

Understanding the Times & Knowing What to Do

Standing as Christians in a Diverse & Pluriform Society

Dr. Dave Benson

Culture & Discipleship Director



licc.

The London Institute for
Contemporary Christianity

Disenchantment, Diversity, & Disciplinemaking

A Process for Christlike Schooling in Post-Christendom Times



bit.ly/ECCEN-diversity

bit.ly/ECCEN-diversity-slides





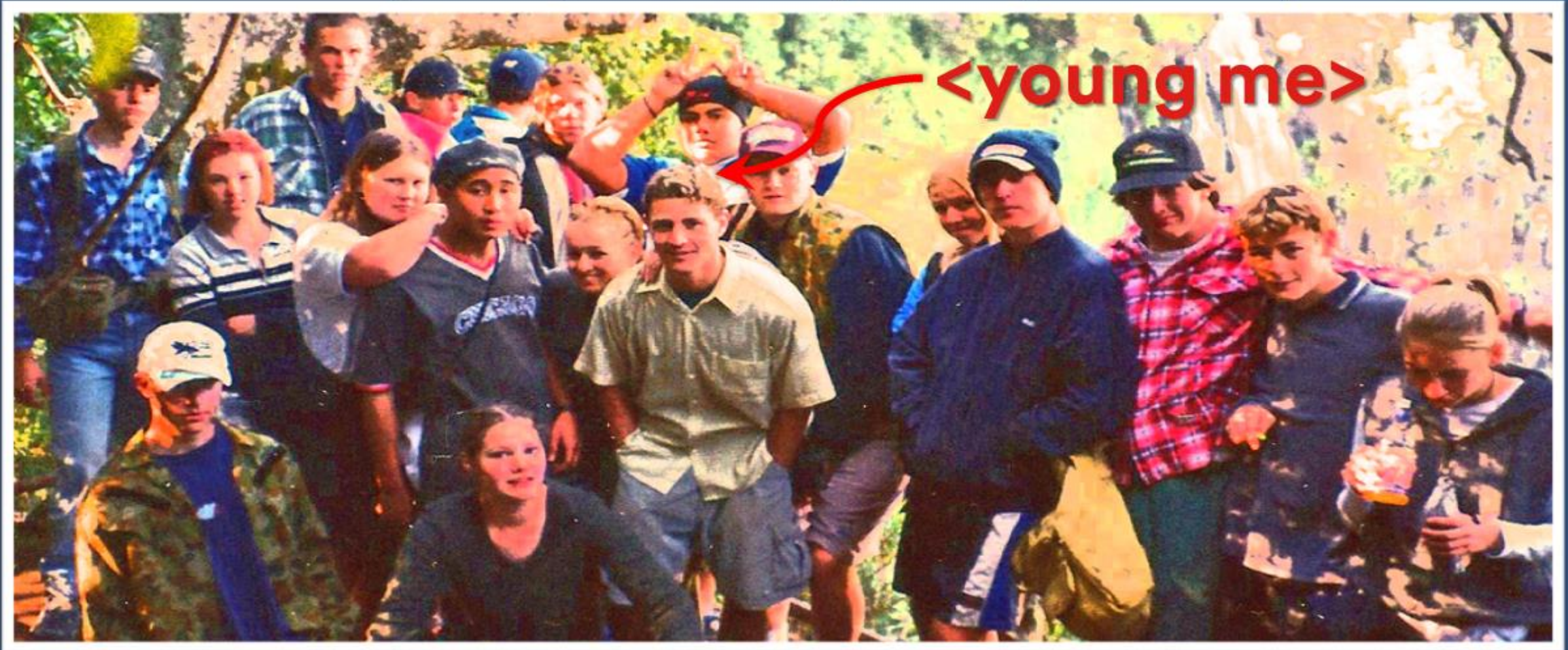
**Make a
difference
wherever
you are**

licc.

The London Institute for
Contemporary Christianity

God works through us!

... whatever you do, wherever you are, whoever you are



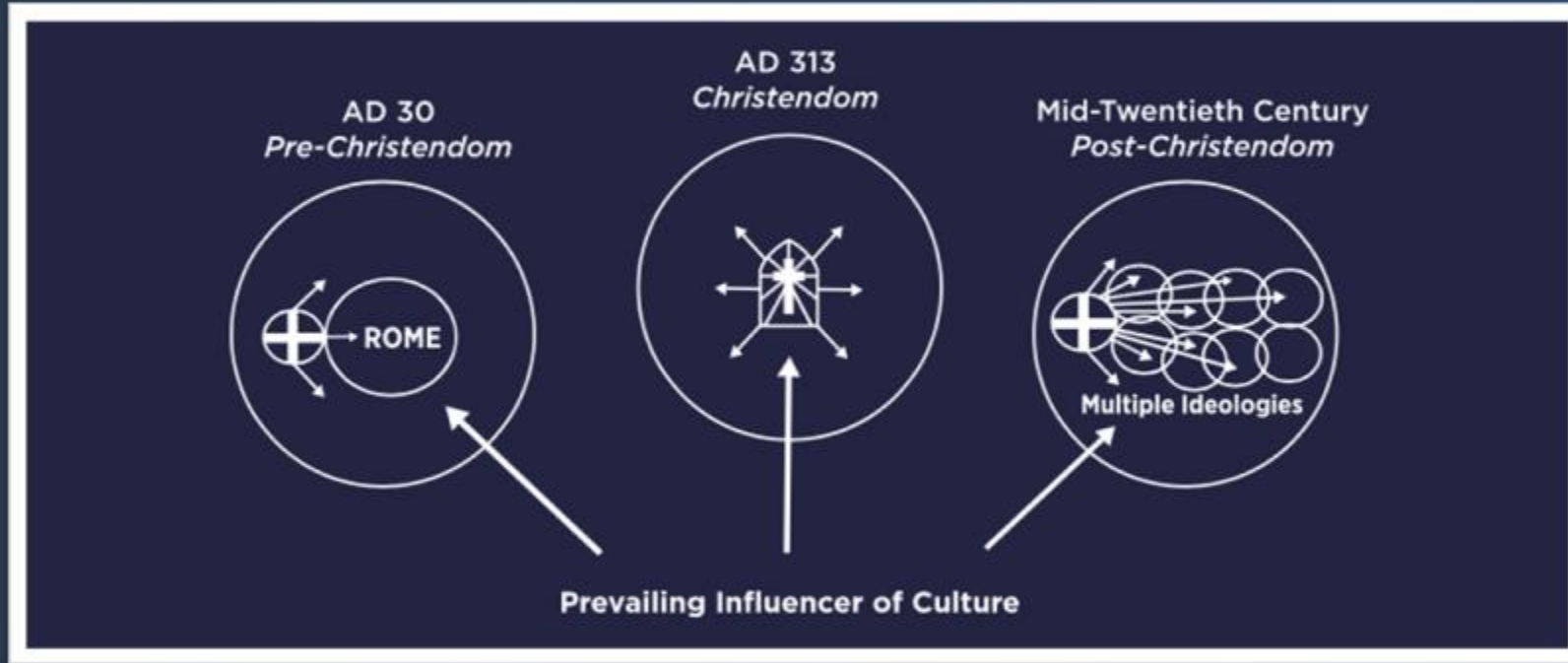
Pluriform...

