

REFLECTIONS

MAGAZINE FOR ALUMNI AND FRIENDS OF AVONDALE COLLEGE OF HIGHER EDUCATION

WINTER 2018 | Vol 30 No 1



OLD SCHOOL OR CUTTING EDGE?

COMPARING A PIONEER'S VISION
WITH INNOVATIONS IN EDUCATION



ANZAC SPIRITUALITY: THE EVIDENCE

If Anzac is the core of Australia,
what of the spiritual core of the Anzacs?

2017 DONOR REPORT

Your response to Think&Do,
the invitation to journey through giving
with Avondale

WHAT ARE THE CRITICS SAYING?

The reviews of five books and an album
written or produced by Avondale alumni

WHO WILL YOU MEET?

AVONDALE HOMECOMING, AUGUST 24-25, 2018



Reconnect with former classmates at honour year reunions.
Honour years: 2008, 1998, 1988, 1978, 1968, 1958 and 1948.

REGISTER: www.avondale.edu.au/homecoming



ALUMNI

2008 | 1998 | 1988 | 1978 | 1968 | 1958 | 1948

HOMECOMING 2018

Think&Do in their words

“Every human being, created in the image of God, is endowed with a power akin to that of the Creator—individuality, power to think and to do.”—Ellen White

Avondale’s giving campaign uses a phrase from founder Ellen White to seek support for research that improves lives.

Think&Do is based on a statement from a book exploring biblical principles of Christian education. White wrote it for parents and teachers. Her message (simplified and paraphrased): God’s given you the gift of thinking and doing, so use it. White makes the statement to encourage us to explore the sciences and the Scriptures, and then to engage—to act.

What prompted White to write? I asked Ellen G White Seventh-day Adventist Research Centre Director Dr John Skrzypaszek. He says she is saying you need to “adapt to the changing circumstances” and “develop a clear understanding of what it means to live in the real world.” Why? So you can “provide the best service.”

White published *Education* in 1903, only six years after she helped found Avondale—she formed much of her philosophy on Christian education during her time in Cooranbong, the town in which the Lake Macquarie campus is based. Adventists believe White, who also helped found the church, exercised a prophetic gift, but her think and do advice is practical. It’s a reminder that our thinking must lead to doing that serves needs other than our own.

I asked Christian Education Research Centre Director Dr Peter Kilgour what a teacher needs. To know their teaching leads to learning, he told me. “When they ask questions such as, ‘I wonder if what I’m doing is actually working?’, using research methodology, we can actually give them the answer.”

We’re curious beings.

Donating to Think&Do will primarily support our four research centres as they help us seek a better understanding of how to teach and learn, how to live happier and healthier and how to relate to God. Like President Professor Ray Roennfeldt told me, acting on curiosity can make a big impact on life, yours and mine.



> **Brenton Stacey**, Public Relations Officer,
Avondale College of Higher Education

WALKS NOW A FUN RUN

Funding for bush regeneration opens more of lecturer’s gift to community

Hunter students competing in cross-country championships at Avondale can thank a lecturer’s 10-year commitment to bush regeneration on the Lake Macquarie campus.

A donor and a \$17,000 government grant has enabled Dr Jason Morton to complete more weed eradication, revegetation and maintenance along historic Girls Walk and Sandy Creek Walk on the Avondale Estate.

The NSW Government’s Biodiversity Grant Program approved Morton’s application for weed management in 2016. Morton, a Senior Lecturer in the School of Science and Mathematics, then recruited professionals who completed eradication along Sandy Creek Walk this past year. He uses funding from the donor to employ student workers, who help him continue small-scale eradication.

Before eradication began in 2008, weeds dominated the area. They were more than three metres high and so dense you could not see the adjacent creek. Eradicating them not only enhanced the value of the natural habitats but also improved water quality in the wetlands and introduced a new recreational opportunity.

Morton and brother Darren, also an academic at Avondale, opened Girls and Sandy Creek Walks in 2009 and the historic Boys Walk in 2011. The tracks form part of a new seven-kilometre loop of the

