

Transforming Questions

Workbook



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Christian Framework

Creation

Fall

Redemption

Fulfillment



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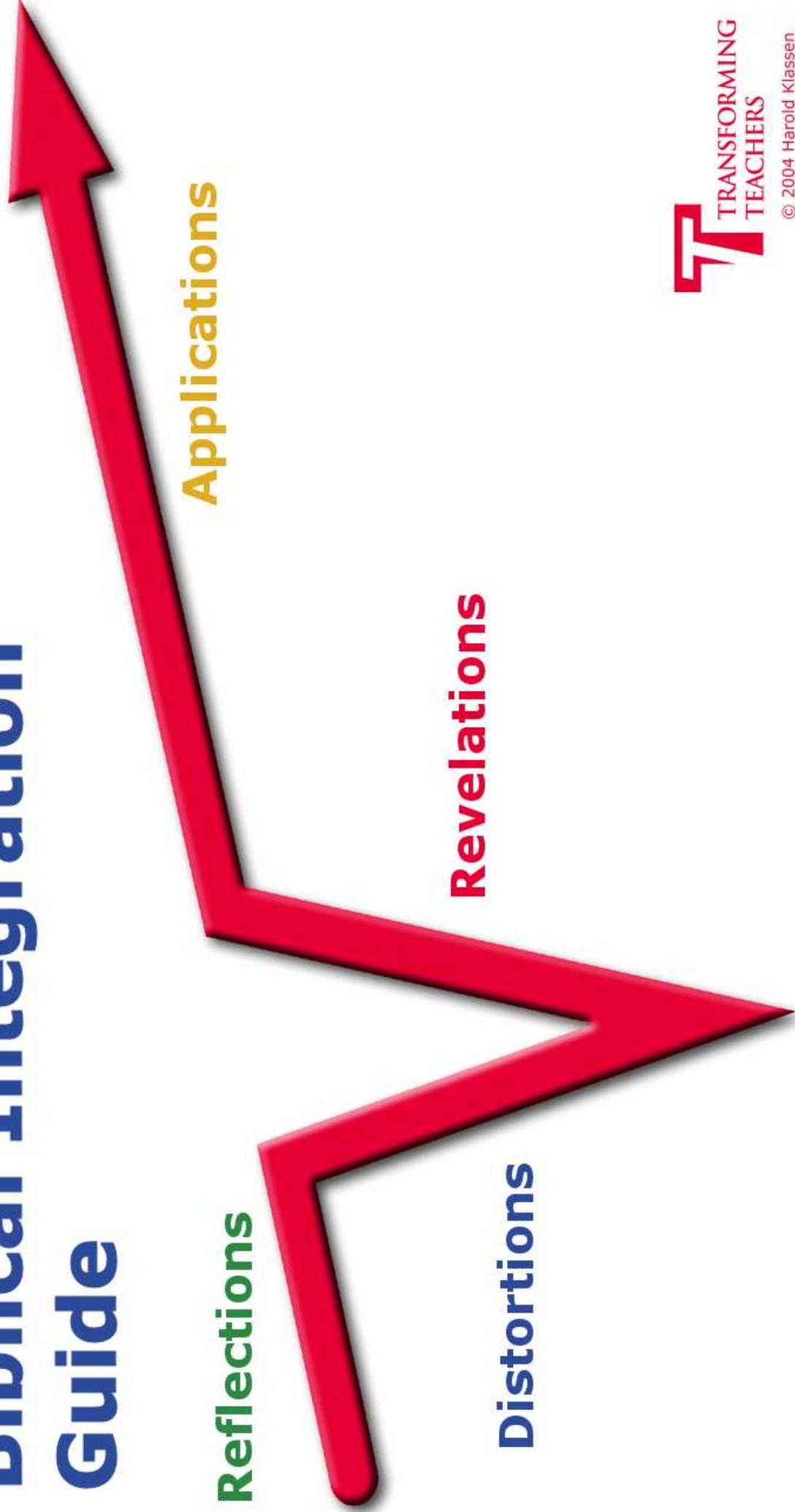
Biblical Integration Guide

Reflections

Distortions

Revelations

Applications



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Big Question Guide

**What is good,
beautiful, true,
valuable?**

**What is bad,
ugly, false,
worthless?**

What is the purpose?

