Manual for

Spiritual Formation

2026

ACSI
STRONGER TOGETHER
Association of Christian Schools International
SOUTH AFRICA

This Manual is designed to help schools on their journey to assess their current status with regard to spiritual formation, gain further knowledge as well as additional understanding about spiritual formation, build and improve their own spiritual formation framework and follow through with implementation, monitoring and evaluation to reach their stated outcomes. Sometimes it's easy to see spiritual growth and development while at other times only endurance and God's grace ensures that the school stays on track to fulfil its vision and mission. Bear in mind that spiritual formation is a journey.

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Spiritual Formation Manual Introduction

The Dictionary of Christian Spiritual Formation (2003,107) defines spiritual formation as 'the dynamics of shaping the human spirit towards maturity and consonance'.
Christian spiritual formation can be defined in many ways. Essentially, spiritual formation is the work of the Holy Spirit in forming and transforming an individual to develop the character of Christlikeness. It involves the process of internalisation of information and experiences.

The components of Christian spiritual formation are knowing and loving God, knowing and loving ourselves, knowing and loving our neighbours and being mindful of the presence of God in our daily routine living. This process is centered on the call of God the Father, the completed work on the cross of Jesus Christ our Saviour and is empowered by the indwelling work of the Holy Spirit.

Spiritual formation is central to the mission of Christian education and focuses on the development of a Christ-centered worldview, moral integrity, and a lifelong relationship with God. It equips individuals to live out their faith and positively influence society.
Spiritual formation is one of key missions of a Christian school. However, it may be the most difficult element to integrate into the school, to ensure that it is kept in the forefront of everything that is done in the school, to assess (both in the learner and to evaluate in the schools effectiveness), to monitor and to see the effect in the community because ultimately spiritual formation comes not from human effort, but from the work of the Holy Spirit.

God, in His Word, assures us through precious promises that we can participate in the divine nature and be formed and transformed to become like Him.
*"**3** His divine power has given us everything we need for a godly life through our knowledge of him who called us by his own glory and goodness. **4** Through these he has given us his very great and precious promises, so that through them you may participate in the divine nature, having escaped the corruption in the world caused by evil desires.*
***5** For this very reason, make every effort to add to your faith goodness; and to goodness, knowledge; **6** and to knowledge, self-control; and to self-control, perseverance; and to perseverance, godliness; **7** and to godliness, mutual affection; and to mutual affection, love. **8** For if you possess these qualities in increasing measure, they will keep you from being ineffective and unproductive in your knowledge of our Lord Jesus Christ. **9** But whoever does not have them is nearsighted and blind, forgetting that they have been cleansed from their past sins."* 2 Peter 1:3-9

In this Manual the term “spiritual formation” could be used interchangeably with the term “discipleship”, with the emphasis on learners being transformed into the likeness of Christ by the work of the Holy Spirit. As Paul expressed it, “*I am again in the pains of childbirth until Christ is formed in you*” (Galatians 4:19).

The purpose of each programme in the school should be spiritual formation. It should reflect in the vision and mission of the school. It should be deeply ingrained in the instruction, curriculum, discipline, and relationships between learner and teacher, and guide every aspect of the educational process, extra curricula activities, the cultural activities and reach into the families and community of the school. Shaping this purpose is not only valuable but essential, as it directly impacts the learners’ education and spiritual formation journey.

This Manual outlines the process and procedures a school can make to solidify its commitment to nurturing spiritual growth. It provides practical strategies and a framework for integrating spiritual formation into every aspect of school life.

The Four Essential Principles of Spiritual Formation

1. Spiritual Formation is a Work of the Holy Spirit with the Aim of Cultivating the Mind and the Heart for Christ

The Holy Spirit is the third person of the Godhead who administers salvation (secured by Jesus Christ and initiated by the Father) in the life of the disciple. He leads us into all truth, enables us to say no to ungodliness, and empowers us to fulfill the commands of Christ. The church, home, and school support the work of the Spirit by modelling and presenting a biblical worldview and cultivating the desires of the heart through spiritual disciplines.

- The Holy Spirit enables the disciple to be obedient to the commands of Christ.
- Disciples develop the mind of Christ through the development of a biblical worldview.
- Biblical worldview development is aided by the process of biblical integration.
- Christian educators must develop a philosophy of education informed by a biblical worldview.
- Disciples of Christ cultivate Christ-centered desires through the practice of spiritual disciplines as they seek first God’s kingdom and pursue righteousness.

2. Spiritual Formation is an Intentional Community Endeavour

God, in his providence, has established institutions to promote spiritual maturity. The church has been designed by Christ as the custodian of truth and is tasked primarily with equipping all believers for works of service until they reach maturity in Christ. Therefore, the Church is required to present the whole counsel of God regarding parenthood. Parents hold the primary responsibility of presenting the whole counsel of God to their children. All other institutions created and designated to aid this maturation process are subject to the God-ordained authority of these institutions. The maturation process works best when each institution understands its role, fulfils it according to God’s design, operates within its set boundaries, and is unified in Christ for the glory of God.

- The church, home (parents), and school must strategically work together for spiritual formation to be most effective.
- The role of the church is to be a custodian of truth and equip all believers for works of service.
- The role of the home (parents) is to raise children in the nurture and admonishment of the Lord.
- The role of the school is to assist the church and home in disciple-making through biblical worldview development.
- The role of the learner is to be submissive to authority and cultivate gifts.
- Believers are required to pursue God's standards of righteousness for each institution, though the world is fallen.

3. Spiritual Formation is the Process of Making Disciples for the Glory of God

Making disciples involves verbal, formal, and continual presentation of the Gospel and a commitment to live according to all the commands of Christ as outlined in Scripture. All followers of Christ are commanded to make disciples, pursue righteousness, take on His mind, be conformed to His likeness, and be His ambassadors, His witnesses and ministers of reconciliation.

- The Gospel is the power of God for all those who trust that Christ died for our sin, was buried, and rose again on the third day and is the only means of eternal salvation.
- Discipleship brings glory to God as the body of Christ is brought into unity (in Spirit and in truth) through the maturation of each member.
- Discipleship is the means designated by Christ through which the Church grows.
- Jesus' model of discipleship transcends all cultures, times, and places.
- Discipleship is the primary responsibility of all parents.
- Discipleship requires submission to authority and to one another.

4. Spiritual Formation Creates the Conditions for Ambassadors of Christ to Emerge

The work of the Holy Spirit in all believers and the coordinated actions of the church, home, and school (to cultivate the mind and desires of every believer in Christ) creates the conditions for ambassadors of Christ to emerge.

- The gospel is advanced as each disciple assumes the role of ambassador for Christ, advancing His kingdom and bringing glory to him.

[*The Four Essential Principles Of Spiritual Formation* (above) is a direct extract from **Spiritual Formation, Biblical Worldview Development, and Integration** - *ACSI Core Convictions and Commitments* BWI Quality Assurance Team Updated: 7-20-23 and is used with permission]

Spiritual Formation through Spiritual Disciplines

Spiritual disciplines are practices that foster spiritual growth and maturity, enabling individuals to deepen their relationship with God. It is essential to understand that these disciplines are not about earning God's favour or achieving spiritual merit. Instead, they are a response to God's grace, positioning believers to grow in holiness, develop Christ-like character, and live out their faith with intentionality and purpose.

In *The Discipline of Grace: God's Role and Our Role in the Pursuit of Holiness*, Jerry Bridges emphasises that spiritual formation is a partnership between God's grace and the believer's intentional effort.
He highlights key spiritual disciplines that foster growth in holiness and Christlikeness:

1. Constantly reminding oneself of the truth of the Gospel helps believers live in the freedom and assurance of God's grace. This practice anchors spiritual growth in what Christ has done, not in personal achievements.
2. While salvation is by grace, believers are called to actively pursue holiness. This involves a deliberate effort to resist sin, practice righteousness, and align one's life with biblical standards.
3. Spiritual growth is impossible without the work of the Holy Spirit. Believers must cultivate a life of prayer, sensitivity to God's leading, and reliance on the Spirit's power for transformation.
4. True obedience flows from a heart of gratitude for God's grace, not from fear or legalistic duty. This shifts the focus from performance to joyful service rooted in love for Christ.
5. Spiritual formation requires consistent effort, including the discipline to engage in practices like prayer, Bible study, worship, and reflection, even when motivation wanes.
6. Regularly confessing sin and turning back to God fosters humility and dependence on His grace, keeping the heart tender and responsive to His correction.
7. Developing routines that prioritise spiritual growth - such as daily Scripture reading, prayer, fellowship, and service - strengthens faith and character over time.

Spiritual Formation and a Christian Philosophy of Education

A Christian Philosophy of Education is the foundation for teaching and learning in a way that aligns with biblical truth. It is more than just adding Bible verses to lessons. It is a Christ-centered, faith-driven, and purpose-filled approach that shapes how we view knowledge, purpose, and the role of education in forming Christlike character.

This philosophy is rooted in the belief that all truth comes from God (Colossians 2:3) and that education should cultivate both the mind and the heart, preparing learners to live faithfully in a complex world.

At its core, a Christian Philosophy of Education emphasises:

1. God as the source of wisdom and understanding (Proverbs 9:10).
2. The purpose of education as discipleship. This implies helping learners grow in faith, character, and calling.
3. The integration of biblical truth in all subjects, not just having Bible classes, as valuable as these are.
4. The role of teachers as mentors and disciple-makers, modelling Christlike values in word and action.

Because spiritual formation is central to Christian education, a well-developed Christian Philosophy of Education provides a clear framework for shaping both the curriculum and the school culture.

Spiritual Formation and the Spiritual Climate in the School

Spiritual climate refers to the collective attitudes, perspectives, and behaviours toward spiritual truth and Christlike living within the school community. It goes beyond written policies to include daily experiences and interactions in classrooms, hallways, staff rooms, and on the playground. A godly spiritual climate encourages authenticity, where faith is both spoken about and visibly lived out through relationships, decision-making, and community life.

School climate plays a pivotal role in shaping and supporting spiritual formation. It encompasses the overall atmosphere, relationships, practices, and shared values within the school community. A positive spiritual climate encourages learners and staff to explore questions of identity, purpose, and faith within a safe and nurturing environment. When Christlike attitudes and actions permeate the school, it creates fertile ground for the work of the Holy Spirit in the lives of learners and staff alike.

While spiritual formation is ultimately the work of the Holy Spirit, the school community can create conditions that nurture spiritual growth. Scripture reminds us not to "quench the Spirit" (1 Thessalonians 5:19). This verse encourages school leaders to cultivate a climate that is open to His leading. Prayerful dependence on God, coupled with practical efforts to build a supportive environment, enables both staff and learners to thrive spiritually.

However, creating a positive spiritual climate requires intentionality. School leaders play a crucial role in fostering environments where the Holy Spirit's work is welcomed, not stifled. This involves modelling Christlike behaviour, encouraging staff and learners to grow in faith, and providing opportunities for spiritual exploration and expression. Leadership should avoid a legalistic approach that focuses solely on outward behavior, instead aiming for heart transformation through grace and truth.

Key characteristics of a healthy spiritual climate include:

1. Authenticity: Learners and staff are encouraged to be genuine in their faith journeys without fear of judgment. A culture of honesty invites open discussions about doubts and spiritual growth.
2. Compassion and Respect: The school community exhibits Christlike compassion, caring for one another's needs and being sensitive to people and learners from different backgrounds and experiences.
3. Positive Relationships: Staff and learners experience mutual encouragement, prayer support, and a sense of belonging within a Christian community.
4. Emotional and Social Support: An emotionally healthy environment supports learners' social and emotional development, recognising that these aspects are closely linked to spiritual well-being.
5. Healthy Living: Instruction and programmes encourage godly habits, promoting physical, emotional, and spiritual health.
6. Mission-Driven Activities: Learner activities align with the school's mission, reflecting the needs and interests of learners while nurturing their spiritual growth.

A strong spiritual climate is foundational to effective spiritual formation. It emerges when every aspect of school life, from classroom instruction to staff interactions, reflects Christ's love and truth. By nurturing an environment of compassion, authenticity, and spiritual sensitivity, schools can provide a space where learners are encouraged to explore their faith and grow in their relationship with God.

Spiritual Formation and What to Avoid!

Spiritual formation is at the heart of Christian education, shaping not only the minds but also the hearts of learners. However, even well-intentioned practices can drift into legalism if not rooted in grace, authenticity, and relational discipleship. The danger lies in doing the "right" things with the wrong heart thereby reducing vibrant spiritual disciplines to lifeless rituals. When faith becomes a checklist rather than a transformative relationship with Christ, learners may disengage, grow disillusioned, or develop a superficial faith.

This section highlights *common pitfalls* in spiritual formation by helping ensure that practices remain aligned with the life-giving power of the gospel:

1. Discipline driven by control rather than loving correction that fosters genuine heart change.
2. Scripture memorisation as a performance task rather than a means of deep, lasting transformation.
3. Bible study as mere academics instead of an invitation to explore Scripture as relevant, personal, and life changing.
4. Rigid and routine prayer performed as an obligation rather than a living, intimate connection with God.
5. Worship as a performance rather than a heartfelt encounter with the One who is worthy.
6. Teacher-learner relationships based on performance rather than authentic mentoring and discipleship rooted in Christ's love.

To guard against these pitfalls, regularly ask:

1. Are learners experiencing spiritual practices in the school in a way that aligns with the true purpose?
2. Is the focus on outward performance rather than inward transformation?
3. Are we nurturing genuine relationships or merely checking boxes?
4. Has our school drifted from its original mission?
5. Do staff model a vibrant faith that learners can see and follow, or do we merely teach about it?
6. Do our spiritual practices encourage curiosity, engagement, and ownership of faith, or do they feel forced and routine?
7. Are we providing space for learners to wrestle with faith questions in a safe, grace-filled environment?
8. Do our teaching and discipline methods reflect the heart of Christ? Are they full of grace and truth?
9. Are we equipping learners to develop a personal, lifelong relationship with God beyond their time at school?
10. Do learners see joy and transformation in our faith practices, or do they perceive them as duty-bound obligations?

Many spiritual practices in Christian schools begin with good intentions but can subtly shift toward legalism if left unexamined. To prevent this, we must ensure that our actions consistently point learners to the heart of the gospel, the point where grace, truth, and love intersect.

Learners should not merely learn about spiritual disciplines but experience them in a way that transforms their lives. When they leave school, they should carry with them the deep conviction that faith is not about rules to follow but a relationship to nurture. This requires intentional opportunities for spiritual growth, modelled by teachers who live out their faith with grace and integrity. It is a high calling but one that yields eternal rewards.

