

Dunamis Institute (DI) Lead Teachers

Qualifications

- Dunamis Institute Teacher (as opposed to Apprentice Teacher)
- Taught at multiple DI events, preferably as part of a team of 2-3 teachers. Presumably taught multiple sections at each of those events.
- Very familiar with the content to be taught, recognizing key “what must be known” elements and how they build upon one another over the course of the event.
- Ability relationally to work well with a team at an event. Willing to provide feedback at events to Apprentice Teachers or less experienced DI Teachers who are part of their team.
- Exercises mature leadership gifts.
- Ideally operating in the sphere of calling related to the event’s focus. In other words, if teaching DP3, operating in a calling as an intercessor.

DI Teaching Team

- We seek to balance the team, with a particular view to lay/clergy, male/female, and perhaps regional diversity. Ideally the team will be composed of two DI Teachers and 1-2 Apprentice Teachers. There’s merit in a variety of teaching voices and stories, but it can be disjointed if a teaching team is so large that it’s a different teacher for each segment. There are also economic considerations in covering teacher expenses.

Responsibilities/ Expectations

Prior to the Event

1. Within the teaching team the lead teacher carries positional authority as the teaching dynamic is established.
2. Convene a meeting of teachers, ideally a couple months prior to the event, to sort out together which teacher will teach which section(s).
3. Encourage those on your teaching team to commit to teach at least one section they haven’t taught before.
4. Once the event and teaching schedule has been settled, with specific teachers assigned, send a copy of that document to the DI Dean of Faculty. If the event occurs within a formal Regional Expression of the DFI, then also send a copy of that schedule to the Regional Dean.

At the Event

1. Ensure that the key content is covered. Work with and provide feedback to all members of the teaching team, sooner rather than later, (whether AT or full Teacher), especially if there were issues of the content not being well conveyed to participants.
2. Authority: While the Lead Teacher retains a mentoring/shepherding/pastoral role with the teaching team, the Track Director carries ultimate authority at the event. We suggest that if issues arise between the Track Director and a teacher, that the Lead Teacher be involved in helping resolve those.
3. Supervise and provide feedback for Apprentice Teacher(s), re: the competencies we're seeking to develop in Teachers. Under the time pressure of an event it may be difficult to complete the written feedback form, but at least provide some verbal feedback each day following the AT's teaching. Take notes during their teaching so that shortly after the event the feedback form can be completed.
4. (Optional but may be helpful) Clarify among teaching team members who will serve as a "wing" during a particular teaching segment. This person could help discern direction, particularly during lab times or Kairos moments. They can also help ensure that the "What must be known" points are clearly conveyed, holding one another accountable to cover the material.

After the Event

1. Within a week of the event: Complete your written feedback report about Apprentice Teacher(s). Share your report with them and then send your report to the DI Dean of Faculty. If the event occurs within a formal Regional Expression of the DFI, then also send a copy of that report to the Regional Dean.
2. Complete the Event Feedback form and return to DI Dean of Faculty.

Goals for DI Teacher Development

- Growing in DI competencies
- Self-awareness, humility and teachable spirit

DI Competencies



An anointing to teach



Contextual Understanding



Coverage of Core Content



Lab Time



Kairos Moments



Teamwork



Debrief