How do we know?

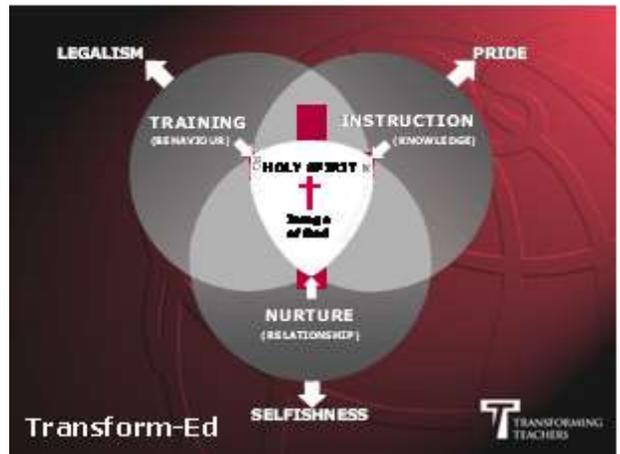
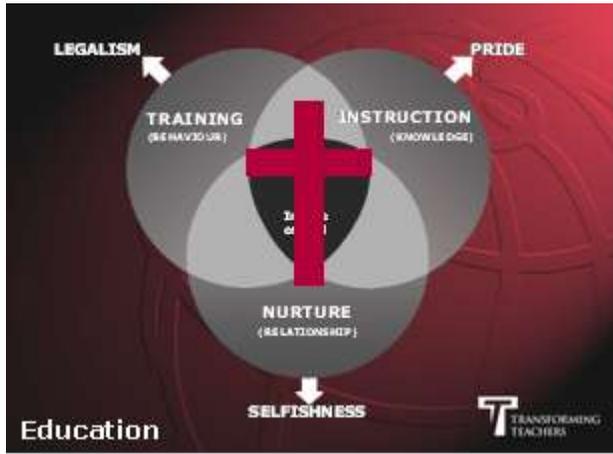
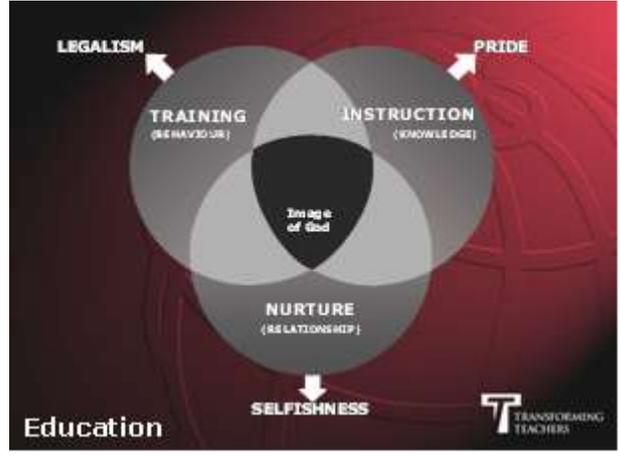
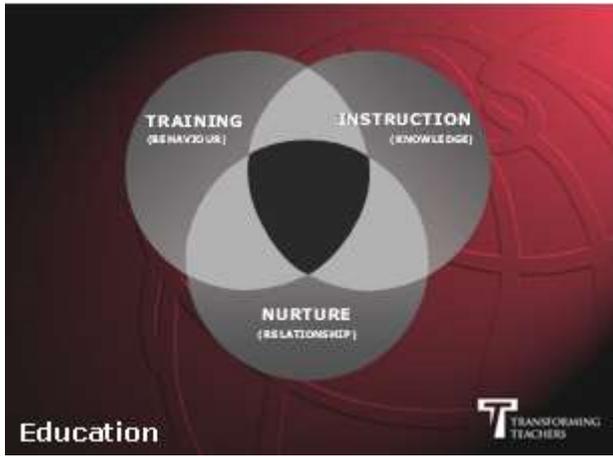
How do we choose?

What are the consequences?



