Ways of Learning ED442 Understanding Innovation in Schools ED443 Effective Teaching ED444 Special Education ED451 Issues in Teaching Mathematics	OR	Teaching and Learning ED520 Ways of Learning ED542 Understanding Innovation in Schools ED543 Effective Teaching ED544 Special Education ED551 Issues in Teaching Mathematics	
Practical Research ED434 Practical Investigations in Teaching and Learning	Stream 2 – Coursework & Minor Research Thesis 2 Coursework Electives from the Leadership strand and	Leadership ED531 Directed Reading ED542 Understanding Innovation in Schools ED560 Leadership: Vision and Mission ED561 Maintaining Quality Teaching ED562 Ethical Administration and Decision Making ED571 Understanding Christian Schooling in Australia ED573 Stakeholders and the Christian School Community ED581 Comprehensive Essay with Professional Portfolio	Stream 3 – Research 8 Unit Course 2 Core Units (required) ED500 Foundations for Christian Education ED501 Worldviews in Education
Contextual Studies ED473 Stakeholders and the Christian School Community	ED530 Research Methods in Education (Minimum grade of Credit required) ED531 Directed Reading ED532 Research and Minor Thesis 16,000–18,000 words (2 unit equivalent)	Contextual Studies ED570 Perspectives and Trends in Education ED571 Understanding Christian Schooling in Australia ED573 Stakeholders and the Christian School Community	6 Research Units ED530 Research Methods in Education (Minimum grade of Credit required)
1 Summative Integration Unit chosen from:	Students must negotiate and obtain approval of the Course Coordinator for elective choices	Summative Integration ED581 Comprehensive Essay with Professional Portfolio	ED531 Directed Reading
ED480 Comprehensive Essay with Literature Review ED481 Comprehensive Essay with Professional Portfolio		Practical Research ED534 Practical Investigations in Teaching and Learning	Either: ED535 Quantitative Research Methods in Education or ED536 Qualitative Research Methods in Education
NESTED GRADUATE DIPLOMA OF EDUCATION – 2 Core Units & 2 Elective Units			

Bachelor of Education, BEd

Entry Requirements

Educators with at least an accredited three year professional teaching qualification (e.g., DipTeach or BTeach) are eligible to enrol in this program to convert their existing training to a BEd degree.

Educators with qualifications and experience judged by the Admissions Committee to be equivalent to the above requirements may be granted special entry at the discretion of the committee.

Course Structure and Requirements

Students enrolled in the Bachelor of Education conversion course must complete a total of six units or 54 credit points. (However, students, who enrolled prior to 2005, need to complete only four units or 36 credit points). Except in special circumstances where pre-existing competencies can be demonstrated, two of these units are the mandatory core units. The regular elective units are organised in four strands: curriculum, teaching and learning, practical research and contextual studies. The units may be completed on either a 12 month full-time or an equivalent part-time basis. The study needs to be completed within eight years.

Core Units

The program commences with two mandatory, foundational core units (9 points each):

- ED400 Foundations of Christian Education
- ED401 Worldviews in Education

Curriculum

This strand focuses on central issues for practising teachers: the design, implementation and evaluation of teaching and learning situations. It is designed for teachers seeking to refine and develop their skills and for teachers with a specific responsibility for curriculum development.

Conflicting conceptions of curriculum are studied and contemporary approaches to curriculum design examined. The special nature of curriculum design within a community of teachers and parents is addressed. The influence of worldview in curriculum design and the development of a Christian alternative are explored.

- ED410 Teachers as Curriculum Developers (previously entitled Curriculum Development)
- ED411 Reflective Practice in the Classroom (previously entitled Implementing Classroom Innovations)
- ED412 Evaluation and Assessment

Practical Research

The systematic study of classroom experiences provides part of the foundation for the development and testing of new ideas and strategies. The other foundation consistent with CCHE objectives is a biblical worldview. Research conducted under the banner of NICE brings these two foundations together and generates new insights that may improve education practice.

- ED434 Practical Investigations in Teaching and Learning

Teaching and Learning

Teaching and learning are at the very heart of schooling and yet are often overlooked in the busyness of the enterprise. Emerging school leaders must first and foremost be successful educators, with the ability to encourage, develop and evaluate the effectiveness of the teaching and learning that is occurring in the classroom. A clear assessment of classroom practice within a school often points to the need for change. Successful classroom innovation requires careful planning, design, consultation and implementation.

- ED420 Ways of Learning
- ED442 Understanding Innovation in Schools
- ED443 Effective Teaching
- ED444 Special Education
- ED451 Issues in Teaching Mathematics

Contextual Studies

These units provide a framework that assists students in conducting an advanced critique of the most important influences on educational practice. Journaling of specific class-related experiences keeps the units grounded in the reality of the classroom. This classroom relatedness is important as students develop an understanding of the key themes and contexts that have shaped and continue to shape Christian schooling.

- ED473 Stakeholders and the Christian School Community (previously entitled The Christian Teacher in Community)

Summative Integration Units

Students choosing ED480 Comprehensive Essay with Literature Review will complete this unit as their final summative integration unit. ED481 Comprehensive Essay with Professional Portfolio is designed to be longitudinal. Students choosing this unit will start it after their first unit of study and conclude it after the completion of their fifth unit. Both units require reflective application and demonstration of growth in students during the period of study.

- ED480 Comprehensive Essay with Literature Review
- ED481 Comprehensive Essay with Professional Portfolio

Master of Education, MEd**Entry Requirements**

Educators with an accredited four-year professional qualification in education and with significant experience in teaching are eligible to enrol in this program.

Educators with qualifications and experience judged by the Admissions Committee to be equivalent to the above requirements may be granted special entry at the discretion of the committee.

Course Structure and Requirements

Students enrolled for the Master of Education must complete a total of eight units or 72 credit points. The units may be completed in 12–18 months full-time or an equivalent part-time basis. The qualification needs to be completed within 10 years.

The program commences with two mandatory foundational core units (9 points each). For the remaining six electives students choose between:

- Stream 1 which usually involves completing all units by coursework
- Stream 2 which involves completing two elective units, two research units and a minor research thesis (16,000 – 18,000 words)

- Stream 3 which involves completing three research units and a major research thesis (30,000 – 35,000 words)

Stream 1: Coursework

Students choosing Stream 1: Coursework will complete two core units and six further elective units. The elective units are organised in six strands. Because the units within each strand complement each other, it is recommended, although not mandatory, that students choose coursework options from within a limited number of strands. Students should contact their course coordinator for advice on planning their program.

Core Units

The program commences with two mandatory, foundational core units:

- ED500 Foundations of Christian Education
- ED501 Worldviews in Education

Curriculum

This strand focuses on central issues for practising teachers: the design, implementation and evaluation of teaching and learning situations. It is designed for experienced teachers seeking either to refine and develop their skills or improve their competency and leadership in curriculum development.

Conflicting conceptions of curriculum are studied and contemporary approaches to curriculum design examined. The special nature of curriculum design within a community of teachers and parents is addressed. The influence of worldview in curriculum design and the development of a Christian alternative are explored.

- ED510 Teachers as Curriculum Developers
- ED511 Reflective Practice in the Classroom
- ED512 Evaluation and Assessment

Teaching and Learning

Teaching and learning are at the very heart of schooling and yet are often overlooked in the busyness of the enterprise. School leaders must first and foremost be educational leaders with the ability to encourage, develop and evaluate the effectiveness of the teaching and learning that is occurring in the classroom. A clear assessment of classroom practice within a school often points to the need for change. Successful classroom innovation requires careful planning, design, consultation and implementation.

- ED520 Ways of Learning
- ED542 Understanding Innovation in Schools
- ED543 Effective Teaching
- ED544 Special Education
- ED551 Issues in Teaching Mathematics

Leadership

School leadership is one of the most critical issues facing Christian schooling. This strand applies the biblical ideas of 'servant leadership' and 'office' to the development of a communal vision and mission. The special challenge of welding a diverse group of teachers into an effective team is addressed, as is the need for teacher appraisal in conjunction with ongoing professional development. Visionary leadership of schools also includes interpersonal and problem solving skills that are necessary in decision making processes.

