

ABIDE

A SPIRITUAL MASTER PLAN GUIDE FOR SEVENTH-DAY ADVENTIST SCHOOLS



“I am the vine, you
are the branches.
He who abides in
Me, and I in him,
bears much fruit;
for without Me you
can do nothing.”

JOHN 15:5 (NKJV)

ABUNDANT DISCIPLING

BOLD GODLINESS

INTENTIONAL CONNECTING

DELIBERATE LEARNING

EXTRAVAGANT OUTREACH

Credits

The *ABIDE Spiritual Master Plan Guide for Seventh-day Adventist Schools* was initially developed by the NADOE and further developed by the Adventist Schools Australia.

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SECTION 1: PREFACE

Introduction

Everything we do in a school can be about building each other up in Christ. From the Bible classes to the sports field, our attitudes, words, and actions impact the spiritual lives of students, teachers, and families. From the student who shows friendship to a lonely newcomer, to the families who see a Christ-like attitude modeled by the teachers, an intentional, wholistic approach to following Christ and making disciples shouldn't be left up to chance.

Before Jesus was taken to the cross, His final advice to His disciples, and to us, was to **abide** in Him. Abiding means choosing to become attached to Jesus and allowing Him to flow into our lives. When this happens, we trust His Word (John 15:7), accept His love for us (John 15:9), and allow Him to “prune” us when we need it (John 15:2), to bring about fruit (John 15:4), which confirms who we are — His disciples (John 15:8). This brings great joy (John 15:11) and is the most clear and complete advice for an abundant life. “I came that they may have life, and have it abundantly,” Jesus said (John 10:10, ESV). We cannot accidentally abide; it requires a choice on our behalf. The fruit that results leads to the transformation of our campus and community. We are told that the all-important thing in education “should be the conversion of... students, that they may have a new heart and life. The object of the Great Teacher is the restoration of the image of God in the soul, and every teacher in our schools should work in harmony with this purpose.” (Ellen White, *Fundamentals of Christian Education*, p. 436)

Everything that occurs on an Adventist school campus should be bathed in love to grow disciples through sharing a Seventh-day Adventist worldview in all that happens. Our Teacher, Leadership, and Professional Standards (AITSL and ASA) reflect this goal. Thus, this Spiritual Master Plan Guide is not just about events or a Bible curriculum, but rather seeks to show how a wholistic approach to everything we do can make all the difference to the spiritual lives of those in our school community. With this in mind, there are five areas that can be explored. Because of the wholistic nature of this approach, each of these areas will overlap in some ways.

ABUNDANT DISCIPLING:
Becoming like Jesus

BOLD GODLINESS:
Growing character and identity

INTENTIONAL CONNECTING:
Building community

DELIBERATE LEARNING:
Seeking wisdom through a biblical lens

EXTRAVAGANT OUTREACH:
Sharing Jesus with others

This ABIDE sequence is the natural result of abiding in Christ:

- When I abide, I become a disciple of Christ
- When I abide, my character grows towards Christ
- When I abide, I relate to others with love and compassion
- When I abide, I see the world (and learning) through a biblical lens
- When I abide, I naturally and passionately share Jesus with others

When a school community abides in Christ, the culture will be guided by God, directed by His Word, and fruit will grow in abundance.

“True education means more than the pursuit of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being, and with the whole period of existence possible to man. It is the harmonious development of the physical, the mental, and the spiritual powers. It prepares the student for the joy of service in this world and for the higher joy of wider service in the world to come.” (Ellen White, Education, p. 30)

SECTION 1: PREFACE

How-To

This Spiritual Master Plan is designed to be a practical, simple guide that support all staff (leaders, teachers and non-teaching staff) in Adventist schools, to abide in Christ. It can also be used to identify the spiritual culture of a school — and how staff might contribute to helping it improve. In order to develop a successful Spiritual Master Plan, all staff must be involved in this process.

There are three sections to this Spiritual Master Plan Guide.

SECTION 1: WHO ARE WE?

The first step for your school's leaders, teachers and non-teaching staff to explore together, is the reason your school operates at the local level by writing a memorable Spiritual Purpose Statement.

To begin with, you will discuss the mission and vision statements (Division, Union, Conference). What do these statements really mean and how do they inform your school of its goals?

