

THE PHILOSOPHY OF TEACHING

A Passion for Teaching: Session 3

Theme: Focus on your students!

1. As an effective teacher, you must not only know that which you would teach—that is, your content—but you must also know those whom you wish to teach. (1 Cor 3:1-2)

- You don't teach a **50** year old like a **5** year old.
- You are not teaching the **Bible**; you are teaching the Bible to **people**.
- Communication is a **contact** sport.

2. You are not interested simply in instilling facts; you want to infect people. (Luke 24:25-27, 31-32; Mark 1:21-22; Matt 7:28-29)

- The more you **cram** the less they **learn**.
- Facts are for the purpose of **changing** lives. They are a **means** to an end, not the end itself. (Matt 23:15)
- Most Sunday School teachers are more interested in how much a learner can **cram** into his head and then **regurgitate** it onto a piece of paper.

3. The way people learn determines how you teach. (Mark 1:16-18)

- The three keys for effective learning are:

A. **Repetition**

B. **Object Lessons** (James 3:5-6)

C. **Variety**

- What is the worst teaching method? **The same one.**

4. There is no learning without tension. Tension is absolutely indispensable to the learning process. (Matthew 16:21-23)

- Tense moments **challenge** our thinking and **engage** people in the learning process.
- Don't give people the **product**, give them the **process**, because learning is a process that requires patience, not a product that requires purchasing.
- People usually do not "**buy in**" to foreign ideas on the first presentation.

- People need time to “**chew the cud.**” (Psalm 143:5)
- God moves in our lives by **divine design**, to periodically **disturb** our equilibrium. (Acts 10:9-16)

5. Good teachers can't be focused on what they do, but on what the learners are doing. (Luke 10:25-37; John 6:5-7)

- We must not be **product**-driven but **people**-driven.
- Spend more time **questioning** answers than **answering** questions. (Matt 22:15-22; Mark 2:1-12; Luke 11:14-19, 13:18-16, 14:1-6)

6. What's important is not what you do as a teacher, but what the learner does as a result of what you do. (Romans 12:1-2; Matt 14:23-33; Mark 9:14-24; Luke 10:25-37)

- Two important questions to ask yourself:
 - A. Does the **class** exist for me?
Attitude Exposed: It's my place to **perform** for Christ.
 - B. Do I exist for the **class**?
Attitude Exposed: It's their place to **conform** to Christ. (Romans 8:29)

7. The teacher is primarily a stimulator and motivator...not a player, but the coach who excites and directs the player. (John 8:1-11)

- Your task as a communicator is not to **impress** people, but to **impact** them; not just to **convince** them, but to **change** them.
- Maximum **learning** is always the result of maximum **involvement**.
- The best **learners** are the participators.

8. The learner is primarily an investigator, a discoverer, and a doer. (Acts 17:10-11)

- **Failure** is a necessary part of the learning process.
- Education must come from the individual learner. You are not to always **pour it in**; you are to **draw it out**. (Matt 22:37)
- The name of the game in Christian education is not **knowledge** – it is **obedience**. In the spiritual realm, the **opposite** of ignorance is not knowledge, it is obedience.

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Application Sheet

Three Objectives of the Teacher

Objective 1: Teach people how to think.

- This allows them to dig for the truth.
 - This is the planting of the seed.

Objective 2: Teach people how to learn.

- This allows them to discover for the truth.
 - This is the cultivating of the tree.

Objective 3: Teach people how to obey.

- This allows them to do for the truth.
 - This is the bearing of the fruit.

Self Evaluation

1. Do you know your students needs, interests, threats, etc.?
2. Do you use various teaching methods?
3. Do you “fill their heads full” or allow them to discover truth on their own?
4. Would your class view you as a player or the coach?
5. Who do you view as most important, the teacher or the learner?

DOER OF THE WORD

“But be doers of the word, and not hearers only, deceiving yourselves.” -James 1:22

Teachers are greatly helped by following the pattern of Peter as he responded to the two questions posed him in Acts 2 on the day of Pentecost.

- *“And all were amazed and perplexed, saying to one another, ‘What does this mean?’” - Acts 2:12*
- *“Now when they heard this they were cut to the heart, and said to Peter and the rest of the apostles, ‘Brothers, what shall we do?’” -Acts 2:37*

As teachers, we should move people from *what* the Scripture means to *how* to apply them to our lives.

From What

(Acts 2:12)

Apathy

Curiosity

Interest

Mediocrity

Unbeliever

To How

(Acts 2:37)

Acknowledgement

Commitment

Involvement

Missional

Believer

The teacher should help people understand *“what does this mean?”* so that they would want to know *“what shall we do?”* Here are some defining words that will help teachers understand actions they need to undertake to help people move from hearing to doing.

“What Does This Mean?”

Articulating

Conceptualizing

Describing

Exhorting

Explaining

Proclaiming

“What Shall We Do?”

Applying

Coaching

Doing

Emulating

Expecting

Practicing