On religion's place in contemporary education



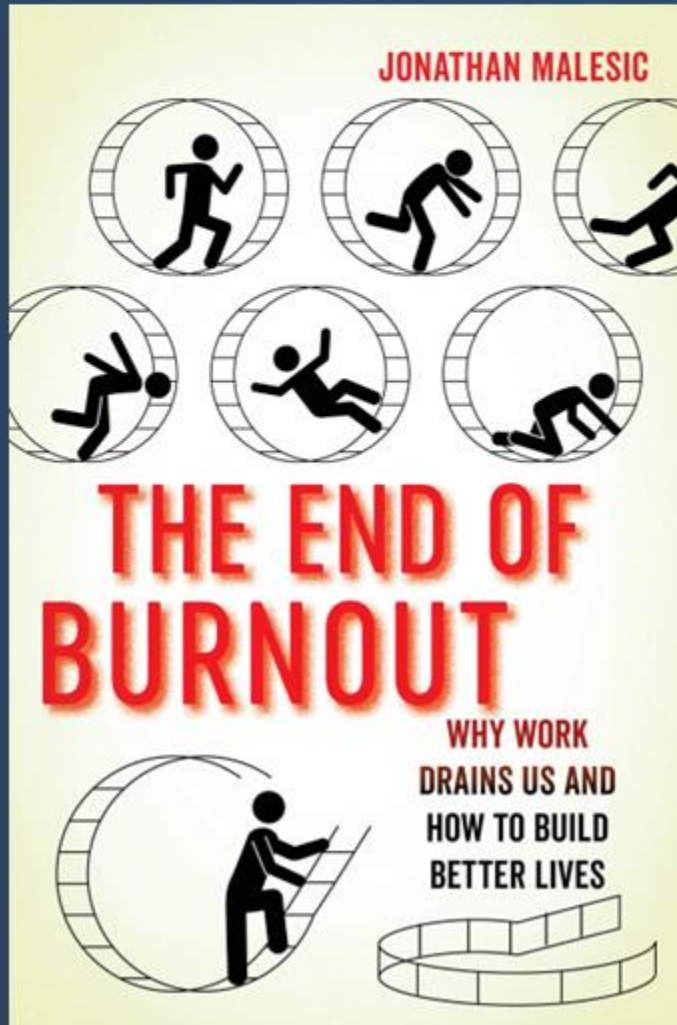
Post-Christendom...

One player among many & no longer calling the shots



Burned Out...

Disparate Ideals vs. Reality



How big is the gap between your educational hopes and work reality?

How prone to burnout do you feel?



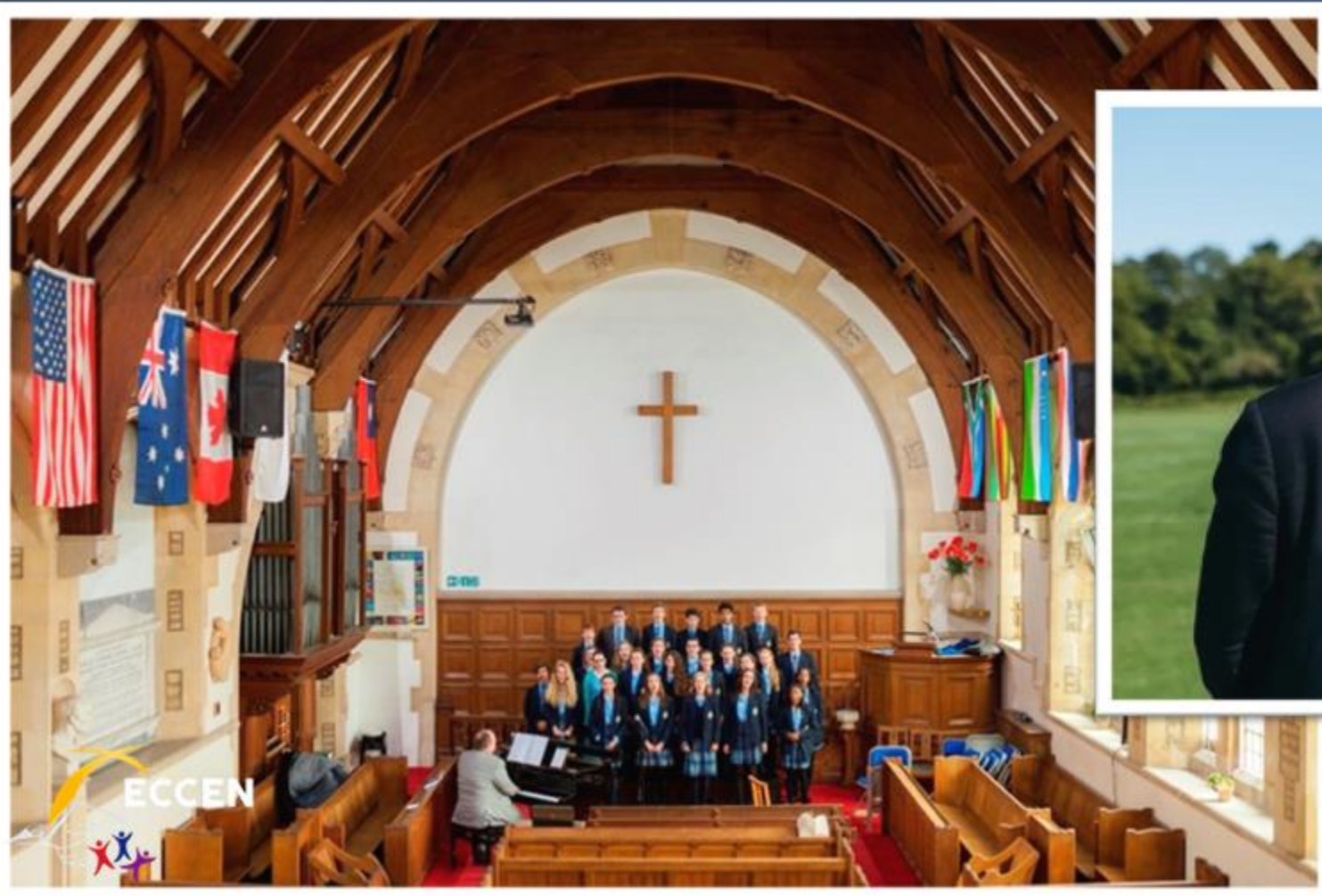
DISENCHANTMENT:

Competing visions; little control; drifting kids



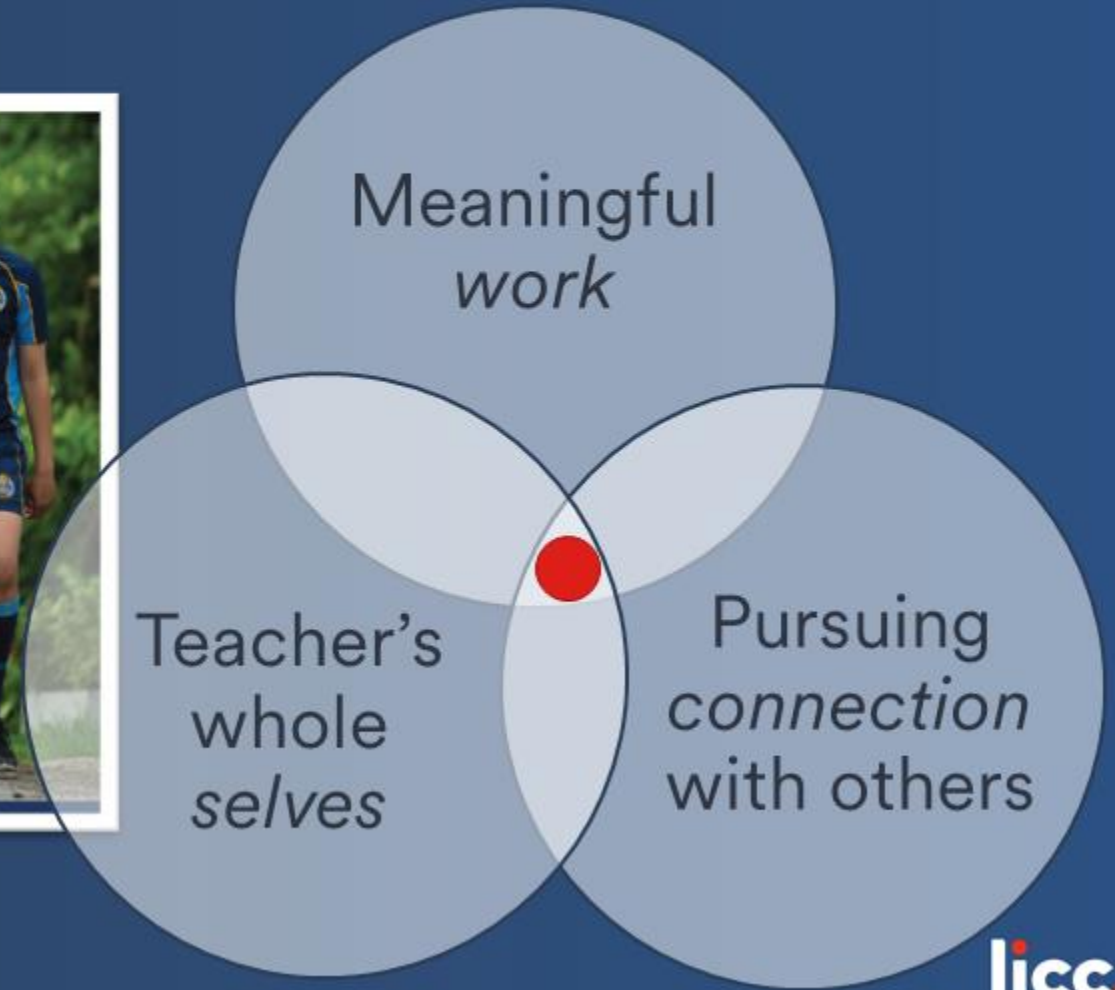
'Independent' Christian?