Keep in mind that a **mission statement** explains the reason for the school system's existence, while a **vision statement** describes the high-level goals for the future (what the system hopes to achieve if it successfully fulfils their mission).

Then, write a concise and memorable Spiritual Purpose Statement, to bring to the fore the spiritual goals of your school. This will form the foundation of your Spiritual Master Plan.

As your school writes their own **Spiritual Purpose Statement**, you may want to consider the following guiding questions:

- What are your school's spiritual goals when it comes to the staff, students and their families?
- What underpins the aspirations of your school's culture?
- What is one grounding Bible verse that helps direct your school in its spiritual goals?

An example:

Pine Lake Adventist School encourages students, staff and families to daily abide in Christ, as we uphold the Bible as our foundational guide for a life of learning, a source of encouragement in our relationships, and as a light for our future. Together, as we seek to live a life of surrender and service to God, our goal is to act justly, love mercy and walk humbly with our God (Micah 6:8) while we wait for His return.

As you craft your Spiritual Purpose Statement, we encourage you to consider what it means to abide in Christ and bear fruit as His disciples. Consider spending some time together in worship — praying and exploring John 15:1-12 (see Resource section for ideas).

Your Spiritual Purpose Statement should be as living and dynamic as possible. Its message should be visible and embedded in all verbal and nonverbal communication as you live out God's spiritual plan for your school.

SECTION 1: PREFACE

HOW-TO (CONTINUED)

SECTION 2: REFLECTION QUESTIONS—WHERE ARE WE AND WHERE DO WE WANT TO BE?

We know the importance of reflective practice when it comes to improvement. This framework provides reflective questions for stakeholders to consider the spiritual culture of the school, church, and community — on both broad and personal levels.

You are invited to reflect and respond to the questions in this document. Share honestly and without hesitation. Your responses will no doubt vary from year-to-year as you continue in your spiritual journey.

If you are an educational leader, you are encouraged to meet with every teacher and non-teaching staff member, to enhance your working relationship, to provide support where necessary, to encourage, ask and share about your spiritual walk, and to pray together. This should happen every year as part of your Spiritual Master Plan. If all teachers, leaders and non-teaching staff members humbly and prayerfully submit their lives and work to God every year by abiding in Jesus, the fruit will grow in abundance.

SECTION 3: THE SPIRITUAL MASTER PLAN—HOW WILL WE GET THERE?

Once you have spent some time reflecting on your current practice on where you are in your personal and professional abiding and where you would like to be, you will be invited to use the Individual Spiritual Master Plan template to summarize your reflections in one essence statement for each of the five areas. Leaders, teachers, and other stakeholders will then share

their reflections and collaborate to create a school-wide Spiritual Master Plan (template provided).

Over time, you may want to summarize the school's spiritual journey in a short reflection that celebrates your successes. A place for this is provided at the end of the School Spiritual Master Plan template.

RESOURCES: OVERVIEW TABLES, IDEAS, AND SAMPLES

In the Resource section of this Spiritual Master Plan Guide, you will find:

- 1.** Three tables:
 - The first table outlines the heart of this plan with biblical evidence and research
 - The second table outlines general ways you and your school can abide and bear fruit
 - The third table provides a list of ideas and resources that will support you in the implementation of these suggestions
- 2.** Resource materials (yet to be developed)
 - Here you will find numerous and practical samples of the ideas that were shared in the tables.

The purpose of creating a Spiritual Master Plan is to think big-picture; to keep God's ideal in mind — your personal salvation and that of His children.

“To aid the student... in entering into that relation with Christ... should be the teacher's first effort and his constant aim. The teacher who accepts this aim is in truth a co-worker with Christ, a laborer together with God.” (Ellen White, Education, p. 30)

SECTION 2: REFLECTION QUESTIONS

Abundant Discipling: Becoming like Jesus

The purpose of Adventist schools is to lead students and those in the school community into a vibrant and lifelong relationship with Jesus Christ and a personal conviction of the Seventh-day Adventist message. When we abide in Christ, we can't help but disciple others. This is true of us, and our students. While academics, social skills, and making good choices in life both now and for the future are all important aspects of an Adventist school, if our students walk away and never really know Jesus for themselves, we have failed. We are given this advice:

“By this everyone will know you are my disciples, if you love one another.” (John 13:35, NIV)

Our greatest need is to invite Jesus Christ to be the foundation of school life and to abide in Him.

