



Planting People; Growing Giants

I'm often asked, "What business are you in?" I sometimes ponder what reaction I'd get if I said, "I'm in the people-growing business." Ministers are grown. Students don't arrive in our Bible school classrooms as spiritual giants. They come with willing hearts and pass through a spiritual formation and maturation process. Effective Bible school programs enable students to reach their maximum potential. We're equipping others for works of service in God's kingdom (Ephesians 4:12) and in apostolic ministry. Like Robert Dale once said, we're "sowing seeds of ministry and growing believers toward leadership." That is the sole purpose behind the Global Association of Theological Studies. Like a sign I saw, "We build Pentecostal leaders to grow Pentecostal churches." Spiritual growth is one of our four core values. We value helping people grow!

GATS is made up of five academic programs, in multiple languages, with a growing edge: certificate, diploma, associate degree, bachelor degree; distance education and faculty development are also being undertaken. I guess you could really say we have seven academic programs and endorse one or two others. It's a gigantic project encompassing nearly one hundred subjects that need to be revised, written, and translated into major world languages. I used to think of it as a mountain to chip away at; an obstacle. Now, I'm changing my attitude. It's an opportunity; a mighty tree that we are growing. Its encircling shade provides a global education covering. GATS causes us to stretch heavenward to our supplying God; outward to a waiting, wanting world. It calls us to continuously improve.

In classes and among staff we must create a "culture of growth." It's the way we do things around here. Involvement with the *Advance Educators Series* (GATS) provides eighteen to twenty-four opportunities to grow. Other faculty education courses are planned for the future. Instructors only truly help others reach maximum potential when they have attempted to reach it ourselves.

I sometimes lament when I see other churches with more developed educational programs than ours. We can make a difference. John Maxwell in *Go for Gold* mentions a nursery in Canada that displays a sign on its wall: "The best time to plant a tree is twenty-five years ago...The second best time is today." We hope you will avidly support GATS and its programs. Come, grow with us!

Our work will affect long after we're gone. A Greek proverb says, "A society grows great when old men plant trees whose shade they know they shall never sit in." Be deliberate at leaving a mark on this planet, to do something that imparts seeds of truth to the next generation, and impacts eternity for our world. Someone once said, "If your vision is for a year, plant wheat; if your vision is for a decade, plant trees; but if your vision is for a lifetime, plant men." Because of your help with GATS, when a friend asks, "What have you done today?" thankfully respond, "I saw someone grow today and I helped. I've been planting people; growing giants!"

Jim Poitras, Editor and Primary Author of the Advance Educators Series





Advance Educators Series

Faculty education is crucial to an excellent Bible school program. To get started we are developing a basic level course that will assist Bible school teachers everywhere. This will include many of the lesson ideas listed below. Lessons may not be produced in the order provided.

- The Teacher and His Family
- The Teacher and His Lesson Preparation
- The Teacher and His Spiritual Life
- The Teacher and His Personal Growth Plan (Continuous Improvement)
- The Teacher and His Personal Preparation
- The Teacher and His Course Planning
- The Teacher and His Lesson Plan
- The Teacher and His Responsibility
- The Teacher and Creating a Positive Learning Culture
- The Teacher and Thinking, Learning, and Teaching Styles
- The Teacher and Creative Impact
- The Teacher and Critical Thinking
- The Teacher and Motivation
- The Teacher and Administration
- The Teacher and Evaluation and Assessment
- The Teacher and Mentoring the Next Generation (w/in the Bible School)
- The Teacher and Relationships/Teamwork
- The Teacher and His Calling
- The Teacher and His Lecture
- The Teacher and the Big Picture
- The Teacher as Cross-Cultural Communicator
- The Teacher and His Priorities
- The Teacher and Overcoming Temptation
- The Teacher and Ethics
- The Teacher and Core Values
- The Teacher and Creating an Island of Excellence
- The Teacher and Overcoming Temptation
- The Teacher and Program & Personal Evaluation
- The Teacher and Helping Others Discover the Will of God
- The Teacher and Distance Education
- The Teacher and Bible School Going Local
- The Teacher and a Fresh Look at the Great Commission
- The Teacher and the Oral Culture
- The Teacher and Assisting the Unique Learner



- The Teacher and the Well-driven Nail
- The Teacher and Remaining True to Apostolic Doctrine
- The Teacher and Imparting Vision into Lives of Students
- The Teacher and Research Strategies

These ninety minute lessons will be developed in print format, audio, video, graphics, power-points, e-learning lessons, and using other available educational technology. Each lesson will contain clearly outlined lesson objectives, the lesson text, as well as an evaluation. At the end of the eighteen lessons, we will provide a certificate for successfully completing the course.

Jim Poitras in *Achieving Excellence in Bible School Administration* wrote: "Ongoing faculty development is a priority. Each staff member needs to be involved in life-long learning, and have a personal growth plan. A faculty member should strive for excellence in his area of concentration. Specialization is essential in current educational trends. Continuing education produces faculty that are experts, content specialists, who are both effective and on the cutting edge of theological education within the culture. New technology, improved teaching methods, and understanding the learning styles of adult learners, all serve to better train the trainer. In faculty education, we ask: (a) What are we doing? (b) How well are we doing? (c) How can we improve what we are doing? (Rita J. Wolotkiewicz, 1980, 210) Approaches to faculty development may include: (a) distance education options; (b) faculty retreats; (c) seminars; (d) professional development days; (e) sub-regional faculty education programs; (f) mini-courses; (g) visits to other schools (to learn what they are doing); (h) educational sabbaticals; (i) taking courses at local institutions of higher learning; (h) discussions/ and brain-storming; and (j) articles, cassettes, or books—anything that promotes continuous improvement."

Elsewhere in this manual we provide a list of potential faculty education courses under development. Keep your eyes and ears open for ways to provide continuous improvement opportunities for your staff.