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SCHOOL OF PRACTICAL MINISTRY  MINISTRY OF THE TEACHER

Fundamental Issues and Clues to Success

AN OPENING SENARIO

Pretend I'm \_\_\_\_\_ running for president. What questions would you ask?

What prompted those questions?

Consider Your Answers and Others' Answers—

- A. Values brought to the debate/discussion
- B. Previous experience with politicians
- C. Previous experience with this politician
- D. People hear/see what they want to hear/see (*Porter's First Law of Human Behavior*)<sup>1</sup>
- E. Values having nothing to do with picking a president (e.g., handsome/attractive)

Parallel Pedagogical Considerations—

- A. We bring values, some positive, some negative to the teaching environment.
- B. Our students approach education colored by experience with previous teachers.
- C. Our students approach education colored by experience with us.
- D. Students hear and understand what they want to hear and understand.<sup>1</sup>
- E. Students bring goals to the educational environment which have nothing to do with *Biblically driven* character and goals. For example...
  - 1. I need a degree to get the job I want.
  - 2. I really feel good when I am learning new stuff.
  - 3. Because I can learn more to feel superior to others.
  - 4. I need the status that comes with completing this course, this curriculum.
  - 5. This night, this time, this location was convenient.

<sup>1</sup>"Human beings see, hear, remember, understand, and do what they **want** to see, hear, remember, understand, and do." Porter's First Law of Human Behavior—Simplified: "People believe what is useful to them." Learn more at <https://TheScoop.DThomasPorter.com/porters-laws/porters-first-two-laws-of-human-behavior.html>

## KNOW YOUR STUDENT'S VALUES AND MOTIVES!

Knowledge about their values will dramatically improve your ministry of teaching in the church, in your classroom, in your fulfillment of His great commission. Unless you know, appreciate and adapt to this knowledge, your teaching will be mere pontification—not edification.

### THE CHRIST AS THE MASTER TEACHER

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#### Questions, Questions, Questions

- A. What do you say?
- B. Who do you (all) say I am?
- C. Why do you call Me good?
- D. Do you love Me?

#### Narrative, Narrative, Narrative

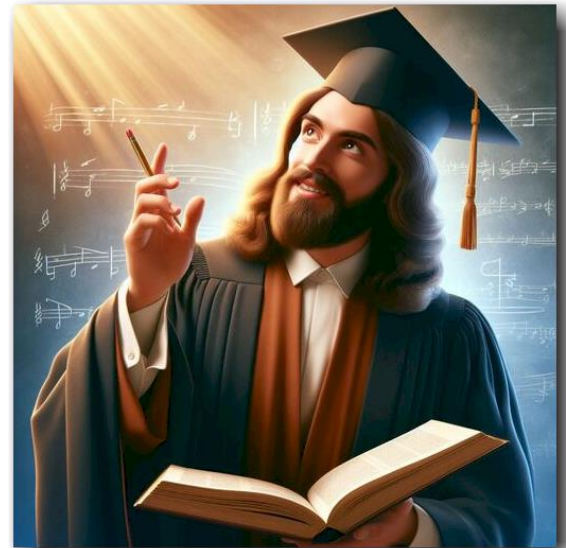
- A. The "good Samaritan" (love)
- B. The 1 of 99 (giving it all up for the lost)  
Lost sheep, Lost coin, Lost son
- C. The talents: 3 given, 1 expectation
- D. Lazarus and the Rich Man: An Encounter with  
Abraham in Heaven, Revolution on Steroids

What's your favorite narrative? Why?

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#### Jesus Was Pristinely Passionate--

- A. You are either for Me or against Me.
- B. Get your animals out of my Father's temple.
- C. He wept when Lazarus had to die/had died. Had to die or simply died?
- D. Worried not about His nakedness on the cross, but that His mother Mariam would be cared for. John?



How can you manifest your passion?

- A. Visit someone in the hospital you don't like.
- B. Brownies.
- C. Break bread, regularly, not just on special occasions.
- D. Birthdays.
- E. Wash some feet.