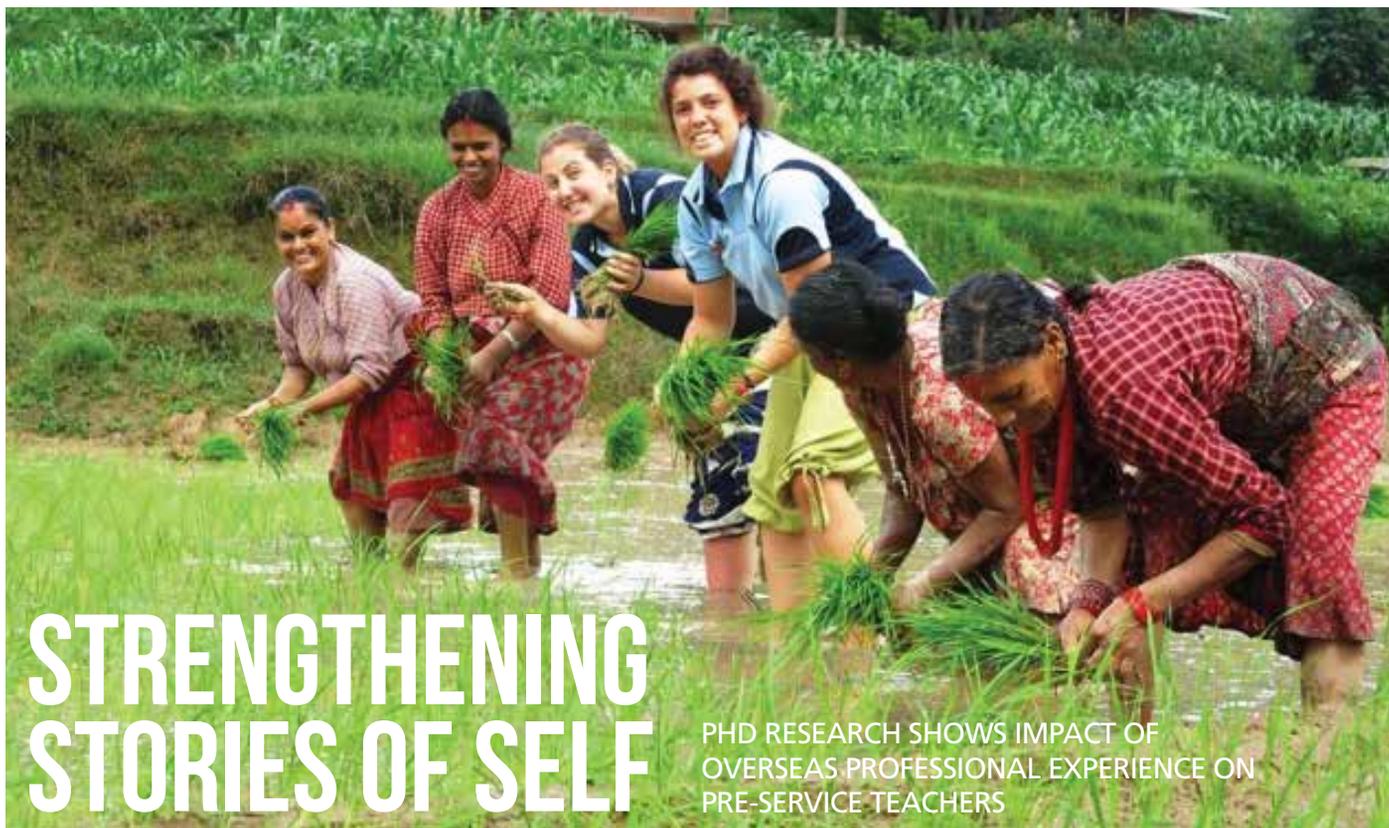


Photo: Colin Chuang

estate and are the Mortons’ gift to the community. “Every time I run or ride around the tracks, I see different people, which tells me there are lots of people who know of these tracks,” says Jason.

Perhaps this is partly because Hunter Region Independent Schools has been using the tracks for its annual Cross-Country Championships since 2012. “The walks are some of the nicest around,” says Ken Tosen, who convenes the championships in his role as Head of Personal Development, Health and Physical Education at Avondale School. He loves the natural environment and the physical space. “The tracks are flat but go through a variety of terrains, they’re wide and they’re very well kept.”

Eradication of weeds, particularly lantana, along Boys Walk on the west of the estate will be one of Morton’s next projects. He also has plans to install exercise stations, information signs and new seating. But his first love is regenerating the bush. “I like removing weeds,” he says. “I see the fight the natives have with the weeds. Where we’ve removed the weeds, the natives then take over and win the fight. And the bushland just looks beautiful.”—*Chelsea Lechonsito*



STRENGTHENING STORIES OF SELF

PHD RESEARCH SHOWS IMPACT OF OVERSEAS PROFESSIONAL EXPERIENCE ON PRE-SERVICE TEACHERS

Challenging overseas professional experiences fostering a sense of freedom and belonging lead to better learning for pre-service teachers, research by an Avondale lecturer shows.

By better learning, Dr Jason Hinze means developing new and connected personal and professional identities, then “renegotiating” these stories of self through a destabilising, questioning and rebuilding process.

The stories of four pre-service teachers who completed professional experience at a remote village school in Mahendra Jyoti in the Bagmati Zone of central Nepal form the core of Hinze’s Doctor of Philosophy thesis. As such, the qualitative study seeks a depth not breadth of understanding and “represents a stepping stone in the body of knowledge that may help inform best practice in the design and delivery of quality professional teaching experiences.”

The stories show overseas experiences can be transformative but “we should not assume these experiences are transformative just because we take students overseas,” says Hinze. “The stories allowed me to identify the components required if overseas experiences are to be successful.” Those components?

Ensuring pre-service teachers experience significant challenges, high levels of freedom and high levels of belonging.

Challenges

Examples of significant challenges for pre-service teachers completing overseas experiences include the cultural diversity of the experiences—the more culturally diverse the better—and how closely the experiences mirror the realities of teaching. The latter means immersing pre-service teachers in the challenge of managing teaching workload, extra curricula activities and administrative tasks. “Unless pre-service teachers are separated from what is familiar . . . it is likely that they will experience little growth in relation to their stories of self,” writes Hinze, the Secondary Course Convenor and the coordinator of Ministry Of Teaching Overseas in the Discipline of Education.

Belonging

Multiple realities emerge—the research places more emphasis on student-directed learning but also more onus on schools and teacher educators to facilitate this learning. Schools should treat pre-service teachers as teachers rather than teachers in training, notes Hinze. Educators should “widen their focus from

‘What is being taught?’ to ‘How supported and connected do pre-service teachers feel within their learning experience?’”. Hinze suggests educators develop “families of learners” within large student cohorts and coordinate team building experiences to foster long-term relationships. These initiatives may have a “profound” impact on the ability of pre-service teachers “to experience the freedom to be themselves and take on challenges they may have otherwise avoided.”

Freedom

This freedom to experiment and learn through reflection also supported the development of stories of self. So, Hinze suggests educators seek alternative assessment procedures—involving the pre-service teacher and their mentor in a co-construction of the grade, for example—to reduce external pressure.

Placing pre-service teachers in experiences that promote confusion and inner discomfort may initially appear unnecessary, says Hinze, but “it’s only by destabilising existing beliefs and behaviours that real transformation comes.”



DRESSED FOR SUCCESS

Research featured prominently during Avondale's graduation ceremony in December. The presentation of awards began with the robing of Drs Bernadene Erasmus (pictured) and Jason Hinze, Avondale's eighth and ninth Doctor of Philosophy graduands. Erasmus examined the factors making an impact on the recruitment, experience and retention of volunteers in an Australian faith-based organisation. Hinze asked about the nature of the impact of professional experience in a developing country on pre-service teachers and their stories of self (see "Strengthening stories of self," p. 4). Avondale graduated its first PhD student in 2011. More are coming, with enrolment in the degree increasing. Avondale also received more than \$350,000 in competitive grants in 2017 and appointed a first homegrown professor, Brett Mitchell, whose prolific publication and competitive grant record gives his infection control research national profile.

