

# The Teacher and His Values of Education

Luke 6:40

The student is not above the teacher,  
but everyone who is fully trained will be like their teacher.

Deuteronomy 5:1

Hear, Israel, the decrees and laws I declare in your hearing today.  
Learn them and be sure to follow them.

## Objectives

1. Value the importance of an education by expanding one's own studies and educational pursuits
2. Understand and illustrate that teachers are also learners
3. Explain what the term "teachable" means and why it's important to the process of education
4. Realize that all teachers and students are capable of learning
5. Continue to raise expectations for learning of ourselves and students in each class by never accepting mediocrity
6. Discover the possibilities of how to expand ourselves as learners

## Introduction

Teaching and the pursuit of education are both exhausting and exciting! To be trusted to teach a group of students should never become old or stale—like old bread from last week. As educators and teachers, we must continually reach higher and gain understandings of how to better ourselves.

Think back to a teacher you have had in your lifetime that was an inspiration to you—this could be a teacher at public school, a pastor, a missionary, etc. Think about why that person is such an inspiration to you.

**Please take a few moments and share that teacher and his/her inspirational story with the person sitting next to you.**

*(If time permits, allow a few to share their inspirational stories with the class.)*

*Pursuing Ministerial Excellence!*

## How do we increase our value for education?

Education across the globe has many differing definitions and schools look different from continent to continent. However, one thing remains a common denominator across the cultures—teachers. A good teacher is normally easy to identify. One reason a good teacher is easy to identify is usually his or her faithful (Summer Ink , n.d.)ness to the students and to the subject he or she is teaching. Another reason to value education is because it raises the quality of life for the student and the generations to come from that student.

*“A young person enjoys a substantially higher lifetime income for a few years’ investment in education, even in countries where conditions seem unfavorable and the quality of education is generally low”* (Hall, 27). Anytime a person invests in his education, his life is always positively impacted! Researchers have studied the effects of education upon cultures, families across the generations, as well as the differences between countries. One striking difference, again and again, is the impact that a strong education will have on the future of an individual. If someone wanted to give another a gift that would never be wasted or thought too little of, he could gift the person with continued education. We as educators must help other people see the possibilities for a future with more education, with more hope.

To increase our value for education, we must first realize that education is the single most important piece of life that will propel us forward. If we are educated, we can change our attitudes and our outlooks for the better, as well as the outlooks of those around us. We must increase our value of learning to increase our students’ capability for information. The better mindset we have about learning, the more our students will value education and teaching.

Most often, our value of education can simply be viewed in how we speak to our students. Are we treating them with respect? Are we teaching with a smile on our faces with genuine love in our hearts? Or are we teaching with a hardened face that has no emotion? Are we expecting students to get something out of our lessons that are haphazardly prepared the night before? These things will have an impact on how we value the process of education and educating people.

## Teachers Must Be Teachable

- “If I am through learning, I am through. It’s what you learn after you know it all that counts.” ~John Wooden, Hall of Fame Basketball Coach
- “You can learn from anyone, even your enemy.” ~Ovid
- “The most important things about education is appetite.” ~Winston Churchill

Locate these verses:

II Timothy 3:7

James 1:22

Ezekiel 33:31-32

Our value of education depends mostly on our level of *teachability*—our ability to learn as teachers. How much am I willing to learn from the Lord, His Word, His servants?

To become teachable involves three things:

1. Willing to listen
2. Acting on what we hear
3. Responding to discipline

Sometimes, as educators, we must ask ourselves hard questions such as these:

What kind of teacher are you? One that holds yourself to the same standard that you hold your students? Or one that assigns work to students without being willing to “pay the price” as the learner? Are you a teacher who tells or a teacher who educates?

Take this short quiz to learn how you view every teacher is a learner: (ask each question aloud and give time for the students to record their answer.)

1. I feel comfortable asking for advice.  
Yes            Sometimes    No
2. I enjoy classes and try to apply what I have learned.  
Yes            Sometimes    No
3. I try to learn in every situation.  
Yes            Sometimes    No
4. I believe that every person I meet teaches me something.  
Yes            Sometimes    No
5. I believe in education and that every person has the ability to learn something.  
Yes            Sometimes    No
6. I can easily admit when I am wrong.  
Yes            Sometimes    No
7. I am able to disagree with a person without feeling like I must debate or argue.  
Yes            Sometimes    No
8. I do not always have to be “right;” I am more concerned about having a right heart.  
Yes            Sometimes    No

Give yourself 3 points for each Yes  
Give yourself 2 points for each Sometimes  
Give yourself 0 points for each No

Add the numbers. If you scored 18-24, you are well on your way to a teachable heart.  
If you scored 17-11, keep at it! You can learn to be teachable!  
If you scored 0-10 points, you might need to make your teachable heart a matter of prayer.