Nick: accredited into 'woke' conformity



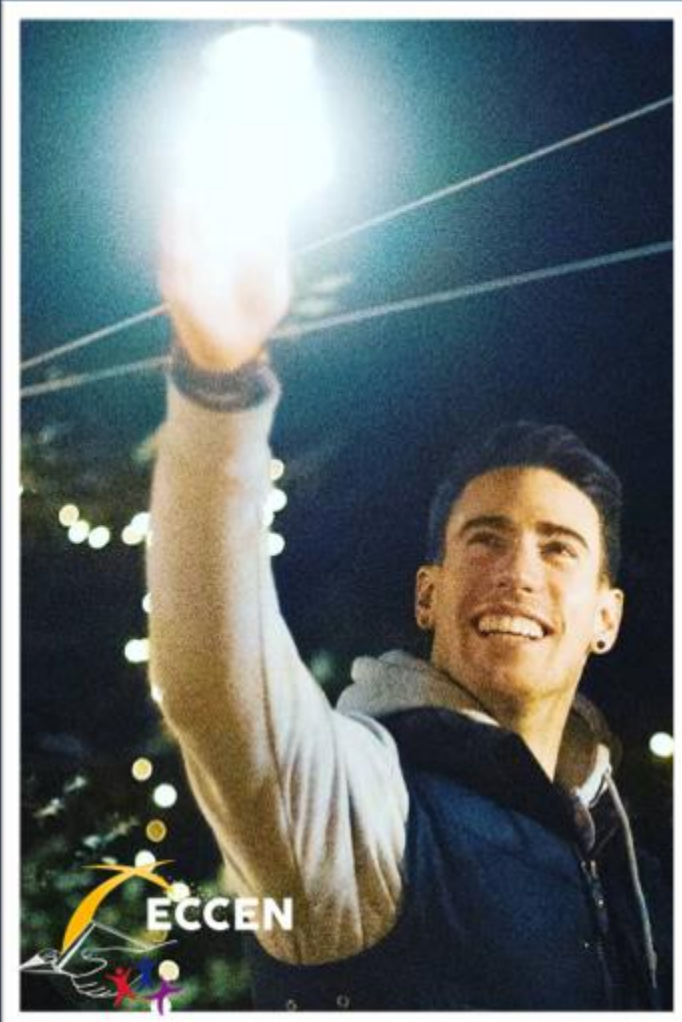
Thriving in Teaching?!?

Sarah: this was my BenOp; nowhere to run...



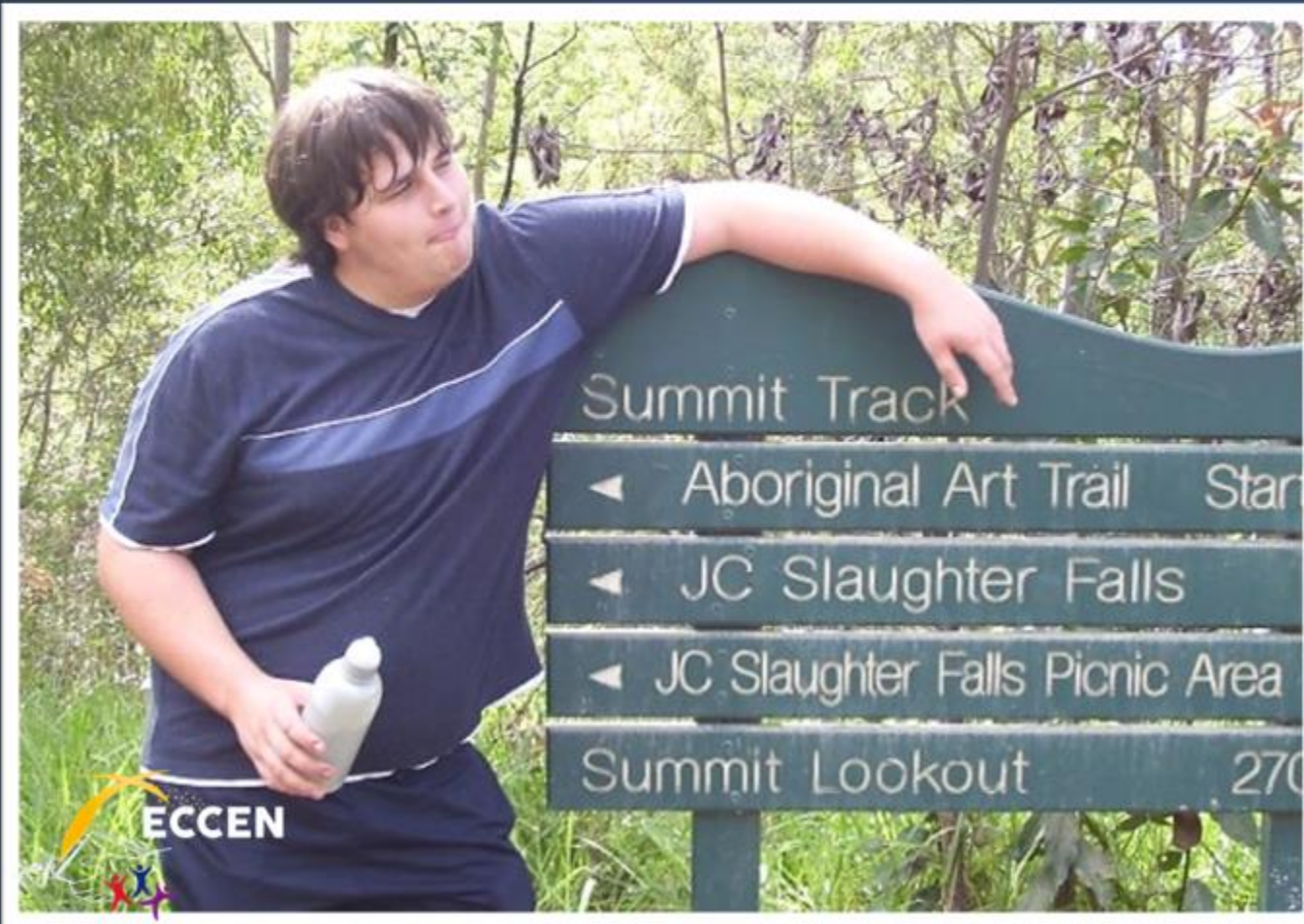
'Secular' Grammar School

Ed: 'Anxious stutterers' in search of a cause...



Controlled X'n Education

Mitch: 'Fundamentalism Or Bust' vs. Critical Inquiry



Westside
Christian College
Achievement Belonging Care

Squaring the Circle

Disenchanted: indoctrination on top; indistinct otherwise



DIVERSITY:

Making sense of the zeitgeist



People Are 'Rainbows'...

Simon & Tash's Pre-School Dilemma



Pluralism's Many Forms...

'Sing everything you see': Describing vs. Prescribing?



Pluralism's Many Forms...

'Sing everything you see': Describing vs. Prescribing?



- (1) Pluralism as **Mere Plurality**
(the state of being >1)

Pluralism's Many Forms...

'Sing everything you see': Describing vs. Prescribing?



- (1) Pluralism as **Mere Plurality**
(the state of being >1)
- (2) Pluralism as **Preference**
(it's good there's >1)

Pluralism's Many Forms...

'Sing everything you see': Describing vs. Prescribing?



