



International Christian Community of Teacher Educators Journal

Manuscript 1320

From the Editor

Sean Schat

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From the Editor

Abstract

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From the Editor

Sean Schat, Redeemer University

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Greetings, all. Welcome to the slightly delayed Fall issue of the 2023 ICCTE Journal. I am pleased to share this issue with the ICCTE community. In a fascinating twist, the manuscripts in this issue all coalesced around a common thread: worldview-informed Christian education.

Once again, I hope your academic year is going well, and that you are both experiencing and offering blessing in your communities. It is a fascinating and challenging time to be involved in education, as the pandemic's impact continues to unfold, often with profound impacts on the lived experience of students, teachers, and parents. I expect much research and scholarship to emerge over the next few years, and I suspect our journal has a role to play in the unfolding dialogue.

- The Fall issue opens with an intriguing essay by Jared Johnston (Oral Roberts University), considering the impact of the COVID-19 pandemic on Christian school enrolment. Where a decline was anticipated, instead, many Christian schools experienced a

marked growth in student enrolment. Johnstone identifies a number of factors for Christian school leaders to consider as they seek to capitalize on and sustain this growth surge.

- Kelly Lenarz (Trinity Christian College) seeks to address a gap in the research on teacher leadership development at the preservice level. Her study examines the leadership development for preservice teachers at a Christian liberal arts institution, and she identifies three specific typologies of teacher leadership. Her research provides unique insights into the ongoing leadership development for educators.
- In their article, Paul Angel Flores and Mark Arvidson (Azusa Pacific University) describe their research study exploring how a Christian

Sean Schat is Assistant Professor of Education at Redeemer University

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worldview enhances and interacts with academic service learning. The authors provide a number of important insights concerning the ways in which academic service learning for pre-service teachers can impact and be impacted by a Christian worldview.

Sean Schat
ICCTE Journal Editor
sschat@redeemer.ca

- Building on a previous ICCTE-J publication, Amy Bagby and Jim Drexler (Covenant College) describe the results of their research study exploring the assessment of spiritual formation in P-12 students. Their study generated important insights concerning the way Christian P-12 educational institutions perceive and approach the assessment of student spiritual formation. They offer a number of practical next steps.
- In a review of John Hull's *Education for Hope: A Course Correction*, Sean Schat (Redeemer University) suggests that a book that focuses directly on the story and legacy of Christian education in two Canadian provinces can offer important insights into both faith-based education and the pursuit of government funding for faith-based education. The book's author raises a number of important questions, but also explores potential answers and next steps.

We hope you enjoy this intriguing issue. Once again, I would like to thank the Editorial Team, our many reviewers, our copy-editor, and our online publishing team for their work, time, and support.

I will conclude by reminding our readers to continue to encourage their colleagues to submit to our journal, and to also consider serving our community as a reviewer. You may also want to ponder whether you or someone you know has something to submit for our upcoming theme issue on "Transformative Care" (see the call for papers elsewhere in this issue). Finally, I hope to see many of you at the upcoming ICCTE conference in May.

Call for Papers – Transformative Care Theme Issue

The ICCTE-J is issuing a call for manuscripts related to Transformative Care, to be published as a themed issue in the Fall of 2024. This issue will be edited by a team of scholars, led by Paul Shotsberger and a number of his colleagues.

Transformative care represents a force for purposeful change in educational structures and systems that allows for the communication of authentic care. It is an extension of an ethic of care, drawing upon the literature of disruptive innovation, and seeking to address inequitable practices, challenge unjust educational systems, and advocate for relationally-rich learning communities. This issue offers an opportunity for scholars to contribute articles from a wide variety of perspectives and contexts. We desire to hear voices from higher education and PK-12 schools, administrators and instructors, theory-based, and more practice-oriented.

Possible themes include, but are not limited to:

- more inclusive curricular development
- alternative assessment practices
- trauma-informed practices (for students and/or teachers)
- student-centered classroom management

We request that you make your submission no later than July 1, 2024, indicating specifically that the submission is for the themed issue on *Transformative Care*.