

# REGIONAL TEACHING

Enabling Weekend Courses

## TRAINING UNIT TACTIC 8 Cadre

A tactic of teaching and enablement of the regional weekend courses as practical training for the cadre linking them with other local churchmen in furthering awakening of the global spirit movement.

Educating the Potential Teachers	Course Selection	minor catechism	academy participation	permeation courses	methods courses
	Religious Study	odyssey participation	nrm charts	movement classics	journal writing
	Individual Study	papers charting	board practice	teaching plans	time plan
	Seminary Participation	theological study	sociological reading	methods observation	pedagogy theory
Teaching the Pedagogical Methods	Guild Engagement	course observation	course engagement	participant- observer role	evaluation procedures
	Methods Practics	lecture building	lesson planning	art form methodology	short courses
	Supplementary Training	global awareness	council attendance	faculty workshop	regional councils
	Preparatory Arrangements	facilities procurement	recruitment planning	registration set-up	food preparation
Developing the Pedagogical Skills	Pedagogical Involvement	cadre teaching	weekend course	liturgy leadership	workshop direction
	Corporate Engagement	common memory	manual appropriation	common decisions	team teaching
	Course Assistantship	host assignment	meal model	course creation	course evaluation
	Teaching Enablement	child care	transportation assistance	task substitution	financial support
Advancing the Pedagogical Style	Time Design	assignment acceptance	upgrading plan	international trip	guild pedagogy
	Extended Participation	outside consultation	speaking engagement	development calling	massive recruitment
	Style Expression	flexible role	global commitment	local involvement	personal attire
	Teaching Evaluation	notes review	colleague consults	advanced pedagogy	brooding stance



## **TRAINING UNIT TACTIC 8**

**Cadre**

## **REGIONAL TEACHING**

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## **PROCEDURES**

The procedural steps for implementing this tactic are the following:

1. Create a functional pedagogical evaluation chart for each cadre member, timeline the continuing development of the necessary pedagogical skills for each member, establish the criteria for teaching assignments and introduce the continental movement assignment rationale.
2. Provide the necessary background study materials, create a common model for the intensive individual study, teach use of the charting methodology, develop an adequate set of teaching plans, and begin to teach the religious methods curriculum.
3. Establish list of comprehensive recruitment priorities; utilize an appropriate set of rites, rituals, stories and symbols; provide an adequate model of family care; and build a common schedule for transportation and mutual sharing of individual responsibilities.
4. Begin depth pedagogical study, provide a manual of course outlines, enable participation in basic and advanced courses, study documents of the spirit movement, explain the art form methodology and delineate appropriate short courses.
5. Initiate a guild structure, design a plan for establishing team teaching for maximizing experience, insure depth understanding of the basic curriculum, include a broad construct in the guild for analyzing the existing social context.
6. Lay out a detailed life timeline, provide for corporate discussion of life plans and accountability to assigned tasks, recruit for participation in national council meetings and include plans for academy participation and international trips.
7. Offer concrete possibilities for speaking engagements, work with other church groups and social structures as consultants, participate in the local recruitment effort, cultivate interested groups, and build a continuing visitation and nurture construct for key persons.
8. Enable the use of brooding constructs and use of the journal, organize relevant seminar preparation and lecture notes, establish proper evaluation criteria, and create a construct for the use of the solitary office and regular corporate symbolic life.

I. COURSE SELECTION

2. RELIGIOUS STUDY

3. INDIVIDUAL STUDY

4. SEMINARY PARTICIPATION

Minor  
Catechism

theological grounding  
cultural clarity  
family restructuring  
congreg. participat'n

Odyssey  
Participation

religious exercises  
symbolic obedience  
disciplined schedule  
time-space experiment

Papers  
Charting

lecturette charting  
charting seminar/wk'sp  
assign/critique  
chart corporately

Theological  
Study

plan curriculum  
secure materials  
provide bibliography  
provide location

Academy  
Participation

corporate dynamic  
theological grounding  
comp've curriculum  
pedagogical training

NRM  
Charts

corporate study  
solitary solitaires  
corporate solitaires  
struct'd conversations

Board  
Practice

plan sequence  
create images  
share/critique  
finalize offstage

Sociological  
Reading

edge issues  
global context  
historical overview  
urban grounding

Permeation  
Courses

establish curriculum  
participant assignment  
financial enablement  
family enablement

Movement  
Classics

briefcase library  
study weekends  
mail-lists updated  
bibliography distributed

Teaching  
Plans

chart sentences  
list questions  
prepare 4x4x4's  
prepare battleplan

Methods  
Observation

nonchalant style  
context setting  
imagery use  
mood perception

Methods  
Courses

religious prowess  
intellectual grounding  
social engineering  
vocational training

Journal  
Writing

decision rationale  
breviary construct  
enablement materials  
discipline construct

Time  
Plan

rhythmic development  
emphasis decision  
mood chart  
account'y employment

Pedagogy  
Theory

utilize art forms  
team teaching  
workshop methods  
imaginal lectures

**TRAINING UNIT TACTIC 8**  
**Cadre**

**I. EDUCATING THE POTENTIAL TEACHERS**

**REGIONAL TEACHING**  
**Enabling Weekend Courses**

The procedural steps for implementing this tactic are the following:

1. Chart spirit journey of cadre members and list blocks for their becoming global pedagogues; develop a model for eliminating blocks, particularly in relation to time victimization and other responsibilities, such as family, jobs and immediate congregational demands.
2. Develop assignment rationale for each cadre member to attend RS-I as a participant observer once a quarter; create a model for a reflective cadre conversation on RS-I; study thoroughly the RS-I papers to reground movement theological understanding.
3. Develop a model whereby each cadre member can assess his theological and cultural common memory and determine books and papers he needs to study; plan for each cadre member to present a 4-year study plan delineated weekly for current quarter.
4. List courses, movement activities, and training programs helpful to pedagogical education; develop a model 4-year timeline for intellectual development, including the date of expected academy participation, and plan for each cadre member to submit an individual timeline of intellectual development.
5. Create and implement a common cadre weekly time design which includes solitary study periods; conduct weekly accountability and absolution for solitary study assignments; construct a rationale for occasional reports to the cadre on individual study.
6. Build and implement a workshop on how to nurture cadre spirit life; develop assignment rationale for odyssey participation; outline and implement a common solitary office; conduct weekly accountability and absolution for solitary office participation.
7. Develop lecturettes on purpose and practices of charting; create a checklist to aid chart evaluation; invent and deliver short courses on board work, teaching, and time plans, and assign practice in each of those areas.
8. Plan for cadre members' regular participation in the seminary construct of the congregation or cadre; develop conversation model to evaluate teaching style observed; design and deliver lecturettes on pedagogical methods; list alternate teaching techniques to designate suitability.



