Worldview, Mission, and Competency: 
A Triad Model for the Christian Educator – Parts 1, 2, 3, & 4

EQ: How might the triad model enable teachers and administrators to improve a school's effectiveness?

Learning Outcomes

- Identify the desired outcomes of the school’s mission statement
- Describe the influences of a worldview on the school’s mission statement
- Formulate the means to assess the school’s desired competencies
- Assess the evidences of a school’s effective use of the triad model

A School’s Mission Statement

What’s YOURS?

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<tr>
<th>Educational Philosophies</th>
<th>Paul’s Purposes</th>
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<tr>
<td>Intellectual Attainment</td>
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<td>Individual Development</td>
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<td>Vocational Preparation</td>
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<td>Preservation of the Social Order</td>
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<td>Effective Citizenship</td>
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Lee, HeeKap. *Faith-Based Education that Constructs: A Creative Dialogue Between Constructivism and Faith-Based Education*.

“Essential questions aim to stimulate thought, to provoke inquiry, and to spark more questions, including thoughtful student questions. Not just pat answers. They are provocative and generative. By tackling such questions, learners are engaged in uncovering the depth and richness of a topic that might otherwise be obscured by simply covering it.”

How We Teach in a Christian School

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<th>Transmission</th>
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Teach to... cause students to think deeply, identify truth and discern deception

Rate these teaching methods according to retention rates.

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<th>Your Rank</th>
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- Teach others/ immediate use of learning and doing
- Lecture/ verbal processing
- Reading/ verbal processing
- Media/visual and verbal processing
- Demonstration/ verbal and visual processing
- Discussion Group/ verbal and visual processing
- Practice by doing/ doing
### Characteristics of Good Critical Thinkers

1. Good critical thinkers deliberate. They don’t just react from the gut or go with their first instinct – they think carefully.
2. Strong thinkers are able to recognize complexities and work within them.
3. Good critical thinkers are curious.
4. All critical thinkers share a desire to seek the truth.
5. Critical thinkers communicate clearly and logically.
6. Good thinkers are fair minded. They consider multiple points of view before drawing a conclusion.
7. Critical thinkers share intellectual empathy.
8. Good thinkers demonstrate integrity and intellectual courage.
9. Strong critical thinkers are able to develop reasonable conclusions using analysis, evaluation, inference and education.
**Desired Outcomes**

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**A Worldview** – An underlying belief system held by an individual that determines his or her actions and attitudes in life

1. **A Biblical Worldview**
   a. A view of the nature of God
   b. A view of the nature of man
   c. A view of the nature of right and wrong
   d. A view of the nature of knowledge
   e. A view of the nature of the future

2. **An Educational Worldview** – An underlying belief system held by a school and its personnel that determines its actions and attitudes in theory and practice
   a. The purpose or goals of education
      - To learn the knowledge of God and his truth, and respond appropriately
      - To live in harmony with God and his truth
      - To impact others with the knowledge of God and his truth
      - To teach students who they are and what they are intended to become in the plan of God
      - To secure for students the appropriate wealth of knowledge
   b. A view of the nature of the learner
      - Students as persons are physical bodies.
      - Students as persons are more than their bodies; they are spiritual beings.
      - Students are developmental beings.
      - Students are each a unique being.
c. A view of the nature of the learning process
   • Learning is goal-oriented, with specific objectives for the learner.
   • A skilled learner is an active learner.
   • Learning is employing cognitive and metacognitive strategies and linking these to a student’s schemata.
   • Methods must be appropriate to the content to be taught.
   • Methods must be appropriate for the developmental levels and types of students being taught.
   • Learning must include higher levels of thinking, analysis, synthesis, and evaluation; all that is to be needed to make life-long learners.

   d. A view of the role of the teacher and the nature of the teaching process
   • The objective content of truth directs us to objective methods in teaching.
   • Students are persons who require a personal approach to teaching.
   • In order for the teacher to be used to change lives, his/her life must be changing under the power of God.
   • The teacher is an instructor, a role model, an educator, a nurturer, and a trainer.

   e. A view of the nature of the curriculum: the scope, sequence and assessment of the disciplines
   • We know nothing unless we first know God.
   • We know God first and best through his revelation of himself in scripture.
   • We know God indirectly by what he does and has done.
   • Creation means there is an objective truth about our world.
   • As persons, our world is inevitable subjective and fallible.
   • True knowledge comes from God.
   • The curriculum involves our whole being, not just the intellect.
   • The curriculum points to God’s sovereignty and his wondrous works.
The Outcome of a Christian Education

*Students who think deeply, identify truth and discern deception*