## Jesus Was Culturally Aware...

- A. You've heard it said, but I say.
- B. Widow's mite.
- C. Closer to God are:
  - ⌘ The poor (Luke 6:20 version)
  - ⌘ The meek
  - ⌘ Those who are sad
  - ⌘ Those who are persecuted for...? (My sake)
- D. Antagonism for government/authority (Just what is Caesar's?)<sup>2</sup>

WHY? WHY ARE THE POOR, MEEK, SAD & PERSECUTED CLOSER TO THE LORD GOD?

## NOW, A WORD OR TWO ABOUT YOUR LIMITATIONS...

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- A. Hubris: What do you teach that is wrong, false, not in compliance with the Scripture?
- B. Cute Stuff: Agape as "Godly" love. John 3:16 and 3:19 (When it's cute, useful or comes off the tongue easily, check the evidence; Porter's 2nd Law).<sup>3</sup>
- C. Cultural Toxicity:
  - ⌘ Pray often: the values your students bring to the class context can be toxic.
  - ⌘ Consider my experience with an atheist group to which I belong on Facebook. Contagious.
  - ⌘ We all want to be loved/recognized/appreciated by our students. Seduction indeed.

## People's Baggage—

- A. The teacher is the boss; must be respected.
- B. I know more than the teacher, or I know nothing of value worthy of sharing.
- C. Their inerrant version of the Scripture.
- D. People bring their friend Art to class... the Cecil de Mille effect.

Just a few examples...

- ✓ Jesus as white with blue eyes.
- ✓ Moses as a builder of pyramids.
- ✓ Jesus as a carpenter (tekton, τέκτων).
- ✓ David as selfless warrior for the Lord God.
- ✓ Even translation bias...

"In the beginning, God [actually Elohim, plural] created the *heaven* and the earth." versus  
"In the beginning, God [actually Elohim, plural] created the *heavens* and the earth."



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<sup>2</sup>Read and learn more; see my article [Just What is "Caesar's?"](https://DiggingDeeper.life/content/Scriptures%20Re%20the%20Christian%20in%20American%20Politics.pdf) at <https://DiggingDeeper.life/content/Scriptures Re the Christian in American Politics.pdf>

<sup>3</sup>Read and learn more; see my post [Porter's Second Law: An Epistemological Red Flag](https://TheScoop.DThomasPorter.com/porters-laws/porters-first-two-laws-of-human-behavior.html) at <https://TheScoop.DThomasPorter.com/porters-laws/porters-first-two-laws-of-human-behavior.html>

E. Linguistics:

- ✓ Amen meaning "I agree" What does it mean IN Scripture?
- ✓ English.
  - ℵ "in" for "ev" (εν)
  - ℵ "you" and "you" mean the same
  - ℵ "Father" God for the Navajo
  - ℵ "faith" meaning without any evidence, or as a collection of beliefs
  - ℵ "grace" being a theological construct with several sub constructs and permutations
  - ℵ "the" vs. "a" articles in Scripture
  - ℵ ALLAH being an ungodly name for GOD, YAHWEH, or ELOHIM
  - ℵ Her name as Mary, His name as Jesus, his name as Joseph, or Peter's name as "Cephas" soft c

But what matters and what doesn't? Welcome to the complex world of the teacher. Sometimes it involves teaching the big stuff, ignoring the incorrect, figuring out what matters...

What do you see the biggest cultural baggage you and/or your students bring to the "classroom?"

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TIPS FOR BEING BETTER TEACHER—

- A. Manage the pedagogical environment
  - ✓ Questions sought
  - ✓ Space facilitates your instructional goals
- B. Come early (I came to prep for tonight on March 25). You can't expect students to be on time if you're not there to greet them.
- C. Even though the Scripture says a teacher will be held to a higher standard (James 3:1), maintain your self-confidence.
- D. Ignore those who say: "Those who can, do. Those who cannot, teach."
  - ℵ Mark Spitz, the great Olympic swimmer, had a coach who could not swim. Teaching is a different skill set, requiring diverse values, and seeking vastly different results.
  - ℵ Your job is to coach believers to be even better than you.

A. You are held to a higher standard—His standard.

B. Humility is the foundation of effective, *Biblical* teaching.

C. You are assessed not by your success, but by your student's success!