## II. TEACHING THE PEDAGOGICAL METHODS

5. GUILD ENGAGEMENT		6. METHODS PRACTICS		7. SUPPLEMENTARY TRAINING		8. PREPARATORY ARRANGEMENTS	
Course Observation	recruit observer	Lecture Building	fixing objectives	Global Awareness	imaginal journey	Facilities Procurement	criteria established
	pre-course consultation		pre-select emphasis		globality conversations		equipment located
	financial enablement		brainstorm content		make montages		exploratory tour
	send out		orchestration lay-out		create socio-drama		space arrangement
Course Engagement	preparatory consultation	Lesson Planning	goal establishment	Council Attendance	concrete workshop	Recruitment Planning	target selection
	intentional scheduling		session timeline		select attendees		time line
	operations mechanics		board images		family care		contact model
	enablement approp'n		specific materials		financial enablement		penetration day
Participant/ Observer Role	master outline	Art Form Methodology	objective lead-in	Faculty Workshop	course dynamics	Registration Set-up	registrar assigned
	comp. note-taking		reflective probing		regional collegiality		acknowledgement letter
	faculty consultation		interpretive drilling		quarterly schedule		financial arrangement
	review procedures		decision pushing		faculty assignment		registration process
Evaluation Procedures	reviewing objectives	Short Courses	imaginal layouts	Regional Councils	corporate planning	Food Preparation	meal model
	raising gifts		chart techniques		transportation pool		serving procedures
	indicating weaknesses		role rehearsing		regional coordination		food purchase
	mood shifts		strategic timing		globality conversations		cooking schedule

**II. TEACHING THE PEDAGOGICAL METHODS  
PROCEDURES**

The procedural steps for implementing this tactic are the following:

1. Create charts and establish a pedagogical skills, needs and experience filing system for developed and potential pedagogues, build a model for continuing evaluation of pedagogical skills, and establish the global context for teaching assignments.
2. Design a pedagogy assignment and accountability model, create such rituals that will symbolically raise up the actual demand for pedagogues and celebrational rituals that will celebrate a decision to be a pedagogue.
3. Build a model for creating a pedagogy guild; analyze the blocks; develop the battleplan; design a timeline for pedagogy seminars, individual assignments, advanced course participation and participant observer roles; and develop a polity model.
4. Create the curriculum for the pedagogy guild covering such methodologies as workshop, theory and practices of seminar planning, lecture building of RS-I lectures, lesson-planning for RS-I papers, art form conversations, short courses, meal conversations and worship.
5. Design a model for availability of teaching materials such as RS-I pedagogy manuals, lecture outlines and notes, seminar papers, charts, lesson plan notes and other materials including liturgies, art forms and notes for conversations and short courses.
6. Design a supplementary training model to include involvement in regional, national and global structures, and include "global consciousness" conversations, create montages, and set up a model for participation enablement.
7. Design a model that trains pedagogues in the mechanics of arranging facilities procurements, planning recruitment outreach, and preparing early registration mailing schemes, final registration procedures and food menu model.
8. Design an enablement model which will free the pedagogue from certain responsibilities such as child care, financial planning and accounting, transportation arrangements, and occupational fill-in.

9. PEDAGOGICAL INVOLVEMENT

10. CORPORATE ENGAGEMENT

11. COURSE ASSISTANTSHIP

12. TEACHING INVOLVEMENT

Cadre  
Teaching

develop curriculum  
rotate responsibility  
methods manual  
evaluate presentations

Common  
Memory

write ritual  
create story  
outline study  
weekend courses

Host  
Assignment

procure supplies  
physical care  
procure facilities  
prepare rooms

Child  
Care

compile statistics  
structure weekend  
physical care  
assign homes

Weekend  
Courses

assign pedagogues  
designate observer  
rotate assignment  
evaluate progress

Manual  
Appropriation

study manual  
create battleplan  
simulate methods  
evaluate simulations

Meal  
Model

list instructions  
simple menu  
create budget  
plan timeline

Transportation  
Assistance

resource list  
faculty convenience  
child convenience  
financial enablement

Liturgy  
Leadership

study liturgy  
practice worship  
rotation calendar  
corporate sermon

Common  
Decision

pedagogy data  
hold accountable  
write covenant  
experience file

Course  
Creation

recruitment model  
enablement staff  
determine dates  
select facilities

Task  
Substitution

chart needs  
make assignments  
list resources  
develop timeline

Workshop  
Direction

exchange leadership  
incorporate methodology  
resource file  
evaluate performance

Team  
Teaching

common stance  
delegate assignments  
corporate orchestration  
staff meeting

Course  
Evaluation

depth questions  
participant critique  
discuss contradictions  
discuss imperatives

Financial  
Support

regional pledges  
common funds  
scholarship cultivation  
participant donations



**III.DEVELOPING PEDAGOGICAL SKILLS**  
**PROCEDURES**

The procedural steps for implementing this tactic are the following:

1. Gather a comprehensive, cumulative file on each pedagogue from an analysis of his situation; list his blocks to further development, record his past experience and list priorities for skill development.
2. Build a lecture model for presenting the imperative for trained pedagogues in every situation, including the crucial need for RS and CS pedagogues within particular regions and the broad need for teaching of pedagogical methods course.
3. Initiate a comprehensive construct for corporate responsibility; conduct a workshop on a covenant; build an accountability model and timeline construct, create a ritual of decision and a common story, and assign pedagogues to regional pedagogy guild.
4. Establish teachers' training constructs, create a corporate enablement structure, develop a comprehensive rationale for pedagogical assignments, supply needed materials, provide financial support, structure child care and transportation assistance, and assign colleagues to fulfill conflicting missional responsibilities.
5. Provide a model for pedagogical skill training; require the pedagogues participation in teaching RS-I and provide for the development of skills in workshopping, liturgical leadership, and in supplementary skills such as imaginal education methodologies.
6. Workshop methodologies for practical assistance at basic courses, develop detailed host manuals, construct a meal plan model, create a decor rationale, provide information on registration requirements, and formalize the role description for course enablement.
7. Develop an accountability and celebration model, create rituals of accountability and absolution, for building corporateness among pedagogues and for "sending out", and a structure for celebrating the beginning and the ending of assigned tasks.
8. Create a comprehensive evaluation model, offer adequate criteria for personal evaluation, provide a model for evaluating levels of experience, list instruments for spirit reflection, and develop a plan for recording evaluations of pedagogues by national faculty and other teachers.

13. TIME DESIGN		14. EXTENDED PARTICIPATION		15. STYLE EXPRESSION		16. TEACHING EVALUATION	
Assignment Acceptance	consensing corp'teness	Outside Consultation	soliciting groups	Flexible Role	rehearsing roles	Notes Review	develop method
	creating rationale		building constructs		varying assignments		imaginal illustrations
	devising symbol		assigning consultings		informal teaching		dramatic techniques
	ritualizing accountab'ty		planning follow-ups		varying stance		critique boardwork
Upgrading Plan	integrate recom'dat'ns	Speaking Engagements	secure engagements	Global Commitment	studying culture	Colleague Consults	experience file
	assimilating experience		outline formats		developing symbols		evaluation form
	consulting region		collect resources		selective art forms		conversation critique
	revising timeline		plan evaluation		learning languages		task orientation
International Trip	studying heritage	Development Calling	locating prospects	Local Involvement	researching area	Advanced Pedagogy	assignment rationale
	analysing present		workshopping pitch		discerning leadership		depth grounding
	time lining		plan follow-up		attending functions		critiquing dramaturgy
	sharpening pedagogy		actualize follow-up		join congregation		assessing clarity
Guild Pedagogy	participating rhythm	Massive Recruitment	selecting area	Personal Attire	dressing guidelines	Broadening Stance	evaluation plan
	advance assigning		building pitch		grooming chart		contentless responses
	142 art supply kit		celebrative absolution		symbolic accessories		absolution ritual
	recording development		strategic teaming		intentional dress		constructive followup

**IV.ADVANCING THE PEDAGOGICAL STYLE**  
**PROCEDURES**

The procedural steps for implementing this tactic are the following:

1. Prepare a time-design to keep personal files on each pedagogue comprehensive and up-to-date, which holds data regarding their teaching experience and ability, language and travel background, teaching possibilities and information on pedagogical opportunities.
2. Design a model for advancing pedagogical style which includes developing short courses to motivate advanced pedagogues to improve their style, developing a timeline of availability of pedagogues, and assigning advanced pedagogues for visitation, training and speaking.
3. Formulate a comprehensive corporate time-design which involves analyzing the readiness of advanced pedagogues to take assignments, creating a chart of a time-design, posting teaching and speaking assignments, and planning national, continental, and international trips.
4. Devise a construct for assigning pedagogues to regional courses using the corporate timeline, determine the availability of pedagogues and guide them in accepting regional teaching assignments according to their pedagogical rating and their need for advancement.
5. Prepare a file for keeping track of the pedagogues' availability for assignments and for reports to regional and local structures; compose and distribute a report form for evaluations and reflections of pedagogues following specific assignments.
6. Devise a construct for assessment of pedagogical development; consult regularly with colleagues; broaden friendships intentionally; build assignment rationale for Academy and advanced pedagogy sessions; build rationale for making decisions on personal stance, roles, and attire.
7. Create a model to evaluate pedagogical ability; develop a common individual evaluation construct; establish individual journals on progress; create a personal timeline for moving from a fourth to first teacher; participate in regional evaluation.
8. Develop an intentional program for extended participation of advanced pedagogues in teaching special courses, in speaking opportunities, and in community functions beyond regional course constructs; secure speaking engagements, construct an adequate financial model, and an effective recruitment calling model.

## I. EDUCATING THE POTENTIAL TEACHERS SENTENCES

### 1. COURSE SELECTION

Course selection and participation by the potential pedagogues of a region is accomplished by giving priority to recruitment for the Academy's comprehensive curriculum of intellectual methods, social analysis and religious practices; this is supplemented by securing the participation of the potential teachers in the minor catechism, permeation and methods courses so that they may be enabled to articulate the situation of every man.

a. The *minor catechism*, incorporating Religious Studies I, the 20th Century Cultural Revolution, the Local Congregation and the Individual and Family Course, is used as a basic foundation for the future pedagogue, giving him a grounding in the theological perspectives and sociological changes of the 20th century.

b. *Academy participation* provides potential teachers with intensive training over eight weeks that covers the comprehensive curricula, including religious, cultural and methodological areas, so that they are grounded in the theoretics and practices of the new social vehicle, the new religious mode, and pedagogical methods.

c. *Permeation courses* enable the participating future pedagogue to explore and come to an understanding of particular areas of concern such as dynamical sociology, imaginal education, youth culture and black heritage courses, businessmen's and new women's forums, and vocational seminars.

d. *Imaginal methods courses* open to the cadreman in training to be a teacher the avenues of knowledge in practical and creative skills so that the Christ-Word dominates all his relationships, marked by disciplined religious prowess, comprehensive intellectual grounding and intentional social engineering.