Spiritual Formation and a Culture of Grace and Truth

A Christ-centered school community is one that both honours and serves Jesus Christ as Lord, seeking to uphold both **grace** and **truth** in all aspects of school life. These two qualities are not in opposition; rather, they work together to create an environment where biblical convictions are upheld, while individuals are met with love, understanding, and the opportunity for restoration.

"For the law was given through Moses;
grace and truth came through Jesus Christ" John 1:17

Truth: A Culture Grounded in Biblical Authority

A culture rooted in truth places Scripture as the final authority in all matters of faith, character, and moral decision-making.

In a school setting, this means that:

1. The community is clear about biblical convictions, ensuring that faith is not simply a subject taught in class but a foundation for all areas of life.
2. Biblical principles shape the way school policies and discipline are implemented, distinguishing between school rules (which create order and structure) and biblical mandates (which are non-negotiable truths rooted in God's Word).
3. Sin and wrongdoing are addressed with love, recognising that correction is not about punishment alone but about guiding learners toward wisdom, responsibility, and spiritual growth.

A school committed to truth does not compromise on biblical values. Instead, it provides a consistent and clear moral framework that helps learners navigate a world that can often feel confusing or contradictory.

Grace: A Culture of Repentance and Restoration

A grace-filled culture does not ignore sin, nor does it excuse wrongdoing. Instead, it recognises the power of God's grace to transform hearts.

In a school setting, this means that:

1. Repentance and restoration are prioritised. Learners who make mistakes are given the opportunity to acknowledge wrongdoing, seek forgiveness, and experience renewal.
2. School leaders focus not only on outward behaviour but also on heart transformation, addressing the motivations behind a learner's actions rather than just enforcing rules.
3. Grace does not mean an absence of consequences, but rather that consequences are carried out in a way that reflects God's love and desire for growth, and not just discipline for its own sake.

A culture of grace creates an atmosphere where learners do not feel pressured to perform perfectly but instead understand that their identity and worth come from God's love, not just their achievements or failures.

Living in Grace and Truth

Holding both grace and truth together requires wisdom, discernment, and a deep understanding of God's character. Schools should strive to:

1. Model biblical truth while demonstrating compassion.
2. Encourage learners to confess and grow, rather than hide mistakes out of fear.
3. Teach that obedience to God's truth brings freedom, and that His grace is always available when we fall short.

Creating a culture of grace and truth means shaping a community where learners, teachers, and staff are both held accountable and deeply loved—reflecting the very heart of the Gospel.

Spiritual Formation in a Digital Age: Opportunities and Challenges

Understanding Spiritual Formation in Online Learning

Spiritual formation is the lifelong process of growing in Christlikeness. Traditionally, it happens in personal relationships, church gatherings, and daily life experiences. However, in today's world, learning and even spiritual growth, often takes place in digital spaces.

The question is: Can online platforms be used to disciple believers and nurture their faith?

The answer is yes, but only if online learning is designed with intentionality and community in mind. Without these, online education risks becoming isolating and purely intellectual, rather than transformational.

Online education is not just an academic tool. It can be a place of spiritual transformation but for that to happen, it must be designed with community, balance, and discipleship in mind. The digital world is a mission field, and if we use it wisely, it can help form strong, mature believers who live out their faith both online and offline.

The Four Pillars of Online Spiritual Formation

To ensure that online learning contributes to spiritual growth, we must include four key elements:

1. Community and Relationships – Faith grows in fellowship.
    - Online courses should include group discussions, mentorship, and opportunities for learners to share their experiences.
    - Digital tools should point learners back to their local faith communities. This would include their families, churches, and neighbourhoods. Digital tools can never replace these.
2. Caring for the Body – Spiritual health includes physical well-being.
    - Online education often leads to long hours at a screen, which can result in stress, fatigue, and disconnection from the real world.
    - Christian online programmes must encourage healthy habits, such as exercise, good posture, and time for rest.
    - Jesus' incarnation reminds us that our bodies matter, and our learning spaces should reflect that truth.
3. Engaging with Creation – Faith is experienced beyond the screen.
    - The digital world should not replace real-world experiences.
    - Assignments should encourage learners to go outdoors, observe creation, and reflect on God's handiwork through journaling, photography, or prayer walks.
    - When learners experience nature, they learn about God in ways that no screen can fully capture.
4. Time Management and Stewardship – Faithful discipleship requires balance.
    - Online learners must be wise stewards of their time, setting boundaries for social media, gaming, and screen time.
    - A good online programme will guide learners in balancing structured study with unstructured personal growth, allowing room for prayer, worship, and real-life relationships.
    - Time is a gift from God and managing it well is part of spiritual maturity.

The Responsibility of Christian Educators

As educators, leaders, and content creators, we have a responsibility to shape online learning experiences that nurture faith rather than distract from it.
This means:

1. Designing courses that engage the heart, not just the mind.
2. Encouraging online learners to apply what they learn in their real-world communities.
3. Modelling Christ-centered values in digital communication, ethics, and interactions.

Bridging Understanding and Action: Moving Toward the Spiritual Formation Journey

Understanding what spiritual formation is and what it is not lays a critical foundation for schools committed to cultivating Christ-centered environments. Yet, recognising the importance of spiritual formation is just the beginning. The next step is to translate this understanding into practical, actionable steps that lead to meaningful change within the school community. This can seem like a daunting task, but it is essential to remember that spiritual formation is a journey, not a quickly completed sprint. Progress, no matter how gradual, is valuable and worthy of pursuit.

Scripture reminds us of the importance of perseverance in doing what is right:

Let us not become weary in doing good, for at the proper time we will reap a harvest if we do not give up. Galatians 6:9 *(NIV)*

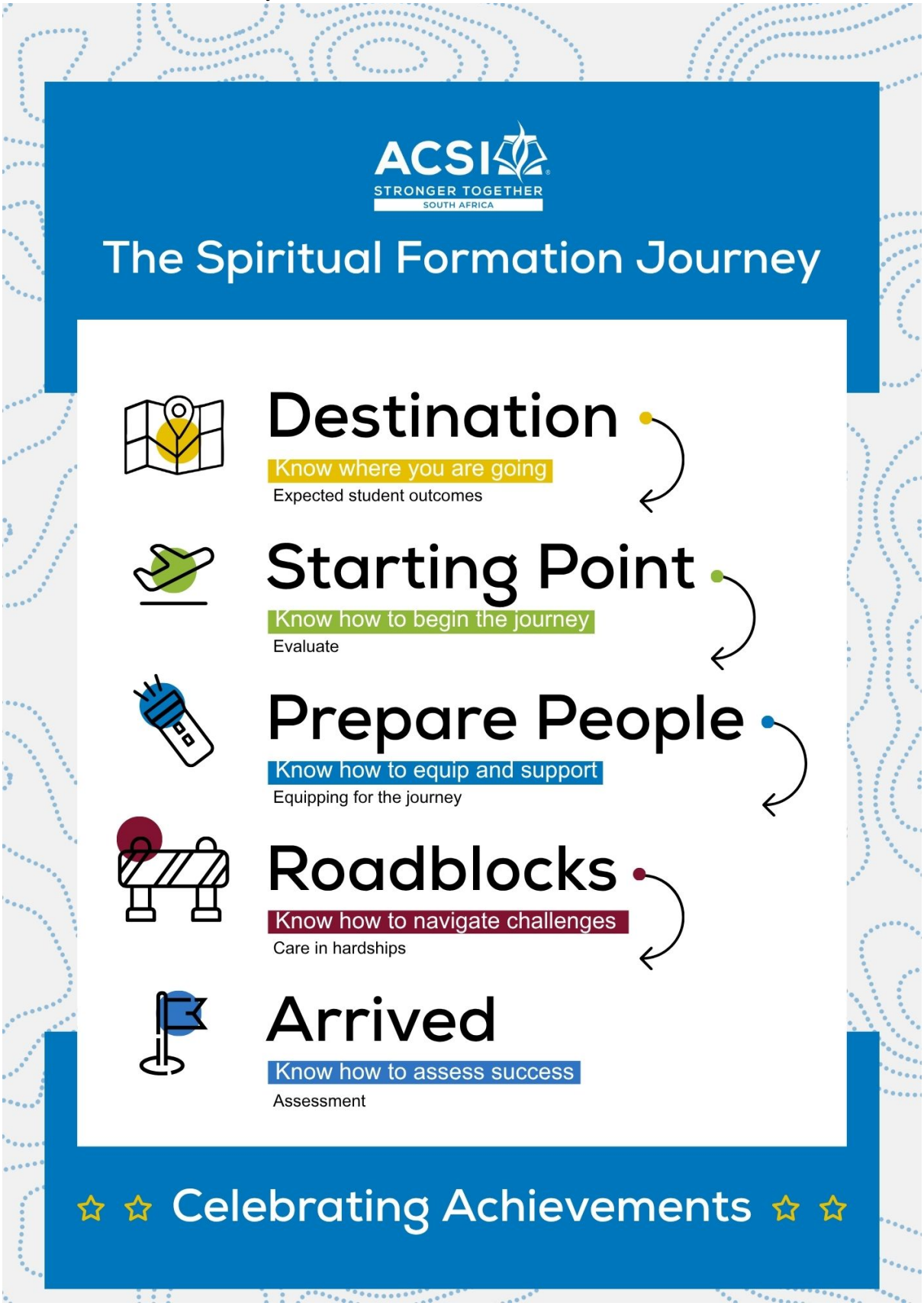
Taking that first step can feel overwhelming, especially when considering the many facets involved in spiritual formation. However, sustainable change begins with manageable goals and faithful commitment. Schools do not need to implement everything at once. Instead, they can focus on steady progress through thoughtful planning and incremental steps.

Essential Steps to Begin the Spiritual Formation Journey

Read through this Manual and take special note of the steps in the ***Spiritual Formation Journey*** that follows this section.

1. **Clarify the Vision and Purpose**
    - Revisit the school's vision, mission and spiritual goals.
    - Ensure that leadership and key stakeholders share a unified understanding of spiritual formation.
2. **Assess Current Realities**
    - Identify existing strengths as well as areas for growth.
    - Engage staff, learners, and parents in reflecting on where the school stands spiritually.
    - Appoint a *Spiritual Formation "Champion"* to lead the school on this journey over the next few years.
3. **Set Manageable Priorities**
    - Choose one or two focus areas to begin with.
    - Align these with the school's strategic plan and available resources.
4. **Develop an Action Plan**
    - Create broad, achievable steps for the chosen priorities.
    - Set clear timelines and designate responsibilities.
5. **Implement with Grace and Flexibility**
    - Start small but remain intentional.
    - Allow room for adjustments as you learn and grow through the process.
6. **Celebrate Small Wins**
    1. Acknowledge progress, even if it seems minor.
    2. Encourage the community with stories of growth and positive change.
7. **Remain Persistent and Prayerful**
    1. Stay committed, trusting that God works through faithful efforts.
    2. Seek His guidance regularly and lean on His strength through challenges.

This journey requires courage, patience, and an unwavering reliance on God's grace. As you take each step, remember that transformation is God's work in and through the school community. Progress may be slow at times, but every faithful step is a step closer to nurturing hearts and minds to be fully devoted to Christ.



The Spiritual Formation Journey



1. DESTINATION: KNOW WHERE YOU ARE GOING

As your school embarks on the journey of spiritual formation, it is essential to have a clear vision of your destination. This would be expressed as "*expected learner outcomes*". Think of this destination as the ultimate goal for your learners, teachers, and community. It is not merely about academic achievement, but a comprehensive picture of growth that includes excellence in academics, participation in sport and cultural events, strong character, spiritual maturity, a clear biblical worldview, and a heart for service.

By defining these outcomes, you set a clear goal that guides every decision and activity along the journey. This vision serves as a roadmap, ensuring that every lesson and school related experience contributes to the transformation of learners into individuals who reflect Christ in all areas of life.

Expected Learner Outcomes bring the foundational values to life and charts the course for every area of school programmes.

Insightful questions help you articulate this destination. The questions are followed by examples of expected outcomes or "destinations". The questions and examples are to help your school confidently set the destination before embarking on the journey of spiritual formation.

Questions for Defining Your Destination: Expected Learner Outcomes

Academic Excellence

1. What key academic skills and knowledge do we expect our learners to master?
2. How will we prepare learners to think critically, communicate clearly, and value lifelong learning?
3. Which subjects (e.g., mathematics, science, language, social studies, arts) are most important for our learners' academic growth?

Character and Personal Development

1. How do we want our learners to grow in self-discipline, responsibility, and emotional well-being?
2. In what ways should our learners recognise their own worth and the value of others?
3. What habits or practices will help our learners maintain balanced physical, social, and moral health?

Spiritual Formation

1. How should our learners grow in their personal relationship with God?
2. What spiritual attitudes and practices do we want to nurture throughout our school community?
3. How can we weave biblical truth and Christian values into every area of learning?

Worldview and Critical Thinking

1. What understanding of various cultures and worldviews should our learners develop?
2. How do we want learners to evaluate and reflect on truth claims in the world around them?
3. In what ways can learners learn to articulate and defend a Christian perspective on life?

Service and Community Engagement

1. How should our learners be prepared to serve others both locally and globally?
2. What role do community service and outreach play in our vision for learner growth?
3. How can we help learners develop leadership skills marked by humility and effective working together?

Skills for Life

1. What practical skills (e.g., problem-solving, effective communication, responsible use of technology) are essential for our learners?
2. How do we want our learners to manage their time, resources, and finances?
3. In what ways can we prepare learners to work well with others.
4. What would we need to do to ensure that learners make decisions based on biblical principles?

Integration and Comprehensive Growth

1. How will we ensure that academic learning, personal character, spiritual growth, and practical skills work together as part of a consistent educational experience that leads to spiritual formation?
2. What strategies will help us bring all these areas together into a well-balanced journey for our learners?
3. How can our school culture and teaching practices reinforce balanced, all-around development?

EXAMPLE 1: AI GENERATED EXPECTED LEARNER OUTCOMES

This framework aims to guide learners toward biblically based development, integrating faith and learning to prepare them for a life that honours God and serves others.