- ED531 Directed Reading
- ED542 Understanding Innovation in Schools
- ED560 Leadership, Vision & Mission
- ED561 Maintaining Quality Teaching
- ED562 Ethical Administration and Decision Making

- ED571 Understanding Christian Schooling in Australia
- ED573 Stakeholders and the Christian School
- ED581 Comprehensive Essay with Professional Portfolio

Contextual Studies

These units provide a framework that assists students in conducting an advanced critique of the most important influences on educational practice. Journaling of specific class-related experiences keeps the units grounded in the reality of the classroom as students develop an understanding of the key themes and contexts that shape Christian schooling.

- ED570 Perspectives and Trends in Education
- ED571 Understanding Christian Schooling in Australia
- ED573 Stakeholders and the Christian School Community

Summative Integration Unit

This unit is designed to be longitudinal in nature. Students begin this unit as their second unit of study and conclude it after the completion of their seventh unit. It requires reflective application and demonstration of growth in students during the period of study.

- ED581 Comprehensive Essay with Professional Portfolio

Practical Research

The systematic study of classroom experiences provides part of the foundation for the development and testing of new ideas and strategies. The other foundation consistent with NICE objectives is a biblical worldview. Research conducted under the banner of NICE brings these two foundations together and generates new insights that may improve education practice.

- ED534 Practical Investigations in Teaching and Learning

Stream 2: Coursework and Minor Research Thesis

Students choosing Stream 2: Coursework and Minor Research Thesis will complete two core units, two elective units and three research units; one being a two unit, 18 credit point, minor thesis.

Core Units

The program commences with two mandatory foundational core units:

- ED500 Foundations of Christian Education
- ED501 Worldviews in Education

Elective Units

Two elective units from the curriculum, teaching and learning, leadership or contextual studies strands as listed from Stream 1: Coursework. Electives cannot be chosen from the Summative Integration or Practical Research strand.

Research Units

The research units are:

- ED530 Research Methods in Education with a minimum grade of Credit required
- ED531 Directed Reading
- ED532 Minor Research Thesis, (2 unit or 18 credit point equivalent) involving a 16,000 to 18,000 word thesis.

Stream 3: Research

Students choosing Stream 3: Research will complete two core units and four integrated research units including a three unit 27 credit point major research thesis.

Core Units

The program commences with two mandatory, foundational core units:

- ED500 Foundations of Christian Education
- ED501 Worldviews in Education

Research Units

The research units are:

- ED530 Research Methods in Education (1 unit) with a minimum grade of Credit required

This is followed by:

- ED531 Directed Reading (1 unit)
- **Either** ED535 Quantitative Research Methods in Education (1 unit)
Or ED536 Qualitative Research Methods in Education (1 unit)
- ED533 Major Research Thesis (3 unit or 27 credit point equivalent) of 30,000–35,000 words and including a literature review generated by ED531

The research methodology unit, ED530 Research Methods in Education, which includes the construction of a preliminary research proposal, must be completed before proceeding to research implementation. A student who fails to achieve a grade of Credit or higher in ED530 will be directed to complete studies in Stream 1: Coursework.

On completion of ED530, students are required to submit a 300–500 word Statement of Intent before proceeding to the implementation of the research program. The completed application will be considered by the Research Review Committee.

If the application is approved, the Research Review Committee will recommend to the Principal an appropriate person to be appointed as supervisor. The Principal, taking account of this recommendation, will then appoint a supervisor who will support the student throughout the course of the research program including thesis preparation.

Continuation of study in this research stream will depend on meeting the conditions specified in the Research Study Guide.

Master of Education(Leadership, MEd(Leadership)

Entry Requirements

Persons with an appropriate accredited three year undergraduate qualification or equivalent in any discipline and who have a strategic role in education institutions and/or professional training contexts are eligible to enrol in this program. Students in this program do not need an accredited teacher qualification. The MEd (Leadership) is not a teaching qualification, but rather it is a course for noneducators involved in education.

Prospective students must also provide satisfactory evidence of having an appropriate strategic role in an educational and/or training context.

Course Structure and Requirements

Students enrolled for the Master of Education (Leadership must complete a total of eight units making a total of 72 credit points, including two mandatory core units. The remaining six units are taken in the coursework stream with an option of a minor research thesis. The units may be completed in 12–18 months full-time or an equivalent part-time basis. The qualification needs to be completed within 10 years.

Core Units

The program commences with two mandatory foundational core units:

- ED500 Foundations of Christian Education
- ED501 Worldviews in Education

Coursework Option

In this option students must complete six elective units of coursework. The coursework units available in this stream are the same as for MEd Stream 1, with the exception of ED551 Issues in Teaching Mathematics. Normally four electives will be chosen from the leadership strand and the remaining two electives chosen from any strand. The flexibility that CCHE encourages in the matter of coursework assessment tasks will enable students to negotiate with lecturers to ensure that the appropriate learning outcomes are achieved in a manner that is relevant to their individual situation and needs. As this course is further developed, in close consultation with relevant individual professionals, professional organisations and employers, additional subjects will be added as and if required to meet special needs of students in this course.

NICE will appoint a Course Coordinator to guide students in this stream in their choice of electives to ensure that the overall pattern of study is best suited to the specific needs of each student. All students are expected to consult with the Course Coordinator in the making of elective choices, or changes in these choices. Elective choices must be approved by the Course Coordinator before students register for an elective.

Coursework and Minor Research Thesis Option

This option includes two core units, two elective units from the Leadership strand and the following three integrated research units:

- ED530 Research Methods in Education with a minimum grade of Credit required
- ED531 Directed Reading (in an area of leadership)
- ED532 Minor Research Thesis, (2 unit or 18 credit point equivalent) involving a 16,000 to 18,000 word thesis.

The requirements with regard to the minor research option in this stream will be the same as those applying to students in MEd including research but with the research directed towards educationally related issues specific to the students' situations.

Graduate Diploma of Education, GradDipEd

The Graduate Diploma of Education (GradDipEd) is awarded as a separate option for students who qualify for entrance into a Master of Education or Master of Education (Leadership) degree but who wish to study only four units. It is also available as a withdrawal option for students who enrol in the Masters program but who elect not to complete the full requirements for that award. This program is nested within the coursework stream of the Masters program. To be awarded the Graduate Diploma of Education, students must complete four units including the two mandatory core units and two elective units.

Students who have graduated with the Graduate Diploma of Education and wish at a later date to enrol for the Master of Education or Master of Education (Leadership) program may do so on the completion of four extra units. However, they must surrender their nested qualification. Alternatively, they may keep their qualification but will not be eligible for any credit for coursework completed for the Graduate Diploma of Education award and will not be able to repeat these subjects to gain credit for the Masters award. Students not surrendering their Graduate Diploma of Education will be exempted from mandatory core units already completed for the Graduate Diploma of Education but must complete eight further units of study in order to qualify for the Masters award.

Unit Synopses

The information in this section is included to help you with your choice of units. Units with codes between ED400–ED499 can be studied for a Bachelor of Education degree. Units with codes between ED500–ED599 can be studied in the Masters degrees. If a unit has both an ED400 code and an ED500 code (e.g., ED473/ED573), it can be studied at bachelor or masters level. When choosing units please check the degree requirements listed on the previous pages. Your course coordinator can be contacted if you would like advice in choosing units. Unit outlines can be found on the NICE website (www.nice.edu.au).

Core Units

ED400/ED500 Foundations of Christian Education

This unit promotes a comprehensive understanding of the Bible as the core foundation for the development of Christian education. Starting from a recognition of the Bible's divinely inspired character, this course enables students to develop a sound biblical understanding of the theology, history, and literature of the canonical books of the Old and New Testaments, and to be prepared to apply this knowledge in educational planning and decision making at all levels.

ED401/ED501 Worldviews in Education

This unit enables students to appreciate the philosophically committed nature of all education by exploring the role that worldviews play in human life, thereby enabling them to critique worldviews in contemporary educational practice and, in their own school communities, to engage in educational decision making that is faithful to a Christian understanding of the world and belief systems.