- (1) Pluralism as **Mere Plurality**
(the state of being >1)
- (2) Pluralism as **Preference**
(it's good there's >1)
- (3) Pluralism as **Relativism**
(everything's equal/'normal'
& people are rainbows)

Kuypersian Clarity...

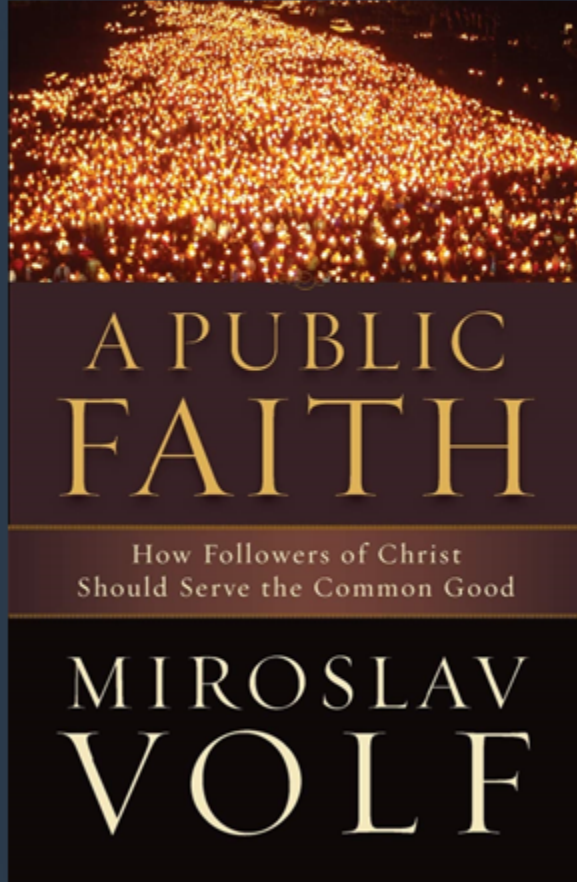
Unmask non-neutrality & seek 'principled pluralism'



- (1) Support **Structural Plurality**
(spheres by design, so respect each school's role)
- (2) Acknowledge **Cultural Plurality**
(what we make of the world, in many forms)
- (3) Resist **Directional Plurality**
(confessional control for one privileged goal)

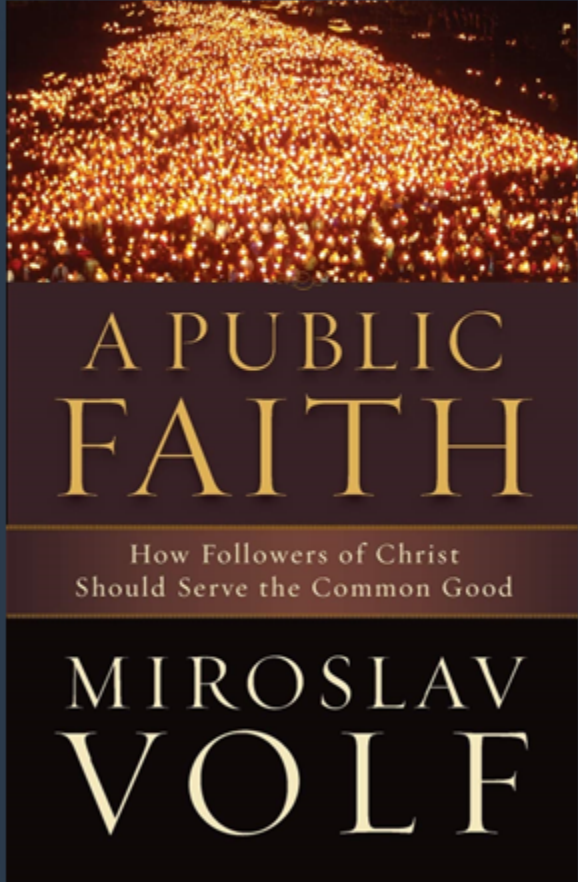
The Plural Principle

Golden rule vs. secular exclusion or religious saturation



The Plural Principle

Golden rule vs. secular exclusion or religious saturation



- (1) Is the plurality **relevant** to curricular aims?
- (2) Is the curriculum & teaching **accountable**?
- (3) Is there genuine **diversity** avoiding domination?
- (4) Is there **veracity** in representation to discern truth?
- (5) Do you **respect** a student's final say?
- (6) How does inclusion foster **integration**?
- (7) How will inclusion serve peaceful **democracy**?