The “all important thing” in education “should be the conversion of... Students, that they may have a new heart and life. The object of the Great Teacher is the restoration of the image of God in the soul, and every teacher in our schools should work in harmony with this purpose.” (Ellen White, *Fundamentals of Christian Education*, p. 436)

“The wise educator, in dealing with his pupils, will seek to encourage confidence and to strengthen the sense of honor. Children and youth are benefited by being trusted...Lead the youth to feel that they are trusted, and there are few who will not seek to prove themselves worthy of the trust.” — *Education*, p. 289, 290

REFLECTION QUESTIONS:

We invite you to consider **where you are** and **where you want to be** in the context of the following questions.

1. How does faith talk happen (and how might it happen) in your school community?
2. Staff sharing with staff...
3. Staff sharing with students...
4. Students sharing with students...
5. Students sharing with staff...
6. How is (or how can) the school collaborate with the church to disciple students?
7. How do (or how can) we make worship and/or chapel more relevant for our students?
8. How are families (or how can families be) involved in the discipleship process?
9. How do I (or can I) intentionally invite my students to be disciples of Jesus?
10. How would I describe my personal walk with Jesus at the moment ... and what can I do to grow as a disciple who discipled others?

SECTION 2: REFLECTION QUESTIONS

Bold Godliness: Growing Character and Identity

Before we can invite our students to be bold in their Godliness, we first, must be bold. Our character, molded and developed as a direct result of our abiding in Christ, testified of Him. As our students face daily decisions, our responses and guidance can have a lasting impact on the decisions students make for themselves. The values that permeate an Adventist school seek to guide and provide a solid foundation for both now and the future. Showing Christ-like love at the core of how we interact, will impact student identity and character. As students interact with those in their school community, personal identity in Christ can be shaped. We are given this advice:

“Thank you for making me so wonderfully complex! Your workmanship is marvelous — how well I know it.” (Psalm 139:14, NLT)

“Character building is the most important work ever entrusted to human beings.” (Ellen White, *Education*, p. 225.)

“God takes men as they are... They are not chosen because they are perfect, but notwithstanding their imperfections, that through the knowledge and practice of the truth, through the grace of Christ, they may become transformed into His image.” (Ellen White, *Desire of Ages*, p. 294)

“At the heart of Adventist education is the goal of empowering students to think and act reflectively for themselves rather than just to respond to the word or will of an authority figure.” (George Knight, *Educating for Eternity*, p. 110)

REFLECTION QUESTIONS:

We invite you to consider **where you are** and **where you want to be** in the context of the following questions.

1. How are students, teachers and non-teaching staff (or how could they be) given opportunities to make right choices in my school? Are students (and teachers and non-teaching staff) given opportunities to fail — and learn from their failures?
2. What opportunities do I (or could I) give my students to form and shape their identities as children of God and to develop their unique spiritual gifts?
3. How do I (or how could I) demonstrate a redemptive approach to discipline?
4. In what ways are intrinsic values the foundation for motivation (rather than extrinsic), or how could they be?
5. How do I (or how could I) model Christ's character in the way I treat students? How can this be improved?
6. How do I (or how could I) model Christ's character in the way I treat other staff members? How can this be improved?

SECTION 2: REFLECTION QUESTIONS

Intentional Connecting: Building community

God said that it was not good for man to be alone and in the same way, God doesn't want any of the educators, students, or support staff to feel alone in your school. The early Christian church modelled a vibrant community that changed the world. Being intentionally connected as a spiritual community builds meaningful relationships and helps people to remain alive and bearing fruit as they abide in Jesus. Community doesn't necessarily mean more events; sometimes fewer but more purposeful, well-attended events can have a greater impact on community. A focus on healthy school culture will bring about a strong community.

Too often we forget the impact that our schools have on the families of our students. The interactions and sharing of information between teachers, students, and families can either seek to build eternal relationships — or not. We are given this advice:

“So encourage each other and build each other up, just as you are already doing.” (1 Thess. 5:11, NLT)

“The strongest argument in favor of the gospel is a loving and lovable Christian.” — Ellen G White, *Help in Daily Living*, p. 2

REFLECTION QUESTIONS:

We invite you to consider **where you are** and **where you want to be** in the context of the following questions.