Elective Units

ED410/ED510 Teachers as Curriculum Developers

This unit investigates varying concepts of curriculum design. It encourages the development of dynamically structured curricula which are influenced by the vision of the school community, and which reflect a Christian worldview.

ED411/ED511 Reflective Practice in the Classroom

Students reflect on the implementation of curriculum change and discuss how to act to improve aspects of the curriculum and their teaching so that they become more effective classroom practitioners more clearly embodying biblical values and encouraging responsive discipleship in children.

ED412/ED512 Evaluation and Assessment

Curriculum evaluation (the appraisal of programs, curricula and institution) and assessment (the appraisal of what individuals know and can do) are an integral part of a teacher's role. Students evaluate and develop systematic evaluation and assessment approaches which support the purposes of the Christian school and are suited to the student's situation and needs.

ED420/ED520 Ways of Learning

This unit investigates and evaluates current understanding of the learning process in the everyday classroom situation, with attention being given to the influence of worldviews in shaping various theoretical positions.

ED530 Research Methods in Education

There is no doubt that educational practice is influenced in major ways by the results of educational research. Students will develop a basic understanding of educational research principles and methods so that they may be more effective in responsibly interpreting and conducting research.

ED531 Directed Reading

This unit systematically examines a significant educational problem or issue. The investigation of the problem will include a review of existing literature, suggesting a number of alternative solutions and justifying the choice of one of these alternatives.

ED532 Minor Research Thesis (2 unit or 18 credit point equivalent)

This focuses on an educational issue or problem that the student identifies.

ED533 Major Research Thesis (3 unit or 27 credit point equivalent)

The option of a major research project gives students the opportunity to explore an area in greater depth. Entry into this unit is normally dependent upon a Credit grade in ED530.

ED434/ED534 Practical Investigations in Teaching and Learning

Sometimes in their schools, teachers encounter situations about which they wish to conduct limited research. The students identify an issue (needs analysis), embed it in a worldview context, and devising a systematic study and evaluation of the situation. They then devise a cyclical action/reflection plan intended to improve the situation. This is often called action research. The purpose of the unit is to provide teachers with training and the framework in which to engage in action research without undergoing the full development that is necessary for a longer term and detailed research project.

ED535 Quantitative Research Methods in Education

This unit is designed to help students develop an awareness of the assumptions and perspectives that underlie quantitative approaches to research, and to provide a robust understanding for the effective practice of quantitative research methodology as well as being specifically related to the collection and analysis of quantitative data for the major thesis.

ED536 Qualitative Research Methods in Education

This unit is designed to help students develop an awareness of the assumptions and perspectives that underlie qualitative approaches to research, and to provide a robust understanding for the effective practice of qualitative research methodology as well as being specifically related to the collection and analysis of qualitative data for the major thesis.

ED442/ED542 Understanding Innovation in Schools

This unit equips teachers, and especially those in leadership positions who are responsible for managing change in a school, in planning for, and implementing, responsible and effective innovation that will lead to more effective learning in the school.

ED443/ED543 Effective Teaching

One of the most complex and difficult tasks in the field of education today is determining what constitutes effective teaching. This unit has been designed for teachers and school leaders who are interested in the assessment of teaching and are seeking to develop or improve teaching and assessment systems in a way that is consistent with a Christian worldview.

ED444/ED544 Special Education

Teachers face such a wide diversity of special needs in the classroom that it is an ongoing process to develop a well-informed repertoire of relevant skills and an awareness of the resources available. This unit focuses on the development of a biblical understanding of exceptionality, on the major issues and choices facing educators in this area, and on the development of basic skills to effectively serve students with special needs.

ED451/ED551 Issues in Teaching Mathematics

How do we celebrate the Lordship of Christ in the area of mathematics? This unit focuses on an important Key Learning Area by laying a Christian foundation for the understanding of mathematics and following this through into classroom perspectives and strategies.

ED560 Leadership: Vision and Mission

School leaders are a vital link in the translation of a school community's vision into the daily life of the classroom. This unit encourages the understanding and development of distinctively Christian leadership in the settings of Christian schools which are committed to Christ-centred education.

ED561 Maintaining Quality Teaching

This unit develops competence in the planning and implementation of systematic strategies of school-based professional development, making effective use of teacher appraisal information.

ED562 Ethical Administration and Decision Making (previously entitled Visionary Administration in an Age of Compliance and Accountability)

This unit has been designed to assist school leaders to work through some of the issues involved in the difficult task of leading a school. Biblical perspectives on leadership are covered as well as ethical decision making, values, accountability, sharing responsibility and managing compliance issues.

ED570 Perspectives and Trends in Education

Educational practice is more than the application of techniques to achieve particular outcomes. It takes place in the context of understandings about meaning and purpose in human life. Different answers to basic questions will lead to different practices. This unit helps students to explore basic perspectives on education and to consider how a Christian perspective might generate distinctive practice.

ED571 Understanding Christian Schooling in Australia

Where have Christian schools come from? Students are introduced to the roots of Australian Christianity and educational development and will come to appreciate the important themes and distinctives within Christian schools. By knowing from where we have come we may be better equipped to reflect upon and evaluate our present schooling programs and practices.

ED473/ED573 Stakeholders and the Christian School Community

This unit is designed to help students investigate and evaluate current understandings of community in the school setting and explore the application of a Christian worldview perspective to interactions between key community stakeholders in the relationship-rich school environment.

ED480 Comprehensive Essay with Literature Review

By their very nature, there is often little interconnectedness between units of study in many degree programs. This unit is designed to highlight the worldview and structural coherence that connects units of study in CCHE degrees, and provide students with assessment contexts in which they can demonstrate their own progressive growth as teachers that has taken place over the course of their studies. The assessments focus on students' reflections around two tasks. First a comprehensive essay requires students to critically review their course and to propose areas of further investigation. The unit concludes with a literature review of one of these areas and a critical review of an article from a contrary worldview perspective.

ED481/ED581 Comprehensive Essay with Professional Portfolio

This unit is designed to allow students to demonstrate how their studies with NICE have helped develop their understanding of Christian Education and then showcase the authentic application of this understanding in their classroom practice. The portfolio is begun early in the course (either with or immediately after the first unit) and is submitted towards the end of the course. Through reflective journaling and compilation of relevant material, the students are expected to show a progressively developing integration of a biblical perspective into pedagogy, curriculum, assessment, stakeholder relationships and all aspects of the teaching and learning task.

Student Information, Policies and Procedures

Modes of Study

Distance Education

All teaching of accredited courses is done by distance education. This allows teachers in diverse geographical locations to study with NICE in accredited courses.

Distance education involves:

- The preparation of high quality resource materials to assist teachers to structure their own learning
- Web-based discussion forums to provide the opportunity for exchange of ideas and information among teachers and staff
- Encouraging teachers who work in geographically convenient locations to form study groups for mutual assistance and support
- Using appropriate technology to facilitate communication between students and between students and their unit coordinator

The costs of distance education materials are covered by registration fees. Optional workshops and short courses may be arranged on themes related to particular units.

By special arrangements teachers lacking suitable entry qualifications for accredited study, or not wishing to study for credit, can receive NICE instruction as **audit** students. Essentially, they work through the material in the units and do not receive an academic transcript or any evaluation of their work.

NICE is not involved in bringing overseas nationals to Australia on student visas for the purpose of study.

Online Learning

Nearly all students who are studying with NICE will need to become familiar with at least part of NICE's online learning environment, NICEOnline. All NICE units are available online through NICEOnline. This online format provides students with easy access to unit materials and web-based discussion forums. Web-based discussion forums are a mandatory, integral feature of the learning process for most units. The **primary** function of these forums is to foster a professional learning community by facilitating interaction between students and therefore removing some of the isolation students may experience in distance learning. They provide an opportunity for students to dialogue with each other and their lecturer as they develop and refine their understanding of the unit material and prepare assignments. They also allow students to chat with each other informally.

Communication with fellow students and staff is also available through e-mail, and low-cost VOIP services such as Skype.

Short Courses, Seminars, Conferences and Workshops

Hundreds of people each year study with NICE through our non-accredited face-to-face programs. These can range from one week to a few hours and, when certain other requirements are fulfilled may be able to be used as credit towards an accredited program through recognition of prior learning. More details of non-accredited programs begins on page 27 of this handbook. More information about recognitions of prior learning can be found on pages 20-22 of this handbook.

