*Philosophy/Theology of Education*

The Bible is a diverse source for much of my Christian doctrine. I can find what seems to be, conflicting passages on major doctrinal beliefs, such as the Trinity, the essence of Christ, and an indefinite human description for the nature of God. But according to some scholars it is within the overarching biblical narrative where we can look for the best responses to our human yearning to know God[[1]](#footnote-1).

It is this practice of identifying and recalling the narrative that also shapes the theology of education for me. Through its revelation in narrative, the Bible empowers, invites, discovers, instills dignity, hope, love, and courage, is a pouring out of God’s self, verbal parsimony and authority through a fluid, process of teaching us who God is, who we are, and the world around us. The Bible story is the ultimate teaching curriculum on teaching.

Therefore, I believe that it is a vulnerable sharing of my undivided self as a teacher[[2]](#footnote-2), which ignites students to reciprocity and to give of themselves, wholly. It is acknowledging the authority that resides within me through my fa that reminds me of my identity as a teacher. I believe that it is humility that enables me not to think more highly of myself than I should, freeing me to listen and to share in the classroom allowing me the teacher, and the students to become liberated together[[3]](#footnote-3). Humility allows me to see my story in the other. bell hooks describes this humility as engaged pedagogy[[4]](#footnote-4). The Bible engages us with the good, the bad, and the ugly of humanity and its response to the divine. I believe this out pouring, engagement, humility, identity and integrity began with creation and continues in us, in the classroom and beyond.

I find that the practice of creativity in the delivery of the lesson and allowing creative means by which a student can express what she has learned engages students of multiple intelligences. The Socratic method of teaching provides a ripe setting for engagement in a seminar classroom. However, larger lecture halls do best with lecture, although it is a challenge to maintain engagement in this setting. I also research ways in which to best give prominence to the context in which my students relate.

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1. (Migliore 1991) [↑](#footnote-ref-1)
2. (Palmer 1998) [↑](#footnote-ref-2)
3. (Freire 1998) (hooks 1994) [↑](#footnote-ref-3)
4. (hooks 1994) [↑](#footnote-ref-4)