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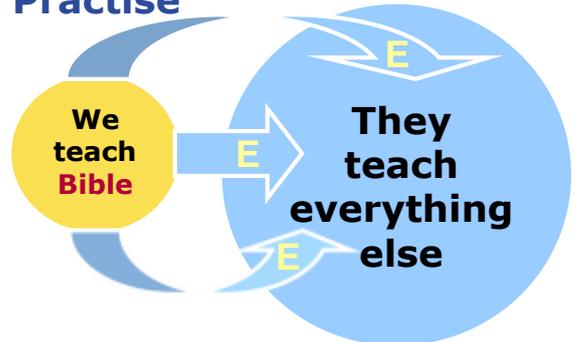
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Dualism in Practise



Dualism in Practise



What is education?

Is education about

Literacy and numeracy?
 Academic qualifications?
 Preparing good employees?
 Creating a stable economy?
 Developing good citizens and good behaviour?

Or is it about

A passion for lifelong learning?
 A purpose for living?
 Opportunities for awe and wonder?
 Spiritual awareness?
 The growth of the whole person?
 Providing hope and purpose for the future?

Or does education

Influence and reflect the values of society?
 Provide a route to the well-being of the individual?
 Provide a route to equality of opportunity, a healthy and just democracy, a productive economy and sustainable development?
 Reaffirm our commitment to virtues of truth, justice, honesty, trust and a sense of duty?
 "Enable us to respond to the opportunities and challenges of the world we live in?"
 – Introduction to English revised National Curriculum
 "I want ... decisions made by people educated in the fullest sense of the word i.e. highly knowledgeable, capable of understanding complex problems, highly skilled, talented in the art of communication, confident working in teams, creative and not least capable of exercising moral judgement and taking a global perspective."
 – Rt. Hon David Blunkett MP, North of England Education Conference, January 2000

1. Which of these lists do you agree with? Or would you want to combine elements of all three?
2. What view of education did you come across in your training? Have you changed your mind? Why?
3. What is a realistic expectation of what can happen in schools?
4. Is there anything else you would want to add as a Christian?

Swift, Amanda. (2002). *Starting points for Christian reflection within education*. London, UK: CARE for Education.

Compare and contrast these definitions.

Which are you doing? How would your students know?

"Education is the process of preparing people for life."

"Education is the process of preparing people for a job"

Distinctively Christian education...

1. Is it possible?
2. Is it desirable?
3. What are the hindrances?

Where does Christ belong in education?

What makes Christian education Christian?

1. List as many factors as possible.
2. Rank the factors from most important to least important.

Consider this situation...

Respond to the following quote by noting similarities and/or differences to your understanding of Christian schools and Christian education. What would you express differently? Why?

"The distinctive contribution of a church school is that it can bring a Christian values-base to the educational process. This comes out of the school's understanding of the Gospel and God's revelation to us in Jesus Christ. The danger in a lot of modern education is that it denies spiritual values, especially Christian values. But the task of a church school is to articulate a Christian values-perspective, while all the time recognising that not everyone who attends the school or works there is a practitioner of the faith. Nevertheless, its official stance ought to be quite clear, and this will come out especially in the way it operates. In a church school, there should be many opportunities for a clear articulation of the Christian faith, and for reflection upon its meaning. This will occur in Assemblies, Divinity classes, and Chapel. But it should also be evident in the way in which the staff is treated, and how they relate to one another. Students should feel that the school values them, not because of their success, but because they have the dignity of being made in God's image and are the subject of his redemptive love.

I should also emphasise that a church school has a right to expect that its staff will approach their subjects from a Christian perspective, or at least be sympathetic to it. This applies especially to subjects like English and History where values are always important.

Finally, the Chaplains in our school have frequent contact with many families and provide a service of counselling, support and help to boys and families in times of crisis." – RI

Consider your situation...

1. How is your classroom different from a non-Christian classroom?
2. How would you define Christian education?
3. How would you define Biblical integration?
4. From your perspective, is there much Biblical integration going on at your school? Among the faculty? Among the students? What evidence can you give to support your impressions?
5. How would you know that you have been successful as a school? A teacher? A student?
6. What characteristics are you trying to develop in your students? What are you trying to discourage?
7. How has your understanding of education changed as you have grown spiritually?
8. What is uniquely Christian about what occurs in your regular classroom as opposed to what occurs in special activities such as devotions, chapel, community outreach, etc.?
9. Can your students articulate how a Christian education is different from a non-Christian education? Do they appreciate the difference?

Evaluate this definition...