Photo: **Jared Martin**

ANZAC SPIRITUALITY: THE EVIDENCE

ANZAC HAS BECOME THE CORE OF WHAT IT MEANS TO BE AUSTRALIAN, BUT WHAT OF THE SPIRITUAL CORE OF THE ANZACS?



Tom “Rusty” Richards ought to be a household name in Australia. As a backrower in the pre-World War I Wallabies, his fast and fluid style of play would perfectly suit the modern game. He won a gold medal at the 1908 London Olympics and later played for the British Lions against South Africa—the cup contested between the Lions and the Wallabies is named after him, the only man to have represented both sides. In 1914, he enlisted in the Australian Imperial Force (AIF) as a stretcher-bearer, working at Gallipoli before being commissioned lieutenant and winning the Military Cross for “conspicuous gallantry and devotion to duty” at the Battle of Arras. Prominent rugby union journalist Greg Growden has published a biography and the Great War diaries of this hero of both playing and battle fields.¹

John Linton Treloar also holds a prominent place in Australian history. Having served with the AIF, he became “the driving force behind the establishment of the Australian War Memorial,”² working with single-minded devotion for more than 30 years to ensure the creation, survival, prosperity and sound organisation of Australia’s central monument to the Anzac legacy.

Benjamin Bennett Leane was adjutant of the famous 48th Battalion, commanded by his brother, Raymond, and with other relatives

scattered through its ranks. Punsters nicknamed it the “Joan of Arc Battalion” (made of all-Leanes), and Ben carved out a distinguished career in its ranks before being killed at the First Battle of Bullecourt in April 1917.

John Gotch Ridley signed up as a private in the AIF and rose to platoon sergeant before being commissioned lieutenant. In World War II, he gave distinguished service as a chaplain to the forces. In the meantime, he had become a prominent evangelist and was responsible for inspiring former alcoholic Arthur Stace to chalk the word, “Eternity,” in copperplate handwriting across the streets of Sydney.

Albert Ernest Coates served as a medical orderly in the AIF until his extraordinary gift for languages brought him to the attention of General John Monash to work in the intelligence branch. Between the wars, he became a respected surgeon and served as such in the Second AIF, being captured by the Japanese when Singapore fell in February 1942. His resourceful leadership and enthusiasm in the makeshift hospitals on the notorious Burma–Thai railway made him a legend and inspiration for the Australian prisoners of war. Postwar, he was knighted for his services to veterans. The better-known “Weary” Dunlop, who worked under his command in the camps, said of Sir Albert at his funeral, “It is hard to

imagine a man more fitted to be the image of a true Australian or a man more suitable as an Ambassador for our Nation.”³

What these five men have in common apart from their prominent and distinguished service in and out of the AIF was that they recorded aspects of their spiritual journey in their war diaries and letters. The Australians, by reputation, were not a religious bunch, yet five of their prominent members engaged voluntarily with matters of belief. What may surprise many is that they were not rare: of the roughly 1000 soldiers whose diaries and letters I read for *Anzac Spirituality*, more than 300 recorded spiritual activities and commentary—a remarkably high number, given the virtually unquestioned belief in the secularity of the AIF.

While I use a variety of sources, I draw the bulk of my evidence from the diaries and letters of these 1000 soldiers—the same sample size as academic historian Bill Gammage used in his pioneering study, *The Broken Years: Australian Soldiers in the Great War*. The soldiers use personal correspondence to comment frequently on morale and spirit, capturing that unique bond common to comrades-in-arms of all armies in all ages, which emerges in the AIF under the specifically Australian label of mateship. Emotions of exhilaration and despair, hope and passion, are marked across these yellowing and often brittle pages in scrawling ink and fading indelible pencil.

References

1. *Gold, mud, and guts: The incredible Tom Richards: footballer, war hero, Olympian*, Sydney: ABC, 2001; *Australian Lion: The War Diaries of Tom Richards*, Sydney: Allen & Unwin, 2013
2. “Lieutenant Colonel John Linton Treloar,” Australian War Memorial website, www.awm.gov.au/people/P10676832/, accessed February 24, 2016
3. “Lt Col Albert Coates,” <http://www.pows-of-japan.net/articles/37.htm>, accessed February 24, 2016

> Purchase *Anzac Spirituality* from the Avondale Online Store (avondale.edu.au/onlinestore).

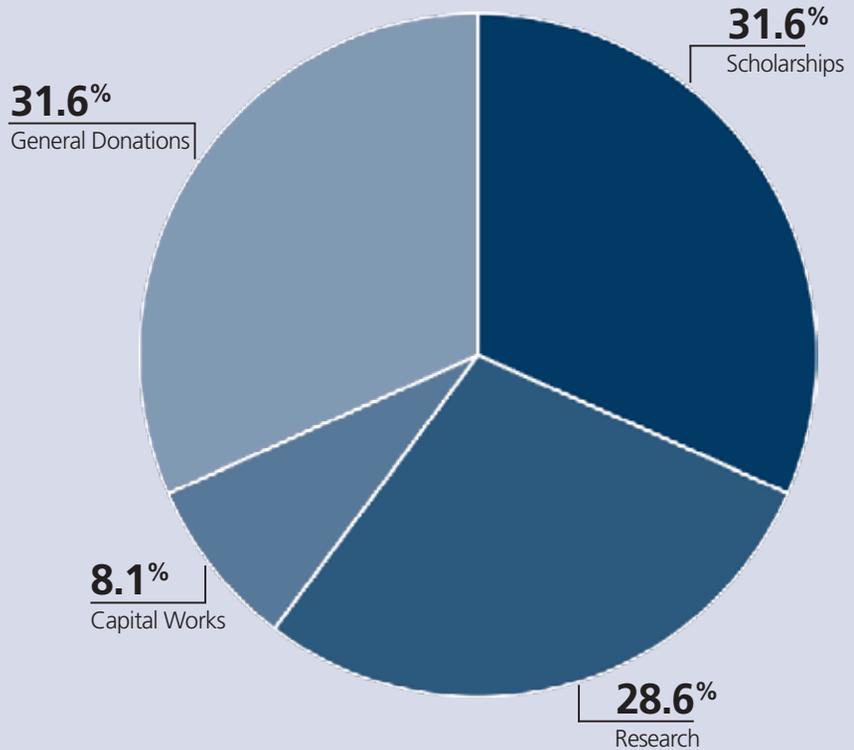
> Daniel Reynaud, Associate Professor of History, Discipline of Humanities and Creative Arts, Avondale College of Higher Education