DISCIPLEMAKING & DIVINE CONVERSATION



A vision & process for
Christlike schooling in
post-Christendom times



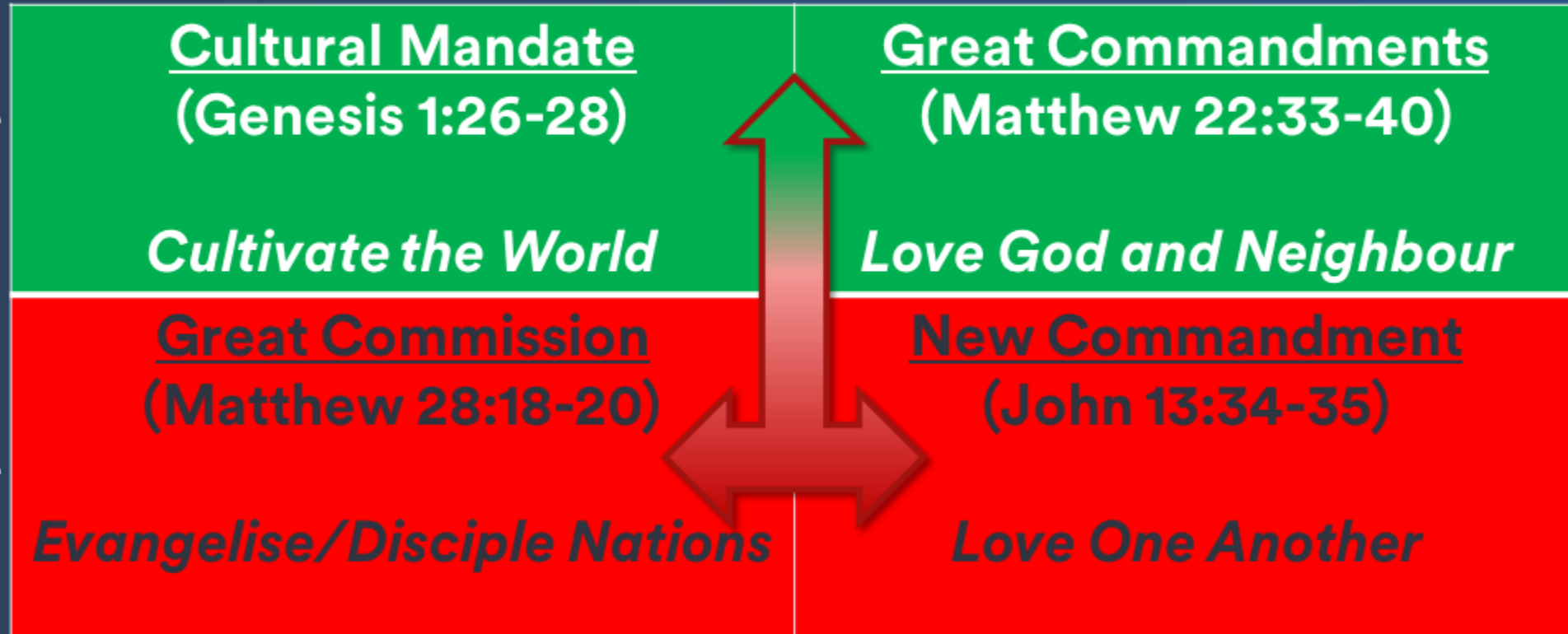
Mission's 4 Mandates

CULTIVATE

LOVE

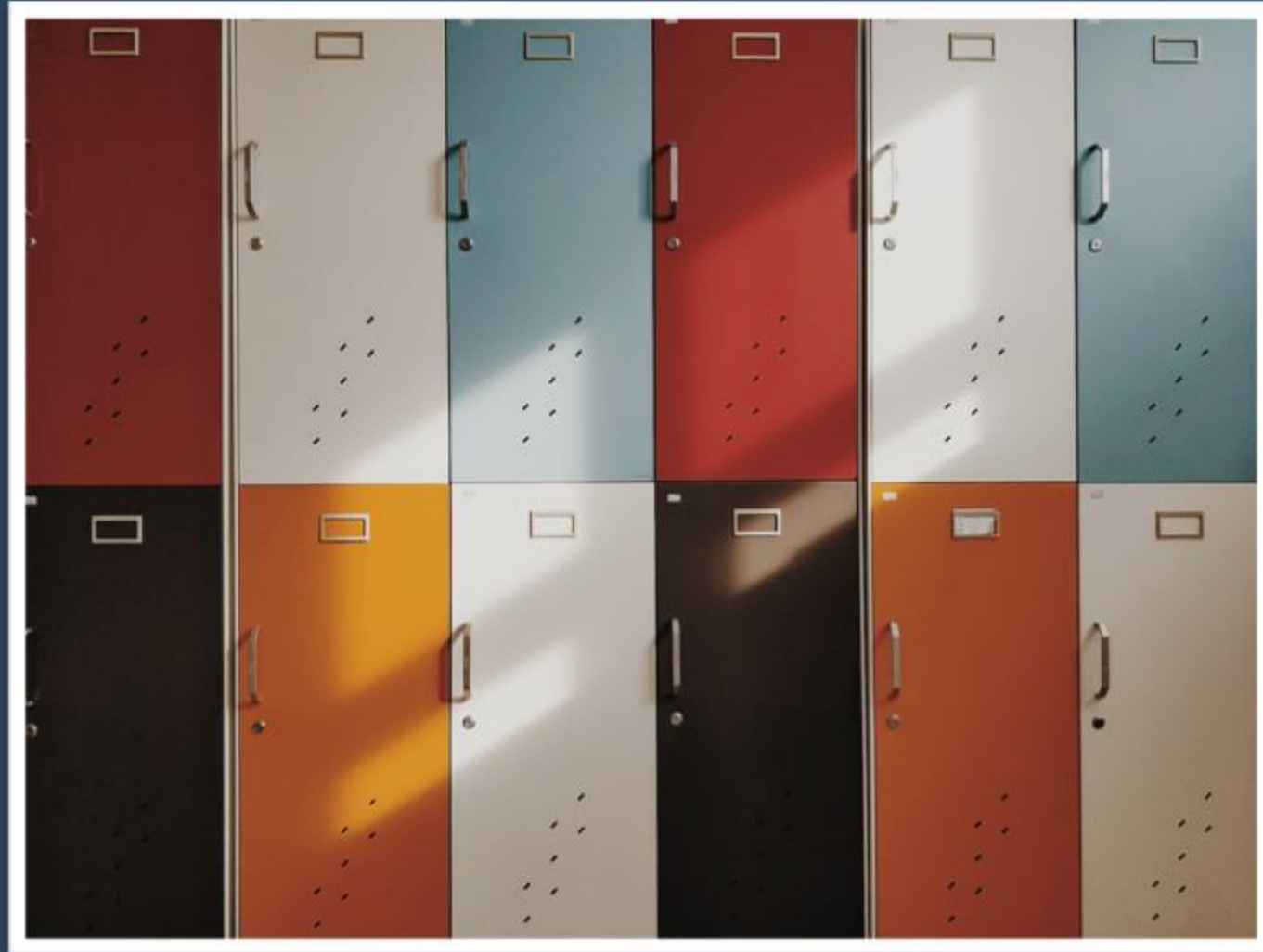
**CREATION
COMMANDMENTS**
= *SHALOM*
(all people)

**REDEMPTION
COMMANDMENTS**
= *SALVATION*
(Jesus' co-workers)



Principled Pluralism to Learn

Christian education seeking SHALOM & SALVATION



Head, Heart, & Hands

Form WISE PEACEMAKERS on the journey to SHALOM



HEAD: Wisdom to make sense of a pluriform world, as it really is

HEART: Cultivating habits and character to desire holistic flourishing

HANDS: Forming skills to work together for the common good, making peace in our pluralistic place

Education as Emmaus Journey

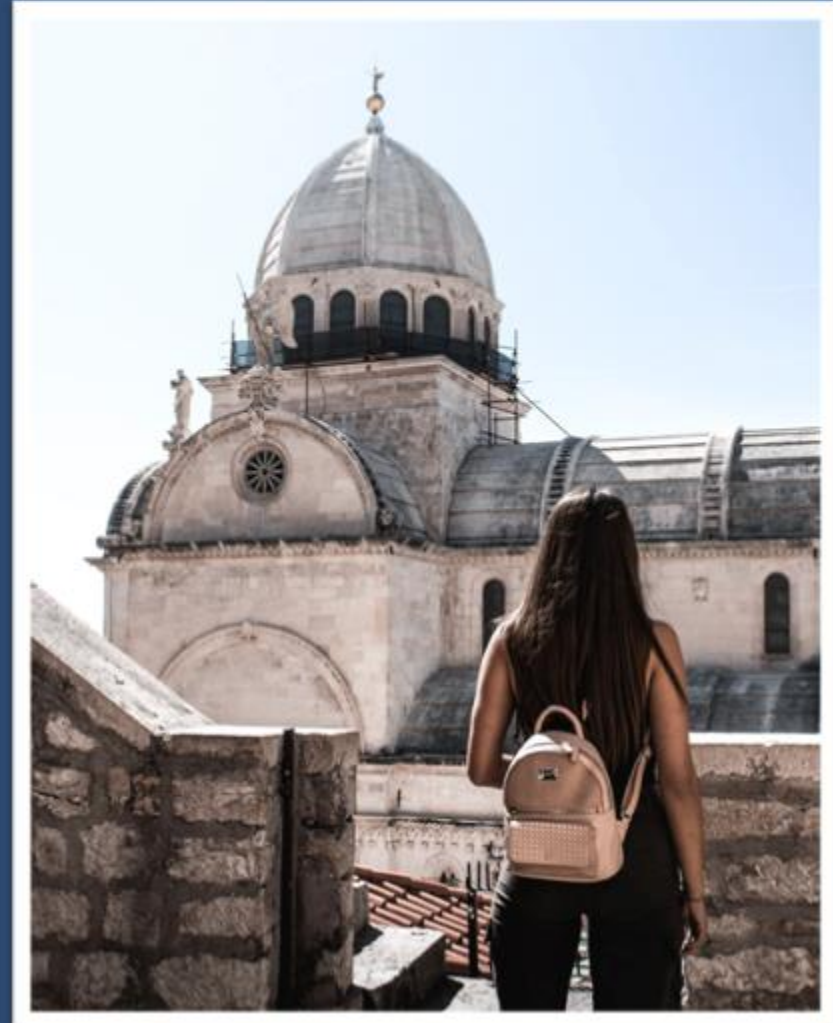
Teaching the disenchanting like Jesus did: Luke 24:13–36