To establish clear, biblically founded Expected Learner Outcomes, consider the following framework:

Academic Excellence

1. **Pursuit of Knowledge**: Learners will strive for excellence in their academic endeavours, recognising that diligent study honours God.
2. **Effective Communication**: Learners will develop the ability to communicate clearly and persuasively, both in writing and speech, to convey truth and edify others.
3. **Critical and Creative Thinking**: Learners will employ both critical analysis and creative problem-solving skills, discerning truth and making wise decisions.
4. **Information Discernment**: Learners will learn to interpret and evaluate information accurately as they seek wisdom and understanding.
5. **Commitment to Lifelong Learning**: Learners will value self-discipline and embrace lifelong learning as a means to continually grow in wisdom and knowledge.

Character Development

1. **Intrinsic Worth**: Learners will acknowledge the inherent value of themselves and others, understanding that all are created in the image of God.
2. **Personal Responsibility**: Learners will exhibit self-control and take responsibility for their actions, reflecting integrity in their conduct.
3. **Balanced Health**: Learners will recognise and practice habits that promote balanced health, honouring their bodies as temples of the Holy Spirit.
4. **Emotional Well-being**: Learners will pursue emotional well-being, seeking peace and contentment through their relationship with God.
5. **Community and Teamwork**: Learners will practice teamwork and display sportsmanship, fostering unity and collaboration within the community.

Commitment to Truth

1. **World Exploration**: Learners will investigate the world and seek answers to life's essential questions, recognising God's hand in creation.
2. **Truth Evaluation**: Learners will critically assess truth claims, aligning their understanding with biblical principles.
3. **Biblical Worldview Articulation**: Learners will be able to articulate and defend a biblical worldview, engaging thoughtfully with opposing perspectives.
4. **Reflective Thinking**: Learners will reflect critically on past events to inform future actions, learning from history to make wise decisions.
5. **Integrity in Decision-Making**: Learners will demonstrate integrity in their choices, consistently aligning actions with biblical ethics.

Christian Service

1. **Community Service**: Learners will consider the needs of others and actively seek opportunities to serve, embodying Christ's love in action.
2. **Collaborative Efforts**: Learners will collaborate with others, recognising the strength in unity and the diverse gifts within the body of Christ.
3. **Humble Leadership**: Learners will develop leadership characteristics marked by humility, following Jesus' example of servant leadership.
4. **Talent Stewardship**: Learners will use their God-given talents for the benefit of others, contributing positively to society and the church.
5. **Cultural Appreciation**: Learners will appreciate the richness of cultural diversity, recognising the beauty of God's creation in the variety of human expression while maintaining a Christian worldview.

EXAMPLE 2: ACSI EXPECTED LEARNER OUTCOMES

ACSI believes that it is essential for partner schools to develop programmes, strategies and methodologies within the context of Biblical principles, to produce learners with a Christian worldview and lifestyle.

These expected outcomes are intended to imply age/grade appropriateness commensurate with the learners' abilities at exit grade levels who:

Academic

1. Are well prepared in all academic disciplines and are skilled in reading, writing, speaking, listening and thinking
2. Are proficient in mathematics and science.

3. Have a knowledge and understanding of people, events and movements in history (including church history), and the cultures of other peoples and places.
4. Appreciate literature and the arts and understand how they express and shape their beliefs and values.
5. Value intellectual enquiry and are engaged in the mutual and open exchange of ideas.
6. Have an appreciation for the natural environment and practice responsible stewardship of God's creation.

Spiritual Formation

1. Personally respond to carry out the Great Commission locally and around the world in a culturally sensitive manner.
2. Understand and commit to a personal relationship with Jesus Christ.
3. Know, understand and apply God's Word in daily life.
4. Respect and relate appropriately with integrity to people with whom they work, play and live.
5. Treat their bodies as temples of the Holy Spirit.
6. Are empowered by the Holy Spirit and pursue a life of faith, goodness, knowledge, self-control, perseverance, godliness, brotherly (and sisterly) kindness and love.

Worldview

1. Have a critical appreciation of languages and cultures of other peoples, dispelling prejudices, promoting inter-ethnic harmony, encouraging biblical hospitality for the 'stranger' ('alien').
2. Are committed to lifelong learning.
3. Understand the worth of all humanity as created in the image of God.
4. Can articulate and defend their Christian worldview while having a basic understanding of opposing worldviews.
5. Will possess apologetic skills enabling them to defend their faith.
6. Embrace and practice justice, mercy and peacemaking in family and society.
7. Understand that work has dignity as an expression of the nature of God.

Service and Community

1. Are actively involved in a church community, serving God and others.

Skills

1. Know how to utilise resources including technology to find, analyse and evaluate information.
2. Have the skills to question, to solve problems and to make wise decisions.
3. Understand, value, and engage in appropriate social (community) and civic activities.
4. Are prepared to practice the principles (physical, moral, spiritual, social and psychological) of healthy family living.
5. Are good stewards of their finances, time (including discretionary time) and all other resources.

EXAMPLE 3: EXPECTED LEARNER OUTCOMES (UNKNOWN SOURCE)

Faithful Caretakers who

1. Receive all God's creation - self, others, and the environment - as gifts to be cherished and renewed.
2. Care for all God's creation - self, others, and the environment - and unfold its potential for the flourishing of all and the glory of God.
3. Develop physical, social, emotional, moral, and spiritual health.
4. Cultivate practices of forming and appreciating beauty.
5. Seek God's truth, goodness, and beauty in and through diverse cultures and languages.
6. Serve God and others locally and globally.

Responsible Learners who

1. Understand subject content.
2. Develop and apply subject skills.
3. Use reliable sources to support conclusions.
4. Integrate content and skills across subjects.
5. Take initiative and persevere to deepen knowledge.

Discerning Thinkers who

1. Analyse and synthesise diverse perspectives on an issue.
2. Identify and evaluate multiple solutions to problems.
3. Revise thinking and work in pursuit of excellence.
4. Interpret all types of information.
5. Apply a Christian perspective to all areas of life and learning.

Productive Collaborators who

1. Create a positive environment that encourages respect, creativity, and flexibility.
2. Provide and receive constructive feedback.

Effective Communicators who

1. Employ various forms of communication.
2. Engage with and navigate between diverse cultures and languages.

EXAMPLE 4: EXPECTED WHOLE SCHOOL SPIRITUAL FORMATION OUTCOMES

1. **For Learners**: Development of a personal relationship with Christ, biblical literacy, Christ-like character, and active participation in the Christian community.
2. **For Staff**: Commitment to ongoing spiritual growth, professional development in faith-based teaching, and a strong sense of calling.
3. **For the Community**: Cultivation of partnerships that reflect and support the school's spiritual mission.
4. **For Parents**: Deeper involvement in faith-based parenting and school life.
5. **For Service and Outreach Projects**: Practical application of faith in the community



Starting Point

Know how to begin the journey

Evaluate

2. STARTING POINT: KNOW WHERE TO BEGIN THE JOURNEY

Every journey begins with a first step, and in the pursuit of spiritual formation within a school, that starting point is an honest understanding of the school's current context - its identity, values, and the community it serves. Just as a traveller consults a map to determine their location before setting a course, a school must begin by reflecting on what is already in place: its vision, mission, culture, and spiritual climate.

This foundational awareness provides clarity and direction, ensuring that efforts in spiritual formation are both purposeful and relevant. By knowing who they are and understanding the spiritual needs of their learners, families, and wider community, schools can chart a path forward that builds on existing strengths while addressing areas of requiring growth and development. A well-defined starting point anchors the journey, enabling schools to move forward with confidence and intentionality toward their spiritual formation goals.

Vision and Mission

The vision and mission, based on biblical principles, provide direction and purpose for the school.

Where there is no vision, the people perish. Proverbs 29:18

1. Does the school have a clearly written vision and mission statement?
2. Is the vision statement concise and purpose-driven?
3. Does the mission statement clearly outline how the vision will be implemented?
4. Are the vision and mission consistently reflected in the school's programmes, operations, and curriculum?
5. Does the leadership actively promote and integrate the vision and mission across all aspects of the school?
6. Are staff, learners, and parents regularly reminded of and aligned with the vision and mission?
7. Do the school's admission criteria require families to consider the vision and mission before applying?
8. Are applicants and their families provided with a clear explanation of how the school's vision and mission shape its culture and expectations?
9. Are the admission criteria structured to ensure alignment between the school's biblical foundation and the families it serves?
10. Is there a process in place to review and reaffirm the vision and mission to ensure continued relevance and faithfulness to biblical principles?

Foundational Documents

Foundational documents define the core principles on which a Christian school is built, providing clear direction for every area of school life. These written statements ensure consistency, faithfulness to biblical truth, and alignment in decision-making.

You shall write them on the doorposts of your house and on your gates. Deuteronomy 6:9

Statement of Faith

A Statement of Faith sets out the biblical convictions that form the foundation of the school's identity, teaching, and culture. It provides clarity on doctrinal beliefs and ensures that all aspects of the school reflect a consistent biblical worldview.

Key Questions for Defining or Assessing a Statement of Faith

1. Does the Statement of Faith clearly express the school's biblical foundation?
2. Is it rooted in Scripture, with key verses supporting each doctrinal point?
3. Does it affirm core Christian beliefs, such as the authority of Scripture, the nature of God, salvation through Christ, and the work of the Holy Spirit?
4. Does it uphold a biblical understanding of manhood, womanhood, sexuality, and marriage?
5. Is the Statement of Faith written clearly, is it unambiguous, and aligned with the school's mission?
6. Is it included in enrolment materials so that families understand and agree to the school's beliefs?
7. Are staff and board members required to affirm and uphold the Statement of Faith?
8. Is the Statement of Faith reviewed periodically to ensure clarity and faithfulness to Scripture?

School Culture

A school's culture profoundly shapes the spiritual formation of its learners. It is the lived expression of its vision, mission, and biblical values in daily interactions, attitudes, and practices. A Christ-centered school culture fosters spiritual growth, discipleship, and a love for God and others.

Whatever you have learned or received or heard from me, or seen in me—put it into practice. And the God of peace will be with you. Philippians 4:9

Key Questions for Defining or Assessing School Culture

1. Is the school's culture intentionally shaped by the vision, mission, and biblical foundations?
2. Does the daily life of the school reflect Christ-like values such as love, integrity, humility, and servant leadership?
3. How does the school encourage spiritual disciplines such as prayer, worship, and engagement with Scripture?
4. Do relationships between learners, staff, and parents reflect respect, grace, and biblical conflict resolution?
5. Are staff and leadership intentional in modelling biblical character and fostering a spiritually nurturing environment?
6. How does the school ensure that policies, discipline, and learner expectations align with biblical principles?
7. Are there structured opportunities for mentoring and discipleship within the school community?

8. Does the school environment encourage learners to take personal ownership of their faith and grow in spiritual maturity?
9. How does the school celebrate and reinforce biblical values in both formal and informal settings?
10. Is the school culture regularly evaluated to ensure alignment with biblical principles and the intended spiritual formation outcomes?

School Philosophy of Education

A school's philosophy of education defines its approach to teaching and learning, ensuring that all educational practices align with biblical truth. It shapes how knowledge is presented, how learners are discipled, and how academic excellence is pursued in a way that honours God. A well-defined philosophy of education provides clarity and consistency in decision-making, curriculum development, and classroom practice.

To effectively carry out spiritual formation, the school must first define or assess their own Christian Philosophy of Education.

This process includes:

1. Studying Scripture – Understanding what the Bible says about wisdom, knowledge, and the role of education.
2. Defining Core Beliefs – Articulating how faith shapes teaching methods, discipline, and learner engagement.
3. Aligning Curriculum and Instruction – Ensuring that all subjects and activities point back to biblical truth.
4. Living Out Biblical Values – Modelling Christlike character in the classroom and beyond.

The fear of the Lord is the beginning of knowledge,
but fools despise wisdom and instruction. Proverbs 1:7

Key Questions for Defining or Assessing the School's Philosophy of Education

1. Has the school developed a clearly written philosophy of education that is rooted in biblical principles?
2. Does the philosophy of education articulate the school's understanding of the purpose of education from a Christian worldview?
3. How does the school integrate biblical truth into every subject and learning experience?
4. Does the philosophy of education reflect a commitment to both academic excellence and spiritual formation?
5. How are teachers equipped to teach from a biblical worldview and disciple learners in their faith?
6. Is the philosophy of education reflected in teaching methods, classroom discipline, and learner engagement?
7. How does the school define success in education beyond academic achievement?
8. Are parents informed about and in agreement with the school's philosophy of education before enrolling their child?
9. How does the leadership ensure that decisions, policies, and curriculum choices remain aligned with the philosophy of education?
10. Is the philosophy of education regularly reviewed to ensure continued faithfulness to biblical truth and effectiveness in the school's context?

Once a Christian Philosophy of Education is in place, it should be applied it in daily practice by:

1. Integrating Scripture naturally into every subject, helping learners see God's truth in math, science, history, language, and the arts.
2. Encouraging deep thinking by guiding learners through faith-based discussions and real-world applications.
3. Creating a nurturing environment where grace, discipline, and encouragement work together to shape learners' hearts.
4. Equipping learners to discern truth in a world filled with conflicting messages, helping them stand firm in their faith.

By developing and applying a Christian Philosophy of Education, teachers do more than instruct. They shepherd learners toward Christ, shaping not only their academic growth but also their spiritual formation.

Biblical Foundation and Worldview Development

A biblical foundation is the cornerstone of Christian education, shaping the way learners see God, themselves, and the world. A well-defined biblical worldview helps learners interpret knowledge, life experiences, and moral decisions through the lens of Scripture. Schools that intentionally develop a biblical worldview equip learners to think critically, stand firm and defend their faith, and engage with the world as ambassadors for Christ.

> *See to it that no one takes you captive through hollow and deceptive philosophy, which depends on human tradition and the elemental spiritual forces of this world rather than on Christ.* Colossians 2:8

Key Questions for Defining or Assessing Biblical Foundation and Worldview Development

1. Does the school have a clearly articulated biblical foundation that underpins all aspects of education and school life?
2. How does the school ensure that a biblical worldview is consistently taught and integrated into every subject and activity?
3. Are learners equipped to analyse and respond to cultural and moral issues through a biblical lens?
4. Does the school provide training for teachers to effectively disciple learners and model a Christ-centered worldview?
5. How does the school evaluate whether learners are developing a firm biblical worldview?
6. In what way are the school's policies, practices, and discipline procedures aligned with biblical principles?
7. How does the school encourage and equip parents to reinforce a biblical worldview at home?
8. How are older learners taught to defend their faith with clarity, confidence, and biblical accuracy?
9. Does the leadership ensure that external influences, such as curriculum materials and guest speakers, align with the school's biblical foundation?
10. Is there a structured plan for ongoing worldview development across all grade levels?