Academic Year

Important Dates for 2009

Trimester dates

Although students may enrol in a course through NICE at any time, trimester dates are indicated in the calendar outlined below.

	Registration Deadlines	Trimester Starts	End of Trimester
Trimester1 2009	9 February 2009	2 March 2009	19 June 2009
Trimester 2 2009	22 June 2009	6 July 2009	23 October 2009
Trimester 3 2009	19 October 2009	2 November 2009	20 February 2010

Graduation Ceremony for 2008 Graduands

31 January 2009: NICE Office should receive all applications to graduate.
18 April 2009: CCHE Graduation Ceremony in Sydney.

Applying to Study with NICE

Admission Policies

All students enrolling for accredited study are enrolled in the College of Christian Higher Education (CCHE) for which NICE is a teaching agent. NICE students are conferred degrees through CCHE. Students are admitted to study regardless of religion, creed, gender, race, marital status, age or disability, provided only that the relevant academic criteria are met. Although courses are designed in the first instance for those wishing to serve Christian schools, any persons wishing to deepen their understanding of the theory and practice of schooling within a Christian perspective may enrol if they meet the academic requirements.

Enrolments in BEd and MEd are restricted to those already possessing a recognised teaching credential. Enrolment in the GradDipEd and MEd(Leadership) is open to persons, usually working in an educationally linked position, with at least a three year undergraduate degree and work experience, but not necessarily possessing a recognised teaching credential. The MEd(Leadership) degree of itself does not provide graduates with a teaching credential.

Before students begin study with NICE/CCHE they must complete course enrolment procedures (see details later in this section. Course enrolment refers to the process of being accepted into a program of study (e.g., Bachelor of Education. Courses are divided into units or areas of study. Students also need to complete unit registration procedures (see details later in this section) before commencing study in any unit.

Information and Communication Technology (ICT)

With all courses being delivered in distance education mode, to successfully complete a course through NICE, students will require a basic level of Information and Communication Technology (ICT) competence. This involves, as an absolute minimum, using a word processor, sending and receiving email communications, participating in web-based discussion forums and accessing a range of web-based resources. It is also increasingly important that students are able to use technology for presentation of work using multimedia format. Students must have an email account that they can access all year round. For this reason we strongly recommend that they maintain a personal **email** capable of receiving large file attachments. Students must have **internet access**.

Course Enrolment Procedures

A course refers to the program of study, for example, BEd, MEd, MEd(Leadership).

Prior to commencing study through NICE, applicants must:

1. Submit to College of Christian Higher Education a completed Application for Course Enrolment Form which is available from NICE or from the forms page on the NICE website (www.nice.edu.au)
2. Forward official academic transcripts of previous tertiary studies. Students are required to provide either an original official transcript of any qualifying course or courses or a copy of such transcript or transcripts certified as a true and complete copy of the original by the Principal of the school in which the applicant is employed, by a Justice of the Peace or by a Commissioner for taking affidavits.
Where documentation shows a different name from that under which applicants wish to enrol they must supply evidence in support of their change of name (e.g., certified photocopy of marriage certificate)
3. Provide evidence of any professional experience in education. Where photocopied documents are provided, they must be certified as a true and complete copy of the original by the Principal of the school in which the applicant is employed, by a Justice of the Peace or by a Commissioner for taking affidavits
4. Include a passport-style photo with the enrolment form
5. Enclose the course enrolment fee (for details of fees see the Finance & Fees section of this booklet)

Applications may be made at any time that a particular unit is available for study.

Decisions concerning enrolment are made by the Admissions Committee.

Unit Registration Procedures

Courses are divided into units which are the individual subjects studied. Each unit has its own reference code and title.

Subsequent to course enrolment and prior to commencing study students must:

1. Complete the **Unit Registration Form** available from NICE or from the forms page on NICEOnline (<http://online.nice.edu.au/>) under Information Centre/Forms
2. Remit to NICE the complete unit fee. Of this fee \$200 is nonrefundable. The remainder will be refunded should the student withdraw prior to the commencement of the trimester (for details of fees see the Finance & Fees section of this Handbook)

At the commencement of each unit of study, students are required to read, complete, sign and return to the NICE office a copy of the *NICE Unit Checklist*. This provides important information in areas such as human research requirements; core style and grammar expectancies; plagiarism warnings; library information; and ICT competency expectations. All students need to maintain a personal email address during the trimester. If the email address is changed the NICE office must be notified.

Unit Extensions

Occasionally, students studying through NICE find that they need more time to complete a unit than is normally allocated. On application in writing to the Unit Coordinator and the NICE office prior to the end of the trimester, and upon payment of the unit extension fee, a student may be granted permission to extend beyond the end of the trimester. Wherever possible students will remain linked to the same Unit Coordinator.

Unit Deferrals

Occasionally, students studying through NICE find it necessary to postpone study of a unit to a later date. In this case, on application both to the Unit Coordinator and the NICE office, a student may be granted a deferral. This deferral enables the student to be readmitted to the same unit within a three year period, upon payment of the

appropriate fee and subject to normal NICE course offerings. The three year entitlement period commences from the beginning of the trimester after the time the student first registered for the unit.

Unit Transfers

A student who wishes to transfer from one unit to another will be required to pay a transfer fee if the initial unit registration has been formally processed. This will enable the payment for the original unit to be transferred to the newly selected unit without further penalty. Unit transfer will be accepted up to the end of the second week of the trimester. Beyond this date, the student will be required to register afresh for the newly requested unit, (including a late registration fee if the registration deadline has passed), and the student will have the option to continue, defer or withdraw from the original unit.

Students Rights and Responsibilities

These are available on the NICE Website (www.nice.edu.au) under Student Information/Important Policies.

Alternative Credit Pathway Options in CCHE

CCHE is committed to the dual principles of maintaining the highest academic standards that are at least equivalent to those in current Australian public universities, while providing the shortest possible pathways to the desired award by the recognition of prior learning and advanced standing wherever this is consistent with these standards.

Advanced Standing

Advanced Standing refers to pre-existing qualifications or experience used to gain admission to a course. This is distinct from Recognition of Prior Learning or RPL (below) which refers to pre-existing qualifications and/or experience being used to gain partial credit within a course.

Three-year trained principals may be granted entry into a Master of Education course if they have:

- Been a principal for five or more years
- Attended two principals' conferences (peer certified)
- Attended two national Christian education conferences or the equivalent (peer certified)
- Been the subject of an approved peer appraisal process
- Completed a 6000 word equivalent portfolio including professional development activities, innovations, publications, professional membership and experience, curriculum development, professional reading, staff development and relevant achievements

For more information contact the NICE office.

Recognition of Prior Learning (RPL)

Students can receive credit for up to 50 percent of their course if no accredited qualification has been received for the study for which they are seeking RPL. For a previous accredited qualification, students may be granted up to 25 percent credit into their course. No more than 33 percent of a previous qualification can be credited to any CCHE course.

Applications for RPL credit should be made in writing on the required form and sent to NICE along with the appropriate documentation. The forms are available on NICEOnline (<http://online.nice.edu.au>) under Information Centre/Forms.

Pathways for obtaining recognition include:

Postgraduate Studies at Other Institutions

Postgraduate study at an accredited institution and which has not already been used as qualification for entry into CCHE courses may be considered for credit under the Recognition of Prior Learning category.

Professional Development Units (PDU)

Professional Development Units (PDUs) are a form of recognition of prior learning (RPL) in which credit may be granted for participating in or presenting at approved professional development activities. Applications for credit will be accepted for professional development activities covering the period up to one year prior to course enrolment. Requirements for PDU credit vary depending on the type of activity undertaken.

Possible pathways for obtaining PDU credit are:

Requirements for PDU (Participant):

Students need to attend three inservice/conference activities within a four year period to gain credit for one unit. Each activity should have occurred no more than one year prior to submitting paperwork for each event.