### 3. INDIVIDUAL STUDY

The potential pedagogue engages in individual study by which he creates his own particularized teaching plans and a style that addresses the spirit deeps of seminar participants by preparing four-level charts of the papers, thereby creating his own dialogue with the author, planning the blackboard images to be left in the participants' minds, orchestrating the arrangements, rhythm and mood, and creating a realistic time plan.

a. *Paper charting* skills that allow the potential teacher to dialogue with the mind of an author and to hold large amounts of complex information in concentrated rational form are acquired through a charting seminar, corporate charting, and assignment critique procedures.

b. *Chalkboard practice* for lectures and seminars is planned by the potential pedagogue and practiced before his cadre which critiques his work and helps him sharpen his ability in using the board as an art form, improving his imagery, clarity, and order.

c. By submitting *teaching plans* for lectures, seminars and conversations to cadre critique, the potential teacher gains the corporate wisdom in his creation of battleplans, 4x4x4s, sentence charts and question lists, together with the rational clarity on the material necessary for skillful pedagogy.

d. *Time plans* for lectures, seminars and conversations enable the pedagogue to be held accountable for his timing, and to direct the thrust, rhythm and mood of the teaching according to the participants' need and the demands of the subject.

## 2. RELIGIOUS STUDY

Religious study, which grasps the spirit dimension of life in today's world, is an essential part of any teacher's education, enabling him to participate in the common memory of the standard books and papers associated with the spirit movement, including the new religious mode charts, and to intensify reflection on one's unique personal experience through journal keeping and odyssey participation.

- a. *Odyssey participation* is a weekend experience which expands the religious consciousness of the cadreman by familiarizing him with the new religious mode charts, the concepts of symbolic obedience and religious exercises, and which radically alters his traditional time and space perception.
- b. By using the *new religious mode charts*, the potential pedagogue recaptures historic symbols, deepening his experience of solitary meditation, contemplation and prayer, the spiritual journeys of knowing, doing and being and translates into contemporary modes, the traditional corporate disciplines of poverty, chastity and obedience.
- c. By using *movement classics*, cadreman are provided with continuous intensive intellectual and contemplative aids such as a prepared bibliography with course background works in the briefcase library and short papers studied corporately for use in weekend study sessions.
- d. *Journal writing*, as a disciplined religious exercise, brings the potential teacher to a clearer understanding of his relation to his life and world so he can self-consciously decide about it; it employs personal reflection, decision rationale and the new religious mode construct.

## 4. SEMINARY PARTICIPATION

Seminary participation develops the potential pedagogue, giving him a structure in which to study and discuss current theological and sociological edge concerns which provide him with a grounding in the global context, historical overview, and current crucial concerns of the movement, and enabling him to develop his skills, knowledge and pedagogical style through observing and participating in team teaching leadership roles.

- a. *Theological study* which educates the cadre in the structure of the confrontation of the Word with the past, present, and future requires corporate seminary experience employing a trained pedagogue, a curriculum, a bibliography, thereby promoting his ability to theologize.
- b. The potential teacher's *sociological reading* helps to form a clear and lucid vision of the society of man through particular and comprehensive seminary study of global, regional and local contexts, and through particular engagement in crucial issues of the world and community.
- c. Through the instruction of *observation methods* of experienced pedagogues, the potential teacher gains essential insights into methods and skills through his scrutiny of such proficiencies as totally contextual methodology, mood perception, nonchalant style and the use of imaginal education.
- d. *Pedagogy theory* obtained through seminary participation enables the potential teacher to grasp the dynamics of eliciting consciousness to create and develop his teaching styles and methods, and utilize art form techniques, workshop methods, team teaching, imaginal lectures and build seminar constructs.

## I. EDUCATING THE POTENTIAL TEACHERS

Educating the potential teachers of a region is accomplished by giving their recruitment to the Academy first priority, and involving regional cadreman in the minor catechism courses, permeation and methods courses; these are augmented by odyssey participation, journal writing, study of  $\perp$  Movement classics and NRM study with the encouragement of individual disciplines including charting, board use, lecture-seminar planning, and engagement in seminary study in which theological and sociological works are considered, and methodological and pedagogical skills are considered, and pedagogical skills are advanced.



### 5. GUILD ENGAGEMENT

Guild Engagement trains the cadre in teaching methods necessary to communicate the gospel in the 20th century by establishing a guild structure that enables pedagogical training, making arrangements for each member to be engaged in that structure, scheduling opportunities for participant observing in the basic Religious Studies Course, and by establishing evaluation procedures that allow each cadreman effectively to develop his skill as a teacher.

- a. *Course observation* involves arranging for the establishment of a pedagogical training guild, and enabling the participation of each cadreman in building the construct and articulating the demand for guild participation, arranging for necessary financial assistance and assigning its members to scheduled involvement.
- b. *Course engagement* involves preparing the cadre to participate in a teaching guild by creating the context and rationale for participation, scheduling the guild meetings and enabling cadre members to deal with blocks such as child care, transportation and finances.
- c. The *participant observer's role* is one of a cooperative but restrained student who audits the course, taking comprehensive notes covering the content, methods and dynamics and following each session, he assists in the faculty evaluation of the state of the course.
- d. *Evaluation procedures* within the guild allow the pedagogue-in-training to assess his teaching style and familiarity with the course structure by discovering and illuminating his pedagogical skills, identifying his weaknesses, clarifying his objectives, and reflecting on his teaching stance.

### 7. SUPPLEMENTARY TRAINING

In its comprehensive grasp of the Twentieth Century and affirmation of the universal demands, the cadre sees itself as a local unit, always inter-linked with the regional and the global through participation at regional and continental councils where area planning and faculty workshopping and scheduling are done, yet enabling the spirit movement to take form within a particular geographical area.

- a. The pedagogue teaches out of a *global awareness* fostered in the cadre through the use of intentional global conversations, imaginal rituals and the creation and appreciation of art-forms which maintain the rule of the cadre in the world.
- b. *Council attendance* at the continental level enables the sharpening of the thrust of RS-I, its mood and posture by selected local, regional, national and international representatives, working in workshop structures, and is facilitated by financial and family care.
- c. The regional *faculty workshop* is the functional structure through which the region sets up its quarterly schedule by defining its goals, by pushing for clarity in its teaching mission and by making faculty assignments with the corporate structure.
- d. *Regional councils* are decision-making meetings attended by cadremen and representatives from the religious house within the region for the purpose of planning and coordinating regional formulation, permeation, and penetration efforts and for reviewing developments within the global spirit movement.