1. How do I (or can I) contribute to community amongst the staff?
2. How do I (or how can I) help build community amongst the students?
3. How do I (or how can I) reach out to the families of my students in meaningful ways that involve them in school life? What is my communication with families like and does it model a Christ-like approach?
4. What is being (or can be) done to encourage students to lead out in building community in my school? To what extent are families currently involved in building community in my school?
5. How can I involve more families (and different families) to take ownership of the community that supports our school's vision statement?
6. How does (or could) my local Adventist church promote community within the school context?

SECTION 2: REFLECTION QUESTIONS

Deliberate Learning: Seeking wisdom through a biblical lens

God made humankind in His image — to think, create, love, and relate. One of the primary goals of the Adventist school is to intentionally and holistically share a biblical worldview in all teaching and learning and in our pursuit of Godly wisdom. A teacher's personal biblical worldview will also be shared through their interactions with each other and with their students. As we first abide in Christ, we can support our students achieve excellence in their God-given abilities and talents, while nurturing them in areas they find challenging. We are given this advice:

"I will instruct you and teach you in the way you should go; I will counsel you with my loving eye on you." (Psalm 32:8, NIV)

"To restore in man the image of his Maker, to bring him back to the perfection in which he was created, to promote the development of body, mind, and soul, that the divine purpose in his creation might be realized — this was to be the work of redemption. This is the object of education, the great object of life." (Ellen White, *Education*, pp. 15, 16)

"Each Adventist school is a battlefield in which the forces of Christ are being challenged by the legions of Satan. The outcome will, to a large extent, be determined by the position given to the Bible in the Adventist school. If Adventist schools are to be truly Christian, then the biblical perspective must be the foundation and context of all that is done." "Each topic within the curriculum, and even human life itself, takes on new meaning in the light of God's Word." (George Knight, *Educating for Eternity*, pp. 105, 106, 92)

REFLECTION QUESTIONS:

We invite you to consider **where you are** and **where you want to be** in the context of the following questions.

1. How does (or how can) the curriculum I use and the way I teach it reflect Christ?
2. How am I (or how can I be) mindful of the great controversy as I teach? Where is this highlighted in the curriculum and in my interactions with students?
3. How do I (or how can I) point my students to search the Bible for answers in what I teach?
4. Where is (or where can there be) physical evidence of my school being a distinctively Adventist school?
5. How is our mission statement (or how can it be) evident and integrated in our curriculum, instruction, and assessment?

SECTION 2: REFLECTION QUESTIONS

Extravagant Outreach: Sharing Jesus with others

Sharing biblical truth and showing love to those around us in practical ways lies at the heart of what it means to abide in Christ and live as a Christian. For your school to be both salt and light (Matt. 5:13-16), Jesus appeals to you—do not lose your flavor nor hide yourself. You are a city on a hill (Matt. 5:14) that can shine brightly to the dark corners around you. Reaching out, both practically and spiritually (after having first reached up to God, and across to each other), is what we are called to do as a school. When staff and students work together to serve others, the world changes, and in the process, so do the individuals in your school. We are given this advice:

“I consider my life worth nothing to me; my only aim is to finish the race and complete the task the Lord Jesus has given me — the task of testifying to the good news of God’s grace.” (Acts 20:24, NIV)

“It is in service that our greatest joy and our highest education will be found.” (Ellen White, *Education*, p. 309)

“A major task of Christian education is to ‘help students unwrap their God-given gifts’ so that they can find their place in service to others.” (George Knight, *Educating for Eternity*, p. 77)

REFLECTION QUESTIONS:

We invite you to consider **where you are** and **where you want to be** in the context of the following questions.

1. How does (or how can) my school community reflect Christ?
2. What is my school’s reputation in the local community (and what could it be)?
3. What service activities that fulfill my school’s mission are provided to the local or global community? What additional activities could be added?
4. How do we (and how might we) share the distinctive Seventh-day Adventist message with our local or global community?