MOVING TOWARDS EMMAUS

Hope in a time of uncertainty

DAVID SMITH

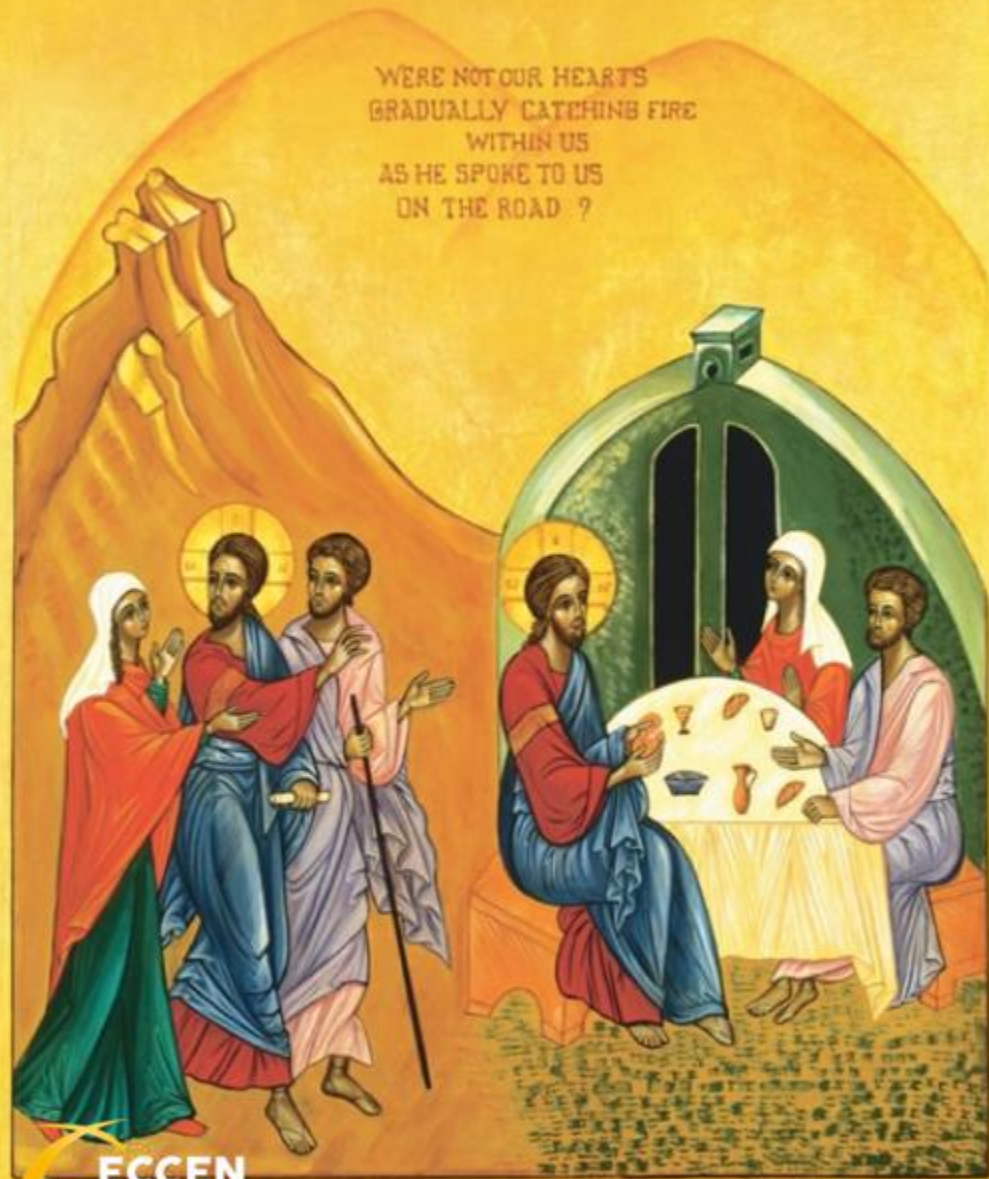


Emmaus Education

Luke 24 vv. 13–24 ...

LISTEN

What's going on and why,
in my particular time & place?



ECCEN

licc.

Emmaus Education

Luke 24 vv. 25–27 ...

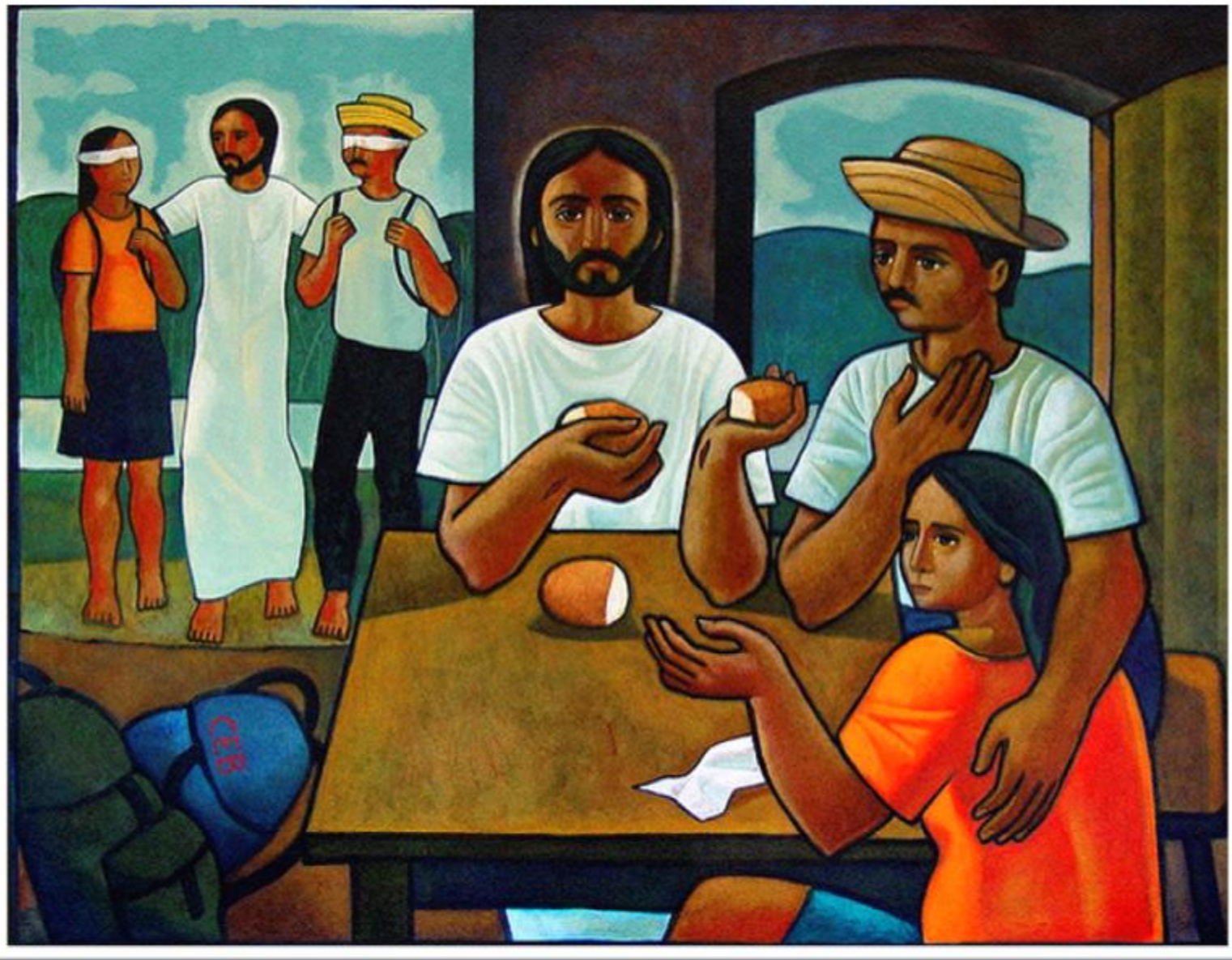
IMAGINE

What should be going on, as my learning is located in the big story of God's mission?

Luke 24
vv. 28–32 ...

CREATE

How will we respond,
seeking shalom through
life-giving habits and
healing action?





Luke 24
vv. 28–32 ...

COMM- UNICATE

What's good news
worth sharing,
which connects in
our context?

Being a wise peacemaker

Listen: What's going on and why?

Imagine: What should be going on?

Create: How will we respond?

Communicate: How to share the good news?



Ed: Exploring Life's Meaning in English

How would Jesus educate if he were you?