## 6. METHODS PRACTICS

Years of experience have developed practical methods of teaching which are to be incorporated into pedagogical training by developing fundamental operational procedure, structuring the dynamics of lesson planning and preparation, training pedagogues in interpretive art form methodology used in meal conversations, and by mastering the imaginal dynamics of short courses to prepare cadresmen to teach weekend courses.

- a. Training a pedagogue in *lecture building* involves acquainting him with the procedure for forging existential and objective aims, to identify content out of his own life in relation to the lecture structure, deciding the fundamental emphasis of the lecture and arranging the orchestration of the major sections.
- b. Pedagogues learn *lesson planning* as a method used in building a seminar design, giving attention to the structural dynamics of the paper, stance, board images and timing in order to address every person's life.
- c. Every pedagogue is trained in the *art form methodology* which includes impressionistic, reflective and interpretive questions addressed to the participants; this methodology is used in the meal conversations as well as in personal encounter, to enable authentic life decisions.
- d. The mastering of *short courses* requires the imaginal grasp of basic content for expanding imagination, charting of techniques which are useful, rehearsal of varying roles to be used, and an acute awareness of timing.

## II. TEACHING THE PEDAGOGICAL METHODS

The cadre is enabled to grasp and ground the pedagogical methods it needs in its task of awakening churchmen to the global spirit movement by engaging members in teaching guilds, in local and regional structures relating them to a global context and involving them in various roles in regional courses; the training in pedagogical methods covers all aspects of teaching from the internal dynamics of lectures, seminars, conversations and short courses to the external preparatory arrangements of recruitment, registration, food and space arrangements.

## 8. PREPARATORY ARRANGEMENTS

Since preparatory arrangements are crucial in determining the impact of the basic theological course, a pedagogue must become familiar with all aspects of course preparation, including recruitment procedures, registration set-up, physical arrangements, the stance toward outside staff, and the schedule and content of meals, so that he can increase his ability to enable the course.

- a. Pedagogues take responsibility for *facilities procurement* for regional courses by seeing that trained regional faculty are assigned, arranging transportation for national pedagogues, and assisting the faculty in checking the facilities, setting up rooms, and locating equipment.
- b. Cadre members are involved in *recruitment planning* by participating in strategic selection of target areas for recruitment, building a timeline for recruiting the course, developing models to be used in calling, and participating with colleagues in penetration days.
- c. Responsibility for *registration set-up* for a course is assumed by regional faculty by assigning and instructing a registrar, processing registrations, seeing that an appropriate acknowledgement letter is sent to registrants, and building a budget model for the course.
- d. A cadre member becomes skilled in *food preparation* procedures by working on a simple yet nourishing menu for the course, establishing efficient serving procedures that enable rather than interfere with course flow, purchasing food, and scheduling colleagues to do meal preparation.

### III. DEVELOPING PEDAGOGICAL SKILLS SENTENCES

#### 9. PEDAGOGICAL INVOLVEMENT

Pedagogical involvement requires that the cadre corporately take responsibility for the development of member's pedagogical skills by constructing a quarterly schedule for assigning those members to participate in weekend courses while simultaneously enabling skills to be developed within the framework of the cadre through assignments to plan and lead the internal study, workshops, and worship.

- a. The pedagogical skills are developed in *cadre teaching* through planning and leading the cadre study, rotating leadership responsibilities within the cadre, which allows each cadreman to gain experience through sharpening his pedagogical skills through the evaluation and correction process.
- b. Cadremen are assigned to *weekend courses* on a systematic basis as pedagogues or participant-observers, allowing them to experience the progression of a particular course in relation to the course objectives, and to have their strengths and weaknesses evaluated through dialogue with the first teacher.
- c. The role of *liturgy leadership* within the cadre requires theological clarity, which is developed through a comprehensive study of the liturgy, including the forms, the rationale, the acts, the moods and the symbols within the worship drama.
- d. Rotating leadership responsibilities for *workshop direction* within the cadre allows the pedagogue to use his skills and methods; following the workshop, his performance is critiqued by the cadre and a record of the evaluation is kept in the cadre files.

#### 11. COURSE ASSISTANTSHIP

- Cadre course assistance develops the pedagogical skills of the cadre by engaging them in the necessary enabling functions required for a course to take place; these functions include course scheduling and recruiting, obtaining facilities, meal planning, and assigning hosts who are present during the course to administer and coordinate structural care and who participate in the faculty evaluations.

- a. The *host assignment* is handled by the cadre, which assumes responsibility for the course; two members are appointed to be course hosts and are responsible for the procurement of course facilities, supplies, room preparation, and a model for the physical care of the participants.
- b. The *meal model* workshop gives the cadre experience in corporate model building as they create a model of simple, easily prepared menus, preparation instructions, cooking timelines and cost estimations to be used to enable the weekend course.
- c. *Course creation* by a cadre engages that cadre in selecting strategic courses for its congregation, scheduling the dates and facilities, building the recruitment and enablement models, and assigning enablement task forces to insure that the course is properly administered.
- d. *Course evaluation* by cadre members allows them to struggle with the depth life questions raised during the course, objectifying the situations in group responses in relation to course objectives, and noting imperatives for pedagogues in particular parish situations.

## 10. CORPORATE ENGAGEMENT

Corporate engagement undergirds the development of teaching skills, and is facilitated by participating in the common memory of lecture and seminar development with regional colleagues, studying the structure of the course through the basic manual making common decisions through a covenantal discipline that enables rational assignments and individual evaluations, and team teaching that provides the practical experience of interiorizing and refining pedagogical skills.

- a. *Common memory* is developed as the cadre begins to take responsibility for itself through the writing of its opening and closing rituals, creating a story about itself, and developing an on-going program of study and week-end courses.
- b. *Manual appropriation* of the course is realized by a thorough study battle plan in which cadremen are enabled to ground the theological structure of the course as well as practice their pedagogical skills among themselves, and critique each other in a simulated environment.
- c. *Common decision making* within the framework of the cadre's covenant to become regional teachers, involves common agreement on holding members accountable to the assigned training tasks, and setting up a cadre file to hold pedagogical resource materials as well as experience and evaluation records.
- d. A practical *team teaching* model for corporately developing skills includes assigning teams of three or more members to group study of papers and practice presentations before one another as intensive preparation for actual course teaching.