For each of the three activities, in addition to attending the PD activity, students will be required to:

- Find two journal articles (or equivalent) related to the topic of the inservice or conference and write a 500 word review on each article
- Write a 1000 word paper which outlines the main points from the conference and related literature, critique this from a biblical worldview perspective and indicate how it will impact their teaching practice.

Requirements for PDU (Presenter):

- Students need to present two papers/workshops within a four year period to gain credit for one unit. Each activity should have occurred no more than one year prior to submitting paperwork for each presentation including the citing of literature appropriate to the topic.
- In addition to the material presented at the PD activity, students will need to outline the details related to the development and delivery of the presentation.
- At least one of the activities needs to be submitted in the form of a paper suitable for publication in a professional journal such as Nurture or Christian Teachers Journal.

Requirements for PDU (Staff Appraisal and Professional Learning)

There are three possible pathways for obtaining this PDU:

- **Staff Appraisal Process** in which students undertake an NICE approved appraisal process and complete a 4000 word equivalent portfolio on the process including the professional development goals developed, the strategies to achieve these goals and the literature context for the topic.
- **Individual Professional Learning** in which students undertake an NICE approved professional learning process with an NICE approved supervisor/mentor) that includes the development and implementation of professional learning goals and strategies and also complete a 4000 word equivalent portfolio on the strategy implementation and achievement of goals.
- **School-Based Professional Learning** in which students, with an NICE approved, school-based trainer, successfully complete a systematic, one-year, school-based professional learning process involving study, in-class application, review and evaluation.

Requirements for PDU (Four-Year Trained Principals)

Four year trained principals can obtain up to 50 percent credit towards an MEd if they have:

- Been a principal for five or more years.
- Attended two principals' conferences (peer certified).
- Attended two national Christian education conferences or the equivalent (peer certified).
- Completed and submitted for evaluation and acceptance a 6000 word equivalent portfolio including professional development activities, innovations, publications, professional membership and experience, curriculum development, professional reading, staff development and relevant achievements.
- Completed an approved peer appraisal process.

Requirements for PDU (Short Course Participation)

There are two options for completing the short course PDU.

- Students will be required to complete four subjects of theological studies (e.g., Moore College, Morling College, Presbyterian Theological Centre) and write four 1000 word essays on the implications of the course content on education within a biblical worldview framework.
- Students will be required to attend a short course of at least 16 hours of instruction by a certified presenter and write a 4000 word essay on the implications of the course content to education within a biblical worldview framework.

Requirements for PDU (School-Based Curriculum Development)

Students will be required to produce a curriculum they have developed (3000 words) and compile a process portfolio (3000 word equivalent). The process portfolio should include a proposal, situation analysis, development, resource research and evidence of communal involvement.

Requirements for PDU (School Induction Process)

Students seeking credit for completing an NICE endorsed school induction program will be required to:

- Provide a summary of the contents of the school-based induction process.
- Submit either a 2000 word equivalent essay on the distinctives of Christian schooling, or school-based projects, or written assignments that were required as part of the induction process.

This will enable the student to obtain credit in one of the two following ways:

1. **ED401/501 Assessment Credit** in which credit will be granted for up to 50 percent of assessment for the unit. In addition to completing this form students will need to register for ED401/501, work through the unit material and contribute to the online forums. The assessment work required to complete ED401/501 will be decided in liaison with NICE academic staff.
2. **PDU Partial Credit** in which students may apply for credit towards 2/3 of a full PDU.

Assessment

The College of Christian Higher Education regards it as being important that there is consistency in student assessment between lecturers throughout and assessment standards be comparable to those of Australian universities.

Coursework units are assessed on the basis of two or three assignment tasks presented at different times during the trimester. Effort is made to vary the nature of these tasks to allow for different learning styles, to ensure that assessment is appropriate to the subject being studied and to ensure a balance between theoretical understanding and

effective practice. A student, who finds the assessment task as set to be inappropriate for that student's situation, may negotiate with the lecturer an alternative task providing such tasks are of equivalent standard to those described in the course units and are in accordance with the stated purpose and learning outcomes of the coursework unit. Although primarily designed for students working in Christian schools, assignments can be adapted to suit students working in other areas within the education sector. This is particularly applicable to students studying for the MEd(Leadership) degree.

Assessment and progression through the program are not conditional on acceptance of a particular set of beliefs or values but on academic merit. It is expected that students demonstrate an understanding of all beliefs and values that are addressed in the course work units with a particular recognition of (though not necessarily adherence to) a Christian worldview perspective. It is policy that there will be no discrimination against students whose views are at variance with the institution's Christian commitment.

Like all tertiary institutions, and their agents, CCHE and NICE seek to maintain the integrity of student assignments. Our default position is to assume that all student work genuinely is the product of those submitting it, and that all references, quotations and imports of work from other sources are properly referenced. However, following best practice NICE affirms the right to check any, some, or all assignments for irregularities in this respect, with special attention to possible plagiarism or the inclusion of unattributed material obtained from a website. Severe penalties, including ejection from programs, can result from infringements in this area.

Unit results will not be forwarded to the student until NICE has received a completed evaluation form for the unit and the student has paid all the unit registration fees.

Grades

HD	=	90%–100%	=	High Distinction
D	=	80%–89%	=	Distinction
Cr	=	65%–79%	=	Credit
P	=	50%–64%	=	Pass
N	=	< 50%	=	Not Satisfactory
WN	=		=	Not Satisfactory (late withdrawal)

Detailed descriptions of grades can be located on the NICE website (www.nice.edu.au) under Student Information/Important policies/Important Policies —CCHE Student & Policy Handbook - 2.4.18 (p. 36).

Graduation

Students studying through NICE receive, on completion of their course, a qualification from. The graduation ceremony is usually held in Sydney during April each year. In order to qualify for graduation students need to have completed their course by the end of the preceding trimester 3. It is the responsibility of students, after they have successfully completed the minimum number of units for their particular course of study, to make application to for graduation. A Course Completion and Graduation Form for this purpose is available on request from the NICE office or on NICEOnline at (<http://online.nice.edu.au/>) under Information Centre/Forms.

Upon receipt of the completed Course Completion and Graduation Form, NICE will verify the student's eligibility for graduation, before forwarding the information to the Academic Board for approval. Once approval is received from the Academic Board and confirmed by the Council, the student will be contacted and invited to take part in the graduation ceremony.

To be considered for graduation, the application form should be received in the NICE office by 31 January each year. There is no application fee for a graduation application,

although there is a charge to offset the costs of the ceremony and the hire or purchase of academic regalia.

From time to time, to assist distance education students, awards ceremonies may be held in locations other than Sydney.

Unit Materials and Textbooks

At the beginning of each unit of study, NICE students will receive information to enable them to access online all the material needed to study the unit.

Textbooks

Students are responsible for the purchase of their own textbooks. A list of the textbooks required for a unit is found on the unit registration form and in each unit outline. Since the textbook list changes periodically students should ensure that they have the current list before purchasing their books. It is also important to ensure that the edition not just the title of each textbook matches the unit requirements. Textbooks are ordered directly through Macquarie Co-op Bookshop www.coop-bookshop.com.au/bookshop. (Order forms can be located on NICEOnline (<http://online.nice.edu.au>) in Information Centre/Forms.

Resource Centre/Library

NICE has an extensive library, specialising in the areas of philosophy, education and educational philosophy with in-depth coverage of these topics from a biblical, reformational perspective in a contemporary context. Resources are available for use within Australia by students and staff of NICE. Information resources include books, journals, DVD's, sound recordings and CD-ROM's. Members of the public may request to visit the NICE library during normal office hours.

Books and other media may be borrowed for up to a month. Fees are charged for overdue, lost or damaged items. NICE currently covers the cost of outgoing postage while students pay for the return postage.

The library catalogue is available on our website.

ProQuest

Students studying through NICE can supplement their research capacity by accessing ProQuest through the password protected NICE portal. This provides students with full text online access to almost 900 education and religious journals. Students are expected to use resources such as ProQuest so that they can be familiar with contemporary perspectives on education. ProQuest access information is provided by the NICE office.

This service is also available to the wider community with a payment of an annual fee. For more information please contact the NICE office.