"Christ-in education is the process of preparing people for life in which all elements including the teacher, student, content, methodology, philosophy, objectives, assessment, environment, etc. are related to Christ and are being transformed by Him."

Where does the Bible belong in education?

The Bible is like...

Complete this sentence in as many ways as possible. Give a reason for each simile.

The Bible and the teacher

1. What passages of Scripture have had the greatest impact on your thinking about education? Your practice as a teacher?
 - a) Illustrate how they have changed your practice.
 - b) Explain how the selected verses have affected your thinking.
2. What do the following verses have to do with teaching?

Matthew 28:18-20 (NIV)

Then Jesus came to them and said, "All authority in heaven and on earth has been given to me. Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age."

Luke 6:40 (NIV)

A student is not above his teacher, but everyone who is fully trained will be like his teacher.

Romans 1:18-21 (NIV)

...what may be known about God is plain to them, because God has made it plain to them. For since the creation of the world God's invisible qualities--his eternal power and divine nature--have been clearly seen, being understood from what has been made, so that men are without excuse. For although they knew God, they neither glorified him as God nor gave thanks to him, but their thinking became futile and their foolish hearts were darkened.

Romans 11:36-12:2 (NIV)

For from him and through him and to him are all things. To him be the glory forever! Amen. Therefore, I urge you, brothers, in view of God's mercy, to offer your bodies as living sacrifices, holy and pleasing to God--this is your spiritual act of worship. Do not conform any longer to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God's will is--his good, pleasing and perfect will.

1 Cor. 2:14 (NIV)

The man without the Spirit does not accept the things that come from the Spirit of God, for they are foolishness to him, and he cannot understand them, because they are spiritually discerned.

Col. 1:16-17 (NIV)

For by him all things were created: things in heaven and on earth, visible and invisible, whether thrones or powers or rulers or authorities; all things were created by him and for him. He is before all things, and in him all things hold together.

1 Peter 3:15 (NIV)

But in your hearts set apart Christ as Lord. Always be prepared to give an answer to everyone who asks you to give the reason for the hope that you have.

3. Should every lesson include at least one verse of Scripture? Why or why not?
 - a) Does the subject you are teaching make a difference in your answer? Why or why not?
 - b) Does the goal of the lesson make a difference in your answer? Why or why not?
 - c) Does the kind of school in which you teach make a difference in your answer? Why or why not?

What kind of eternal difference are you making in your classroom?

How can you develop an eternal perspective?

What are the hindrances?

1. **What are the greatest hindrances to Christ and the Bible having their proper place in your classroom? What can be done about the hindrances?**
2. **Respond to the following quote by noting similarities and/or differences to your experience.**

When I taught in a state school, I thought that the secular perspective of the school system and administrator were the problem. I discovered that crossing an ocean to teach in a school where all the other teachers were Christians, and Christ and the Bible were held in high esteem, did not equip me to do anything differently in my classroom. Although all restraints were removed and everything Christian was encouraged, my teaching did not change significantly because the problem was not my circumstances. Complete freedom simply exposed the non-Christian patterns of my thinking and teaching, as it removed my excuses.

My natural tendency was to treat Christ and the Bible as if they were irrelevant in my science classroom, even though I actively defended them outside the classroom. My theological training had only been applied to teaching within the church so I was only comfortable with God in a Bible classroom. However, I tried to use every opportunity that I recognized, to be distinctively Christian in my classroom. Unfortunately, I did not recognize many opportunities and did not know how to create them. Unless I was "preaching" instead of teaching, God and His word were totally disconnected from the subjects I taught.

When I had a Christian textbook, it often introduced the Bible in ways that seemed artificial. The way they related the Bible to the subject was different from my way of thinking—and the thinking of my students. It was a obviously a lot easier to add Bible verses than it was to connect the school subjects in a meaningful way to the Author and message of the Bible.

Thinking about pedagogy...