2017 DONOR REPORT

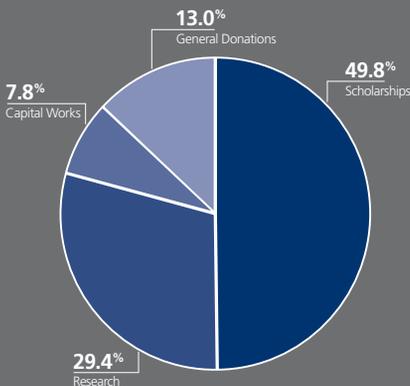
Your generous response in 2017 to Think&Do raised almost \$100,000* for three of Avondale's research centres (see bar graph). The Centre for Advancement of the Scholarship of Teaching and Learning, the Christian Education Research Centre and the Spirituality and Worship Research Centre are using the money to invest in projects exploring the practice of teaching and learning, benefiting Seventh-day Adventist schools and supporting research with practical applications for church and community.

Thank you for beginning the journey with us as we accept the challenge of learning and discovery (research), educating leaders (scholarships) and developing quality infrastructure (capital works). And as we use this knowledge and these resources to improve lives.

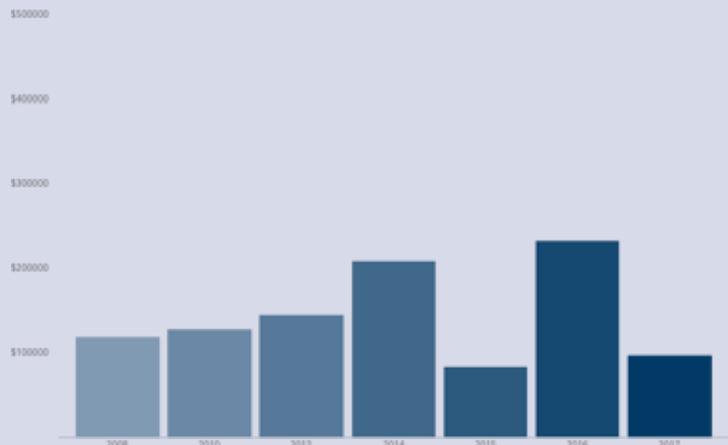
* Donations to Think&Do in 2015 and 2017 are lower because Avondale receives a bi-annual offering from Seventh-day Adventist churches across the South Pacific in even years.



DONATIONS 2016



DONATIONS TO THINK&DO



DONOR LIST 2017

Avondale College of Higher Education gratefully acknowledges those who journey with us as we accept the challenge of learning and discovery, of educating leaders, of developing quality infrastructure and of fostering creativity. Thank you for demonstrating this through giving. Your donations help us use this knowledge and these resources to improve lives.

TOTAL DONATIONS
\$336,296
 FOR THE YEAR 2017

BEQUESTS

Avondale College of Higher Education received two bequests totalling \$21,385.

BENEFACTORS (\$10,000-)

Dr Jason Hinze
Dr Jason Morton

PATRONS: FELLOWS (\$5000-\$9999)

Anonymous (4)

Peter and Valerie Duncan

Duncan-Kranz Choral Scholarship (8)

Awarded in memory of Peter and Valerie Duncan's parents—Charles and Sue Duncan and Alfred and Ethel Kranz mentored people with promise—to encourage and recognise worthy students with demonstrated aptitude in and commitment to music.

Dr Wayne French

Ian and Nerida Miller

Joan Patrick

Arthur Patrick Higher Degree by Research Scholarship

Established in 2017 to honour Avondale College of Higher Education's formative influence on alumnus Dr Arthur Patrick and his subsequent influence—as lecturer, curator, administrator, researcher and pastor—on Avondale by contributing to scholarship in Seventh-day Adventist studies.

Dr Marion Shields

PATRONS: PARTNERS (\$1000-\$4999)

Anonymous (1)

Adventist Media

Adventist Media Journalism Prize

Adventist Schools Australia

Ministry of Teaching (Secondary) Prize

Adventist World Radio

Adventist World Radio Prize in Radio Writing and Public Relations

Avondale Memorial Seventh-day Adventist Church

William Binns

Beverly Christian

Clifford Anderson Fund

Established in 1967 according to the terms of alumnus Dr Clifford Anderson's will to support Avondale Seminary students.

Clifford Anderson Ministry Prize (3)

Douglas Eliot Fund

Established by alumna Dr Elizabeth Ostring (2009, 2015) in 2014 to honour father Douglas Eliot, a former Chief Financial Officer of Avondale College (1966-1975).

Douglas Eliot Church Planting/Ministry Memorial Prize

Edna and Vern Heise Memorial Fund

Established in 2006 by the Heise family to honour the life and work of alumna Edna (1922-2006) Heise and then Vern (1921-2014) Heise, in memory of their outstanding support of women in ministry and Christian communication through preaching, writing and speaking.