## 12. TEACHING ENABLEMENT

The assignment of cadremen to weekend courses is a critical tool in developing pedagogical skills; the cadre has the responsibility for dealing with the very practical problems created by member's assignment away such as caring for his children, providing financial assistance for such items as transportation, and picking up on his previously made weekend commitments.

- a. Corporate *child care* frees cadremen to be assigned to weekend courses by creating a care structure; this necessitates compiling data records on cadre children, creating a weekend curriculum, making meal plans, establishing timelines, and assigning cadre members to take charge.
- b. Because the corporate group is responsible for providing *transportation assistance* a model is built to deal with the problems of transporting the pedagogue to the course, including financial considerations, as well as providing transportation for his family while he is teaching, if necessary.
- c. *Task substitution* involves freeing cadremen from previously made weekend commitments in order that they may fulfill teaching assignments; this requires that the cadre list the necessary commitments on a timeline, reassigning them to remaining cadre members to carry out.
- d. *Financial support* for the cost of the regional teaching program is supplemented from the cadre's regular pledges, by the solicitation of donations from course graduates, and by church scholarships to enable congregation members to attend courses.

## III. DEVELOPING THE PEDAGOGICAL SKILLS

The development of the pedagogical skills of a newly trained pedagogue is the responsibility of the cadre as it assigns its members to the leadership of the cadre workshops, study and worship, as well as involving them in all phases of the weekend courses such as recruiting participants, securing facilities, assigning hosts, and assisting participation of its members in the dynamics of the weekend course as teachers or participant observers.

#### IV. ADVANCING THE PEDAGOGICAL STYLE SENTENCES

### 13. TIME DESIGN

The cadre formulates a time design to insure the continual development of pedagogical style initially by establishing a model for up-grading teacher competence through careful consideration of experience, by planning in long-range terms for an international trip in order to symbolize and concretize global vision, and finally, by participating regularly in the rhythm of guild pedagogy.

- a. *Assignment acceptance* by cadremen for regional teaching is enabled through establishing consensus of the cadre to receive corporate weekend assignment, creating a rationale for assignment, designing symbols that image the global mission of articulating the Word, and holding one another accountable to the assigned task.
- b. A time design includes an *up-grading plan* for regional teachers that integrates recommendations, permits accelerated effectiveness and assimilates teaching experience; this is enabled by consultation with the regional faculty to revise timelines where improvement is indicated.
- c. Planning for an *international trip* is scheduled by building a corporate timeline for the trip, analyzing the present world situation, previewing the heritage of Western culture in relation to other cultural inventions, and sharpening teaching skills for practical use during the trip.
- d. Participating in a *pedagogy guild* is vital for the development of potential teachers and their pedagogical style because of alternating assignment patterns, projecting future assignments, evaluating teaching experiences and recording individual progress, all of which facilitates pedagogical prowess.

### 15. STYLE EXPRESSION

Advancing a pedagogue's style expression is essential to his training for leadership of regional weekend courses; this is reviewed, modified and implemented through role flexibility for familiarization with the various postures for the basic course, cultivation of global commitment by study and symbol creation opportunities, local involvement in serious reformulation of the parish and congregation, and careful attention to personal attire that reflects his basic stance.

- a. In the expression of teaching style a *flexible role* is insured by structured and informal experiences that include rehearsing various teaching roles, participating in diverse assignments, and a self-conscious shift of approach and stance appropriate to the circumstances.
- b. *Global commitment* as the essential pedagogical context, is given stylistic content through the study and encounter of other cultures; this is done by building symbols of global interdependence, understanding different art expressions, and learning the language idiom.
- c. The intensification of pedagogical style necessitates *local involvement* by the cadremen in a community by becoming a member of a congregation, committing time relative to strategic congregational activities, discerning the leadership possibilities within the worshipping community, and researching the needs of the parish.
- d. Consciousness of one's *personal attire* enhances pedagogical style, which is complemented by periodic review of dress and grooming guidelines and enriched by cautious but intentional experimentation with international dress and perhaps with symbolic accessories such as the wedge blade.



## 14. EXTENDED PARTICIPATION

Extended participation of potential teachers consists in providing speaking opportunities for cadre members such as soliciting and leading consultations for outside institutions and organizations, preparing recruiting pitches which address the mindsets of those to be visited, evaluating performances of cadremen following engagements and visitation-recruitment efforts, and joining in corporate celebrative absolution following these efforts.

- a. In soliciting engagements, a cadre assigns members to *outside organizations* in guest appearances before church and social organizations; each cadre member is provided with suggestions for giving the address and for following up interest shown by individuals and consulted groups.
- b. After securing *speaking engagements* with outside groups, cadremen corporately collect and share materials used in presenting the recruiting pitch and individually outline the speaking format to be used, submitting it to the cadre or regional structure for critique and evaluation following the engagement.
- c. In *development calling* on possible course participants, prospects are located by cadre efforts and contacts, recruiting pitches are workshopped and rehearsed and follow-up models and plans are developed and carried out to affirm positive decisions made by recruits.
- d. Once the areas have been selected for *massive recruitment* comprehensive efforts are made by cadremen to visit prospects in strategically assigned teams giving all prospects the recruiting pitch developed for the types and mindsets of individuals and institutions visited.

## 16. TEACHING EVALUATION

Teaching evaluation is carried out by cadres in order to improve teaching abilities through periodic individual and corporate reviews of lecture notes and mutual critiques of individual teaching and conversation practices, participation in the advanced pedagogy guild for intensive training in methods, imagery, and clarity, and the development of insight into the spirit issues and problems of the corporate body.