Biblical Literacy

Biblical literacy is essential for spiritual growth, discernment, and a firm foundation in faith. A Christian school must ensure that learners not only know the Bible but also understand its truths, apply them in daily life, and grow in their relationship with God. A well-structured

approach to biblical literacy equips learners to navigate life with wisdom, defend their faith, and live out God's calling.

Your word is a lamp to my feet and a light to my path. Psalm 119:105

Key Questions for Defining or Assessing Biblical Literacy

1. Does the school have a structured plan for teaching the Bible at every grade level?
2. Are learners being taught how to study Scripture effectively, including context, interpretation, and application?
3. Do learners engage with the full scope of biblical teaching, including Old and New Testament narratives, doctrine, and biblical history?
4. How does the school assess learners' biblical knowledge and their ability to apply it to real-life situations?
5. Are teachers equipped and trained to integrate biblical teaching effectively across all subjects?
6. Does the school encourage memorisation of key Bible verses and provide opportunities for reflection and discussion?
7. How are learners taught to connect biblical principles to current cultural and moral issues?
8. Are learners encouraged and trained to develop personal devotional habits and a love for God's Word?
9. Does the school provide opportunities for learners to engage in biblical discussions, apologetics, and discipleship?
10. Are parents encouraged to reinforce biblical literacy at home?

Parent Mandate and Engagement

Parents are given the primary responsibility for the spiritual, moral, and academic training of their children. The school functions as a partner, supporting families in their God-given role. A strong, biblical partnership between the school and parents strengthens the child's development and ensures alignment between home and school values.

Train up a child in the way he should go;
even when he is old he will not depart from it. Proverbs 22:6

Key Questions for Defining or Assessing Parent Mandate and Engagement

1. Does the school affirm and communicate that parents are the primary educators of their children, particularly in matters of spiritual formation, faith and character?
2. Does the framework for parent-school partnership outline roles and expectations especially with regards to spiritual formation?
3. How does the school equip and encourage parents to actively participate in their child's spiritual and academic formation?
4. Are parents given opportunities for involvement in school activities, discipleship programmes, and decision-making where appropriate?
5. Does the school provide resources, training, or workshops to help parents nurture biblical values at home?
6. What communication channels are in place to keep parents informed and engaged with their child's progress, school initiatives and spiritual formation?
7. How does the school ensure that its policies, teaching, and culture align with the biblical values that parents seek to instill in their children?
8. Are new parents introduced to the school's biblical foundation, expectations, and philosophy of education upon enrolment?

Communication of Expectations

Clear and consistent communication of expectations ensures that all members of the school community (learners, parents, staff, and leadership) understand their roles and responsibilities. When expectations are well-defined and rooted in biblical principles, they provide a framework for accountability, unity, and excellence in Christian education.

*Let your 'Yes' be 'Yes,' and your 'No,' 'No'…*Matthew 5:37

Key Questions for Defining or Assessing Communication of Expectations

1. Are the school's vision, mission, and core values clearly communicated to all stakeholders?
2. How are the biblically aligned codes of conduct for learners and parents communicated?
3. How does the school ensure that expectations regarding academic standards, behaviour, and spiritual growth are consistently communicated?
4. In what ways are school policies and guidelines accessible, understandable, and regularly reviewed with staff, parents, and learners?
5. What methods does the school use (e.g., handbooks, orientation meetings, newsletters, digital platforms) to communicate expectations effectively?
6. Does the school provide structured opportunities for parents and learners to ask questions and seek clarification on expectations?
7. How does the school ensure that staff consistently uphold and model the communicated expectations?
8. How are the biblically based disciplinary and conflict resolution procedures communicated?
9. What means does the school use to regularly assess whether expectations are being understood and followed?
10. Are expectations reinforced through ongoing discussions, training, and engagement with parents, staff, and learners?

School Values

The values of a Christian school shape its culture, guide decision-making, and influence the character formation of learners. These values must be biblically grounded, clearly articulated, and consistently upheld in all aspects of school life. When school values are lived out, they foster an environment where learners grow in wisdom, integrity, and Christlike character.

Teach them to your children, talking about them when you sit at home
and when you walk along the road,
when you lie down and when you get up. Deuteronomy 11:19

Key Questions for Defining or Assessing School Values

1. Are the school's values biblically based, have they been clearly defined and documented?
2. If so, how are these values integrated into daily school life, including academics, discipline, relationships, and decision-making?
3. Do staff members model the school's values in their interactions with learners, parents, and colleagues?
4. How are learners encouraged and equipped to embrace and live out the school's values?
5. In what ways are parents informed about and asked to align with the school's values to reinforce them at home?

6. What training and professional development does the school provide to help staff uphold and teach the values effectively?
7. How does the school ensure that policies, programmes, and extracurricular activities reflect its values?
8. Are prospective learners and families made aware of the school's values before enrolment?
9. How does the school assess whether its values are being effectively communicated and practiced?
10. What processes are in place to evaluate and reaffirm the relevance and application of the school's values over time?

Family Values

A Christian school recognises that the family is the primary place where children are nurtured in faith and character. The school should seek to support and partner with families in reinforcing biblical values that shape a child's worldview and behaviour. A strong alignment between the school's values and those of the families serves to create a stable foundation for spiritual, academic, and personal growth.

As for me and my house, we will serve the Lord. Joshua 24:15

Key Questions for Defining or Assessing Family Values in the School Context

1. By what means does the school affirm and uphold the biblical role of the family in a child's spiritual and moral formation?
2. How does the school partner with families to reinforce biblical values at home and in school?
3. In what ways is the commitment to biblical family values reflected in the school's policies, curriculum, and community interactions?
4. How does the school support families in their role as primary educators in spiritual formation, faith and character development?
5. Does the school provide guidance to parents on how to nurture their children in biblical family values?
6. How does the school handle situations where family values may not align with biblical principles?
7. Are learners encouraged to honour and respect their families while being guided by biblical truth?
8. How is the expectation that families enrolling in the school support its biblical values and philosophy communicated to prospective parents?



Prepare People

Know how to equip and support

Equipping for the journey

3. PREPARE PEOPLE: EQUIPPING FOR THE JOURNEY

Spiritual formation in a Christian school is a journey that requires intentional preparation. Every member of the school community (learners, parents, staff, administration, board members, volunteers, alumni, churches, and the broader community) plays a role in fostering an environment where faith can be nurtured and lived out. Preparing for this journey involves equipping individuals with biblical knowledge, spiritual disciplines, and practical tools to live out their faith in alignment with the school's mission. A shared understanding of the school's biblical foundation ensures that spiritual growth is not left to chance but is actively pursued and supported at every level.

Training and Support: School Overview

1. In what ways does the school approach equipping all stakeholders for spiritual formation?
2. How is responsibility for leading and overseeing training and spiritual development structured within the school?
3. How is biblical integration intentionally woven into every aspect of school life, including academics, relationships, and decision-making?
4. In what ways are teachers, staff, and leadership prepared to disciple learners and model a Christ-centered life?
5. How does the school cultivate a culture of ongoing spiritual growth and accountability among staff, learners, and families?
6. How are parents supported with resources and training to nurture their children's faith development at home?
7. In what ways is the board equipped to make biblically grounded decisions that uphold the school's spiritual mission?
8. How are volunteers, alumni, and community partners prepared to support the school's spiritual goals?
9. How does the school evaluate the effectiveness of its training programmes, and how are adjustments made to improve them?
10. What expectations and accountability structures are in place to sustain the school's spiritual climate?

Learners

Learners should be guided and encouraged to grow into the fullness of who God created them to be, using their gifts and abilities to honour Him. While true transformation is the work of the Holy Spirit, the school's role is to model Christlike living and mentor learners in their faith journey, helping them to seek Christ, know Him with their minds, love Him with their hearts, and follow Him in obedience.

Laying Foundations

1. How are learners taught the foundational truths of Scripture in a way that is age-appropriate and understandable?
2. What approaches are consistently and intentionally implemented to teach the gospel across all aspects of school life?
3. Is the gospel presented in a way that is free from cultural barriers or distortions?
4. How are learners introduced to Jesus Christ and the gospel?
5. How does the school create opportunities for learners to personally engage with and respond to the gospel message?
6. In what ways are staff equipped to model and communicate the truth of Jesus Christ effectively?

Corporate Worship

1. How is corporate worship intentionally designed to draw learners into deeper relationship with Christ rather than being an experience centered on self-expression?
2. In what ways is worship designed to reflect biblical truth and guide learners to honour God with reverence, gratitude, and obedience?
3. How are learners equipped to understand the purpose of worship is a response to who God is, rather than merely an emotional or personal experience?
4. How do school-led worship gatherings reinforce the school's spiritual formation goals and align with biblical teaching?
5. What appropriate guidance and oversight is in place to ensure that worship remains God-honouring, biblically sound, and spiritually formative for all learners?

Discipleship Groups

1. In what ways do discipleship groups foster a safe and nurturing environment where learners can share their joys and burdens in a Christ-centered way?
2. How are learners intentionally taught to live as part of the body of Christ, building a community marked by forgiveness, grace, and truth in love?
3. What opportunities are provided for learners to grow spiritually and integrate their faith into daily life rather than viewing it as separate from their education and personal development?
4. How does discipleship focus on equipping learners to use their God-given gifts and abilities for His glory?
5. In what ways are mentors or facilitators trained to guide discipleship groups, ensuring wisdom and accountability in spiritual growth?
6. How do discipleship groups intentionally foster accountability and encourage learners to walk in obedience to Christ?
7. How are learners equipped to disciple others, share their faith, and invest in others spiritually?
8. What structures and evaluations are in place to guide discipleship groups to ensure they remain Christ-centered rather than becoming purely social gatherings?
9. How are biblical truths consistently applied within discipleship groups to help learners navigate real-life challenges from a biblical worldview?
10. What methods are used to assess the effectiveness of discipleship groups in contributing to spiritual formation?

Biblically Integrated Academics, Extra-Murals, Sport, and Creative Arts

1. How is biblical truth intentionally woven into all academic subjects to help learners see the world through a biblical lens?

2. In what ways do teachers integrate a biblical worldview into lesson plans, classroom discussions, and assessments?
3. How are learners encouraged to use Scripture to think critically about secular viewpoints?
4. How are extracurricular activities, including clubs, service projects, and leadership training, designed to nurture Christlike character and servant-hearted leadership?
5. How does the school uphold biblical values in its approach to competition, teamwork, and personal excellence in sports and physical education?
6. In what ways do mentors and coaches model Christlike behaviour, emphasising sportsmanship, perseverance, and integrity?
7. How are the creative arts (music, drama, visual arts) used to glorify God and express biblical truth rather than merely reflecting secular culture?
8. How are learners encouraged to use their talents and creativity as acts of worship and service to God?
9. In what ways do school performances, exhibitions, and sports events align with the school's vision and mission while reinforcing Christian values?
10. How are all aspects of school life, including academics, extracurricular activities, sports, and the arts, evaluated to ensure they remain Christ-centered?

Bible (Theological) Training

1. How does the school provide structured Bible instruction that builds a strong theological foundation for learners?
2. In what ways are learners taught to study the Bible using proper interpretive methods (e.g., understanding historical context, conducting literary analysis, and recognising biblical themes)?
3. How are learners equipped to discern biblical truth from cultural influences or doctrinal distortions?
4. How does the school cultivate spiritual disciplines such as prayer, meditation on Scripture, and personal devotion alongside Bible study?
5. What opportunities do learners have to engage in apologetics training, enabling them to defend their faith with confidence and clarity?
6. How does the school provide age-appropriate opportunities to explore biblical history, systematic theology, and Christian doctrine?
7. In what ways do teachers both model and mentor learners in applying biblical principles to daily decision-making and moral reasoning?
8. How are learners encouraged to connect Bible study with practical Christian living, service, and discipleship?
9. What intentional structures are in place to ensure learners experience ongoing spiritual growth and mature in their faith throughout their schooling?

Mission Activities

1. Are learners intentionally guided to recognise both the physical and spiritual needs of the world around them?
2. Does the school provide structured opportunities for learners to engage in meaningful service and mission activities?
3. Are ministry and service opportunities integrated into the broader spiritual formation of learners?
4. Do mission and service activities include both evangelism and practical acts of compassion and justice?

5. Are learners equipped with biblical knowledge and practical skills to share Christ effectively in different contexts?
6. How does the school ensure that service activities encourage long-term spiritual growth rather than being merely event-based?
7. Are mission and service opportunities aligned with the school's vision, values, and theological perspective?
8. Does the school partner with local churches and ministries to avoid competing with church-based outreach efforts?
9. Are learners encouraged to view service and mission as a lifelong calling rather than just a school activity?
10. How does the school assess the impact of mission activities on both learners and the communities they serve?
11. Are learners challenged to develop a biblical understanding of justice, mercy, and stewardship as part of their mission engagement?
12. Are learners given opportunities to reflect on and debrief their experiences in mission and service so that these experiences connect them to their faith journey?

Teachers and Staff

Teachers and staff play a crucial role in shaping the spiritual formation of learners, not only through instruction but through the example of their lives. As teachers and staff grow in their own faith, they model a Christ-centered life, integrating biblical truth into their teaching, decision-making, and interactions. Staff members are called to be faithful stewards of their influence. Their personal relationship with Christ should be evident in their conduct, commitment, and care for those they serve.

Work Environment

1. What evidence does the school require from employees to demonstrate a clear testimony of faith in Christ and agreement with the school's statement of faith and code of ethics?
2. How does the school develop a culture where staff and learners relate as fellow-heirs in Christ, demonstrating grace, respect, and mutual edification?
3. In what ways does the school encourage staff to use their gifts and talents to influence both the school community and the broader society?
4. Are there intentional structures in place to foster meaningful relationships between staff and learners, ensuring that learners are known, supported, and discipled?
5. How does the school equip and encourage staff to take positions of leadership that promote both academic excellence and spiritual growth?
6. Is the written, biblically based policy for conflict resolution known to staff and effectively implemented among staff and learners?
7. How does the school handle workplace conflicts to reflects biblical principles and foster reconciliation?
8. How does the school ensure that its work environment remains Christ-centered so that positive relationships are built, mutual encouragement practiced, and a strong sense of Christian community maintained?
9. In what ways does the school provide opportunities for staff members to engage in prayer, Bible study, and spiritual support?
10. What evaluation methods are in place to ensure that the number of school leaders and staff are sufficient to meet the needs of the school without compromising the well-being of employees?