Edna and Vern Heise Prize for Excellence in Communication

Ferch family

Arthur Ferch Prize for Greek Studies

Arthur Ferch Prize for Hebrew Studies

Graham Miller Memorial Fund

Established by Zita Miller in 1976 to honour husband and alumnus Pr Graham Miller's (1926-1976) contribution to Seventh-day Adventist young adult ministry in the South Pacific.

Graham Miller Memorial Prize for Youth Ministry

Peter and Ursula Johannsen

Willabee Floors Bachelor of Arts Prize

Brian and Barbara King

King Family Scholarship (2)

Awarded to honour the King family's musical endeavours by

recognising students who have a passion for music and a desire to sing with vocal ensembles Avondale Singers and The Promise.

Dr Allan Laughlin

Lynnette Lounsbury

Magnusson, Draper, Thomson and Rogers families

Magnusson, Draper and Thomson Science Prize

David Potter

Derek and Jenny Rippingale

Professional Advantage Bachelor of Business Prize

Professor Ray and Carmel Roennfeldt

Sanitarium Health and Wellbeing

Avondale Prize for Excellence (3)

Seventh-day Adventist Aged Care (Greater Sydney)

Adventist Aged Care Sydney Aged Care Excellence Prize

Seventh-day Adventist Church in the New Zealand Pacific

Education Department

Ministry of Teaching (Primary) Prize

Seventh-day Adventist Church in the South Pacific

Education Department

Ministry of Teaching (Early Childhood) Prize

Seventh-day Adventist Church in the South Pacific Ministerial Association

Bill Marr Institute of Public Evangelism Prize

Dr Allen and Andrea Steele

Allen and Andrea Steele Huguenot History Prize

Sydney Adventist Hospital

Discipline of Nursing Prize for Consistent Effort and Accomplishment

Sydney Adventist Hospital Academic Excellence Prize

Sydney Adventist Hospital Clinical Excellence Prize

Sydney Adventist Hospital Medical Nursing Excellence Prize

Sydney Adventist Hospital Mental Health Nursing Excellence Prize

Sydney Adventist Hospital Surgical Nursing Excellence Prize

Drs David and Carol Tasker

Teachers Mutual Bank

Teachers Mutual Bank Excellence Prize

Townend family

W A Townend Christian Journalism Prize

Viatek NSW (Fuji Xerox)

Viatek/Fuji Xerox Bachelor of Business (Accounting) Prize

Professor Colin Waters

DONORS: AMBASSADORS (\$600-\$999)

Asian Aid Australia

Asian Aid Australia Marketing Excellence Prize

Asian Aid Australia Marketing Internship Prize

Brisbane Waters Private Hospital

Brisbane Waters Private Hospital Clinical Practice Excellence Prize

Chatswood Seventh-day Adventist Church

Doug Cloete

Dr John Cox

Michelle Down

DONORS: PRINCIPALS (\$300-\$599)

Anonymous (1)

Adventist Development and Relief Agency (ADRA) Australia

Adventist Development and Relief Agency Social Justice Prize

Barritt family

Barritt Primary Teacher's Literacy Prize

David and Shirley Clark

Gail Clark

Linda Cloete

Philip Currie

Dr Elwin Currow

Elwin Currow Prize for New Testament Apocalyptic Studies

Fit Life Health Club

Health and Physical Education Prize

Gail Valentine Memorial Fund

Established in 2009 to honour the life and work of alumna Gail Valentine (1949-2009) in memory of her contribution to best practice in human resource management.

Gail Valentine Memorial Prize for Human Resource Management

Yasmin Green

Tania Martin

Sharlene Wise

DONORS: ASSOCIATES (\$100-\$299)

Anonymous (6)

Dr Gordon Campbell

Pr David Currie

Dr Hedley and Yvonne Eager

Shirley Hankinson-Cross

Rhelmae Hebbard

Dr David Heise

Gordon Howard

Dr Owen Hughes

Avril Lockton

Susan Mankelow

Colleen McIntyre

Dr Richard Morris

Carola Parker

Julia Tallis-Young

Pr Glenn Townend

DONORS: FRIENDS (\$0-\$99)

Anonymous (11)

Lynette Anderson

Dr Terry Annable

Deidre Bartlett

Merril Clarke

Devon Deppeler

Eddie Harder

Pr Claude Judd

Tom and Jo Macdougall

Desiree Sleight

Allan Tinworth

MEET ONE OF OUR PACIFIC PARTNERS

LIFESTYLE MEDICINE SCHOLAR THE FACE OF ADVENTIST HEALTH IN FIJI



A Fijian medical doctor who received a scholarship from Avondale credits his wife for encouraging him to treat the causes not symptoms of chronic disease.

Dr Alipate Vakamocea is a former public servant who left a residency at the Colonial War Memorial Hospital in Suva to head health and temperance for the Seventh-day Adventist Church in Fiji. “My wife, Mafa, helped me realise it was time we served God rather than ourselves,” says the obstetrician and gynaecologist, who celebrates 10 years as a doctor this year.

Record response: three scholarships

Vakamocea is one of three recipients of the Pacific Partnership Scholarship. The Lifestyle Research Centre at Avondale College of Higher Education planned to offer only one scholarship, but a record response to the Avondale Offering collected in Adventist churches across the South Pacific in 2016 enabled it to offer three.

The scholarship provides seed money to Pacific islanders to begin postgraduate studies in lifestyle medicine—Vakamocea and the other recipients receive full-fee waiver to complete the Graduate Certificate in Lifestyle Medicine, a one-year part-time course delivered via distance education. The aim: to empower those with influence to share their knowledge with those in their communities, many of

which are now having to meet the challenge of treating lifestyle-related chronic conditions.

“Non-communicable diseases are the biggest killers of Pacific island people,” says Vakamocea. As an example, he tells of screening those attending a training event organised by the Adventist Church in the Trans-Pacific. Ten per cent had diabetes, 80 per cent had high blood pressure and 80 per cent were overweight. “Unless we’re able to change the mindset of culture over health, we’re going to having problems.”