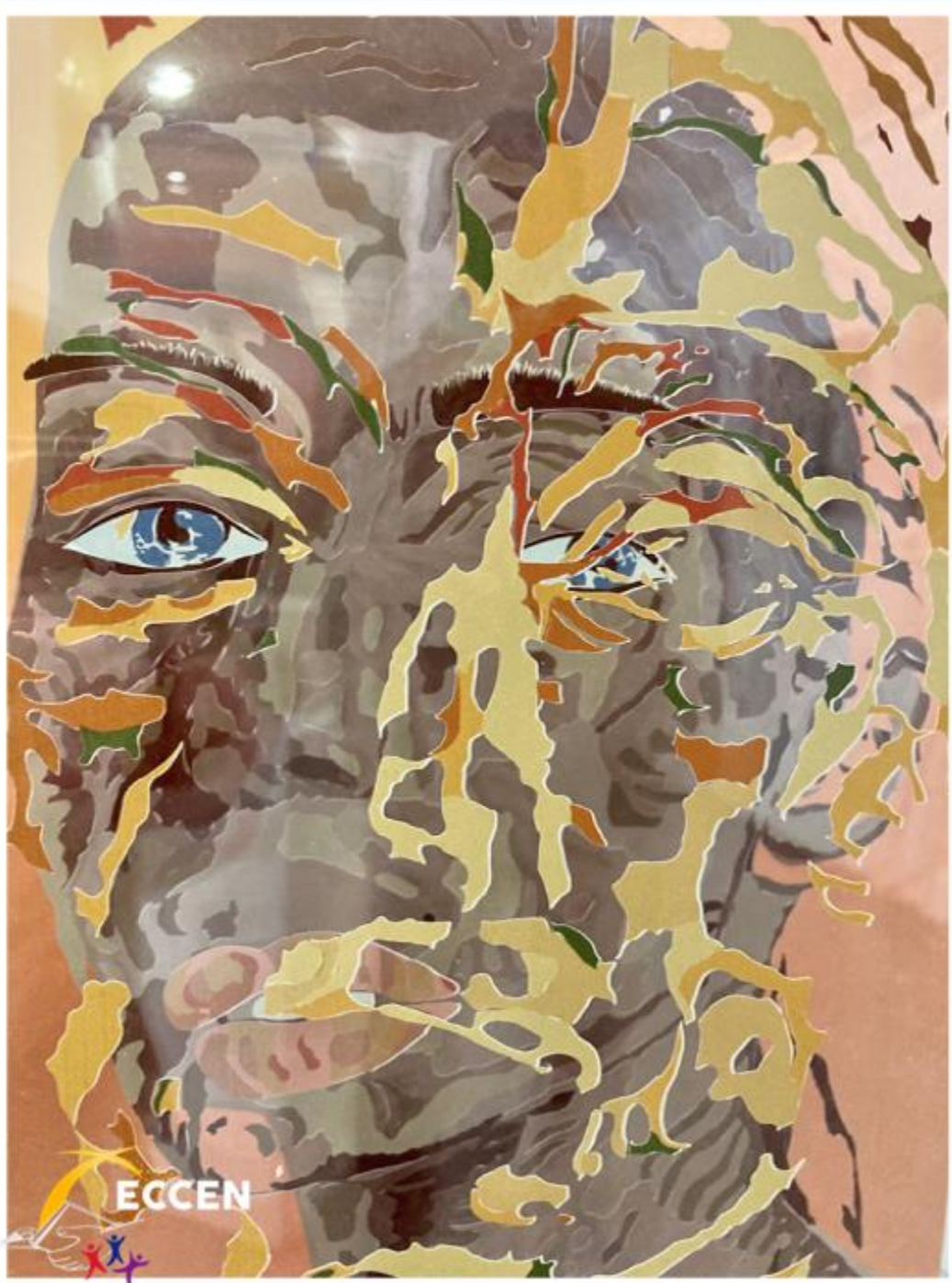
Ed's Education

LISTEN

What's going on around us and why, in our pluriform culture?

▶ 'Fracture' | Zelga Simone Miller

licc.



Ed's Education

I M A G I N E

What should be going on,
making sense of the world
amidst directional plurality?

▶ 'Fracture' | Zelga Simone Miller

licc.



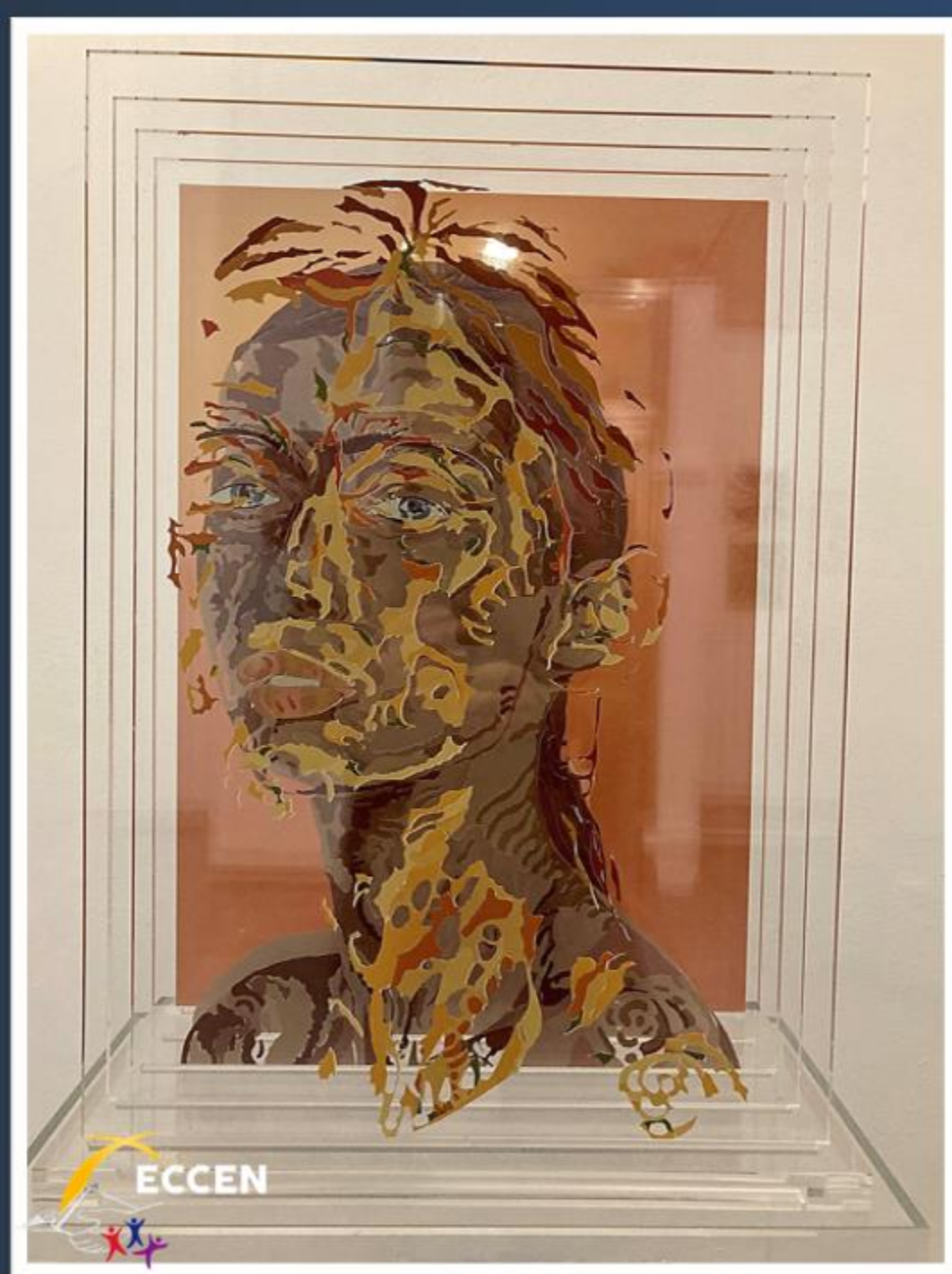
Ed's Education

CREATE

How will we respond, with a better story, life-giving habits, and healing action to get us from here to there?

► 'Fracture' | Zelga Simone Miller

licc.



Ed's Education

COMMUNICATE

What's the 'good news' you believe is wise and worth sharing, as we make sense of the world and work together for the common good?

▶ 'Fracture' | Zelga Simone Miller

licc.





DO LIKEWISE...

