

IN-SERVICE TRAINING

CHRISTIAN SCHOOLING – INTEGRITY OF THE VISION

THE IMPORTANCE OF THE INTEGRITY AND VISION OF THE KING'S SCHOOL WEST RAND

The vision of an organisation may be an educational creed or a confessional statement.

Educational creed: Something that describes a state of affairs; a purpose devoted to establishing this state of affairs **out there** in the marketplace.

Confessional statement: Something that describes the heart commitment or conviction of the people involved; a fervent expression of what the people believe and do that drives the philosophy, methodology and practice of the organisation.

If you consider our school's vision as the combination of vision statement, the mission statement, the statement of beliefs, the statement of Philosophy of Education and the Core Beliefs, it is a creed or confession?

What about these mission statements from well-known companies?

1. We strive to refresh the world, inspire moments of optimism and happiness, create value and make a difference.
2. To bring inspiration and innovation to every athlete in the world.
3. To make people happy.
4. We work to help people and businesses throughout the world realize their full potential.

A confession, because it is so focussed on what is in us, must be continually fed and fanned into flame. In 2 Timothy 1:6 Paul reminds Timothy to 'fan into flame the gift of God, which is in you through the laying on of my hands'.

Therefore, **'as much effort needs to go into keeping the vision alive as went into developing it in the first place.'**

A famous person once said 'Any organisation will always act consistently out of their most deeply held convictions'. This is the measure of integrity of an organisation – whether **they consistently do what they say they're going to do.**

Integrity of the vision must be maintained among all stakeholders. Most important of these, are the TEACHERS. We 'fan into flame' through "MacGyvers" (Staff training), Philosophy Tutorials, Staff and Phase Meetings, Assemblies, Prayer Meetings – in fact, every avenue we can find in our operational routine. Obviously, commitment to the vision might vary from one staff member to another, but we trust that with confessional statements grounded in God's word, he will birth and grow his truth in ever-increasing measure in all of us.

PARENTS are also important stakeholders in the educational effort. In fact, in our core beliefs, we state that they are the primary educators. Christian parents who send their children to a Christian school recognise the expertise and authority of the teachers, but they don't give up their personal responsibility for their children's education. In this regard, it is vital that parents take time to establish a clear understanding of the confessional aims and objectives of

the school. We provide parents with this opportunity by regularly publishing confessional statements in The King's Ken, where they are then discussed and promoted.

Finally, STUDENTS are stakeholders in the school and products of the school. Maintaining the integrity of the vision with our students involves amongst others, processes of role modelling and mentoring.

What do these processes entail and how do they differ?

Modelling is often called observational learning. It is a deliberate conscious and planned behaviour or skill demonstrated by the teacher which the student then copies e.g. forming a letter, sounding out a word, or throwing a ball.

Role modelling is a broader notion. It recognises that the full set of habitual actions and attitudes of a teacher will be demonstrated in varying degrees and in unconscious and unplanned manner to students. Students will powerfully integrate these observations into their own lives, using them as foundations for the pattern of their own attitudes and behaviour.

Mentoring goes one step further – it is the display and discussion of various actions, skills, attitudes and values of a mentor to mentees. The process is conscious and selective. Unlike role modelling, mentoring is deliberate in its intention to replicate the mentor's attitudes and values in the life of the mentee.

As a pedagogic activity, modelling is practised in all schools.

Role modelling is unintentional and will occur in secular and Christian schools alike. Hopefully, the fruit of this process in a Christian school will be healthy and up-building.

Mentoring is often a far stronger priority in a Christian school than a secular school.

Which of these processes are you doing?

How may you develop your mentoring skill?

MR. KEN LANGLEY

PRINCIPAL

Ref: The Cause of Christian Education, Edlin, R.J. (1999)

Official websites: Coca-Cola
 NIKE
 Disney
 Microsoft