The scholarship is helping the Lifestyle Research Centre continue to lead in the study of lifestyle medicine and grow its contribution to the Adventist Church’s comprehensive health strategy. Vakamocea is already doing his part, using his role as secretary to successfully encourage the Fiji Medical Association to make the Complete Health Improvement Program available to every doctor in the country. The church has tasked him with implementing other health initiatives, including opening a wellness centre, featuring a cafe, health food and bookshop and medical suites.

The church’s “cordial relationship” with the Ministry of Health and Medical Services is an “opportunity to make changes that will be implemented at national level,” says Vakamocea. Postgraduate qualifications in

lifestyle medicine, when they come, will build credibility with those in government, he adds.

Anne Litau and Urijah Liligeto are the other two recipients of the Pacific Partnership Scholarship. Litau begins the Graduate Certificate in Lifestyle Medicine this year; Liligeto continues completing the Graduate Diploma.

Lifestyle medicine only at Avondale

Avondale is the only higher education provider in Australia offering postgraduate courses in lifestyle medicine. The courses are not health degrees that include some units in lifestyle medicine. “Ours are specialty degrees built from the ground up with lifestyle medicine as the base,” says convenor Dr Darren Morton. “They’re rigorous but also accessible to those with a bachelor’s degree from non-health disciplines.”

Receiving the scholarship showed Vakamocea the church “is interested in addressing the problem of chronic disease, particularly here in the Pacific.” He thanks those who gave to the offering or donated to Avondale’s Think&Do campaign. “You’re enabling me to help many, many other people.”

> Giving to scholarships, particularly new scholarships, gives more students an opportunity to gain “a greater vision of world needs.”

avondale.edu.au/giving



OLD SCHOOL OR CUTTING EDGE?

Comparing the views of a 19th century writer to 21st century educational innovations

Teachers demonstrating best practice reflect principles espoused by a pioneering Seventh-day Adventist more than a century ago, a paper by two Avondale academics shows.

Dr Peter Kilgour and Beverly Christian identify seven of the “most significant” new pedagogical concepts and compare them to what Ellen White, who founded Avondale College of Higher Education in 1897, wrote to parents, teachers and students.

The “most inspired, important and influential advisor to Adventist education in the 19th century” wrote at a “tumultuous time in American history”—the gold rush, the Civil War, the abolition of slavery. Comparing advice from this era to best practice in the 21st century is “an unlikely endeavour,” write Kilgour and

Christian in the most recent issue of the *TEACH Journal of Education*. So, the academics—he is Director of the Christian Education Research Centre and she Head of the Discipline of Education—analyse the purpose and the underlying principles of White’s advice.

Neuroplasticity and implications for learning

They begin their comparison with reference to neuroplasticity. The thinking at the time and place White wrote: intelligence is fixed because of our genetics. This supported “racist categorisation and differentiation of opportunity.” The thinking now is of an expanding brain and improved learning capacity independent of genetics. In the book *Education* (1903), White not only refers to the brain’s capacity to “expand and strengthen”

but gives examples of extrinsic and intrinsic causal factors. “Instead of confining their study to that which men have said, or written, let the students be directed to the sources of truth, to the vast fields opened for research in nature and revelation, let them contemplate the great facts of duty and destiny and the mind will expand and strengthen” (p. 17).

“Neuroplasticity is an important concept for educators to understand as it is the premise on which current approaches to education are built,” write Kilgour and Christian. It is also “foundational to White’s understanding of education.”

Differentiation and its impact on realising potential

Linked closely to the evidence neuroscience

offers for neuroplasticity is differentiation, the practice of recognising learning occurs in different ways, at different times, for different students. Educators did not acknowledge the concept in the 19th century but gradually shifted towards it in the 20th century. It is now accepted, with the New South Wales Department of Education and Communities releasing a document in 2015 outlining the process of differentiating not only content but also product and learning environment.

White recognised the uniqueness of each student, write Kilgour and Christian. “She argued, ‘Every human being, created in the image of God, is endowed with a power akin to that of the Creator—individuality, power to think and to do’” (*Education*, p. 17).

Wholistic education for wellbeing

An emphasis on nurturing wholism and wellbeing follows. Kilgour and Christian note the increasing recognition of positive psychology as pioneered by Martin Seligman. They list his components of a well-balanced

of White’s books, journal papers and letters. Kilgour and Christian found examples of experiencing positive emotions in *Thoughts from the Mount of Blessing* (p. 97) and connecting through relationships with and serving others in Letter 115 (June 6, 1903).

Kilgour and Christian note the consistency of the components of a well-balanced life identified by Seligman with those identified by White, even though White wrote at a time when educators did not discuss or study student wellbeing and in the language style of her era.

Metacognition

Teachers demonstrating best practice now facilitate higher-order thinking, which requires students to construct, design, create, develop, argue or hypothesise. The shift away from rote memorisation began more than 50 years after White advocated for the teaching of thinking about thinking. “It is the work of true education to develop this power, to train the youth to be thinkers, and not mere reflectors of other men’s

employment-related tasks, note Kilgour and Christian. Her advice: educators should include these additions to the curriculum “over and above ‘scientific knowledge or literary acquirements’ (*Education*, p. 225).” In *Counsels to Parents, Teachers and Students Regarding Christian Education* (1913), White writes: “Useful manual labor is a part of the gospel plan. The Great Teacher, enshrouded in the pillar of cloud, gave directions to Israel that every youth should be taught some line of useful employment . . . so that, should adverse circumstances arise, they would not be dependent upon others.”

If White promoted providing students with the best professional skills today, “she might recommend the inclusion of computer coding rather than book binding in the curriculum,” write Kilgour and Christian. Rather than “denouncing the emphasis on integrated and project or problem-based learning,” the academics say it is possible White would “applaud these efforts to develop both the skills and character required for employment in the 21st century.”

