

The logo for ITEC 19 is a black semi-circle containing the text 'ITEC' in a large, white, sans-serif font, with '19' in a smaller font below it. The background of the top left corner of the page features a large orange semi-circle and a teal triangle pointing towards the top right.

ITEC
19

TEACHING IN TIME

Article by David I. Smith

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“[T]eaching itself is always telling a story about how we inhabit time - about who we are, where we are now, and where we are headed. Do we paint a story of the good old days in which everyone was virtuous (and slavery was a thing) or of a future of unending increase in our standard of living if we will only work hard? Or is it gloom in both directions. What do the images we give students of past and future communicate about our values.” (p. 23)

Discussion *What picture of time are we painting in our classes? What messages of what we value are we sending? How would you answer David's questions?*

“I find the image of an architecture of time suggestive. It points to how our life together is shaped not just by how we arrange space but by the rhythms and ways of focusing that characterise our shared movement through time.” (p. 23)

Discussion *Reflect on the rhythm of time in your own life. Reflect on the rhythm of time in your classes. How are you an 'architect of time' in your class planning?*

“What happens when we take this roominess in God, the gracious creation of space and time for others, and connect it with how we think about the flows of time in our classrooms, and who is included or excluded by it? If Christians are called to seek justice, love mercy, and walk humbly with God, might we that turn out to be connected to something as small and material as wait time when asking questions in class? Can we imagine teaching Christianly as connected to how we make our students inhabit our space and time?” (p.24)

Discussion *Have you ever thought of the flow of time as being part of the faith language of the classroom? Who is being included/excluded by the flow of time in our classes? How are we managing time so that our classrooms are communities of justice and mercy? How might we use pace, rhythm, or silence to facilitate learning, meaning and community in our classes?*

“What if we spend less time complaining about not having enough time, and more time deliberating together about how to structure the time so that loving God with our heart and mind and strength begins to seem feasible.” (p.25)

Reflection *Quietly reflect on what you have learnt about the link between the ‘flow of time’ and its impact of ‘faith language’ from David’s article. What is one thing you may do differently as a result of your learning?*

