



Module 5:

The Purpose and Value of Your School



Produced by:
Raise Up Global Ministries

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Introduction

Through the power of God's Spirit, this course is designed to help you bring good changes to your living and learning communities. It is different from other courses. It provides a series of key questions geared toward facilitating reflection and discussion. This discussion should be relevant to your local community. It is not meant to be worked through alone. It should be used in a group. One person will facilitate the learning process, but each participant should have a copy of the lesson and should actively participate. The course is divided into five modules, each with lessons addressing a particular question.

The program is for those who are prepared to make plans, **to put their plans into action before the following manual**, and then report on them during the next learning session.

The Lessons

Three things happen during each lesson:

1. **Discover and Discuss:** Participants read the Bible and discuss the questions together. Group discussion teaches participants to listen carefully to each other and to present their ideas clearly.
2. **Apply:** Next, participants apply what they have learned to actual situations. Using a variety of activities, participants consider ways to use what they have learned in practical ways relevant to their local contexts.
3. **Reflect and Pray:** At the end of each lesson, participants personally and prayerfully consider how God is prompting change in and through their lives and service as they put into practice what they have learned. These reflections are brought before God for his guidance and blessing.

Training: An interactive learning process that develops leaders with Christ-like character, biblical understanding, and practical skills to join in the work of God in his world.

Learning Sessions

Each learning session (one to two modules) needs four to five days or approximately forty hours. The entire course takes four to five learning sessions. Educational Care facilitators, school administrators, or hosts work together to identify the best way to present the course—the number of learning sessions, the days required, the dates, time, and the venue.

Educational Care (EC) was prepared by John DeJager, Munyiva Wa Kitavi, Albert A. Hamstra, Tim Steenstra and Stephanie Sytsema and was produced by the Promoting Christian Education Globally Project of Christian Reformed World Missions. Revised by Diana Boot, Mwikali Wambua, Gillian Ferwerda with input from Kathy Bosscher, Sosthene Maletongou, Shreen Samuel, Mark Wiersma, and Paul Yu.

The Educational Care materials were inspired by and modeled upon the Timothy Leadership Training Program's training program for pastors and church leaders. We thank TLT for their generosity and support in the development of this EC program for educators.

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Course Requirements

Welcome to Educational Care (EC)! Before we begin the course, we would like to review the basic expectations of this program.

To complete this module you must:

- Attend every session on time and participate in all the learning activities.
- Complete all assignments and homework as presented.
- Write an Action Plan and carry out the Action Plan in the following term.
- Present an oral and written report on your Action Plan.

To graduate from EC you must:

- Complete EC Modules 1-5 as outlined above.
- Successfully complete final evaluations where required.

Criteria to become an EC Facilitator, you must:

- Understand educational theory and practice.
- Show willingness to grow and develop as a facilitator, utilizing adult dialogue learning and its principles.
- Successfully complete the EC program.
- Be curious, teachable, and an ongoing learner.
- Show sensitivity to contextualize based on understanding of local culture.
- Have experience with diverse classrooms and realities.
- Show a coaching posture and servant leadership.
- Have good interpersonal skills and connectivity.
- Walk in authentic Christian faith and life.
- Demonstrate a passion for the church and Christian school in its community.
- Be a self-starter, and able to work with a team and complete tasks.
- Be endorsed by an Educational Specialist and/or Partner Organization.
- Have related certification and experience background.

Recommended Steps toward Becoming an EC Facilitator

- Apprentice with a certified EC Facilitator through a full EC process of five manuals, with evaluation and recommendations at the end.
- The apprentice will complete the Facilitator Development Guide under the guidance of the Coordinator.

Ongoing Facilitator Development

- EC Facilitators will meet regularly with other EC Facilitators for shared learning, encouragement and ongoing skill development. The meetings will take place in either one-to-one, small group, or virtual meetings.
- EC Facilitators will monitor work and effectiveness through reports, evaluations and feedback from partner schools.



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Your facilitator is:

Phone:

WhatsApp:

Email:



LESSON 2

What Is the Hope in Your Community for Your School?

DISCOVER

1. Look at this definition: **Hope is a wish or desire accompanied by confident expectation of its fulfillment.**

Discuss with a partner what you believe is the most important part of this definition and how it might apply to your school.

Return to the large group and share your thoughts.

2. Gather into groups of 4-6 people. Choose one person to read the following verses about hope for the group. Choose one person who will record the thoughts of the group. Discuss each verse: *What do they teach us about hope?*
 - A. **Isaiah 40:31**
 - B. **Jeremiah 29:11**
 - C. **Colossians 1:5**
3. As a group, create a picture with a poem or song to illustrate the biblical concept of hope. Make sure everyone has a role. Return to the large group and share your picture, and song or poem.
4. *How does your understanding of hope apply to your school?*

APPLY

5. A community is made up of individuals and groups. *What is your school's community?*
6. In the next few questions, we will explore why it is important for your community to have hope in your school. Complete the chart.

| | What happens when these participants do not have hope for the school? |
|-------------------|---|
| Community members | |
| Students | |



| | |
|----------------|--|
| Teachers | |
| Administrators | |
| Parents | |

Summarize the common things that occur when these people lose hope for or confidence in the school.

7. In small groups, complete the chart.
- A. Discuss together what the hopes of each of the following groups of people in the community might be in regards to your school. (Column A)
 - B. Think about how these hopes reflect God's goodness and his purpose for creation. Write some principles down. Let this guide Question C. (Column B)
 - C. List 3 steps you can take to increase hope. (Column C)

| | Question A: What Do They Hope For? | Question B: How does the hope a school can bring reflect God's goodness and his purpose for creation? | Question C: List 3 Specific Steps to Increase Hope |
|----------|--|---|--|
| Teachers | | | 1. 2. 3. |
| Students | | | 1. 2. 3. |



| | | | |
|-------------------|--|--|----------------|
| Administrators | | | 1. 2. 3. |
| Support staff | | | 1. 2. 3. |
| Parents | | | 1. 2. 3. |
| Church leaders | | | 1. 2. 3. |
| Community Leaders | | | 1. 2. 3. |
| Other: | | | 1. 2. 3. |

REFLECT AND PRAY

Read **Romans 8:28** and **Jeremiah 29:11**. Take time to pray together about God's calling for your school, God's purpose for its existence within your community, and God's plans for how he will use your school to fulfill his kingdom work in your community. What is one new thing you hope to see God do in your school? What is one thing you can do to join God in this work?

Share that insight with the person next to you and pray for the Holy Spirit's empowerment to show you how to apply that truth for Kingdom Change.