

# Conducting a self-assessment on the quality of an institution

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# Being really good!

In our own eyes ...

Why even bother to have schools?

Why spend so much time and effort training someone who God has called and gifted?

# The Bible affirms teaching and training

- Train a child in the way he should live (Prov 22:6)
- Train yourself in godliness (1 Tim 4:7)
- Older men and women should train younger men and women (1 Tim 2)
- Pass on what we know to reliable men and women who are qualified to teach others (2 Tim 2:2)
- Study the Word of God as it is  
“God-breathed and useful for teaching, rebuke, correcting and training in righteousness so that God’s people will be thoroughly equipped for every good work (2 Tim 3:16-17)

# The Bible affirms teaching and training

- Part of the Great Commission to teach all baptized believers to obey everything Jesus commanded. (Mt 28).
- So important to God that He sent his son as a Rabbi.
- So important the Holy Spirit was sent to teach and remind believers of what they had been taught.
- According to Eph 4, teachers are a gift from God to the church.
- According to Paul in Rom 12, those gifted as teachers should teach!

# The Bible affirms teaching and training

We have an big job to do for God and for the Kingdom.  
It is important that we do this educational and equipping job well – with quality and excellence.

This requires evaluation – self-assessment

# The most accurate evaluations...

- ... are the ones we carefully do of ourselves.

Although given our tendency to only see what we want to see, we really need lots of good questions to guide us - and a team to help us do this well.

# The Bible encourages self-examination

- Everyone is to examine himself or herself to determine whether he or she is worthy for participating in the communion or eucharist.
- Everyone is to count the cost before going to war, or before beginning to build, or even before following Jesus.
- Everyone is to see whether they have the right gifting before taking on specific jobs.



# The Bible encourages quality or excellence

- When God created the world, his evaluation was that all of it was “very good”.
- While no programme will be perfect, we are encouraged to think about that which is excellent, lovely, admirable or true (Phil 4:8).
- Even if we are already doing well, we should aim at excelling even more in everything (2 Cor 8:7).
- Everything that we do is to be done with all our energies to the glory of God (Col 3:17).

# Quality should be visible

Jesus said in Matthew 5 that our good works should be seen by others – like a city on a hill – so that God will be glorified.

Educational quality should also be obvious to others

- Secular education authorities
- Our neighbors
- Those that pray and give to us
- Those that come and study with us
- We ourselves

# Quality is complicated

It's more than just looking at classes, books, students, teachers or a curricular plan.

It's assessing how well you are doing at your unique task – training your unique students in your context.

# Quality is complicated

For a good self-assessment, we need the right questions – and to look carefully and deeply at what we are *really* doing.

# Two different ways to approach institutional evaluation

- (1) Examine your educational process
- (2) Examine your education results

# Examining the educational process

There are five broad areas to consider:

- 1) Do we have the right teachers?
- 2) Do we have the right students?
- 3) Do we have a good educational programme?
- 4) Do we have the resources to make our programme work?
- 5) Do we have a solid administrative and governance structure for training?

# (1) Do we have the right teachers?

- Are they qualified to teach, with training in the right areas?
- Do they have practical experience in their area?
- Do they know how to teach and are they continuing to learn?
- Can they build healthy relationships?
- Do they have pastoral skills to help students grow to maturity?
- Are they good role models and do they practice what they teach?

## (2) Do we have the right students?

- Are they educationally, emotionally and socially qualified to learn what you are trying to teach?
- Do they have the ability and willingness to learn?
- Are they mature enough to be trained for ministry?
- Do they bring spiritual gifting and previous ministry skills?
- Do they sense a call into ministry?
- Have they become a healthy learning community?



### (3) Do we have a coherent, integrated and contextual programme?

- Is it designed to get our unique students from where they are as they enter to where they need to be when they graduate?
- Are the classes sequenced well?
- Do you have enough teaching hours to justify the degrees being offered?
- Is there a balance in the subjects being taught?
- Does your programme teach skills and help students grow to maturity, or does it just offer content?

## (4) Do we have the physical and financial resources to make the programme work?

- Are your classrooms large enough, maintained, well-lit, not too hot or cold, with comfortable seating?
- Do teachers have the tools to teach?
- Does the library have materials to support the curriculum? Do students have texts they can keep?
- Are there computers and does the Internet work?
- If students eat and sleep on campus, are the facilities adequate and clean? Is the food edible?
- Do you have adequate and stable income?

## (5) Do we have good administrative or governance structures?

We'll talk in detail about this on Thursday...

- But do you have the structures, build on solid foundations, with competent people that will make your programme work well?

# Evaluating the educational process

The assumption is that if one has the right teachers, the right students, a good curriculum that is supported by good resources and a solid administrative team – then one will be successful.

Maybe... But to really affirm our quality, we also need to look careful at the results of our training efforts.

# Evaluating your results

The Bible says that it is by one's fruit that we will know whether or not someone is a false prophet. So what do you students look like when they graduate?

- Are they mature and secure in their faith?
- Can they preach well?
- Do they know how to care for people?
- Are they organized and well-respected by others?
- How healthy are their marriages and families?
- Have they built healthy communities?

# Evaluating your results

How would you know the extent to which these things are true?

By observing and listening!

We need a plan for feedback

- hearing from our graduates
- hearing from their church and communities

# Evaluating your results

The most important lessons that our students learn are not usually things said in class, but things that our students observe and absorb from the educational environment.

# Evaluating your results

Although they will hopefully learn some things about theology, ministry and how to study from our classes...

what they'll *really* learn is whether or not we love God and His Word – and whether or not we respect one another.



# What will they have learned about being a pastor or teacher ...

- ✦ if we hurry into class, minimally interacting with students and never interacting with colleagues?
- ✦ if we don't want to listen to questions and ideas from students?
- ✦ If we have distinct dress code (or no dress code at all), or if certain offices are larger or more elegant?

# Being a learning community

Students learn about educational structures and acquire their relational, listening, pastoral and learning skills from things that weren't said in classes and which were never on an exam.

# Evaluating your results

A good self-assessment of our graduates will help us discover some of those things that our students have “learned” even though we may not have been so conscious of having taught them these things. This is called the hidden curriculum.

# Evaluating your results

A good curricular evaluation, aided by really good feedback, will allow us to see the full impact of our teaching – and then to consider better how to shape and prepare the students that we have.

# Conclusions

It is a big task to equip God's people for every good work – and to help our students to grow into looking like Jesus.

# Conclusions

We need to reflect carefully on our quality – or lack of it. Process and product are related. We need to look at our educational process to see how (or whether) we have contributed to the development of our students. And we need to examine the impact of our graduates to really see the fruit of our efforts.

# Conclusions

There are a lot of schools out there.

May you develop the tools to see what we are really doing – and then may you have the courage to change what needs to be changed.

The church that you serve and your students will be really grateful. And God will be glorified.