Research

The College of Christian Higher Education encourages students to be involved in research. This can range from action research projects to major theses. From time-to-time the results of research activities are published in the NICE journal, *Christian Teachers Journal* or as a part of a book publication.

Financial Policies and 2009 Fees

Course Enrolment Fees

The Course Enrolment Fee in an accredited degree program is AUD\$100 and must accompany the Application for Course Enrolment form when it is sent to NICE.

Unit Registration Fees

For each nine credit point unit studied in 2009 the fee will be AUD\$1555. A discount to AUD\$1300 is available to students from CEN schools and other schools supporting NICE. For each unit studied, this includes the CCHE Levy and Resource Services Levy (see below). Personal expenditure incurred in self-education in some cases may be claimed as a taxation deduction. Please see your tax advisor.

A discount of 10% is available to students who register and pay for two units at the same time.

In cases of hardship or disadvantage, alternative arrangements may be negotiated for the payment of fees. Enquiries should be addressed to the NICE principal.

Results will not be made available until all unit obligations, including fee payments, are met.

Withdrawals up to two weeks into the trimester studying which the unit is being studied will entitle students to a full refund minus a non-refundable unit deposit of AUD\$200, subject to the return in "as new" condition of any course material that may have been dispatched by post. No refunds are available after more than two weeks of the trimester have passed.

Unit fees should be paid on a trimester basis and are due at the beginning of the trimester. The three exceptions to this are RPL, PDU and the Portfolio unit. The Portfolio unit requires payment of the full registration fee. However, because of the longitudinal nature of this unit, students must register for it along with or immediately after their first unit of study. A deposit of 50% of the unit fee is payable at the time of registration. The remainder is payable by completion of the unit.

Recognition of Prior Learning (RPL) for Credit Fee

Applications for RPL should be completed on the official form which is obtainable from NICE. All RPL applications must be accompanied by a nonrefundable processing fee of AUD\$100 per unit.

Professional Development Unit (PDU) Fee

All PDU applications must be accompanied by a fee of 50 percent of a unit registration fee. AUD\$100 of this fee is nonrefundable. The remainder will be refunded should the application be rejected.

Unit Transfer Fee

A student who wishes to transfer from one unit to another prior to or at the commencement of a trimester will be required to pay a transfer fee if the initial unit registration has been formally processed and material despatched. The Unit Transfer Fee is AUD\$100 per unit.

Unit Deferral Fee

A student wishing to continue a unit that has previously been deferred will be required to pay a fee of AUD\$100 before recommencing the unit.

Unit Extension Fee

A fee of AUD\$100 is payable by students who are extending a unit to the following trimester.

NICE Non-accredited Short Course Program

In addition to degree courses that are accredited through CCHE, hundreds of people each year study in NICE non-accredited professional development opportunities in Christian teacher education. Often called short courses these range from sessions for regular school staff meetings that last for an hour or more, to one or two day school based inservice activities, to week long programs. Many of them are tailored specifically for teachers, but NICE also has provided significant programs for non-teaching staff, parents, and board members.

It is important to note that in many cases, involvement in an NICE non-accredited short course can be used to gain recognition of prior learning (RPL) credit, usually in the form of professional development units (PDUs). These can be accumulated and applied as credit towards study in accredited degree programs taught by NICE as an agent of CCHE. From this year NICE certificates of participation are available on request to those participating in NICE short courses. These are useful additions to anyone's cv or professional portfolio.

For more information about the timing and costs of these NICE non-accredited programs, and to book one for your school community, please contact admin@nice.edu.au.

Conferences

NICE is involved in a national Transforming Education Conference for parents, teachers and board members in Christian Parent Controlled Schools. This conference is usually held in January every two years and generally involves international speakers.

During the year, NICE staff also take part in a number of other conferences across Australia and around the world.

Inservice Courses NICE is available for a wide range of professional development activities that can be tailored to the specific needs and budgets of schools.

These activities may include such things as a one-day workshop for teachers new to Christian schooling, seminars or workshops on specific topics pertinent to the needs of the school, or introductory sessions on some of the CCHE/NICE accredited courses.

For more information about these NICE activities, and to book one for your school community, please contact admin@nice.edu.au.

NICE Certificate

The NICE Certificate program is a non-accredited course based on a two-day inservice covering foundational issues in Christian schooling and practical applications within school settings.

This course enables teachers, administrators and school communities to work together on the practical outworking of biblical principles within their specific context and areas of concern.

Involvement in the Certificate course may be used towards a PDU or RPL.

For more information about this NICE activity please contact admin@nice.edu.au.

NICE Staff

Academic Staff

Position	Name	Qualifications
Principal	Ken Dickens	DipT (Nepean), CertTheol (Moore), MEdSt (CCHE), PhD (Cand), MACEL
Senior Lecturer	Geoff Beech	Dip Teach (MCAE), Grad Dip Ed (CSU), MEd (CSU), EdD (Cand). MACE, MACEL
Senior Lecturer	Stuart Fowler	MA (Dist) (Potchefstroom), DPhil (Potchefstroom)
Lecturer	Charlie Justins	BA, DipEd, MEd (Syd), BD (Melb), EdD (ACU)
Lecturer	Chris Parker	MEd (Curtin)
Lecturer	Andrew Schmidt	BSc (Monash), BEdSt (Monash), MEdSt (Monash), GradDipEd (Burwood), GradDip (CurrSt) (ICE), EdD (Cand), Cert IV Training & Assessment
Associate Lecturer	Sue Barter	DipTchg, DipRSA (LD), MSpEd
Associate Lecturer	Caroline Blake	BSc(Hons) (Melb), DipEd (Melb) MEdSt (CCHE)
Associate Lecturer	Melissa Brown	BArts (Macquarie), MEdSt (CCHE)
Associate Lecturer	Jill Ireland	AMusA (oboe). BA (Hons) I (UTas). MLitt (Oxon.), MEd (Professional Leadership and Training, CCHE) PhD cand. (Macquarie)
Associate Lecturer	Mark Lewis	BEd (Macquarie), MA (UTS), MEd (CCHE)
Associate Lecturer	Fiona Partridge	BEd (SecMus)(SACAE), MEdSt (CCHE), PhD (Cand)
Associate Lecturer	Rod Thompson	BA, DipEd (USyd), ThL (PTC), MEdSt (CCHE), PhD (Macquarie)

Campus Staff

Position	Name
Administration	Kerrie Macready
Finance Officer	Leonie King
Admin Assistant	Kaye Martin

Appendix 1: Sample Unit Outline

This unit outline is included as an example for prospective students so that they can gain a little more of a flavour of what is involved in studying a unit with through the National Institute for Christian Education.

As units are continually being updated so the information given here is subject to change. In particular, textbooks and textbook editions may change depending on availability. Please confirm details with NICE office before purchasing textbooks.

ED401/501 Worldviews in Education

Statement of Purpose

This unit is to provide students with a critical appreciation of the inevitable but often hidden role that worldviews play in human life and specifically in education. This is so that the students will be able to critically evaluate worldviews that are embedded in educational practice in order to be more effective in achieving the learning goals of their school communities in a way that is faithful to their Christian faith.

Co-requisite

ED500

Status

One of two mandatory core units.

Rationale

Basic to Christian educational practice is a biblically-informed view of the world that shapes every facet of educational practice, and which both shapes and is shaped by, the Scriptures. Such a worldview does not come to us automatically because we have a genuine faith and a sincere desire to serve the Lord. The worldviews that define normal human existence in the world around us exert a constant, subtle pressure to conform our practice to their view of normality.

Faithfulness in Christian educational practice requires a critical understanding of the worldviews that are embedded in what is accepted as normal practice, including what are regarded as normal practices for Christian educators. It requires us to be self-critical as well as being critical of the secular world in which we live.

The parallel core unit, ED500 Foundations of Christian Education, focuses on providing a deepened understanding of the Scriptures as the indispensable foundation for the practice of the Christian educator and the formation of a Christian worldview.

Building on this foundation, the present unit explores the nature and formation of worldviews and their inevitable, yet often hidden, role in shaping human practice, including educational practice. In doing this, the unit draws on both Christian and secular sources. The aim is the development of a critical competence that enables students to ground their educational practices firmly in the faith they profess.