Being **colour-full** in this cultural moment

*'You're here to be light,
bringing out the God-
colours in the world.'*

– Jesus

(Matthew 5:14, MSG)

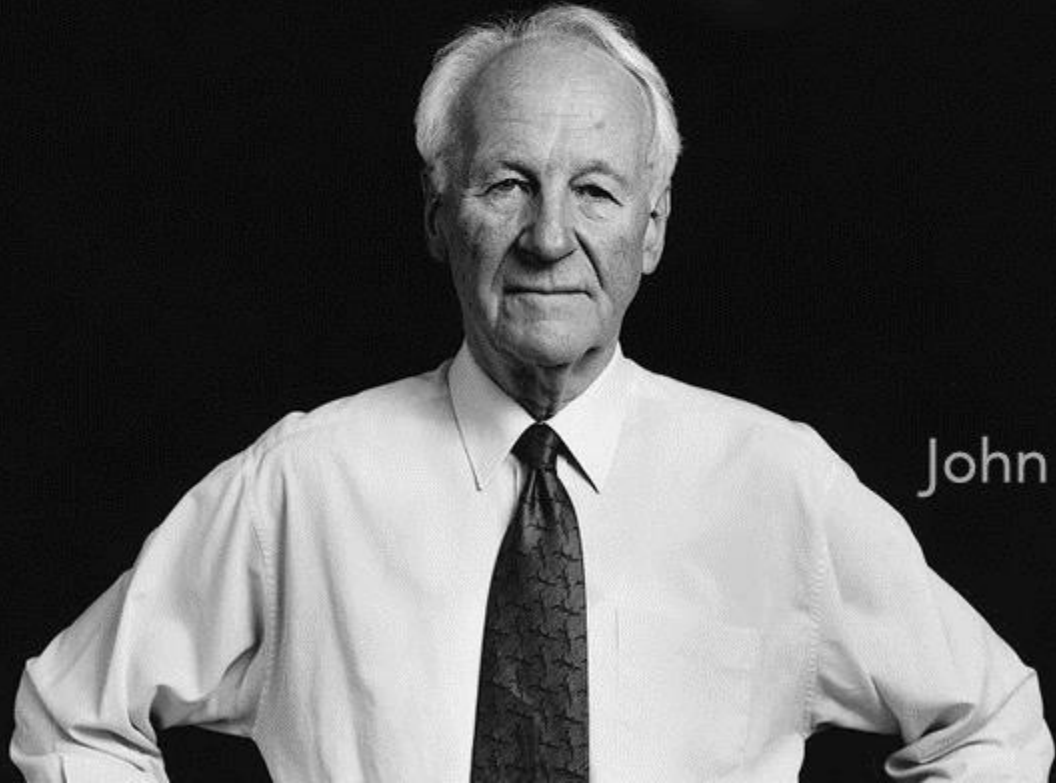
‘Christians must permeate society. Although Christians are (or should be) morally and spiritually distinct from non-Christians, they are not to be socially segregated. On the contrary, their light is to shine into the darkness, and their salt is to soak into the decaying meat. ... We should not ask, “What is wrong with the world?” for that diagnosis has already been given. Rather we should ask, “What has happened to salt and light?”’



JOHN STOTT

From his book, *Issues Facing Christians Today*

“Get out!” – out into the world which God made and godlike beings inhabit, the world into which Christ came and into which he now sends us. For that is where we belong. The world is the arena in which we are to live and love, witness and serve, suffer and die for Christ.’



John Stott, Issues Facing Christians Today

bit.ly/QuotableStott-LICC

Re-Enchanted with Real Ideals

Shalom & Salvation | Forming Wise Peacemakers



Disenchantment, Diversity, & Disciplinemaking

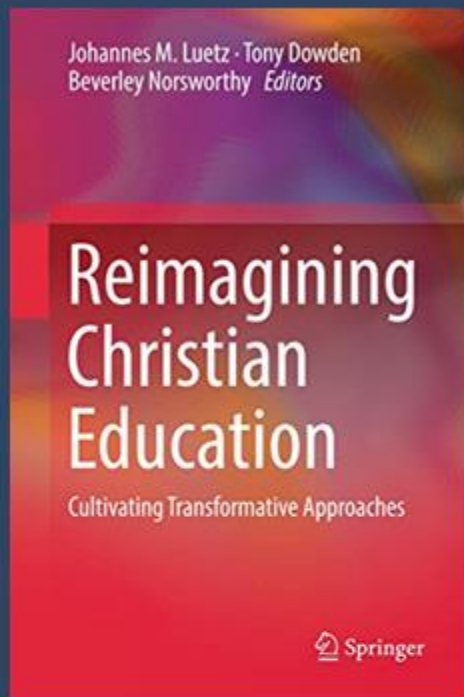
A Process for Christlike Schooling in Post-Christendom Times



bit.ly/ECCEN-diversity

bit.ly/ECCEN-diversity-slides





WANT MORE?+

- [↓ Schools, Scripture & Secularisation](#)
- [↓ Sacred Texts in Secular Education](#)
- [↓ Locating Learners in God's Big Story](#)
- [↓ Christian Studies Program Primer + Plan](#)
- [↓ Thriving in Community: Safe Schools Plan](#)
- [↓ Triple Listening + Reimagine + Be Wise](#)



**GOD'S
CURRICULUM**

Dr Dave Benson

licc.org.uk

'People are looking for an integrated world view which makes sense of their existence... Today's world needs a bigger gospel, the full gospel of Scripture.'

John Stott

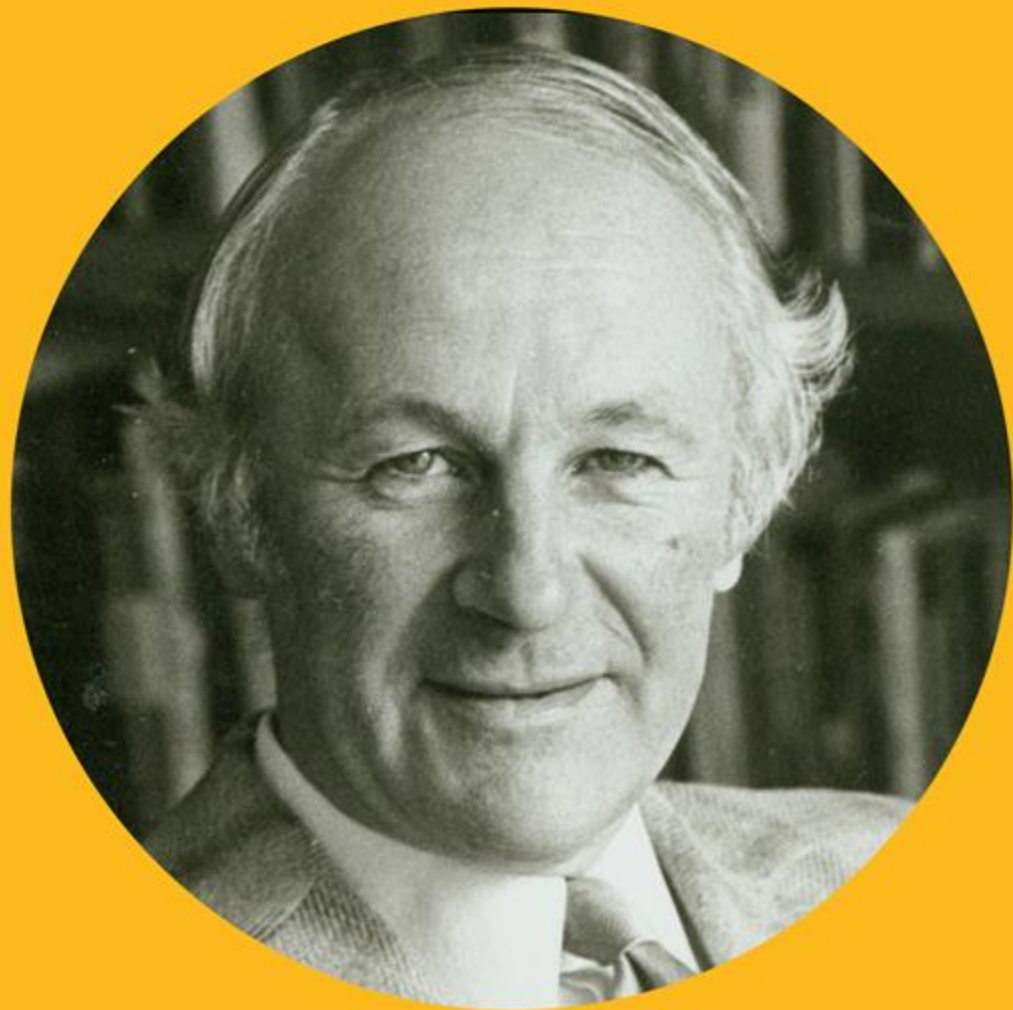


Photo courtesy of Langham.

licc.