SECTION 3

Spiritual Master Plan

*"I am the vine, you are the branches. He who abides in Me, and I in him, bears much fruit; for without Me you can do nothing."
(John 15:5, NKJV)*

Now that you have spent some time reflecting on your current practice, we invite you to think "big picture" about where you are in your personal and professional abiding and where you would like to be. The Individual Spiritual Master Plan Template asks you to summarize your reflections in one essence statement for each of the five areas. As you share this with your leaders, teachers, and other stakeholders, you will collaborate to create a Spiritual Master Plan for your school.

SECTION 3: SPIRITUAL MASTER PLAN

Spiritual Master Plan Template (Individual)

School's Spiritual Purpose Statement:

My Personal Spiritual Purpose Statement:

ABIDE CATEGORIES	WHERE AM I AT THE MOMENT?	WHERE DO I WANT TO BE?	MY PLAN IS TO... (INCLUDE TIME FRAME)	FOLLOW-UP REFLECTIONS
A BUNDANT DISCIPLINE: Becoming like Jesus				
B OLD GODLINESS: Growing character and identity				
I NTENTIONAL CONNECTING: Building community				
D ELIBERATE LEARNING: Seeking wisdom through a biblical lens				
E XTRAVAGANT OUTREACH: Sharing Jesus with others				

SECTION 3: SPIRITUAL MASTER PLAN

Spiritual Master Plan Template (School)

School Name:

School's Spiritual Purpose Statement:

ABIDE CATEGORIES	WHERE ARE WE AT THE MOMENT?	WHERE DO WE WANT TO BE?	OUR PLAN IS TO... (INCLUDE TIME FRAME)	FOLLOW-UP REFLECTIONS
A BUNDANT DISCIPLING: Becoming like Jesus				
B OLD GODLINESS: Growing character and identity				
I NTENTIONAL CONNECTING: Building community				
D ELIBERATE LEARNING: Seeking wisdom through a biblical lens				
E XTRAVAGANT OUTREACH: Sharing Jesus with others				

SECTION 4

Resources

*"I am the vine, you are the branches. He who abides in Me, and I in him, bears much fruit; for without Me you can do nothing."
(John 15:5, NKJV)*

In the Resource section of this Spiritual Master Plan Guide, you will find:

1. Three Tables

- The first table outlines the heart of this plan with biblical evidence and research
- The second table outlines general ways you and your school can abide and "bear fruit"
- The third table provides a list of ideas and resources that will support you in the implementation of these suggestions

2. Resource Materials (Yet to be developed)

- Here you will find numerous and practical samples of the ideas that were shared in the tables.

SECTION 4: RESOURCES

ABIDE: A Spiritual Master Plan for Adventist Schools

	HEART OF THE MATTER	KEY QUESTION	BIBLICAL CORE	RELEVANT RESEARCH
ABUNDANT DISCIPLING	Becoming like Jesus	How can students and staff grow in a meaningful relationship with Christ through all that happens on campus?	<p>“By this everyone will know that you are my disciples, if you love one another.” (John 13:35, NIV)</p> <p>“Follow Me, and I will make you fishers of men.” (Matt. 4:19, NKJV)</p>	<p>“The greatest human need is to get into a right relationship with God.” (Knight, 68.)</p> <p>The “all important thing” in education “should be the conversion of.... Students, that they may have a new heart and life. The object of the Great Teacher is the restoration of the image of God in the soul, and every teacher in our schools should work in harmony with this purpose.” (EGW, <i>Fundamentals of Christian Education</i>. P. 436)</p>
BOLD GODLINESS	Growing Character and Identity	How can students develop their identity in Christ and make wise lifestyle decisions?	<p>“Thank you for making me so wonderfully complex! Your workmanship is marvelous — how well I know it.” (Ps. 139:14, NLT)</p>	<p>“Character building is the most important work ever entrusted to human beings.” (EGW, <i>Education</i>, 225.)</p> <p>“At the heart of Adventist education is the goal of empowering students to think and act reflectively for themselves rather than just to respond to the word or will of an authority figure.” (Knight, <i>Educating for Eternity</i>, p. 110)</p>
INTENTIONAL CONNECTING	Building community	How can we experience authentic community on our school campus?	<p>“May God, who gives this patience and encouragement, help you live in complete harmony with each other, as is fitting for followers of Christ Jesus.” (Rom. 15:5, NLT)</p>	<p>“The best way to be formed in Christ is to sit among the elders, listen to their stories, break bread with them, and drink from the same cup, observing how these earlier generations of saints ran the race, fought the fight, and survived in grace.” (James Frazier quoted in <i>Along the Way</i>, 2015)</p>
DELIBERATE LEARNING	Seeking wisdom through a biblical lens	How can we have a wholistic approach to teaching and learning through a biblical lens?	<p>“I will instruct you and teach you in the way you should go; I will counsel you with my loving eye on you.” (Ps. 32:8, NIV)</p>	<p>“The Bible is not frosting on an otherwise unaltered humanist cake. It needs to be the leaven in the educational loaf, shaping the entire curriculum from its base up as it permeates through the whole school program.” — Richard J. Edlin, <i>The Cause of Christian Education</i> (Northport, AL: Vision Press, 1994), 63-66.</p>
EXTRAVAGANT OUTREACH	Sharing Jesus with others	How can we passionately share Jesus and the Adventist message to our community and the world?	<p>“I consider my life worth nothing to me; my only aim is to finish the race and complete the task the Lord Jesus has given me — the task of testifying to the good news of God’s grace.” (Acts 20:24, NIV)</p>	<p>“A major task of Christian education is to “help students unwrap their God-given gifts” so that they can find their place in service to others.” (Knight, 77)</p>