- a. *Periodic review of notes* by the cadre members sharpens perception of course content tools for effective presentation, when done both individually and corporately so that the results of the critiques may be shared and may be mutually beneficial.
- b. *Colleague consults* are held by cadres in conjunction with guilds to strengthen and assess the teaching and leadership capabilities of members by utilizing course evaluation forms and by recording the leadership experiences and future assignments for the common cadre file.
- c. *Advanced pedagogy* is a course that deepens grounding in content and methods through corporate experience in teaching, workshopping, studying, charting and discussion, followed by the group critique of the practice sessions, in order to share insights and add clarifications.
- d. *Brooding stances* of cadre and guild enable the spirit deeps of individuals to be discerned and addressed in a spirit of fellowship through the practice of objectifying and sharing spiritual, vocational, intellectual and material concerns and resources.

## IV. ADVANCING THE PEDAGOGICAL STYLE

Advancing the pedagogical style of regional teachers who take part in weekend courses is accomplished by engagement in the global spirit movement through study, teaching and pedagogical self-consciousness, and by the establishment of timelines for diversified development of the pedagogical roles in such activities as consultations, speaking engagements, and recruitment calling; moreover, the pedagogue is further enabled to refine his style and methodological skill by scheduled brooding time to review notes, structured evaluation and further intensified course grounding.

**TRAINING UNIT TACTIC 8**  
Cadre

**I. EDUCATING THE POTENTIAL TEACHERS**  
INSTRUMENTS

**REGIONAL TEACHING**  
Enabling Weekend Courses

**1. COURSE SELECTION**

*Minor Catechism*

121 offices  
124 guernica  
124 movement poetry  
124 bible: philips translation  
141 audio-visual check  
211 RS-I manual  
222 course papers

*Academy Participation*

244 child care model  
314 academy graduate assignment model  
423 calendar of course  
241 instructional equipment list  
434 recruitment brochures/pamphlets  
434 recruitment model

*Permeation Courses*

211 imaginal education course manual  
213 model for businessmen's course  
232 imaginal ed. workshop construct  
313 permeation timeline  
414 analysis permeation grid  
434 recruitment model  
443 regional record file

*Methods Courses*

112 imaginal charts  
232 problematizing instruct  
232 gridding instruct  
241 instructional equipment kit  
434 congregational reorganizing model  
434 follow up model for courses  
443 list of speakers

**2. RELIGIOUS STUDY**

*Odyssey Participation*

142 decor kit  
144 solitary accoutrements  
221 journey to the east  
313 timeline model  
342 symbolic food  
434 recruitment model  
434 odyssey manual

*NRM Charts*

142 decor kit  
143 breviaries  
144 solitary accoutrements  
222 IMAGE on 5th city  
241 instructional equipment

*Movement Classics*

124 movie z  
221 bibliography  
221 briefcase library  
222 documents i-iv  
222 rs-I papers  
224 tapes of lectures  
243 culture material list

*Journal Writing*

142 montage material  
144 solitary accoutrements  
214 intentional conversation model  
231 format construct  
231 journal instruct  
241 instructional equipment kit

**3. INDIVIDUAL STUDY**

*Papers Charting*

221 movement books  
223 movement papers  
231 charting examples  
231 paper on charting  
233 4x4 commentary  
241 instructional equipment list

*Board Practice*

141 audio-visual checklist  
223 movement papers  
231 paper on financial aid model

*Teaching Plans*

124 poetry  
211 RS-I manual  
214 short course construct  
232 on-off stage model  
233 blank 4x4's  
234 sample teaching plans  
241 instructional equipment list

*Time Plan*

134 mood flow chart  
141 watch  
232 question list  
233 orchestration chart  
241 instructional equipments list  
313 timeline construct

**4. SEMINARY PARTICIPATION**

*Theological Study*

124 list of movies  
211 rs-2b construct  
214 course conversation construct  
221 bibliography of theological works  
223 movement papers  
241 instructional equipment list

*Sociological Reading*

221 bibliography of soc. books  
221 meaning of 20th century, boulding  
222 IMAGE  
223 government pamphlet  
223 rollo may - symbol paper  
223 news magazine

*Methods Observations*

211 methods curriculum  
232 team teaching format  
244 group evaluation format  
244 pedagogue evaluation format

*Pedagogy Theory*

214 conversation construct  
214 short course construct  
221 education & ecstasy, g. leonard  
232 pedagogy manual  
434 academy participation model

TRAINING UNIT TACTIC 8  
Cadre

II. TEACHING THE PEDAGOGICAL METHOD  
INSTRUMENTS

REGIONAL TEACHING  
Enabling Weekend Courses

5. GUILD ENGAGEMENT

*Course Observation*

134 mood program flow charts  
134 list of moods  
211 RS-I course manual  
241 instructional equipment list  
244 observation sheet

*Course Engagement*

211 Consultation construct  
241 instructional equipment list  
242 room furnishing list  
244 faculty evaluation sheet  
313 regional teaching timeline  
314 faculty assignment sheet  
343 recruitment kits

*Participant Observer Role*

232 master outline for p.o. course  
241 instructional equipment kit  
244 evaluation sheet for p.o.

*Evaluation Procedures*

232 list of objectives of course  
241 instructional equipment list  
244 list of course blocks  
244 list of imperatives  
244 evaluation form (academy format)  
244 group evaluation sheet  
313 timeline

6. METHODS PRACTICS

*Lecture Building*

122 movement stories  
141 audio-visual checklist  
211 4x4's on course lectures  
232 RS-I manual  
244 list of objective goals  
241 mirror  
313 timeline

*Lesson Planning*

211 RS-I manual  
214 meal conversations construct  
222 paper on charting  
223 copies of papers  
232 list of goals  
241 instructional equipment list

*Art Form Methodology*

124 guernica  
124 d. h. lawrence poems  
124 movie list  
141 presentational equipment list  
232 art forming instruct

*Short Courses*

232 pedagogy manual

7. SUPPLEMENTARY TRAINING

*Global Awareness*

114 world grid  
114 regional grid  
124 travel posters  
124 cultural objects  
142 collage materials  
221 bibliography  
223 news magazines

*Council Attendance*

223 sample corporate documents  
232 corporate writing format  
244 child care model  
311 cadre visitation model  
314 cadre assignment list  
322 financial model  
331 reporting model