1. **Why is an understanding of a Biblical worldview important for teachers?**
2. **What truths does a teacher need to know about creation, the fall, redemption and fulfilment to be an effective teacher?**
3. **What truths do students need to know about creation, the fall, redemption and fulfilment to have an education that is Christian in nature as well as name?**
4. **What reflections of the Creator do you see in teaching and in being taught? How do you understand God better because you are a teacher? How do you view life, the universe, or values differently as a teacher than as an engineer, artist, carpenter, or administrator?**
5. **What has God revealed in His Word or demonstrated in the life of Christ that will correct common distortions or misconceptions about the teaching process, teachers, or being taught?**
6. **When you're teaching or being taught, what evidence do you see of people's fallen nature? What common educational theories or practices need to be corrected by an understanding of the fallen nature of people?**
7. **What reflections of Christ's redemptive work have you experienced in a classroom? What has happened there that has given you a new or greater appreciation of Christ as Saviour? Why does every student and teacher need to know that Christ loves Him and has died to provide forgiveness of sin? What difference should that make in their role/behaviour in the classroom?**

8. **What part does teaching have in the fulfilment of God's plan for the universe and every individual in it? What does the Bible reveal about the role of teaching in His plan of having children, growing His body and building a living temple?**
9. **If people had not sinned would teaching or schools be necessary? Why or why not?**
10. **How can you evaluate whether God's truth has been learned, understood and wisely practised?**

missional Christian education

1. **What is missional Christian education?**
2. **Is missional Christian education possible and appropriate in a state school?**
3. **Where or how should children and young people become Christians? In the home? church? youth group? Christian school? Explain your answer.**
4. **If Christ-centered education is appropriate in the home and church, should Christians also make it available in schools?**
5. **Should students be Christians before they enter a Christian school? Why or why not?**
6. **Do you agree or disagree with the following quotation? Why?**

"The Christian school classroom may be the best place outside the home to become a Christian, as students learn of God's nature, their need of Him and the sufficiency of Christ from Christian teachers who loving relate all of life and learning to God and His word."

CV

How can I develop a Christian framework

Part One

Divide into groups of four to consider creation, fall, redemption and fulfillment

Each group should identify at least two key truths regarding each phase by considering:

Revelation

- What has God revealed about Himself, spirit beings, things (inanimate), creatures (animate), people (others), and ourselves?

Relationships

- What has He revealed about the relationship between Himself and the different things He created?
- What has He revealed about the relationship between the different things He created?

Repercussions

- What was the effect of the fall, redemption, and fulfillment on the relationships?

Each group member should write down all the truths that the group identifies

Part Two

Each group member is to become an "expert" in one of the 4 phases

Representatives for each small group gather to form 4 large groups corresponding the four phases.

Write down all the truths from the different groups

Note how often each truth was identified

Divide the truths into essential (E)/optional (O)

- If more than ½ the groups identified it → E
- If less than ½ the groups identified it → O

Reword the truths into a consistent format starting with the essential truths

Part Three

Reform the groups of four and have each "expert" report the conclusions about their phase.

Collect the conclusions from each of the 4 large groups for distribution to everyone.

For Further Consideration

- At what grade level would such an exercise be appropriate?
- Ask students to fill in the framework at their age and grade-level. Compare the different truths identified by each grade in a staff meeting to look for spiritual and intellectual development.
- When considering each grade level, subject, topic or lesson, determine which truths are being **reflected**, which are often **distorted**, which are **revealed** to correct distortions, and which should be **applied**.

Start with the general and go to the particular; start with a subject area and then go to the grade-level topics or themes.

Ask the students to determine which truths are being **reflected**, which are often **distorted**, which are **revealed** to correct distortions, and which should be **applied**.

How can I think Christianly about what I teach?

1. Why did God make _____? What is _____ "for"?
2. What aspects of God's nature, character, power, and purposes do I understand better because of _____?
3. How should _____ direct our attention "to Him"?
4. How does God hold _____ together now? How is He presently involved in _____ since He originally made it?

What does _____ reveal about God?

What is God's purpose for _____?

1. How has _____ been affected by sin?
2. How has my understanding of _____ been affected by sin?
3. How has _____ been misused because of sin?
4. How has God frustrated _____? How is _____ different now from what it will be when He restores all of His creation?
5. What about _____ has sin stolen, killed, or destroyed?
6. What created thing is given credit for _____ instead of God?

How is God misunderstood because of _____?

How is _____ misused?

1. What has God graciously revealed in His Word about _____?
2. How did God use _____ in the past?
3. How will God use _____ in the future?
4. How did Jesus use _____?

How does the Bible confirm God's revelation in _____?

What does the Bible say about God's purpose for _____?