11. How does the school's leadership promote a work-life balance that allows staff to serve effectively without experiencing burnout?
12. What structures are in place to regularly evaluate and improve the spiritual climate of the work environment?
13. Are there mentorship and professional development opportunities that help staff grow in both their faith and their teaching effectiveness?
14. Does the school provide emotional, spiritual, and professional support for staff members facing personal or ministry-related challenges?

Credentialing and Academic Proficiency

1. What processes are in place to ensure that all academic and support staff hold the necessary qualifications and experience for their roles?
2. Does the school ensure that all teaching staff are registered with SACE (South African Council for Educators) and meet its professional development requirements?
3. How does the school verify that all teaching staff and leadership meet ACSI certification/licensing requirements or an approved alternative?
4. Are external instructors, coaches, and guest speakers screened to ensure they align with the school's spiritual formation journey and biblical values as well as educational standards?
5. What measures are in place to ensure that outside programmes and personnel follow the school's safety and instructional guidelines while incorporating a biblical worldview?
6. How does the school ensure that teachers are equipped to effectively assess and interpret learner performance data to improve learning outcomes?
7. How does the school balance academic proficiency with spiritual formation, ensuring that both are prioritised in teacher qualifications and training?
8. How does the school ensure that Christian education principles and spiritual formation guidelines are upheld in all subjects, including STEM, Humanities, and Creative Arts?
9. How does the school evaluate whether academic policies support both excellence in education and spiritual formation?
10. What training and support does the school provide for teachers to use assessment results in shaping spiritual formation, instructional strategies and long-term academic planning?

Biblical Worldview and Integration Training

1. How does the school structure and sustain an ongoing training programme to equip teachers and leadership with a deep understanding of the biblical worldview and its application across all subjects?
2. In what ways does the school assess the effectiveness of its biblical worldview training, and how are the results used to promote continuous improvement?
3. How are teachers provided with practical tools and strategies to integrate biblical truth into academic disciplines, extracurricular activities, and the overall school culture?
4. How does the school ensure that biblical worldview training moves beyond theory to produce real-life application within the school environment?
5. In what ways are teachers and staff encouraged to grow spiritually and develop a stronger biblical foundation for both their personal and professional lives?
6. How does the school provide mentorship or coaching for new teachers to help them effectively integrate biblical truth into their teaching practices?
7. How does the school evaluate whether teachers and staff personally embrace and live out the biblical worldview they are teaching?

8. What steps are taken to ensure that school policies, discipline procedures, and teaching methodologies consistently align with a biblical worldview?
9. How are staff encouraged and supported in their participation in local churches, and how is their active faith life modelled for learners?
10. How does the school foster relationships between leadership, staff, and church leaders to ensure consistency in biblical teaching and discipleship?
11. What opportunities are provided for staff to engage in biblical studies, theological discussions, or professional development courses that strengthen their faith and teaching practices?
12. How does the school train teachers to recognise and challenge secular worldviews that may influence learners' thinking?
13. In what ways is the biblical worldview intentionally woven into daily classroom interactions, rather than being treated as an occasional add-on?
14. How are teachers equipped with age-appropriate resources to help learners grasp and apply biblical principles across various subjects?
15. How does the school ensure that non-teaching staff (e.g., administration, support personnel) receive biblical worldview training so that every interaction with learners reflects Christian values?

Learner Discipleship Groups Training for Staff

To ensure that staff members are equipped to effectively lead and disciple learners, training should focus on biblical mentorship, relational discipleship, and practical application.
The following questions guide in assessing and strengthening the leadership approach to learner discipleship groups:

1. Biblical Foundation and Personal Discipleship

1. How are staff members encouraged and equipped to grow in their own faith before leading discipleship groups?
2. How are staff trained to demonstrate the fruit of the Spirit in their leadership as well as model Christ-like character,
3. How does the school provide ongoing spiritual development opportunities for staff to deepen their understanding of biblical discipleship?

2. Training and Preparation for Leading Discipleship Groups

1. How does the school ensure that staff understand the purpose and biblical model of discipleship as distinguished from general teaching or counselling?
2. Are clear steps, expectations and guidelines defined for staff leading discipleship groups?
3. What structured training to equip staff with biblical, theological, and practical skills for leading discipleship groups does the school offer?
4. How are staff supported and mentored in their role as discipleship leaders, especially staff who are new to the role?

3. Building Meaningful Relationships

1. How do staff members cultivate an authentic and trusting environment where learners feel safe to share and grow?
2. What training and equipping of staff is done to ensure effective listening and pastoral care skills that support learners in their faith journey?
3. How does the school encourage staff to model relational discipleship, walking alongside learners rather than simply instructing them?

4. Integration with Biblical Worldview and School Culture

1. How are discipleship groups structured to align with the school's biblical mission and values?

2. In what ways are discipleship groups assisted to be help learners live out their beliefs and be intentional about integrating faith into real-life applications?
3. How do staff ensure that discipleship groups do not become merely social gatherings, but remain Christ-centered and spiritually transformative?

5. Multiplication and Leadership Development

1. How are staff members trained to empower learners to disciple others, fostering multiplication of faith?
2. What opportunities are learners given, under the guidance of staff, to lead within discipleship groups?
3. How does the school measure the effectiveness of discipleship training, ensuring that it is bearing fruit in the lives of both learners and staff?

Professional Development

A strong professional development programme ensures that teachers and staff are continually growing in their faith, instructional skills, and leadership abilities. The following questions help a school assess the quality, effectiveness, and biblical integration of its professional development approach.

1. Commitment to Continuous Growth

1. How does the school encourage a culture of lifelong learning among teachers and staff?
2. Are professional development opportunities aligned with the school's mission and vision, incorporating both academic excellence and spiritual formation?
3. How does the school ensure that professional development includes training in the Bible, biblical integration, and Christian philosophy of education?
4. In what ways does the school support staff in ongoing professional development, including workshops, further studies, and faith-based training?
5. How does the school train staff to promote a positive, Christ-centered school culture that fosters emotional wellbeing?
6. How often and how regularly are staff professionally trained on conflict resolution, respectful communication, and creating a safe environment for all?
7. What training is in place for staff and volunteers to know how to respond effectively in the event of a crisis?

2. Instructional Excellence and Best Practices

1. Does the school provide training in research-based instructional strategies that support learning and engagement?
2. How are teachers equipped to effectively use instructional resources to enhance classroom learning?
3. How does the school evaluate whether professional development programmes are resulting in improved teaching and learner achievement?

3. Biblical Integration and Faith-Based Instruction

1. How are biblical worldview and integration training embedded into the professional development programme?
2. How does the school assess whether staff are effectively incorporating a biblical perspective into their teaching and leadership?
3. How are teachers and staff trained to disciple learners and help them grow in faith through their daily interactions?

4. Leadership Development and Staff Evaluation

1. What processes for evaluating school leadership and instructional staff are in place?
2. How are appraisal criteria and growth plans communicated to staff?

3. How does the appraisal process include biblical worldview integration as a key competency for instructional staff?
4. How are emerging leaders within the school identified, mentored, and equipped for leadership roles?

Teacher/Staff Mentoring

Mentoring plays a crucial role in developing teachers and staff both professionally and spiritually. A structured mentoring programme fosters leadership development, discipleship, and the integration of faith into professional roles.
The following questions help to assess the approach to mentorship, leadership development, and spiritual growth among staff.

1. Mentoring and Discipleship of Staff

1. What mentorship programmes for new or less experienced teachers are in place to ensure growth in both teaching competency and spiritual leadership?
2. How are staff members encouraged to become mentors who disciple others and live out their faith in their professional roles?
3. What intentional practices are in place to develop emerging leaders among staff and school leadership?
4. How does the school ensure that well equipped staff mentor their colleagues in spiritual formation and guide them to grow in faith?

2. Spiritual Growth and Discipleship

1. How does the school support teachers and staff in deepening their personal relationship with Christ through Scripture, prayer, and solitude?
2. What opportunities are given to teachers and staff for spiritual retreats, prayer groups, or Bible studies to strengthen their faith?
3. How does the school encourage ongoing discipleship and accountability relationships among staff members?

3. Onboarding and Professional Support

1. What onboarding process supports new teachers and staff?
2. How are new employees integrated into the school's mission, culture, and expectations for faith-based teaching?
3. How does the school ensure that mentorship includes both personal and professional development for teachers and staff?

Parents/Caregivers

The spiritual formation of children is a shared responsibility between the home and the school. While parents are the primary spiritual influencers in their children's lives, the school plays a vital role in reinforcing biblical values, providing discipleship opportunities, and fostering a Christ-centered learning environment. A strong partnership between parents and the school ensures that learners receive consistent biblical guidance, encouragement, and accountability both at home and in their educational setting. Through intentionally working together, parents and the school nurture learners to become spiritually mature, Christ-following individuals who integrate their faith into all aspects of life.

Academic Philosophy

1. How does the school communicate its Christian philosophy of education to parents?
2. How are parents given opportunities to ask questions and receive thoughtful, biblically grounded answers about the school's approach to education?

3. In what ways does the school help parents understand and embrace the gospel of grace as it is practiced within the school community?
4. How does the school ensure that parents feel informed and included in the integration of biblical principles into academics?
5. What structured opportunities and regular touchpoints (like meetings, newsletters, events) are provided for parents to discuss, engage with school leadership and reflect on how a biblical worldview is integrated into the curriculum and school culture?
6. What measures are in place to assess whether parents feel aligned with and supported in the school's spiritual and academic mission?
7. What workshops and/or resources are offered to parents to equip them in supporting their child's spiritual and academic development at home?
8. How does the school gather and utilise feedback from parents to refine its approach to biblical integration and academic excellence?

Policies, Procedures, and Governance

1. How does the school ensure that parents are well-informed about policies, procedures, and governance structures?
2. Are policies communicated in a way that is accessible and easy for parents to understand?
3. Does the school provide opportunities for parents to ask questions and give feedback on policies that affect their children?
4. Are parents given a voice in the policy review this process?
5. Are policies designed to encourage and support parents in their role as primary spiritual nurturers of their children?
6. What opportunities exist for parents to engage with the school's governance, such as advisory boards or parent committees?
7. How does the school ensure that governance decisions consider the needs and concerns of parents?
8. What processes are in place for parents to provide feedback or raise concerns about governance and decision-making?
9. How does the school cultivate a culture where staff, learners, and parents see governance as a reflection of servant leadership?
10. How does the school guide parents in approaching conflict resolution with a spirit of grace, unity, and biblical wisdom?
11. How are parents provided with a clear understanding of their legal rights and responsibilities within the school community?
12. How are parents educated about the school's policies regarding privacy, data protection, and safeguarding of children?
13. How does the school encourage parents to take an active role in supporting and upholding school policies at home?
14. Does the school regularly evaluate whether its policies foster spiritual formation in a strong partnership between school and home?

Parent Engagement

1. Communication and Partnership

1. How does the school ensure ongoing, two-way communication with parents regarding their child's academic, spiritual, and personal growth?
2. Are communication channels (e.g., newsletters, parent-teacher meetings, online portals) accessible and effective for all parents?

3. Does the school provide opportunities for parents to ask questions, share concerns, and give feedback on school practices?
4. How does the school ensure transparency in decision-making processes that impact families?

2. Equipping Parents for Spiritual Leadership

1. In what ways does the school support parents in raising their children in the "nurture and admonition of the LORD" (Ephesians 6:4)?
2. What biblical parenting resources, workshops, or training does the school provide to assist parents in discipling their children at home??
3. What guidance does the school provide to parents on how they can integrate faith into daily family life?
4. How does the school encourage parents to pray for and with their children?

3. Parental Involvement in School Activities

1. What opportunities exist for parents to actively participate in school life (e.g., volunteer roles, mentoring, school events, discipleship groups)?
2. How does the school encourage parents to be involved in their child's spiritual formation?
3. What opportunities are there within the school context for parent-led prayer groups and Bible study sessions?

4. Partnership in Discipleship and Character Formation

1. How does the school equip parents to be the primary disciplers of their own children?
2. Are there structured programmes or training sessions that help parents apply biblical principles in parenting?
3. How does the school support parents in growing their personal relationship with Christ to lead their children spiritually?
4. Are parents encouraged to establish family devotion times, prayer routines, and faith discussions at home?
5. How does the school engage parents in discussions about biblical values, character development, and worldview formation?
6. What guidance are parents given on how to reinforce at home the biblical principles taught at school?
7. What resources for handling challenges such as peer pressure, media influence and moral decision-making does the school provide?
8. What tools are parents given to address challenges such as discipline, screen time, social influences, and peer pressure from a biblical perspective?
9. What forums are available for parents to learn about and apply principles of godly decision-making for themselves and their children?
10. How does the school help parents guide their children to stay on a life-path that honours God?

5. Accountability and Feedback Mechanisms

1. How does the school assess the effectiveness of its parent engagement strategies?
2. How does the school gather parental input and improve collaboration (example - regular surveys or forums)?
3. How are parents given opportunities to share testimonies or concerns about their family's spiritual journey?
4. How does the school address parental concerns?

Family and Community Building

1. Mentoring and Discipling Other Parents

1. In what ways are parents given opportunities to mentor and disciple other parents within the school community?
2. What parent-to-parent discipleship groups and accountability partnerships are in place?
3. How does the school foster a culture where experienced parents can guide younger or new parents in biblical parenting?
4. What structured programmes exist to train parents to share the gospel and disciple others in their communities?

2. Encouraging Parental Involvement in the School Community

1. How are parents encouraged to use their spiritual gifts and talents to serve within the school community?
2. What opportunities exist for parents to contribute in ways that bless the school and strengthen the vision and mission?
3. What does the school do to recognise and affirm parents who are actively engaged in service and discipleship?

3. Strengthening Fathers as Spiritual Leaders

1. How does the school engage fathers in leadership, discipleship, and service within the school community?
2. How are fathers intentionally trained and encouraged to embrace their biblical role in the family?
3. What mentorship programmes and support networks are provided for fathers?
4. What opportunities are fathers given to be "fathers to the fatherless" by mentoring or supporting children who lack a strong male role model?

4. Building a Christ-Centered Community

1. How does the school facilitate connections between families who share similar values and convictions?
2. How does the school create a culture where families support and encourage one another in their faith journey?
3. What community events, family activities and training workshops are planned into the annual programme that will strengthen relationships and foster unity?

Board

A Christ-centered school requires a board that is firmly rooted in biblical principles and committed to advancing the spiritual formation of its learners, staff, and families. The board plays a crucial role in shaping the school's mission, policies, and direction in a way that upholds a biblical worldview. Their leadership should not only ensure operational excellence but also actively nurture a culture of discipleship, integrity, and spiritual formation.