*Faculty Workshop*

314 teaching schedule  
314 assignment sheets  
323 sample covenant  
323 list of faculty  
333 regional reports  
434 recruitment list

*Regional Councils*

244 child care model  
321 polity model  
322 financial model  
333 report model  
434 recruitment kit

8. PREPARATORY ARRANGEMENTS

*Facilities Procurement*

244 participants list  
244 enablement model  
322 financial model  
341 list of locations

*Recruitment Planning*

313 timeline  
314 team and unit assignment  
333 accountability/absolution model  
434 recruitment procedures sequence list  
434 recruitment model  
434 recruitment kit  
443 list of grads

*Registration Set-up*

241 instructional equipment kit  
242 room furnishing kit  
244 diagram of facility  
313 timeline  
341 housing assignment model and sheet  
442 registration forms

*Food Preparation*

342 buying model  
342 set-up model  
342 clean-up model  
342 thematic model  
342 list of cooks  
342 menus  
342 dishes and utensils checklist



### III. DEVELOPING THE PEDAGOGICAL SKILLS INSTRUMENTS

#### 9. PEDAGOGICAL INVOLVEMENT

##### *Cadre Teaching*

211 course manuals  
212 lecture 4x4's  
213 workshop model  
214 conversation format  
223 study materials  
241 instructional equipment list  
244 critique form

##### *Weekend Course*

124 list of movies  
141 audio-visual equipment list  
211 curriculum manual  
211 course manual  
244 evaluation model  
313 course calendar

##### *Liturgy Leadership*

121 offices  
131 witness model  
133 decor model  
143 corporate worship list  
214 short courses on worship  
214 worship introduction  
314 rotation model

##### *Workshop Direction*

214 short course on workshoping  
232 workshop model  
241 instructional equipment list  
242 room furnishing checklist  
242 room arrangement model

#### 10. CORPORATE ENGAGEMENT

##### *Common Memory*

212 daily office  
121 ritual sheet  
123 song sheet  
231 study model

##### *Manual Appropriation*

121 ritual sheet  
124 guernica  
211 course manuals  
214 conversation model  
313 study timeline  
324 pedagogy assignment list

##### *Common Decisions*

232 workshop instruct  
314 assignment sheet  
321 polity model  
323 workshop instruct  
323 covenant  
323 rule

##### *Team Teaching*

241 instruct equipment kit  
244 teacher journey chart  
244 evaluation forms  
313 teaching time model  
314 teaching assignment model

#### 11. COURSE ASSISTANTSHIP

##### *Host Assignment*

133 decor model  
244 host role instruct  
244 course enablement model  
244 registration cards  
314 host assignment model  
444 car

##### *Meal Model*

133 decor model  
232 conversation leadership model  
313 timeline  
314 work chart for meals  
342 food list  
443 registration list

##### *Course Creation*

244 registration kit  
341 sites list  
423 brochures design  
434 recruitment model  
443 prospect list

##### *Course Evaluation*

211 course manual  
222 i.e.  
241 instructional equipment kit  
244 evaluation forms

#### 12. TEACHING ENABLEMENT

##### *Child Care*

211 RS-I manual for children  
214 curriculum sheets construct  
242 space design construct  
314 work assignment sheets  
341 cots  
342 food model  
343 health care model

##### *Transportation Assistance*

443 road map  
443 list of cars  
443 list of public transportation  
443 list of drivers

##### *Task Substitution*

311 past model  
443 list of telephone numbers  
443 list of secondary troops

##### *Financial Support*

322 c.e.p.u. model  
322 teacher enablement financial model  
322 budget model  
433 fund raising model  
434 p.o. scholarship scale

**TRAINING UNIT TACTIC 8**  
Cadre

**IV. ADVANCING THE PEDAGOGICAL STYLE  
INSTRUMENTS**

**REGIONAL TEACHING**  
Enabling Weekend Courses

**13. TIME DESIGN**

*Assignment Acceptance*

314 assignment schedule  
323 covenant model  
441 telephone  
443 list of phone numbers

*Upgrading Plan*

231 study model  
244 teacher records  
244 student evaluation forms

313 timeline

*International Trip*

111 ur symbols poster  
114 global grid  
231 study manual  
322 budget model  
434 north shore odyssey manual  
434 planning model

*Guild Pedagogy*

211 RS-I manuals  
231 papers on charting  
313 guild time plan

**14. EXTENDED PARTICIPATION**

*Outside Consultation*

322 budget model  
333 report model  
443 consultants list  
444 transportation model  
444 road map

*Speaking Engagement*

114 region/metro grid  
222 movement materials  
233 subject models for lectures  
  
322 budget model  
424 region/metro permeation analysis  
444 transportation mode

*Development Calling*

423 metro/region permeation analysis  
433 visitation model  
434 brochures  
444 road map

*Massive Recruitment*

114 operational grid  
222 global course calendar  
443 prospect list

**15. STYLE EXPRESSION**

*Flexible Role*

112 movement timelines  
122 style images list  
214 copies of priesting conversation  
214 copies of free man short course

*Global Commitment*

114 ur grid  
142 room decor kit  
313 global meeting calendar

414 world problemat

*Local Involvement*

114 local grid  
214 copies of free man conversation  
443 community map  
443 community organization directory  
443 phone book

*Personal Attire*

134 dress model  
141 full length folding mirror

**16. TEACHING EVALUATION**

*Notes Review*

122 list of lecture illustrations  
141 presentation equipment kit  
211 lecture 4x4's  
211 course manuals  
224 notes file  
232 seminar-orchestration plans  
244 evaluations forms

*Colleague Consults*

312 format models  
313 timeline  
434 cadre visitation model

443 movement grad print-out

*Advanced Pedagogy*

211 advanced course constructs  
211 academy manual  
221 selected books  
222 study papers  
244 evaluation format

*Brooding Stance*

132 brooding assignment instruct  
132 brooding model  
313 timeline



**LOCAL CHURCH RESEARCH ASSEMBLY**

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**Summer 1970**