SECTION 4: RESOURCES (CONTINUED)

	VALUES	ABIDING IN JESUS, STUDENTS AND STAFF CAN BEAR FRUIT BY...
<p>ABUNDANT DISCIPLING: Becoming like Jesus</p>	<p>Love Selflessness Kindness Joy Integrity</p>	<ul style="list-style-type: none"> • Being intentional about nurturing the conversion of students, teaching and non-teaching staff, and families • Providing opportunities for faith talk (students, families, teachers, leaders) • Modelling personal and public repentance and surrender • Planning relevant worship (home/school/church) • Encouraging vibrant & authentic spirituality expressed in various ways (spiritual health) • Partnering with church and home in the discipleship process • Prioritizing personal time with Jesus
<p>BOLD GODLINESS: Growing Character and Identity</p>	<p>Love Wisdom Kindness Justice Respect Discernment Responsibility Tenacity</p>	<ul style="list-style-type: none"> • Loving God, self & others • Building intrinsic values • Supporting cultural discernment • Seeking evidence of lived-out values • Showing redemptive discipline • Providing a safe place and opportunities to learn through failure • Developing spiritual gifts • Modeling Christ's character in all interactions
<p>INTENTIONAL CONNECTING: Building community</p>	<p>Love Respect Teamwork Caring Patience Forgiveness</p>	<ul style="list-style-type: none"> • Showing grace in interactions with student/teacher/leader/family members • Seeking and showing belonging to all • Encouraging student leadership • Intentionally connecting with the local community (church & wider) • Planning spiritual events as life reference points • Involving families in school planning and activities • Partnering with the church to ensure a sense of belonging for everyone • Ensuring the school is a welcoming place for all staff, students and school families
<p>DELIBERATE LEARNING: Seeking wisdom through a biblical lens</p>	<p>Thinking Quality Innovation Creativity Commitment Resolve Courage Responsibility Focus Teamwork</p>	<ul style="list-style-type: none"> • Seeing all learning through a biblical worldview • Having a wholistic, Christ-centered approach to content selection • Seeking excellence in knowledge (through visible and varied expressions of learning) • Embracing 21st century learning (Innovation, critical & creative thinking strategies, collaboration, nature etc.) • Setting and expressing clear goals and expectations • Sharing and receiving feedback and communicating success • Being open and honest in their questioning & searching • Planning and engaging in meaningful assessment to build both knowledge and faith (formative, summative) • Learning in nature • Supporting study-life balance and wholistic health • Preparing students for the world of work/service • Allowing students to have a voice • Searching the Bible for answers
<p>EXTRAVAGANT OUTREACH: Sharing Jesus with others</p>	<p>Service Responsibility Teamwork Boldness Respect</p>	<ul style="list-style-type: none"> • Selflessly serving • Contributing meaningfully to the local and global communities • Participating in friendship evangelism • Sharing the Seventh-day Adventist message in new and contextualized ways • Further building of character development • Leading by example • Identifying personal spiritual gifts and choosing to use these gifts to serve others • Being sensitive to the needs of others