Relation to Course Objectives

As a foundational core unit, this unit provides essential foundations for the achievement of all the course objectives but relates particularly to course objectives 1, 2 and 6.

Learning Outcomes

At the end of this unit students will be able to:

1. Articulate a clear understanding of the nature of a worldview, its relation to religion and the factors influencing its formation.
2. Test the practices of the Christian community, and particularly the community of Christian educators, for consistency with a biblically-informed worldview.

3. Identify the worldview beliefs that are implicit in accepted social and educational norms and practices, including those commonly accepted by Christians.
4. Identify worldview divergences within contemporary Australian society in terms of their implications for educational practice.
5. Evaluate critically, by testing against biblical revelation, these implicit worldview beliefs, with special attention to the student's own educational practice.

Subject Content

The segments in this unit cover the following content:

1. The nature of worldviews in human life and the complex factors involved in worldview formation.
2. The relationship of worldviews to educational contexts.
3. Scriptural themes fundamental to the development of a biblically informed worldview.
4. Critical evaluation of the nature and role of the worldviews that shape contemporary educational practices, including those of Christian educators.
5. The implications for Christian educators of worldviews embedded in culture.
6. The educational implications of secularism as a worldview.
7. Worldviews and a biblically informed theory of knowing.
8. The role of worldviews in transformational learning processes.

Delivery Approaches

Student Workload

1. Study guide with associated tasks and reading	100 hours
2. Additional reading	15 hours
3. Assignments	60 hours
4. Online forum	5 hours
Total: 180 hours	

Assessment

Unless specifically indicated, participation in an online web discussion forum will be a mandatory requirement without a grade.

General Assessment Criteria

In addition to criteria specific to each assessable task, the following criteria will be used in the assessment of assignments:

1. Critical thinking
 - uncovering and critically evaluating basic religious assumptions from a biblically-informed perspective, with special reference to the impact on educational practice
 - giving appropriate reasons in support of statements, especially those involving value judgments, and justifying the relationships between them as appropriate
 - demonstrating that the standpoints taken are the result of a personal thinking through of the issues so that the conclusions are owned by the student
 - engaging in self-reflection in relation to worldview, including the capacity to articulate a pathway leading to a dynamic, increasing alignment between educational practice and a biblically faithful worldview.
2. Adequate coverage
 - adequately addressing all aspects of the topic
 - demonstrating engagement with the areas covered in the unit relevant to the assignment.
3. Literature
 - providing evidence of adequate engagement with appropriate literature relating to the unit—the textbook and the required readings, as well as other print and electronic sources.

4. Relevance
 - providing firm links with the school context
 - locating the educational issues within the broader social context.
5. Creativity
 - demonstrating a creativity in solving educational problems with a clear understanding of the issues that is informed by experience and/or research and with the aim of greater effectiveness in achieving learning goals.
6. Presentation
 - presenting material clearly with logical development appropriate to the topic
 - providing appropriate references to relevant books and articles, with adequate citations using a consistent style, and including a bibliography employing a recognised standard.

Assignment 1: Christian Education Scenarios

Length: 1000 words
Weighting: 20%

Read the scenarios provided in READING 4.

Choose one from a range of scenarios to critique from a biblical worldview perspective. Analyse the factors involved with the case and evaluate the beliefs, values and assumptions that pertained to the responses to this issue. Suggest a response that is more consistent with a biblical perspective. (500 words)

With confidentiality considered, relate a case study, scenario or problematic situation that you have encountered within a Christian school context. The scenario should clearly demonstrate how worldview commitments can cause responses that are inconsistent with Christian profession. (500 words)

Assessment criteria

In addition to the general assessment criteria, the following criteria will apply in the assessment of this option:

1. Recognition of beliefs, values and assumptions, that are inconsistent with a biblical worldview.
2. An effective application of biblical perspectives to current educational/schooling issues.
3. A demonstration of case study genre which clearly portrays incongruent practice with worldview informed by scriptural engagement.

Assignment 2: Critical Evaluation of Educational Practice

Length: 2500 words
Weighting: 40%

Work on this assignment should commence in the first week of the trimester and continue until the end of week 10, after which you will need to write a 2500 word report.

Part One: Journal

During the first four weeks of this worldviews unit, keep a journal or diary in which you record daily the patterns of your classroom teaching including both what you teach and how you teach eg. chalk and talk, questioning, discussion, other student activities.

You may like to invite a colleague into your classroom to observe what is going on and give you feedback to include in your journal.

The purpose of keeping this four week journal is to identify your habitual pattern of teaching practice, including weaknesses, so that you can critically scrutinise it in worldview terms in order that improvements might be made. This journal is your own personal record that provides you with information for the next two stages. You do not need to submit it with your assignment.

Part Two: Critical Reflection

During weeks five and six you should reflect critically on the information recorded in your journal to check the consistency of your teaching practice with a worldview that is founded in Scripture. To help get you started with this, begin by applying guidelines suggested by Mark Strom (2001) [READING 8] Feel free to modify these guidelines to make them more useable or to reflect a more faithful response to scripture. Justify your changes.

As you reflect on the pattern of teaching practice recorded in your journal identify ways to more effectively integrate a Christian worldview in your teaching. You will be expected to test changes in the classroom over the following four weeks, so choose changes that are realistic and manageable for this purpose.

Part Three: Implementing Change

During the next four weeks of your NICE unit, weeks 7 to 10, implement the changes in your teaching. Record the effectiveness of the changes in your journal.

At the end of this four week trial you should write a 2500 word report on all stages of this assignment. This report is due at the end of week 12. It should include:

1. A summary of the pattern of teaching practice shown by the stage one exercise.
2. Your reflections on each of the Strom guidelines in the light of the stage two exercise. If you found a guideline sound and useful as it stands, give your reasons for this judgment. Similarly, if you modified a guideline or added additional guidelines, give your reasons for doing so.
3. A description of the changes that you trialed in part three, an account of your implementation of it, and your reflections on the success or otherwise of this implementation.
4. A plan for a realistic continuing strategy that will enable you to continue to integrate effectively a Christian worldview in your teaching practice.

Assessment criteria

In addition to the general criteria applicable to all units, the assessment of this option will be subject to the following criteria:

1. Evidence of a clear understanding of the nature of worldviews, their formation and their functions that demonstrates a familiarity with the texts, readings and study guide.
2. An effective use and critical evaluation of the Strom guidelines.
3. Competence in a critical self-evaluation of teaching practice for its consistency with a Christian worldview.
4. Identification of conflicts with biblical revelation in the taken-for-granted norms of contemporary society and educational practice.

5. An effective integration of a Christian worldview in teaching practice in a way that is appropriate to the school community.

Assignment 3: Critical Evaluation of Educational Documents

Length: 2500 words
Weighting: 40%

COMPLETE EITHER OPTION 1 OR OPTION 2

Option 1: Critical evaluation of school policy

Critically review a policy in an area of school life with which you are familiar, for example, curriculum development, homework, assessment, equity issues, compliance and accreditation. This policy should be consistent with a worldview appropriate to the school's vision and beliefs.

To help you to evaluate worldview issues, begin by applying Mark Strom's (2001) guidelines that may have been modified in Assignment 2.

Having chosen an issue to investigate, you should begin a careful process of research:

1. Choose and identify an issue of policy that you wish to investigate.
2. Examine the policy documents relevant to your research issue. Are these documents:
 1. Consistent with the worldview implicit in the stated beliefs of the school community?
 2. Consistent with a biblically-informed Christian worldview?
 3. Worded in a way that makes them practical, effective guides?
 4. Reflected in the school's practice in the chosen policy area? If so, then how; if not, then why not? (800 words suggested)
3. Prepare a proposed or revised policy on the issue in question to provide a more effective guide to practice that is consistent with the worldview implied in the school's stated beliefs and with a biblical worldview. (900 words suggested)
4. Describe the investigative process used in developing the policy. This may have included informal discussion of your ideas with some other members of the school community. Incorporate reference to relevant literature to substantiate your arguments. (800 words suggested)

(The issue may be a clear expectation in the school that is not covered by any formal policy document. It is expected, however that other related documents will be considered.)