1. How has my relationship to my heavenly Father been changed by considering _____?
2. What do I appreciate more about God because I have considered _____?
3. How might Jesus want to use _____ to prepare me to fulfill my unique role within His Body? Do I trust God's eternal plan enough to allow Him to use _____ in my life even though it may cause me to suffer now?
4. How might Jesus want to use _____ to accomplish His purposes among those that are not yet part of the Body? Will I allow Him to use _____ in my life to help others rather than myself?
5. Will I thank God for _____ - no matter how little or much I know about it - because I am confident that _____ was made "for Him" and is to direct our attention "to Him"?
6. Will others desire to worship God because of the way that I interact with _____?
7. Does my attitude toward _____ reflect an appreciation for _____ because it was made by God?
8. Is my use of _____ shaped by God's purposes or mine?

How has _____ changed my relationship to my heavenly Father?

How does Jesus want to use _____ to fulfill His purposes in my life and the life of others?

Will I allow the Holy Spirit use _____ to give me a thankful, worshipful spirit?

Survey of Beliefs

Please indicate your response to each of the following statements with an

<p>Strongly agree –This is the truth. You would defend the statement without compromise.</p> <p>Agree –You may not completely understand the subject or want to debate it but it seems more right than wrong.</p> <p>Not sure –You don't understand the statement, have no opinion or think the issue is irrelevant for daily life.</p> <p>Disagree –The statement does not sound right but you are not sure you could prove it wrong.</p> <p>Strongly disagree –This is false. You would defend the opposite viewpoint.</p>	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
Human life has developed over millions of years.					
The primary goal of education is to develop a world and life view where everything is properly related to God.					
Absolute truth exists in all areas of life and can be known.					
God created all things and continues to actively sustain them.					
Many ways exist in which an individual can share in the divine nature of God besides a personal relationship with Jesus Christ.					
Society, not the individual, is chiefly responsible for social evils.					
Human nature, because it constantly adapts and changes, has an unlimited potential for progressive development.					
The Bible is meant to be a guide or an example to individuals in moral decisions but is not authoritative in other areas of life.					
All people are conceived with a sinful nature which distorts their perception of the world and leads them to misuse everything and everyone.					
The major obstacles to social progress are ignorance and faulty social institutions.					
When He lived on earth, Jesus Christ committed sins.					
All Scripture is inspired by God and is inerrant in every detail as recorded in the original manuscripts.					
Because the Bible is inerrant in all areas, learning through science and reason must be understood in light of what the scriptures say.					
Each person has an eternal spirit which will live forever after the body dies. This spirit will either live in happiness with God in heaven or in torment with the devil in hell.					
God's primary concern is that men's sins are forgiven so that they can go to heaven.					
All religious belief is personal and should not be imposed on others, particularly on children.					
Individuals should be allowed to conduct life as they choose as long as it does not interfere with the lives of others.					
Instruction in any field should present all known theories about the given subject in an unbiased manner and encourage each student to develop his/her own beliefs.					
Because human nature is constantly changing, values and ethics will also change. Therefore, each generation should be free to adopt moral standards appropriate to their preferences and circumstances.					
Eternal spiritual salvation can be earned by doing enough good deeds.					
Satan is not a living being but is just a symbol of evil.					

Christian Framework Worksheet

Creation	Fulfilment
Fall	Redemption

Reflections	Applications
Distortions	Revelations

Biblical Integration Worksheet

Topic



Name _____
 Date _____
 Subject _____
 Unit _____

_____ and a Biblical worldview

Creation/Reflection

1. How does _____ reflect God's character?
2. What was God's original purpose for _____?

Fall/Distortion

1. In what ways has _____ been distorted by the fall of man?
2. In what ways has _____ been misused?

Redemption/Revelation

1. Why did Christ need to die so _____ can fulfill God's purposes?
2. What prescriptions does the Bible have for common misuses of _____?

Fulfillment/Application

1. How does _____ make me appreciate God and desire to worship Him?
2. How can _____ be used for God's purposes within His family & His world?

Using your answers to the above questions, complete the statement below:

God made _____ so _____
 (subject) (purpose)

but our rebellion _____
 (distortion)

God provided His Word, His Son and His Spirit so that _____
 (revelation)

so His children would _____
 (application: benefit mankind)

and give glory to God by _____
 (application: reveal God's character)



Name _____
Date _____
Subject _____
Unit _____

Biblical Integration Guide

Reflections – What do I see of God and His purposes in _____?