To be effective in this role, the board must be intentional about spiritual leadership especially in seeking God's wisdom, engaging in continuous growth, and modelling biblical governance. By prioritising biblical training, accountability, and prayer, the board sets the spiritual tone of the school and ensures that all policies, strategies, and structures align with the school's commitment to Christ.

A well-prepared board engages in self-evaluation, ongoing professional development, and clear succession planning to sustain a legacy of faithfulness. Through prayerful governance and servant leadership, the board provides a strong foundation that enables the school community to flourish in faith and learning.

Vision, Mission, and Core Values: Board Oversight and Stewardship

1. **Oversight and Accountability**
    1. How does the board assess whether the school is living out its vision, mission, and core values in all aspects of its operations?
    2. What processes does the board use to hold the school leadership accountable for alignment with these guiding principles?
    3. How regularly does the board receive reports or data demonstrating alignment between school practices and its foundational beliefs?
2. **Review and Relevance**
    1. How often does the board review the vision, mission, and core values to ensure they remain biblically grounded and contextually relevant?
    2. What criteria does the board use to determine whether refinements or adjustments are necessary?
    3. How does the board engage stakeholders (parents, staff, learners, and the community) in evaluating the continued relevance of these guiding statements?
3. **Leadership Continuity and Development**
    1. How does the board ensure continuity in the school's spiritual and educational direction, particularly during leadership transitions?
    2. Are there board-approved succession plans in place for key leadership positions?
    3. How does the board monitor the mentoring and equipping of future leaders to uphold the school's vision, mission, and core values?
4. **Strategic Planning and Long-Term Alignment**
    1. How does the board ensure that the school's long-term strategic planning aligns with its foundational beliefs, spiritual formation and biblical worldview?
    2. In what ways does the board evaluate and approve strategic initiatives to ensure they do not compromise the school's core principles?
    3. How does the board anticipate and address potential cultural, societal, or educational challenges that could affect the school's spiritual direction?
5. **Board Development and Commitment**
    1. How does the board ensure that its own members are thoroughly oriented and committed to the school's vision, mission, and core values?
    2. What ongoing training or self-evaluation does the board undertake to remain faithful stewards of the school's spiritual and educational mission?

Policies, Procedures, and Governance – Focus on Spiritual Formation

1. In what ways are biblical principles and spiritual formation objectives incorporated into the development, implementation, and systematic review of the school's policy manual?
2. How does the board ensure that decisions about policies and procedures advance not only organisational effectiveness and financial stability but also the school's commitment to nurturing spiritual growth?
3. What processes does the board use to integrate the school's mission of spiritual formation into strategic and succession planning?
4. How does the board assess the accomplishment of the school's spiritual mission as part of its overall mission review?
5. In what ways does the principal serve as a key link between governance and the school, ensuring that the spiritual formation goals are effectively communicated and implemented throughout all levels of the school?

Development/Community Engagement

1. In what ways does the board actively engage with the local community, including churches, parents, and other stakeholders, to advance the school's mission of spiritual formation?
2. How does the board support initiatives that encourage community partnerships and involvement, ensuring that external engagements reflect and promote biblical values?
3. What strategies does the board employ to integrate community feedback into the development of programmes that nurture spiritual growth?
4. How does the board foster relationships with community leaders to create collaborative opportunities for spiritual development and outreach?
5. In what ways are fundraising, resource development, and financial planning conducted in alignment with the school's spiritual values and mission?
6. How does the board model spiritual leadership and accountability?
7. What processes are in place for the board to evaluate the impact of its community engagement initiatives on the spiritual formation of the school community?

Executive Coaching: Board and Principal Collaboration for Spiritual Leadership

1. **Evaluation and Leadership Development**
    1. In what ways does the board's annual evaluation of the principal include an assessment of spiritual leadership and alignment with the school's biblical foundations?
    2. How does the evaluation process provide constructive feedback that encourages the principal's personal spiritual growth and professional development?
    3. How is the principal supported in setting spiritual leadership goals that contribute to the overall spiritual formation of the school community?
    4. What strategies are in place to ensure the evaluation process fosters both accountability and encouragement in the principal's spiritual leadership?
2. **Executive Coaching and Spiritual Growth**
    1. How does the board provide or facilitate ongoing coaching to help the principal grow as a spiritual leader?
    2. In what ways does the coaching process equip the principal to integrate biblical principles into daily operations, decision-making, and school culture?
    3. How is the principal encouraged to reflect on and strengthen his/her personal relationship with Christ, recognising its influence on their leadership?
    4. What opportunities does the board provide for the principal to engage with external mentors or spiritual leaders to broaden their spiritual insight?
3. **Strategic Alignment and Collaboration**
    1. How do the board and principal work together to ensure that day-to-day operations support the school's spiritual formation goals?
    2. In what ways does the board collaborate with the principal to develop and communicate policies that reinforce biblical values within the school community?
    3. How does the principal's leadership in spiritual formation influence staff development, learner discipleship, and parent engagement initiatives?
    4. What regular touchpoints exist between the board and principal to assess progress on spiritual formation objectives and adjust strategies as needed?
4. **Sustainability and Future Leadership**
    1. How does the board support the principal in identifying and mentoring future spiritual leaders within the school?
    2. What mechanisms are in place to ensure the principal's spiritual leadership is sustainable, preventing burnout and encouraging longevity?

3. How is succession planning discussed with the principal to ensure ongoing spiritual leadership in the event of transitions?

5. **Communication and Accountability**
    1. How does the board maintain open, transparent, and spiritually focused communication with the principal while respecting his/her operational authority?
    2. In what ways does the principal report back to the board on the spiritual health and formation progress of the school community?
    3. How are spiritual victories, challenges, and testimonies shared between the principal and board to foster a unified vision and purpose?

Volunteers/Alumni/Churches/Community

Scripture emphasises the centrality of three God-ordained institutions - the family, the church, and the state - as foundational to a well-ordered society. Of these, the family and the church play a vital role in the spiritual formation of children and young people. Graduates of Christian schools will continue to function within these institutions for the rest of their lives, even as their formal connection to the school eventually concludes. While the influence of a Christian school or campus ministry typically ends at graduation, the church endures until Christ's return, and active involvement in the body of Christ is not optional for believers.

Recognising this reality, it is crucial that Christian schools foster intentional partnerships with families, churches, alumni, and the broader community. These relationships serve as bridges that extend spiritual growth beyond the school environment and into lifelong discipleship within the church and family contexts. Volunteers, alumni, and local churches play a significant role in reinforcing biblical values and nurturing continued spiritual development.

By equipping parents as primary disciplers, engaging alumni as mentors and role models, and collaborating with churches to provide spiritual continuity, schools help ensure that learners are prepared to live out their faith throughout their lives. Strengthening these support networks is essential in forming resilient Christ-followers who remain on their spiritual journey long after their time in school has ended.

Guiding Questions for Spiritual Formation Partnerships

1. **Identifying and Equipping Individuals and Groups**
    1. How does the school identify individuals and groups, both within and outside the school community, who are passionate about supporting Christian education and spiritual formation?
    2. In what ways are volunteers, alumni, and local churches encouraged and equipped to actively participate in the spiritual development of learners?
    3. How does the school assess the needs and gifts of potential partners to match them with suitable roles in mentoring, discipleship, or service opportunities?
2. **Training and Development in Christian Education**
    1. What training opportunities does the school provide for volunteers, alumni, church members, and community groups to grow in their understanding of Christian education and effective discipleship?
    2. How does the school collaborate with local churches and ministries to offer shared training initiatives that strengthen spiritual formation for both learners and the broader community?
    3. How is the effectiveness of this training measured, and how are participants encouraged to apply their learning within the school and beyond?
3. **Encouraging Service Beyond Comfort Zones**

    1. In what ways does the school challenge volunteers, alumni, and church partners to step beyond their comfort zones to engage in spiritual mentoring, local outreach, or global mission opportunities?
    2. How are individuals and groups supported as they apply their training in various contexts, whether within the school environment or in broader community settings?
    3. How does the school ensure that participants reflect on and grow from these experiences in ways that deepen their faith and discipleship journey?
4. **Blessing and Sending Individuals and Groups**
    1. How does the school commission and encourage individuals and groups to serve in the development of like-minded Christian schools locally, within South and Southern Africa as well as globally?
    2. In what ways does the school maintain ongoing relationships with those who have been sent out, providing support, encouragement, and opportunities for continued collaboration?
    3. How does the process of blessing and sending reinforce a culture of mission-mindedness and service within the school community?
5. **Engaging with the Local Community and Ministries**
    1. How does the school intentionally build relationships with the surrounding community and local ministries to create meaningful opportunities for learner involvement in service and outreach?
    2. In what ways are community partnerships leveraged to enrich learners' spiritual formation and provide real-world contexts to live out biblical principles?
    3. How is feedback from community partners used to improve the school's engagement strategies and ensure that partnerships are mutually beneficial and Christ-honouring?
6. **National and Global Connections for Service**
    1. How does the school connect with national and global Christian networks to give learners the opportunity to be involved in broader kingdom work?
    2. What opportunities are provided for learners to engage in service projects or mission trips that broaden their understanding of the global church and cultivate a heart for serving others?
    3. How does the school prepare learners spiritually and practically for these experiences, and how are they encouraged to carry those lessons into their daily lives?
7. **Impact on Learner Engagement and Spiritual Growth**
    1. How does learner involvement with local, national, or global communities contribute to their personal spiritual growth and understanding of servant leadership?
    2. In what ways does the school evaluate the long-term impact of community engagement on learners' lives and faith journeys?
    3. How are learners challenged to take ownership of their spiritual formation through these partnerships and apply biblical truths to real-life situations?



4. ROADBLOCKS: CARE IN HARDSHIPS

On the journey to spiritual formation, obstacles inevitably arise that can slow down, hinder, or even halt progress. These roadblocks may come from internal struggles, external pressures, or systemic issues within the school, family, church, or community. Recognising potential challenges is essential for effectively navigating and overcoming them. By anticipating and addressing these barriers, schools can ensure that their spiritual formation efforts remain strong, intentional, and aligned with their mission and vision.

The following topics outline key roadblocks that may impede spiritual growth and formation. Identifying these areas of concern provides a starting point for reflection, strategic planning, and proactive solutions.

Potential Roadblocks

1. Lack of Clear Vision, Mission, and Core Values
2. Leadership Disconnect or Inconsistency
3. Inadequate Board and Principal Engagement
4. Weak Parent and Family Involvement
5. Limited Church and Community Partnerships
6. Insufficient Volunteer and Alumni Support
7. Cultural and Societal Pressures Opposing Biblical Principles
8. Poor Communication and Collaboration Among Stakeholders
9. Resistance to Change or Spiritual Growth
10. Moral and Ethical Compromises Within the School Community
11. Neglect of Personal Spiritual Disciplines Among Staff and Learners
12. Overemphasis on Academics or Extracurriculars at the Expense of Spiritual Formation
13. Inconsistent Application of Policies and Procedures Related to Spiritual Growth
14. Unresolved Conflicts and Lack of Forgiveness Within the Community
15. Leadership Transitions Without Spiritual Continuity
16. Burnout and Fatigue Among Staff and Volunteers
17. Insufficient Training and Resources for Spiritual Development
18. Influence of Materialism and Worldly Distractions
19. Isolation from Broader Christian Networks and Support Systems
20. Failure to Address Sin and Apply Biblical Discipline
21. Lack of Mentoring and Role Models for Learners
22. Fear of Persecution or Opposition to Faith-Based Practices
23. Complacency and Spiritual Apathy
24. Unaddressed Emotional and Mental Health Challenges that Affect Spiritual Growth
25. Unresolved Trauma Impacting School Community Wellbeing
26. Misalignment Between Home, Church, and School Values
27. Unforeseen Financial Crisis
28. Crisis Due to Illness or Sudden Death or a Life Altering Event

Overcoming Roadblocks

Overcoming roadblocks in the journey of spiritual formation requires intentional reflection, prayer, and action rooted in biblical principles. When obstacles arise, it is vital to seek God's wisdom and direction, remembering that challenges should always be opportunities for growth and refinement.

Steps to Overcoming Roadblocks

1. **Identify and Acknowledge the Roadblock**
   Take time to prayerfully discern the nature and root cause of the obstacle. Honest reflection is the first step toward resolution.
   Search me, O God, and know my heart; test me and know my anxious thoughts. See if there is any offensive way in me, and lead me in the way everlasting. Psalm 139:23-24

2. **Seek God's Guidance Through Prayer and Scripture**
   Lean into God's Word and invite Him to reveal solutions. Pray regularly and without ceasing to cultivate spiritual sensitivity to His leading.
   If any of you lacks wisdom, let him ask God, who gives generously to all without reproach, and it will be given him. James 1:5

3. **Engage in Open and Gracious Communication**
   If the roadblock affects parents, staff or learners, approach those involved with humility and a willingness to listen, to ensure understanding and build cooperation.
   Let your speech always be gracious, seasoned with salt, so that you may know how you ought to answer each person. Colossians 4:6

4. **Apply Biblical Principles in a Situation**
   Respond to challenges with love, patience, forgiveness, and truth. Address sin directly but with grace, aiming for restoration.
   Do not be overcome by evil, but overcome evil with good. Romans 12:21

5. **Involve Wise Counsel and Accountability**
   Seek guidance from mature believers, mentors, or church leaders who offer support, perspective and wisdom.
   Where there is no guidance, a people falls, but in an abundance of counsellors there is safety. Proverbs 11:14

6. **Take Faithful and Practical Steps Forward**
   Develop an actionable plan that aligns with God's Word and take steps in obedience, trusting that God will guide the process.
   Commit your work to the LORD, and your plans will be established. Proverbs 16:3

7. **Reflect, Reassess, and Give Thanks**
   Celebrate progress, no matter how small. Continually reassess to ensure the roadblock is removed and spiritual growth is resumed.
   Give thanks in all circumstances; for this is the will of God in Christ Jesus for you. 1 Thessalonians 5:18

Roadblocks are inevitable on the journey toward spiritual formation, but they need not become permanent barriers. With prayerful discernment, reliance on Scripture, and interacting with stakeholders, obstacles can become opportunities for deepening faith, strengthening community, and refining purpose.

God promises to guide His people through every challenge as well as provide wisdom, strength, and grace.