If educators today follow some of the current theories of effective teaching and learning, they are also aligning with what some people have labelled “Ellen White’s ‘blueprint’ for Christian education.”

life: experiencing positive emotions; engaging in activities or connecting through relationships with others; having a purpose or meaning in life, and; having goals and ambitions. “Of significance is Seligman’s proposition that living a meaningful life, or knowing one’s strengths and using them in service to others, is the factor that contributes to satisfaction” and that “the other elements of wellbeing will be stunted without the inclusion of a service component in the curriculum.”

More than a century earlier, White also wrote about wholism. Education “is the harmonious development of the physical, the mental, and the spiritual power” (*Education*, p. 17). It should also develop what we now call wellbeing. “True education does not ignore the value of scientific knowledge or literary acquirements; but above information it values power; above power, goodness; above intellectual acquirements, character” (p. 225).

The concept of positive psychology in the context of the Word of God appears in many

thought” (*Education*, p. 17). Recognising the importance of developing metacognitive skills to reach full potential placed White “out of step with educational practice at that time,” write Kilgour and Christian.

Education for employability

Manifestos such as the Melbourne Declaration for Educational Goals for Young Australians articulated by the Ministerial Council on Education, Employment, Training and Youth Affairs in 2008 are leading to innovations in education that align learning and employment. One of these innovations is STEM, a learning experience integrating science, technology, engineering and mathematics where students, usually in teams, use multi-disciplinary skills and knowledge to solve problems or create technology-based applications.

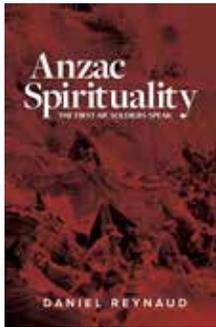
White, who lived in a largely agrarian society, wrote about students learning agriculture to prepare them for employment beyond school. If we apply the idea conceptually rather than literally, she is referring to kinesthetic,

Visible learning and heutagogy

Self-determined learning is the seventh of the “most significant” new pedagogical concepts.

Rather than creating independence and placing responsibility for learning on the student, educators at the time and place White wrote emphasised teacher-centred whole-of-class learning. So, White’s warning in *Education* (p. 232) about the risk of untapped potential is visionary. “Many apparently unpromising youth are richly endowed with talents that are put to no use. Their faculties lie hidden because of a lack of discernment on the part of their educators. . . . The true educator, keeping in view what his pupils may become, will recognise the value of the material upon which he is working.”

It may have taken more than a century, write Kilgour and Christian, “but if educators today follow some of the current theories of effective teaching and learning, they are also aligning with what some people have labelled ‘Ellen White’s “blueprint” for Christian education.’”



Anzac Spirituality
(ASP)

Daniel Reynaud

Anzac Spirituality supplements an expanding literature on the religion of World War I soldiers with an account of the Australian experience. It not only takes its place alongside other seminal works but shows how to take the subject forward. The structure of the book moves from the official to the unofficial, the compulsory to the voluntary, the outward to the inward, the orthodox and defined to the heterodox and inchoate. It seems a method for getting at the reality of the spirituality of the men. And it is the men—the rank and file—we observe. *Anzac Spirituality* is grounded in research that is enterprising and comprehensive. Reynaud's assessment of that evidence is judicious, neither exaggerated nor triumphalist. —
Dr Geoff Treloar



Engage
(Signs Publishing)

Nathan Brown

Engage enriched my understanding of Jesus as the servant of God, the radical peacemaker and the lover of all people. It challenged my self-imposed limitations about what it means to be engaged “in the world” while not being “of the world,” about our ability to do good—with God—as an act of worship and to replicate God's generosity. And it inspired me to breathe relevance into my life, to let my compassion shine and to aspire for more—more doing, less talking, more loving, less preaching, more acceptance, less judgment, more justice, less pain, more like Jesus, less like me. Brown's prose is based on solid theology, careful research and eloquent storytelling. The essays are succinct. The stories are personal and real. And the lessons applicable to life—now.—
Bruna Tawake



Following the Spirit
(Signs Publishing)

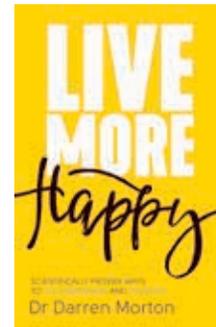
Peter Roennfeldt

Following the Spirit traces the power of the Holy Spirit and dependence on prayer, beginning with the 120 disciples waiting for the promise after the ascension of Jesus. It is essential reading, showing the simplicity of sharing Jesus and how the Holy Spirit does the heavy lifting. Throughout the book of Acts, we see leaders and believers taking the gospel to where the people lived. The identity of churches is not in their size but whether or not they are multiplying hubs of new groups of believers. While this book by Roennfeldt (1970) stands alone as a prompt to deep study and discussion of the church in Acts, as a sequel to *Following Jesus*, it demonstrates how Jesus' disciple-making method played out in the life and mission of those first disciples.—
Dr Leigh Rice



Jericho Road
(Avondale)

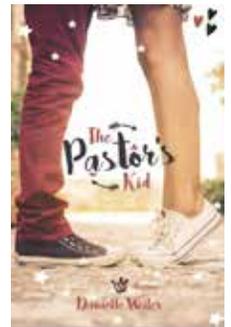
As a reflection on love, loss and faithfulness, the soundtrack, the musical event *Jericho Road* has something to say—and says it with melodies that are neither too light nor over-written, effective orchestration from a small ensemble and generally understated vocals, with the original cast transplanted from the stage to the recording studio. The fourth musical written and produced by Lindsay Morton, the album draws on the contributions of Avondale students and members of the wider Avondale music community. As such, it is a truly homegrown production, one of which the contributors can be justifiably proud. May we see and hear more such productions with this standard of creativity, thoughtfulness, performance and production.—
Nathan Brown



Live More Happy
(Signs Publishing)