(Quiz idea from Joanna Weaver, page 139) (Weaver, 2002)

## **Teacher as a Learner**

We remember what we believe is significant (Hill, 76). As educators, we must realize that we must continually grow as learners to appreciate the learning process. We must begin to “do” what we value. Malcom Knowles said this, “The behavior of a teacher probably influences that character of the learning climate more than any other single factor.” (pg. 47, Wilkerson)

Read these verses:

Proverbs 4:13 NKJV “Take firm hold of instruction; do not let it go; keep her, for she is your life.”  
Matthew 5:6 “Blessed are they that hunger and thirst after righteousness; for they shall be filled.”

## **Interaction**

1. Take a moment and list three examples that illustrate that you believe in education and the teaching process. (Give about 5 minutes for each teacher to write their examples.)
2. Talk to the person on your left or on your right. Share with them what you wrote as examples. Feel free to add their ideas to your examples.

## **Teacher as a Well-Rounded Individual**

Luke 2:52—four parts to the verse. Let us look at the four parts. We will apply all parts to ourselves as educators. (Wilkinson, 1992)

1. We must grow in wisdom—intellectual development. How are we growing ourselves intellectually—making ourselves more intelligent through our own reading and study?
2. We must grow in stature—physical development. What are we doing to make sure our physical development is healthy and ongoing? When we exercise our physical bodies, we are emotionally refreshed and that pays great dividends.
3. We must grow in favor with God—spiritual development. Are we praying and staying in the reading of the Word? Are we growing in our spiritual journey with God?
4. We must grow in favor with man—social and emotional development. How are we doing in our fellowship with our families? With our brethren? Are we harboring anger or bitterness, or unforgiveness?

If one area grows, it will have an effect on all other areas. When we grow as educators, we begin to value the process of education more. It is a process that will never stop. We must continue to

develop ourselves as educators so that we will continually realize that education is vital to the work of God and to the continuation of the Gospel of Jesus Christ. Without education and training, much of the spread of the Gospel would stop.

## ***Heart of Education***

No matter what value one puts on education, the outcome is the most important. At the very heart of teaching, is the total commitment of the teacher to take full responsibility to do everything in his or her power to cause the student to learn. (Wilkinson, pg. 23) Teachers must value education so much that he or she is willing to be responsible for the learning the student does or does not do in the course. This is a harsh reality and it is opposite of what teachers normally say about their classrooms and their students. Usually, teachers say the learning is the responsibility of the student. When we teach, we should cause students to learn the content, the material, of the class.

Bruce Wilkinson gives us this quote: “A great teacher is not simply one who imparts knowledge to his students, but one who awakens their interest and makes them eager to pursue knowledge for themselves. He is a spark plug, not a fuel line.” (Wilkinson, 1992)  
(Summer Ink , n.d.)

## ***An International Example***

“One child, one teacher, one book, and one pen can change the world.” Malala Yousafzai’s words are now-famous and have inspired many to re-commit to education and its valuable process. Malala believes in education and the fundamental right of every child, regardless of gender, to attend school until age 18. She puts a large value on education. So much so that she stood up for her rights to attend school and was consequently shot by the Taliban. (Malala Fund, n.d.) Since that time, Malala has become an advocate for education and won the Nobel Peace Prize in 2014.



  
#youractivist

**“ONE CHILD, ONE TEACHER, ONE BOOK, AND  
ONE PEN CAN CHANGE THE WORLD”**

– MALALA YOUSAFZAI

**STANDING ON THE SHOULDERS OF GIANTS**

<sup>1</sup> (Malala Fund, n.d.)

Another example of education viewed as highly valued was in the early 1900's in the United States. The Pack Horse Librarians, mostly women, traveled by horse and or mules to get books and materials to families. The region of the Appalachian Mountains was mountainous and had many poor families who were mostly illiterate at the time of the Great Depression across the U.S.A. The Pack Horse Librarian program was established in 1935 and provided reading materials to areas of Eastern Kentucky who had no other access to public libraries. These librarians would ride horses or mules upwards of 50-80 miles a week in treacherous terrain and in all types of weather to simply deliver books to families. In some instances, the librarians had to walk the rest of the way in or take a row boat. While the program was highly successful as it served almost 100,000 residents, it served to increase the value of literacy and education to patrons across the Appalachian region during a time of not only severe financial strain on families but also on a lack of education across the region. (Tabler, 2011)



Figure 1 Women of Library History

## ***Increasing Personal Value in Education – a working session***

*(This section is the Guided Practice piece to invite students to be active in their learning.)*

Students will form groups of two or three. In the groups, they will be asked for the following:

*Locate TWO examples in your Bible of people who valued education. Give scriptural references.*

*Think of TWO examples of people that you know who value education. Give specific and concrete evidence and reasons why your group choose those individuals.*

*Each group will create a poster, a PowerPoint, an oral presentation, etc. to present to the larger group. (Each location and presenter has the authority to change this portion to make it work for each group.)*

Allow the groups to work for a set time frame—suggested time is 15-30 minutes but the length of time depends on the presenter and location.