Trust in the LORD with all your heart, and do not lean on your own understanding.
In all your ways acknowledge Him, and He will make straight your paths. Proverbs 3:5-6.

By walking in obedience and humility, the school can navigate roadblocks with resilience, ensuring that their mission of spiritual formation remains steadfast and impactful.



5. ARRIVED: ASSESSMENT

Reaching the "destination" of spiritual formation in a school community is both a journey of faithful obedience and a recognition of God's sovereign work in the hearts of learners. Just as a navigation system announces, *"You have arrived at your destination,"* so too should schools seek markers or "signposts" indicating that their efforts in cultivating spiritual growth have borne fruit. While human strategies and assessments provide valuable insights, it is essential to remember that spiritual transformation ultimately rests in the hands of the Holy Spirit.

Allowing Room for the Holy Spirit

No assessment tool can fully capture the work of the Holy Spirit. Conversion, conviction, and sanctification are beyond human orchestration. Schools must therefore assess with humility, using this assessment to improve their stewardship of spiritual formation without assuming responsibility for the spiritual choices of learners. Like the farmer who sows seed and waits patiently for the growth that only God can bring (Mark 4:26-29), schools must trust that their efforts, coupled with prayer and faithfulness, will yield fruit in God's timing.

Spiritual formation is not a checklist or a series of completed tasks. Instead, it is a lifelong journey of becoming more like Christ, marked by both visible growth and unseen inner transformation. Schools play a pivotal role in planting seeds of faith, nurturing growth, and creating an environment where learners are encouraged to follow Jesus. Yet, it is God who causes the growth (1 Corinthians 3:6-7).

Assessment in spiritual formation is, therefore, delicate balance: intentionally measuring observable outcomes while acknowledging that some aspects of spiritual growth may not be fully measurable or immediately visible. The purpose of assessment is not to claim credit for spiritual outcomes but to reflect on the school's faithfulness in cultivating an environment where spiritual growth can flourish.

Markers and Signposts of Arrival

While ultimate spiritual maturity is a lifelong process, schools can look for certain indicators that suggest learners are moving toward desired spiritual outcomes. These markers, like dropped pins on a map, help gauge progress along the way:

1. **A Growing Biblical Worldview:** Learners consistently make choices and express beliefs aligned with Scripture.

2. **Active Participation in Spiritual Disciplines:** Learners regular involvement in prayer, Bible reading, worship, and service is evident.
3. **Demonstrated Christlike Character:** Learners exhibit the fruit of the Spirit (Galatians 5:22-23) in relationships and decision-making.
4. **Engagement in Local Church Life:** Learners, and hopefully their families, are connected to and actively serving in their church communities.
5. **Missional Living:** Learners show a heart for evangelism, compassion for others, and a willingness to serve locally and globally.
6. **Resilience in Faith:** Learners readily articulate their faith and stand firm under cultural and personal pressures.
7. **Ownership of Personal Faith:** Learners move from reliance on external spiritual guidance to internal conviction and personal responsibility.

The Role of Assessment

In the *Inspire* document, Indicator 1.4 states that *"the school assesses its academic and non-academic expected learner outcomes and uses results to drive decisions throughout operations and programs."* This applies equally to spiritual formation.

Schools can assess spiritual outcomes through various methods, including:

1. **Reflection and Self-Assessment Tools:** Encouraging learners to evaluate their own spiritual journey.
2. **Teacher and Mentor Observations:** Noting patterns of growth in character, faith expression, and lifestyle choices.
3. **Surveys and Feedback:** Gathering input from learners, parents, and church leaders on perceived spiritual growth.
4. **Learner Testimonies and Journals:** Allowing learners to articulate how they have experienced God's work in their lives.
5. **Engagement in Service Projects:** Evaluating not just participation but the heart and attitude behind the service.

Important Reminder: While data is helpful, it must never overshadow the truth that spiritual formation is ultimately God's work.
Schools should remain faithful in their role, knowing that *he who began a good work in you will bring it to completion at the day of Jesus Christ* (Philippians 1:6).
And let us not grow weary of doing good, for in due season we will reap, if we do not give up. (Galatians 6:9)

Assessment of Spiritual Formation

Assessment is the key to knowing whether your school has "Arrived!". Assessment should focus on both spiritual climate and expected learner outcomes. This would help the school monitor the spiritual formation journey to increase effectiveness, deal with weaknesses and grow in depth while recognising the limitations of such data.

Spiritual climate is measurable, and there are different qualitative and quantitative tools to use. Quantitative measures produce specific numerical percentages, but self-reported data and "the halo effect" within Christian communities can result in questionable conclusions.

Assessing the spiritual climate of a school is essential for fostering an environment conducive to spiritual growth and development. While qualitative methods like interviews and observations provide depth, quantitative tools offer measurable data that can guide strategic

planning and improvement. Below is a comprehensive, easy-to-use quantitative assessment tool designed to measure the spiritual climate in a school setting.

You can adapt these templates to suit your school's unique spiritual journey and character.

Spiritual Climate Assessment Survey

Purpose: To quantitatively evaluate perceptions of the school's spiritual environment among learners, staff, and parents.

Instructions: Respondents are asked to rate each statement based on their personal experiences within the school community. The survey utilises a 5-point Likert scale:

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

Survey Statements:

1. **Faith Integration**
   - Biblical principles are incorporated into the curriculum across all subjects.
   - Teachers effectively connect academic content with Christian faith.
   - School events and activities reflect Christian values.
2. **Spiritual Growth Opportunities**
   - The school provides regular opportunities for prayer and worship.
   - Learners are encouraged to participate in spiritual retreats or missions.
   - There are accessible resources for personal spiritual development.
3. **Community and Relationships**
   - The school fosters a sense of Christian community among learners.
   - Staff members model Christ-like behaviour in their interactions.
   - There is a culture of grace, forgiveness, and reconciliation.
4. **Leadership and Vision**
   - School leadership prioritises spiritual development in decision-making.
   - The school's mission statement clearly reflects its Christian ethos.
   - There is transparent communication about the school's spiritual goals.
5. **Parent and Community Involvement**
   - Parents are actively involved in the spiritual life of the school.
   - The school collaborates with local churches and ministries.
   - Community service is emphasised as a core value.
6. **Personal Spiritual Experience**
   - I feel spiritually nurtured within the school environment.
   - My relationship with God has strengthened due to the school's influence.
   - I am encouraged to live out my faith authentically.

Special Notes:

Data Collection and Analysis

1. Anonymity: Ensure all responses are confidential to promote honesty.
2. Distribution: Administer the survey electronically or on paper to learners, staff, and parents.
3. Analysis: Calculate the average score for each statement and category to identify strengths and areas for improvement.
4. Benchmarking: Compare results over time to assess the impact of implemented changes.

Considerations:

1. Self-Reported Data: Be aware of potential biases, such as the "halo effect," where respondents may provide overly positive answers.
2. Complementary Methods: Use this survey alongside qualitative methods (e.g., focus groups, interviews) for a comprehensive assessment.
3. Customisation: Tailor the survey to reflect the unique context and values of your school community.

By systematically measuring the spiritual climate, schools can make informed decisions to enhance their spiritual formation programmes and better support the faith development of their community members.

Qualitative Methods of Assessment

Qualitative analysis done by objective third parties. This involves multiple focus groups and interviews with all key constituencies as this would provide more meaningful data for school leaders.

Assessing the spiritual climate of a school through qualitative analysis conducted by objective third parties can provide in-depth and meaningful insights. This approach typically involves gathering data through focus groups and interviews with various stakeholders. Here are several methods to consider:

1. Focus Groups

- Diverse Representation: Organise focus groups comprising learners, teachers, administrative staff, parents, and board members to capture a wide range of perspectives.
- Guided Discussions: Facilitate conversations around topics such as personal spiritual experiences within the school, perceptions of the school's spiritual environment, and suggestions for improvement.
- Safe Environment: Ensure confidentiality to encourage honest and open sharing.

2. One-on-One Interviews

- In-Depth Exploration: Conduct individual interviews to delve deeper into personal experiences and insights regarding the school's spiritual climate.
- Key Stakeholders: Include interviews with school leaders, chaplains, long-term staff members, and alumni for historical and leadership perspectives.

3. Observational Studies

- Daily Interactions: Have observers note interactions among learners and staff, paying attention to behaviours that reflect the school's spiritual values.
- School Events: Assess how spiritual principles are integrated and manifested during assemblies, chapel services, and extracurricular activities.

4. Document Analysis

- Policy Review: Examine school policies, handbooks, and curricula to understand how spiritual formation is formally addressed.
- Communication Materials: Analyse newsletters, emails, and other communications for language that reflects the school's spiritual ethos.

5. Anonymous Feedback Mechanisms

- Suggestion Boxes: Provide physical or digital platforms for stakeholders to share thoughts on the spiritual climate anonymously.
- Reflective Essays: Invite learners and staff to write about their spiritual journey within the school context.

6. Comparative Case Studies

- Benchmarking: Compare the school's spiritual climate with that of similar institutions to identify unique strengths and areas for growth.
- Best Practices: Learn from schools with exemplary spiritual climates to adopt effective strategies.

7. Thematic Analysis

- Data Coding: Analyse qualitative data to identify recurring themes, sentiments, and concerns related to the spiritual environment.
- Actionable Insights: Use these themes to inform strategic planning and policy development.

Implementing these qualitative methods can provide a comprehensive understanding of the school's spiritual climate, offering actionable insights for fostering a more spiritually enriching environment.

Learner Spiritual Formation Assessment

Assessing spiritual formation in learners requires discernment and humility. While schools play a vital role in guiding and nurturing learners, true spiritual growth is the work of God and is ultimately reflected in the fruit of a learner's life (Galatians 5:22–23). Assessment should therefore focus on observing evidence of growth over time, rather than attempting to measure the heart directly.

A further consideration is that learners may give expected or socially desirable responses, particularly in formal assessments. For this reason, schools are encouraged to use multiple, complementary methods to form a balanced and more reliable understanding of learner development.

Guiding Principle

No single method provides a complete picture of a learner's spiritual formation. A general approach, combining reflection, observation, conversation, and testimony, enables schools to support and monitor growth responsibly while honouring the work of God in each learner's life.

Drawing on principles reflected in the Association of Christian Schools International (ACSI) Inspire Accreditation framework and broader Christian education practice, the following learner-focused methods are recommended:

1. Learner Reflection and Self-Assessment

Encourages ownership of spiritual growth and develops critical self-awareness.

- Personal Reflection: Opportunities for learners to reflect on their beliefs, choices, and spiritual habits through journals, guided questions, or discussions.
- Self-Assessment Tools: Age-appropriate check-ins that help learners consider areas such as character, relationships, and personal responsibility.

2. Observation of Behaviour and Participation

Provides visible indicators of lived values, while recognising that behaviour reflects but does not fully define spiritual maturity.

- Daily Conduct: Noting patterns in respect, integrity, responsibility, and relationships with others.
- Engagement: Observing participation in chapels, Bible studies, service opportunities, and class discussions.

3. Conversations and Relational Feedback
Helps uncover understanding, attitudes, and questions that may not surface in written tools.
- One-on-One Conversations: Informal or structured discussions between learners and teachers or mentors.
- Small Group Interaction: Insights gained during group activities, discipleship groups, or class engagement.

4. Learner Voice and Testimony
Captures qualitative evidence of transformation over time.
- Personal Testimonies: Voluntary sharing of experiences of growth, challenge, or faith development.
- Anecdotal Evidence: Noting meaningful moments of change, reconciliation, service, or conviction.

5. Milestones in Growth and Responsibility
Marks progress along a developmental journey rather than a fixed outcome.
- **Spiritual and Character Milestones:** Evidence of increased responsibility, servant leadership, accountability, and commitment to others.
- **Service Involvement:** Participation in outreach, service projects, or peer support roles.

Effective and flourishing schools assess spiritual formation, spiritual climate and learner spiritual outcomes to increase their effectiveness, while recognising the limitations of such data.

The declaration *"Arrived!"* in the journey of spiritual formation is not about reaching perfection but recognising significant milestones of growth. Schools are called to be faithful guides on this journey by pointing learners to Christ, nurturing environments of spiritual flourishing, and trusting the Holy Spirit to do the deep heart work only He can accomplish.

Markers of growth, visible transformations, and testimonies of God's work are encouraging signs that the school is fulfilling its mission. Yet, the ultimate *arrival* will be realised when learners not only graduate with knowledge but live as devoted followers of Christ, prepared to engage the family, the church, and the broader world for His glory.

Learner Spiritual Formation – Classroom Assessment Tool

Purpose:
To help teachers observe, reflect on, and support learner spiritual growth over time through everyday classroom interactions.
How to Use:
- Use once per term (or as needed)
- Base responses on **observed patterns**, not isolated incidents
- This is **not a grading tool**, but a guide for mentoring and support

- Add brief notes to support conversations with learners and parents where appropriate

Rating Guide

Level	Descriptor
1	Rarely evident
2	Sometimes evident
3	Consistently evident
4	Evident and growing with initiative

1. Personal Responsibility and Character

Indicator	1	2	3	4	Notes
Demonstrates honesty and integrity	☐	☐	☐	☐	
Takes responsibility for actions	☐	☐	☐	☐	
Shows self-control and wise decision-making	☐	☐	☐	☐	

2. Relationships with Others

Indicator	1	2	3	4	Notes
Shows respect to peers and teachers	☐	☐	☐	☐	
Demonstrates kindness, care, and empathy	☐	☐	☐	☐	
Resolves conflict in a constructive manner	☐	☐	☐	☐	

3. Engagement in Spiritual Activities

Indicator	1	2	3	4	Notes
Participates meaningfully in chapel and devotions	☐	☐	☐	☐	
Engages in Bible-based discussions and learning	☐	☐	☐	☐	
Shows willingness to participate in prayer or reflection	☐	☐	☐	☐	

4. Attitudes and Spiritual Awareness

Indicator	1	2	3	4	Notes
Demonstrates openness to biblical truth	☐	☐	☐	☐	
Reflects on personal choices and growth	☐	☐	☐	☐	
Shows a developing sense of right and wrong	☐	☐	☐	☐	

5. Service and Contribution

Indicator	1	2	3	4	Notes
Willingly serves others in the classroom and school	☐	☐	☐	☐	
Takes initiative in helping and supporting others	☐	☐	☐	☐	
Demonstrates responsibility in roles and tasks	☐	☐	☐	☐	

Teacher Reflection (Short Notes)

- **Areas of Strength Observed:**
  .....
- **Areas for Growth:**
  .....