Darren Morton

Live More Happy is largely an expanded and deeper version of *Seven Secrets for Feeling Fantastic*. In the intervening 10 years, Morton has found people who put the content of the book into practice experience a 30 per cent reduction in depressive symptoms, anxiety and stress, and a 20 per cent improvement in their mental health and vitality. By using nicknames for the parts of the brain and personal anecdotes to explain the brain's workings, Morton has written a scientifically-based book that everyone can enjoy. While the book reads lightly, there are also comprehensive references at the end of each chapter. And the handy acronyms and application exercises help you focus on the different aspects of your life you can change.—
Sonia Knight



The Pastor's Kid
(Ark House Press)

Danielle Weiler

You don't have to be a pastor's kid (like I am) to enjoy reading *The Pastor's Kid*. Mattie (titular character) and Jay (neighbour and love interest) share the telling of the tale. With generally short chapters switching between perspectives, it's a pacy, snappy read with intrigue: do things work out between Mattie and Jay, why did Mattie's family move from the city to a rural town and just what happened to Jay's mum? The book is honest, particularly when addressing the challenges facing Christian teens in secular environments. Weiler (2007) shows how important it is to fully own and engage with the object of your faith. The message, not presented in a preachy way, permeates the book—the writing style is genuine. This is a worthy read.—
Adele Nash

TAKE 5

WITH KIMBERLY AND ROB HOULISTON

Abide Family Ministries is a self-supporting ministry established by Kimberly (1985, 1988) and Rob Houliston in 2004. Abide produces music and media content, much of which is broadcast on Christian television networks, including the *Arnie's Shack* series, a puppet-based show designed to spread the good news of Jesus to children and their families around the world. *Reflections* asked Kimberly five questions.



Who does what in your ministry?

Rob worked as a fitter and turner for 34 years. He took a voluntary redundancy to have time and money to build us a new 10- by 10-metre studio, complete with control room, video editing suite and vocal booth. Rob also builds and constructs sets and does most of the puppetry as the voice of Arnie, Shane and other characters.

I have a master's degree in special education and work full-time as a learning and support teacher. I write all the songs and scripts, record all the vocals, produce all the *Arnie's Shack* shows and edit and record all the videos.

Where did the idea of *Arnie's Shack* begin?

It's 2001, and I'm learning how to edit video—and becoming frustrated. So, I ask God what I really should be doing. Then, I pick up my dust-covered guitar, sit down and write a song. The next day, I write another. Songs keep pouring out. Three months later, we're recording our first album, *Reach for Jesus*. Our journey's gone on from there.

As a family, we're committed to following God's leading. There have been plenty of good times and plenty of tough times, many twists and turns, way out of my comfort zone, doing things I had no idea I could do. But time and time again it's been proven true: if God calls you to do something, He will give you the skills or the people to help you do it.

Arnie's a character. Tell us about him.

He's an aged, wise and sometimes humorous Australian farmer. He lives at Arnie's Shack with wife Doreen and loves getting up early to feed the animals. His favourite pastime is talking to God and reading His Word. Arnie loves to teach positive Christian values in a fun and interactive way, addressing issues of importance to children and families.

You travel a lot around the South Pacific. What does this experience add to your ministry?

Travelling's given us the opportunity to meet amazing people, many of whom we've supported, resourced and mentored. We've presented training workshops, led worship and performed concerts in many South Pacific countries. We've seen firsthand the needs of many and worked with those in country to teach skills and provide equipment so they, too, can share the love of Jesus. We've also welcomed students from Papua New Guinea and the Solomon Islands as part of our family. They live with us and play vital roles in helping us with our ministry.

What message do you hope children get from watching your shows or listening to your music?

Easy. That Jesus is their best friend.

SHE LEADS

It is a photograph with historic implications. What you see are 40 women—one is present but not pictured—employed in Australian-based ministry roles by the Seventh-day Adventist Church in 2018. They were among the almost 500 attending the Empower Ministerial Convention in February. Although many of the women have dual roles, 13 are ministering full-time as local church pastors. Six are pastors and chaplains and three are chaplains in Adventist schools or retirement villages. Eleven are departmental leaders at the conference, union or division level of the church. Three are conference administrators and two are serving in ministry and theological education at Avondale.



THE LEARNED IN THE CENTRE OF LEARNING



Avondale Libraries has used the launch of a supporters group to name as its first honorary patron an academic whose writing is prolific and readable.

The title honours Conjoint Associate Professor Dr Norman Young's ability to discover new ideas about which to write and then to present these ideas in everyday language.

"Norm is widely read and knowledgeable but also approachable and genuinely interested in others," says Director of Library Services Michelle Down. "He loves the library and he loves books and learning." Down illustrates this with an anecdote. "Norm was making one of his frequent visits to the library when we announced the closing time. He remonstrated

with us because we were closing five minutes earlier than advertised."

Young described libraries as "centres of learning" during his speech at an event marking the launch of Friends of the Library in February. A love of libraries and a love of books and journals—"the real food of the soul of the mind"—is important, he said. "Not everything is on the internet."

Young retired as a Senior Lecturer in 2004.

> Visit avondale.edu.au/events for information about Friends of the Library events.



Think&DO

A JOURNEY THROUGH GIVING WITH AVONDALE

Power to think and do: it's a gift from the Creator. Seventh-day Adventist pioneer Ellen White makes the statement (Education, p. 17) to encourage us to explore and to engage. Giving to Avondale demonstrates your support for her philosophy.

Journey with us as we accept the challenge of learning and discovery. And as we use this knowledge to improve lives. Your gift will help our research centres give us a better understanding of spirituality and worship, Christian education and teaching and learning.



THANK YOU!



Your generous response in 2017 raised almost \$100,000 for our research centres. They are using the money to invest in projects studying the biblical dimensions of worship and the implementation of science, technology, engineering and mathematics integration and exploring the practice of teaching and learning.

AVONDALE.EDU.AU/GIVING

Choose a project or scholarship

Donations above \$2 are tax deductible in Australia.