After groups have had time to work, call each group forward to present their findings to the larger group. Ask the larger group for feedback and for a celebration of the groups' efforts.

## ***In Conclusion***

In the process of educating people, we are always looking for **FAT** people:

***Faithful, Available and Teachable.***

The question is—Are you FAT? (Hendricks, 1987)

“The two factors that will influence you the most in the years ahead are the books you read and the people you're around.” (Hendricks, 1987)

To value education, we must be humble and open. We must be broken and contrite before the Lord—live for Him with an open heart and an open spirit that is totally surrendered to Jesus Christ! If we continually work to better ourselves, we will always seek His approval in ALL we do—in the classroom and in our lives.

When we value education more, we will begin to see amazing things from our students. We will teach until they learn—truly learn. We will not be satisfied with dregs from the bottom of the coffee cup—we will desire to offer our students the best of ourselves. We will invite students into our lives to show our transparency and to show our struggle for learning. Anything that is important in life is most often a challenge to obtain. Be willing to obtain a teacher's heart—one that is open and one that is highly respectful of the educational process. (Summer Ink , n.d.)

Pray to conclude—invite students to ask God for a HUNGER for His Word and for teaching in His kingdom.

Invite students to complete an **EXIT Ticket** for this lesson.

1. Take-away from the lesson—the most important thing you are taking away from the session. Offer specific examples of your learning.

The exit tickets serve as feedback to the instructor as well as a formative assessment. Ideally, the question could be given to students at the beginning of the lesson so they could be listening and taking notes for the EXIT Ticket from the beginning.



# The Teacher and His Values of Education

## *Lesson in Review*

1. Rate yourself and your value of education on a scale of 1-5: Five being the highest value and One being the lowest value for education.

1            2            3            4            5

2. What steps will you take this month and this year to become more faithful to your students—to the classes you routinely teach? Write the steps and explain each.

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3. How could you spend more time on preparation? Spend more time in prayer for the lesson?

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4. What will it take to become more mentally and emotionally available to your students?

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5. Do you make yourself available to students after the lesson?

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6. How do you overcome personal challenges that detract from being teachable?

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7. What will it take to become more teachable in your own personal educational pursuits?

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8. List the action steps that you could take to make education more of something of value in your own life. Some examples might include: Read more? Take an extra class or two? Locate a free online class? (Women of Library History) Tutor a child or a teen in a reading class? Read aloud to a primary aged student? Watch a YouTube class? Watch a TED talk? (Please adjust according to participant's availability to educational resources.)

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9. Locate two-three more examples in your Bible of those who had a great value of education. Provide evidence from your Bible. Write 1-2 paragraphs for the examples you have chosen. Be sure to fully explain your reasoning for your examples.

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10. Describe how Malala and the Packhorse Librarians from Kentucky demonstrated a great amount of value for education. Write 1-2 paragraphs for each to explain how both demonstrated great value in education.

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11. Think of a person from your life, from history or from your area that demonstrates great value in education. Write 2-3 paragraphs of how that person demonstrates value in education. Use specific examples from their life to show how they value education.

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12. Write 1-2 paragraphs of how you personally value education. Use previous schooling, this lesson, other bible school classes and students or peers to validate your writing. As you write, think of how others would describe your value of education. What actions do you routinely perform that show that you have a great value of education? Describe how you are becoming more “teachable” and how you are developing into an educator that values education that is also faithful, available and teachable.

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Additional Resources:

Pack Horse Librarians:

<http://newdeal.feri.org/library/ai39.htm>

Booklet about Pack Horse Librarians:

<http://www.kywrh.org/wp-content/uploads/2012/07/WPA-Project-pack-horse-librarians-in-kentucky-1936-43.pdf>

Facts about Malala:

[https://www.nobelprize.org/nobel\\_prizes/peace/laureates/2014/yousafzai-facts.html](https://www.nobelprize.org/nobel_prizes/peace/laureates/2014/yousafzai-facts.html)

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