Distortions – How has _____ been spoiled and misused for ungodly purposes?

Revelations – What has God revealed in the Bible about _____, Himself & His purposes?

Applications – How can _____ be used for God’s purposes? (Know Him, be used by Him, worship Him)

Personal Philosophy of Ministry

Adapted from *Exploring the History & Philosophy of Christian Education* © Copyright 2003 by Michael Anthony & Warren Benson. Published by Kregel Publications, Grand Rapids, MI. Used by permission of the publisher. All rights reserved.

Theology matters

1. What is your perspective regarding the nature of
2. God as Creator?
3. Jesus Christ as His Son and Savior?
4. The Holy Spirit as a member of the Godhead?
5. What is your position regarding the authority of Scripture?
6. Where do you stand on matters pertaining to social issues such as abortion, racism, social equality, gender roles, sexuality, etc.?
7. What is the nature and purpose of spiritual gifts?
8. What is the place of missions & how should it be conducted?

Philosophy matters

1. What are dependable sources of knowledge?
2. What are the roles of general and special revelation?
3. Who determines what is (and is not) real and trustworthy?
4. To what extent are ethics (right & wrong) determined by our culture or circumstances?
5. To what extent is our idea of beauty determined by our culture or circumstances?

Components of Personal Philosophy

Role & nature of the teacher

1. How do teachers affect their students?
2. How do teachers motivate their students?
3. What relationship should exist between teachers and students?
4. What kind of preparation is required of the ideal teacher?
5. Role & nature of the teacher
6. What relationship should exist between a teacher and God?
7. What qualities should a spiritually mature teacher possess?
8. To what degree is the teacher a role model, mentor, or coach to the students?
9. What metaphor best describes your view of a Christian teacher?

Role & nature of the learner

1. What kinds of learners should be the focus of Christian education?
2. Academically gifted
3. Special needs
4. Believers
5. Non-believers
6. What are the capacities & responsibilities of the learner to listen & receive the message?
7. What is the relationship between the learner & teacher?
8. What principles are critical to a student being able to grasp Biblical truth?
9. What is the moral nature of the learner?
10. Where does the drive and motivation to learn come from?
11. Does any difference exist between a non-believer and a believer in terms of the learning process?
12. How does a student's personality relate to their personal learning style?
13. What metaphor best describes your view of a Christian student?

Purpose & goals of the lesson

1. What should be the major learning aims & objectives for your teaching?
2. What are the secondary aims?

3. To what degree are your aims outside your control as a teacher?
4. Does being a Christian teacher influence your aims?
5. How does God work to guide the goals of your lessons?
6. When Christian education has had its final effect on a person's life, describe what that person would be like?
7. How would you know when your students were spiritually mature and complete in Christ?
8. What are your long-term goals (e.g. 5-year) for the students you are now teaching?
9. What are your immediate (e.g. this year) goals and objectives for the students you are now teaching?

Curriculum

1. How does the Bible influence one's spiritual formation?
2. What role does the curriculum play in the content of a lesson?
3. In light of your goals and objectives, what are the long-range and short-range curricula needs of your students?
4. How will you use curricular resources to achieve your goals and objectives?
5. Does the Bible identify any particular priorities you will follow in terms of your curriculum?

Instructional methodology

1. What are the essential components that should be included in the teaching-learning process?
2. How does the student's individual learning style influence the methods that are chosen for the lesson?
3. What methods, techniques and devices will be used in each lesson?
4. How do you begin & end each lesson?
5. What part does the Holy Spirit play in selecting the methods?
6. What part does the Bible play in the teaching-learning process?
7. How should teaching occur to accomplish the goals and objectives of the lesson?
8. What age-appropriate accommodations will be used in selecting instructional methods?

Outcomes assessment

1. How will you know that learning has occurred as opposed to your simply having taught the lesson?
2. What criteria will you use to measure your teaching effectiveness?
3. How is this learning outcome related to the goals and aims of the lesson?
4. How will you measure spiritual formation?
5. Is all learning measurable?
6. Does all learning need to be measurable?
7. Under what circumstances would it not be necessary to measure learning?
8. What is the value in measuring whether learning has occurred?