Option 2: Critical evaluation of a curriculum document

Critically review a curriculum document in an area that is relevant to your teaching duties. The document can be a school based curriculum or a government syllabus document in a specific content area or a more general curriculum statement.

To help you to evaluate worldview issues, begin by applying Mark Strom's (2001) guidelines that may have been modified in Assignment 2.

1. Describe the document and justify its choice in this investigation. (500 words)
2. Identify worldview beliefs and assumptions that are explicit and implicit within the document. (1000 words)
3. Discuss how this document can be used faithfully within a Christian school context. Faithful use is both cognisant of the school's biblical worldview commitment and mandatory requirements. This will mean exploring the degree of flexibility inherent in curriculum documents and the expectation that syllabus statements will be interpreted according to the school's philosophical basis. (1000 words)

Assessment criteria

In addition to the general assessment criteria, the following criteria will apply in the assessment of this option:

1. Evidence of a clear understanding of the nature of worldviews, their formation and their functions that demonstrates a familiarity with the texts, readings and study guide.
2. An effective use and critical evaluation of the Strom guidelines.
3. A clear recognition of the priority of religious, or spiritual, questions in determining educational practice in the Christian school.
4. A recognition of the relevance of worldview issues in shaping educational policy or curriculum in the area under investigation.
5. Evidence of thorough investigation and critical evaluation of the documents examined.
6. A clear justification of the policy proposal or curriculum implementation as being in harmony with both biblical revelation and the stated beliefs of the school.
7. The clarity and appropriateness of the policy or curriculum implementation statement as an effective guide to educational practice in the specified area.

Set Texts

Fowler, S. (2006). *Living world view* [CD-Rom]. Melbourne: Amani. **[TEXT 1]**

Plantinga, C. (2002). *Engaging God's world: A Christian vision of faith, learning, and living*. Grand Rapids, MI: Wm. B. Eerdmans. **[TEXT 2]**

Wolters, A. M. (2005). *Creation regained: Biblical basics for a reformational worldview* (2nd ed). Grand Rapids, MI: Wm. B. Eerdmans. **[TEXT 3]**

Required Reading

Blomberg, D. G. (2007). What is this thing called wisdom? In *Wisdom and curriculum: Christian schooling after postmodernity* (pp. 53–62). Sioux Center, IA: Dordt College Press. **[READING 17]**

Dickson, J., (2007). God's signposts: The Christian worldview. In S. Smart (Ed.), *A spectators guide to worldviews*. Sydney: Blue Bottle Books. **[READING 18]**

Edlin, R. J. (2006). Inhabiting the mindfield: Why we think the way we do, and what to do about it. In R. J. Edlin & J. Ireland (Eds.), *Engaging the culture: Christians at work in education* (pp. 53–74). Blacktown, NSW: National Institute for Christian Education. **[READING 12]**

Edlin, R. J. (2008). Christian education and worldview. *ICCTE Journal*, 3(2). Retrieved from <http://www.icctejournal.org/ICCTEJournal/volume-3-issue-2/christian-education-and-worldview> **[READING 19]**

Fennema, J. (2006a). Transforming education: Parents In R. J. Edlin & J. Ireland (Eds.), *Engaging the culture: Christians at work in education* (pp. 7–20). Blacktown, NSW: National Institute for Christian Education. **[READING 5]**

Fennema, J. (2006b). Transforming education: Teachers. In R. J. Edlin & J. Ireland (Eds.), *Engaging the culture: Christians at work in education* (pp. 21–36). Blacktown, NSW: National Institute for Christian Education. **[READING 6]**

Fennema, J. (2006c). Transforming education: Students. In R. J. Edlin & J. Ireland (Eds.), *Engaging the culture: Christians at work in education* (pp. 37–52). Blacktown, NSW: National Institute for Christian Education. **[READING 7]**

Fernhout, H. (1997). Christian schooling: Telling a world view story. In I. Lambert & S. Mitchell (Eds.), *The crumbling walls of certainty: Towards a Christian critique of postmodernity and education* (pp. 75–98). Sydney, Australia: Centre for the Study of Australian Christianity. **[READING 2]**

- Fowler, S. (2001). Contours of a transformational scholarship. In J. H. Kok (Ed.), *Marginal resistance: Essays dedicated to John C. Vander Stelt* (pp. 129–152). Sioux Center, IA: Dordt Press. **[READING 20]**
- Goheen, M. W., & Bartholomew, C. G. (2008). Gospel, story, worldview, and the church's mission. In *Living at the Crossroads: An introduction to Christian worldview* (pp. 1–10). Grand Rapids, MI: Baker Academic. **[READING 3]**
- Goheen, M. (2004). The gospel and the idolatrous power of secular science. In J. Ireland, R. J. Edlin & K. Dickens (Eds.), *Pointing the way: Directions for Christian education in a new millennium* (pp. 33–54). Blacktown, NSW: National Institute for Christian Education. **[READING 14]**
- Goudzwaard, B., Vander Vennen, M., & Van Heemst, D. (2007). In the shadows of progress. In *Hope in troubled times: A new vision for confronting global crises* (pp. 15–30). Grand Rapids, MI: Baker Academic. **[READING 13]**
- National Institute for Christian Education. (2007). *Christian schooling scenarios*. Agnes Banks, NSW: Author. **[READING 4]**
- Nord, W. A., & Haynes, C. C. (1998). The Education Framework? In *Taking religion seriously across the curriculum* (pp. 35–58). Alexandria, VA: Association for Supervision and Curriculum Development. **[READING 9]**
- Parker, C. (2007). Bloggs, phlogs, podcasts and wikis: What in the WWW is happening? *The Christian Teachers Journal*, 15(1), 4–11. **[READING 16]**
- Sire, J. W. (2004). Worldview: A refined definition. In *Naming the elephant: Worldview as a concept* (pp. 122–136). Downers Grove, IL: InterVarsity Press. **[READING 1]**
- Strom, M. (2001). The wisdom books. In *Symphony of Scripture* (pp. 103–113). Phillipsburg, NJ: Presbyterian & Reformed Publishing. **[READING 8]**
- Thompson, R. (2004). Genesis, Jesus and Christian worldview. In J. Ireland, R. J. Edlin & K. Dickens (Eds.), *Pointing the way: Directions for Christian education in a new millennium* (pp. 155–174). Blacktown, NSW: National Institute for Christian Education. **[READING 10]**
- Walsh, B. J., & Middleton, J. R. (1984). In *The transforming vision: Shaping a Christian worldview* (pp. 117–122, 125–129, 131–140). Downers Grove, IL: InterVarsity Press. **[READING 15]**
- Wright, N. T. (1994). The battle won: Colossians. In *Following Jesus: Biblical reflections on discipleship* (pp. 10–18). London: SPCK. **[READING 11]**

Recommended Reading

- Bartholomew, C. G., & Goheen, M. W. (2004). *The drama of Scripture: Finding our place in the biblical story*. Grand Rapids, MI: Baker Academic.
- Goldsworthy, G. (2001). *The Goldsworthy trilogy: Gospel and wisdom*. Exeter: Paternoster Press.
- Greene, A. E. (2003) *Reclaiming the future of Christian education: A transforming vision*. Colorado Springs, CO: Purposeful Design.
- Guinness, O. (2003). *The call*. Nashville, TN: W Publishing Group.
- Kessler, R. (2000). *The soul of education*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Middleton, J. R., & Walsh, B. J. (1995). *Truth is stranger than it used to be: Biblical faith in a postmodern age*. Downers Grove, IL: InterVarsity Press
- Moreland, J. P. (2003) *Philosophical foundations for a Christian worldview*. Downers Grove, IL: InterVarsity Press.
- Naugle, D. K. (2002). *Worldview: The History of a concept*. Grand Rapids, MI: Wm. B. Eerdmans.
- Romanowski, W. D. (2007). *Eyes wide open: Looking for God in popular culture*. Grand Rapids, MI: Brazos Press.
- Smart, S., (Ed), (2007) *A spectators guide to worldviews: Ten ways of understanding life*. Sydney: Blue Bottle Books.
- Thompson, R. (2005). *A biblical introduction to worldview*. Auckland, NZ: Masters



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