- **Suggested Support / Guidance:**
  .....

Optional Learner Conversation Prompt
Use one or two of the following in a short conversation:
- What is one area you feel you are growing in?
- What is something you are finding difficult right now?
- How can I support you better?



Celebrate God's Goodness

Recognising and celebrating achievements along the spiritual formation journey is essential to encourage continued progress, maintain a culture of gratitude, and affirm the efforts of everyone involved.
Celebration serves as a reminder that every step forward, no matter how small these steps are, is significant in the process of transformation. It also provides an opportunity to give glory to God, express appreciation, and strengthen the sense of community within the school. By intentionally celebrating successes, schools can inspire momentum and cultivate joy throughout the journey.
Below are several ideas to celebrate achievements that include all key stakeholders:

1. Celebrating with Staff, Leadership, and Teachers
1. Host appreciation events or luncheons to recognise contributions to spiritual growth.
2. Share success stories during staff meetings or retreats, highlighting milestones.
3. Present certificates of recognition or small tokens of appreciation.
4. Provide professional development opportunities as a reward for dedication.
5. Include times of prayer and thanksgiving to acknowledge God's work through the staff.

2. Celebrating with Learners
1. Organise special assemblies to highlight spiritual growth and acts of service.
2. Award learners for demonstrating Christ-like character and spiritual maturity.
3. Create a "Wall of Praise" where learners can share testimonies of God's work.
4. Celebrate with fun, Christ-centered activities (e.g., worship nights, community service days).
5. Encourage learner-led initiatives to recognise spiritual achievements among peers.

3. Celebrating with Parents
1. Hold family gatherings or worship services to reflect on spiritual milestones.
2. Share newsletters or digital updates highlighting the school's spiritual progress.
3. Invite parents to participate in gratitude and celebration events.
4. Provide opportunities for parents to share how spiritual formation has impacted their families.
5. Write thank-you notes or give small appreciation gifts for flourishing parent partnerships.

4. Celebrating with the Community
1. Host community-wide events or services to testify to God's faithfulness.

2. Publicly acknowledge the support of local churches, organisations, and community leaders.
3. Share stories of transformation through local media, newsletters, or social media platforms.
4. Partner with community groups to celebrate through acts of service and outreach.
5. Invite community members to join in prayer and thanksgiving gatherings.

By celebrating each achievement, schools not only encourage ongoing commitment to spiritual formation but also encourage unity, gratitude, and a Christ-centered community that reflects the joy of the journey.

Resources used in this Manual and Suggested Reading Material.

ACSI Inspire Standards Manual
https://www.acsi.org/docs/default-source/website-publishing/school-services/accreditation/accreditation-revision---inspire/accreditation-inspire-manual-final.pdf?sfvrsn=9be1371e_0

Becoming More Christian in Christian Schools
https://blog.acsi.org/spiritual-practices

Spiritual Formation Principles
https://www.acsi.org/acsi/spiritual-formation/spiritual-formation/spiritual-formation-principles

Spiritual Formation The work of the Holy Spirit
https://vimeo.com/913198431?&signup=true#_=_
The ACSI Flourishing Journey
https://vimeo.com/910928886?autoplay=1&muted=1&stream_id=Y2xpcHN8OTE5MjIyM3xpZDpkZXNjfFtd
Formative to Flourishing Framework: Spiritual Formation by Stephen Dill
https://acsieurope.org/home/news/news_575

Spiritual Formation Assessment [Inspire]
https://acsipdp.s3.amazonaws.com/Accreditation/Helpful+Documents/Spiritual+Formation+Assessment.pdf
https://acsipdp.s3.amazonaws.com/Accreditation/Helpful+Documents/Assessment+of+ESOs.pdf
https://www.acsi.org/docs/default-source/website-publishing/schoolservices/accreditation/value-of-esos.pdf?sfvrsn=d3cc3786_0

Expected Student Outcomes
The ESO's can be found under resources - administration on the ACSI Website
https://acsi.co.za/acsi-policies/administration/

Teaching Christianly: A Brief Introduction for Teachers **(2026, ACSI)** is a new resource designed to equip educators to integrate biblical principles into their professional roles. The book focuses on practical, Christ-like teaching methods, often used for teacher training and development. Contact Annerie at ACSI Head Office to purchase this book.
Annerie_vanderWalt@acsi.org

Formative to Flourishing Framework: Spiritual Formation by Stephen Dill

Spiritual formation is one of six key categories for Christian school improvement. However, it may be the most difficult element in the framework, because ultimately spiritual formation comes not from human effort, but from the work of the Holy Spirit.
https://acsieurope.org/home/news/news_575

Global Youth Culture. Insights from a Digital Generation. Research on habits, struggles, beliefs and influences on the faith of this generation globally.
https://www.globalyouthculture.net/ or contact infosar@onehope.net
https://www.globalyouthculture.net/reports/
https://globalyouthculture.oriocdn.com/wp-content/uploads/2021/07/Global-Youth-Culture-Global-Report_N.pdf

Online Learning: Three Theological Considerations *by Samantha Farinacci Oaks Christian Online Chaplain*
https://cace.org/online-learning-three-theological-considerations/

Kienel, P. A., Gibbs, O. E., & Berry, S. R. (Eds.). (1995). *Philosophy of Christian school education* (3rd ed.). Association of Christian Schools International. ISBN: 978-9996663055.

Greene, A. E. (1998). *Reclaiming the Future of Christian Education: A Transforming Vision*. Association of Christian Schools International. ISBN: 1-58331-000-2.

Several of author Jerry Bridges' books are highly relevant to personal spiritual formation:

1. The Pursuit of Holiness – Focuses on the believer's role in pursuing a life of holiness, emphasising personal responsibility and reliance on God's grace.
2. The Practice of Godliness – Explores how godliness develops through reverence for God, providing practical guidance for cultivating Christ-like character.
3. Trusting God: Even When Life Hurts – Examines the sovereignty of God and how trusting Him shapes spiritual growth, especially during difficult times.
4. The Discipline of Grace: God's Role and Our Role in the Pursuit of Holiness – Balances the relationship between God's grace and the believer's discipline in spiritual formation.
5. Respectable Sins: Confronting the Sins We Tolerate – Challenges readers to address subtle, often overlooked sins that hinder spiritual maturity.
6. Transforming Grace: Living Confidently in God's Unfailing Love – Focuses on understanding and living out the transformative power of God's grace.
7. Growing Your Faith: How to Mature in Christ – A concise guide on practical steps to spiritual maturity, covering essential disciplines of the Christian life.
8. The Joy of Fearing God – Explores the paradox of finding joy and freedom in a proper, reverent fear of God, central to spiritual formation.

Definitions

Spiritual Formation: A holistic process of growing in faith, character, and relationship with each other God. It encompasses intellectual, emotional, and spiritual dimensions, leading to a Christ-centered life that reflects God's glory.

Discipleship: Intentional practices and relationships that help individuals follow Jesus, grow in faith, and develop as faithful witnesses of the Gospel.

Biblical Worldview: Viewing and interpreting all aspects of life through the lens of biblical truth, enabling individuals to align their decisions, behaviours, and values with God's word.

Christian Community: A collective of believers united in their faith in Christ, fostering encouragement, accountability, and mutual growth in their spiritual journeys.

Transformation: A profound and ongoing change of heart, mind, and behaviour brought about by the Holy Spirit, resulting in a life that increasingly mirrors the character and mission of Jesus Christ.

Example Action Plan Kingdom Academy

This example shows that spiritual formation is not an add-on, but a *whole-school journey* that is intentional, relational, and responsive to real life. It integrates vision, teaching, community, and care, ensuring that spiritual growth is both planned and lived out in daily life.

School Context
School: Kingdom Academy (Primary School, established in 2023)
Focus: Establishing foundational documents and spiritual culture
Core Values (Selected from School Values for 2027)**:**

- Term 1: Christ-Centeredness
- Term 2: Responsibility
- Term 3: Love
- Term 4: Stewardship

1. VISION (Clarifying the Destination)
Vision and Mission Statement:
"Growing obedient followers of Christ who live out God's will in every area of life."
Action Steps:

- Align vision with Biblical discipleship (Matthew 28:19–20).
- Communicate vision clearly to:
    - Staff (training sessions)
    - Parents (meetings/newsletters)
    - Learners (assemblies/devotions)
- Link each value to the vision throughout the year.

2. STARTING POINT (Understanding the School Community)
What the school currently has:

- Young school with developing identity
- Committed Christian leadership
- Families from varied levels of spiritual maturity

Action Steps:

- Conduct simple baseline assessments:
    - Staff understanding of Biblical worldview
    - Parent engagement in spiritual life
    - Learner spiritual habits (age-appropriate)
- Identify strengths:
    - Strong relational culture
- Identify gaps:
    - Lack of structured discipleship
    - Limited parent equipping

3. EQUIPPING FOR THE JOURNEY (Building Capacity)
Staff:

- Training in Biblical worldview integration
- Weekly staff devotions and prayer

- Mentoring for new teachers

Parents:

- Termly parenting workshops aligned to values
- Simple home discipleship guides

Learners:

- Age-appropriate teaching on each value
- Scripture memory linked to values
- Introduction of small discipleship groups (Gr 4–7)

4. IMPLEMENTATION (Living Out the Values)

Term-by-Term Focus

Term 1: Christ-Centeredness

- Theme: “Jesus at the Centre”
- Practices:
    - Daily devotions in class
    - Teachers model dependence on Christ
    - Chapel focus on knowing Christ personally

Term 2: Responsibility

- Theme: “Faith in Action”
- Practices:
    - Learner responsibilities in class and school
    - Service projects
    - Teaching accountability before God

Term 3: Love

- Theme: “Living God’s Love”
- Practices:
    - Intentional kindness initiatives
    - Conflict resolution training
    - Emphasis on forgiveness and grace

Term 4: Stewardship

- Theme: “Faithful with What God Gives”
- Practices:
    - Environmental care projects
    - Time and gift stewardship
    - End-of-year reflection on growth

5. ROADBLOCK (Responding to Crisis and Hardship)

Scenario:

Three families in the school experience serious hardship (e.g., illness, financial crisis, loss). This has a traumatic effect on the whole school.

Response Using School Values:

- **Christ-Centeredness**
    - Staff lead with prayer and pastoral care
    - Encourage learners and families to trust in God during difficulty
- **Love**
    - Organise practical support (meals, transport, care teams)
    - Learners write encouragement cards
- **Responsibility**
    - School community takes ownership of support
    - Older learners assist practically where appropriate
- **Stewardship**
    - Financial assistance fund initiated
    - Families supported wisely and sustainably

Key Principle:

Spiritual formation is most visible in how the community responds to suffering (care in hardship is a critical part of the journey)

6. ASSESSMENT (Measuring Growth and Impact)
Simple, Practical Measures:

- **Staff**
  - Confidence in Biblical integration
  - Evidence of modelling Christian life
- **Learners**
  - Observable behaviours linked to values
  - Participation in spiritual activities
  - Age-appropriate reflection (journals/discussions)
- **Parents**
  - Engagement in workshops
  - Feedback on home discipleship
- **School Culture**
  - Evidence of:
    - Love and unity
    - Christ-centered decision-making
    - Community support in hardship

Tools:

- Short surveys (termly)
- Leadership reflection meetings
- Testimonies and stories of impact

7. CELEBRATION (Reinforcing Growth)

- Share testimonies in assemblies
- Celebrate acts of:
  - Responsibility
  - Love
  - Stewardship
- Acknowledge growth in staff and families
- End-of-year “Spiritual Growth Celebration”

Spiritual Formation Action Plan *Template*

(To be completed by School Leadership Team after building this plan with the full school community)

SECTION 1: VISION (Where are we going?)
School Vision Statement (Spiritual Formation Focus):

_____

_____

How does this vision reflect discipleship and spiritual growth?

- _____
- _____

How will this vision be communicated?

- Staff: _____
- Learners: _____
- Parents: _____

SECTION 2: SPECIFIC FOCUS (What will shape the journey?)
List 3–5 Core Values/Character Traits/ School Mission Items for Spiritual Formation:

1. _____
2. _____
3. _____
4. _____
5. _____

How will these be unpacked during the year? (e.g. one per term)

- Term 1: _____
- Term 2: _____
- Term 3: _____
- Term 4: _____

Scripture linked to each value:

- _____

SECTION 3: STARTING POINT (Where are we now?)
Strengths in Spiritual Formation:

- _____
- _____

Areas needing growth:

- _____
- _____

Current practices already in place (tick or add):

- ☐ Chapel / Assemblies
- ☐ Devotions
- ☐ Biblical Integration in subjects
- ☐ Discipleship groups
- ☐ Parent engagement
- ☐ Other: _____

Baseline Evidence (how do we know?):

- Surveys / feedback: _____
- Observations: _____
- Other: _____

SECTION 4: EQUIPPING FOR THE JOURNEY (Who needs support?)
Staff

- Training needed: _____
- Planned support (workshops, mentoring, etc.):
  - _____

Learners

- Spiritual growth opportunities:
  - _____

Parents

- Support and equipping (workshops/resources):
  - _____

Church / Community

- Partnerships to strengthen discipleship:
  - _____

SECTION 5: IMPLEMENTATION PLAN (What will we do?)

Goal / Focus Area	Action Steps	Person Responsible	Timeline	Resources Needed	Evidence of Progress

(Add rows as needed)

SECTION 6: ROADBLOCKS (What may hinder the journey?)
Potential Challenges:

- _____
- _____

Specific Risk (e.g. trauma, hardship, misalignment):

- _____

Response Plan (linked to school values):

- _____
- _____

Who will provide care and support?

- _____

SECTION 7: ASSESSMENT (How will we measure growth?)
Indicators of Spiritual Growth:

- Staff: _____
- Learners: _____
- Parents: _____
- School Culture: _____

Tools to be used:

- ☐ Surveys
- ☐ Interviews
- ☐ Observations
- ☐ Testimonies
- ☐ Other: _____

When will assessment take place?

- Termly / Mid-year / Annual (circle or specify)

How will results be used?

- _____

SECTION 8: CELEBRATION (How will we recognise growth?)
Ways we will celebrate spiritual growth:

- Learners: _____
- Staff: _____
- Parents: _____
- Whole school: _____

Stories / testimonies will be shared through:

- ☐ Assemblies
- ☐ Newsletters
- ☐ Meetings
- ☐ Social media

- ☐ Other: _____

FINAL REFLECTION (Leadership Team)
What is God leading our school to prioritise for the next year?

Next Steps:

-
-