SECTION 4: RESOURCES (CONTINUED)

	SUGGESTED IDEAS	SUGGESTED RESOURCES
<p>ABUNDANT DISCIPLING: Becoming like Jesus</p>	<ul style="list-style-type: none"> • School principals — Individually discuss and nurture every teacher’s relationship with Jesus • Meaningful staff and student worships every day • Student and/or staff spiritual retreat • Staff spiritual Development Plan • Personal spirituality/reflection days (staff) • Intentional mentoring (staff-student, student-student) • Intentional worship moments (chapels, vespers, Week of Prayer/Praise, Bible Summit etc.) • Student-led chapel programs • Music ministry on campus • Create a war room (prayer room) • Use technology (webcasts, podcasts etc. to share school programs with the homeschool community) • Church programs (Sabbath school, vespers) • School programs (Mega Week of Spiritual Emphasis) 	<ul style="list-style-type: none"> • Ideas for school principals on nurturing teacher’s spirituality • Personal Spiritual Development Plan Outline sample • Spiritual Retreat sample program • Prayer room • Podcasts
<p>BOLD GODLINESS: Growing Character and Identity</p>	<ul style="list-style-type: none"> • Active mentoring between students and teachers • Redemptive discipline • Expressions of private and public affirmation and support • Supporting teacher’s spiritual, mental, emotional and physical health 	<ul style="list-style-type: none"> • Jim Roy’s book, <i>Soul Shapers</i> (redemptive discipline) • Ideas for private and public affirmation and encouragement • Spiritual Gifts Test/workshop
<p>INTENTIONAL CONNECTING: Building community</p>	<ul style="list-style-type: none"> • Allowing teachers time to invest in community • Welcome packs for new students & families • Mentoring of new students/families • Peer mediation leadership • Student council • Regular staff socials • Plan an Epic Sabbath or a Mystery Sabbath (and other ways to make Sabbath special as a faith community) • Invite parents to staff worship once each quarter • Church programs (e.g. Sabbath school, vespers) • School programs (e.g. Week of Spiritual Emphasis) 	<ul style="list-style-type: none"> • Welcome pack sample • Ideas on mentoring • Peer mediation outline • Staff social ideas • Epic Sabbath/Sabbath Mystery • Creative worship ideas
<p>DELIBERATE LEARNING: Seeking wisdom through a biblical lens</p>	<ul style="list-style-type: none"> • Intentional perusal of biblical wisdom in all learning areas • Helping every student thrive through station rotations, differentiated instruction, student-led discussions, being aware of student readiness to “stretch” etc. • Connecting students with their world (site visits, real-life problem solving) • Cross-generational learning • Parent collaboration in learning • Partner with the church and community for projects • Scripture memorization challenge for each grade • Regularly celebrate learning • Ongoing teacher professional development 	<p>Books:</p> <ul style="list-style-type: none"> • <i>Education and Fundamentals of Christian Education</i>, E. G. White • <i>Educating for Eternity</i>, George Knight • <i>More than 100 Brain-Friendly Tools and Strategies for Literacy Instruction</i>, Kathy Perez <p>Websites/blogs:</p> <ul style="list-style-type: none"> • Edutopia • Mind/Shift
<p>EXTRAVAGANT OUTREACH: Sharing Jesus with others</p>	<ul style="list-style-type: none"> • Allow teachers time to serve and model service to their students • Sharing success/challenge outreach stories • Plan a local mission trip (e.g. STORM Co.) as well as an overseas mission trip • Have students and staff preach an evangelistic program (such as Share Him) • Establish a presence in the local public school. Use Angel1 Project to reach out to students and staff. • Visit nursing homes, hospitals, orphanages, refuge centers (or send anonymous care packages) • Involve students in an organized, giving opportunity to serve others in a practical way such as: Operation Christmas Child, ADRA, DoFAST — but have students seek to meek spiritual needs as well as physical (Christ’s Method Alone). 	<ul style="list-style-type: none"> • STORM Co. or ShareHim • Angel 1 Project • Operation Christmas Child • ADRA • DoFAST