**Education Objectives** 06/2016

**Spiritual Objectives**

The Bible shall be taught as the authoritative and infallible foundation for all life. Students shall be encouraged throughout their school years to embrace this truth and to live the new life in Christ under the guidance and power of the Holy Spirit. The school shall encourage students to serve in all areas of life as the "salt and light" of the world, and to bring glory to God in all that they do.

The faculty and staff shall teach:

* That the Bible is the Word of God which is the authoritative and practical basis for life.
* That God, as revealed in the Bible, is the creator and sustainer of the universe and man.
* That the Lord Jesus Christ is the Son of God who came to earth to die for our sin and was resurrected to give us new life.
* That people must be born again by receiving spiritual life through faith in Jesus Christ.
* That the Christian life is lived under the direction of the Holy Spirit.
* That growth in the Christian life comes through fellowship with God through prayer, studying the Bible and applying its principles in daily life.
* That it is important to share one's faith in the course of daily experience.
* That world evangelism is biblical and a requirement for the church.

**Academic Objectives**

Faculty and staff shall teach with excellence all subjects from the viewpoint of God's revealed truth and shall seek to develop in students a love for learning which fully challenges their God-given abilities. The school shall seek to create in students a Christian mindset which will develop convictions and perspectives that influence their life style.

Faculty and staff shall:

* Integrate academic discipline and related activities with the Bible's teachings.
* Teach an understanding of the application of ethics and standards of morality to every part of life.
* Teach the students to think for themselves, defending Christian convictions in the face of disagreement.
* Seek to instill a desire for excellence in the academic disciplines and the skills required for higher education and for future employment.
* Provide appropriate instruction for students with low academic achievement, learning disabilities, and limited English-language proficiency.
* Develop an understanding of the Christian worldview.

**Social Objectives**

Faculty and staff shall teach that God has created people for fellowship with Himself and others. The school shall seek to help students develop a right relationship with God which results in respectful and loving concern for family members, teachers, fellow students and all others in society. The school shall regard the teaching of communication skills as a vital part of its responsibility to prepare students for life. The school shall teach that students are citizens of the community of mankind and that Christian students are also citizens of the Kingdom of God. Both citizenships carry responsibilities and blessings.

Faculty and staff shall teach students:

* The art of relating to people who hold differing views.
* The sanctity and importance of marriage and the family.
* The importance of effective communication skills.
* The awareness of national heritage and the problems facing our world.
* The responsibilities of citizens within the world community and God's kingdom.

**Personal Objectives**

Faculty and staff shall teach students to assess their strengths and weaknesses, to help them develop as balanced individuals with unique qualities, to develop good study habits and solid character traits that will cause them to handle responsibilities properly, to display consistent Christian maturity, and develop personal values consistent with biblical principles.

Faculty and staff shall:

* Help the students develop healthy Christian self-concepts.
* Teach students to apply themselves to their studies, activities, and responsibilities.
* Teach students to work independently and with others.
* Assist students in developing solid character traits consistent with the Word of God.
* Encourage the development of leadership abilities through training and personal experience under supervision.
* Help students understand the importance of and how to incorporate Sabbath rest for the purpose of spiritual, emotional, and physical well-being.

**Physical Objectives**

Faculty and staff shall teach students that their bodies house God's Spirit and that they have a responsibility to treat their bodies with great respect. Athletic activities produce many qualities in those who participate. These qualities serve as a channel for the development of: strong Christian character, spiritual growth, a positive self-image, dedication and commitment to personal and team goals, improved physical fitness, enhanced fundamental skills, mental alertness, emotional maturity, and positive social integration.

Faculty and staff shall:

* Promote physical fitness and the appreciation of the body as the temple of God.
* Provide athletic opportunities for the highest development of physical skills.

**Aesthetic Objectives**

Faculty and staff shall teach students that God is the author of creative expression. This creativity has resulted in a world filled with beauty to be enjoyed through the senses. As the image-bearers of God, students are viewed as creative people who through exposure to the arts come to appreciate all that is excellent and develop the ability to create in their own culture aesthetic contributions which bring glory to God.

Faculty and staff shall:

* Give students an exposure to the arts.
* Seek to develop an appreciation of various art forms.
* Seek to develop the creative skills of the student through opportunities to participate in the arts.

**Emotional Objectives**

Faculty and staff shall teach students that God has created emotions to enhance the richness of life and the reality of faith in Christ. The school shall seek to guide students in the proper use of their emotions so that positive personal and interpersonal qualities are affirmed and God is always glorified in their emotional lives.

Faculty and staff shall:

* Encourage the expression of prayer, praise, thanksgiving, and joy in daily life and worship. They shall teach students that our emotional response to God and His gifts is not only encouraged but required by God.
* Provide opportunities for students to express and evaluate their emotional responses in all of life's situations.

**Residential Objectives**

Faculty and staff shall view the residence as an extension of the home, supplementing the parents, and thereby becoming responsible in the parenting process. The staff share their own life experiences in order to help the students develop spiritually, personally and socially. Opportunities are provided to integrate faith and practice.

Staff shall:

* Be aware of the student's spiritual and emotional state in order to give wise and understanding counsel.
* Supervise a program of regular study, household assignments, recreation and social activities.
* Develop and maintain a high standard of Christian morale in the residence.
* Enforce order in the residence and help students to develop and maintain habits of courtesy, respect, orderliness and cleanliness, and teach proper eating habits and table manners.

**Expected Student Outcomes**

Black Forest Academy prepares globally-minded Christians to change their world for Christ. This is achieved through the provision of quality international Christian education that equips students to influence their world through biblical thought, character, and action.

1. **Thought - what BFA Learners know and understand.**

*Presenting everyone mature in Christ (Colossians 1.28)*

The biblical goal of presenting everyone mature in Christ encompasses all facets of life, manifesting itself in the learning that takes place at Black Forest Academy through the learner being encouraged to embrace and explore the true knowledge of God, of the world and of themselves. The BFA Learner has been endowed by God with the capacity to think, to inquire into and explore created reality, an activity that takes place within four knowledge domains:

* 1. **Interdisciplinary**: this is a domain of knowledge which is characterised by individuals or groups drawing on disciplinary perspectives and integrating their insights and modes of thinking to advance their understanding of a complex problem with the goal of applying the understanding to a real-world problem.
	2. **Traditional**: this is a domain of knowledge framed by disciplines that traditionally appear in education systems around the world. Examples would include, but are not restricted to, mathematics, science, foreign languages, social studies, and performing arts. These systems tend to encourage the quantity of testable knowledge, rather than the depth of understanding and ability to use knowledge with competencies.
	3. **Modern**: this is the domain of knowledge that entails emerging disciplines that have started to appear in education systems around the world. Building on the traditional knowledge domain, the modern knowledge domain might include, but not be restricted to, examples such as robotics, coding and media communications.
	4. **Thematic**: this is the domain of knowledge that represents common strands of learning that run through many of the disciplines - traditional and modern - and which matter to many jurisdictions and cultures. These might include global literacy, information literacy, systems thinking, design thinking, and digital literacy.
1. **Character - how BFA Learners behave and engage in the world**

*Pursuing excellence in all things as a response to God’s peace (Philippians 4.8)*

For learners to be equipped to influence their world through biblical thought, character and action, Black Forest Academy encourages the pursuit of excellence in all things. Thus, the education at Black Forest Academy to be of the highest standard, preparing our students for purposeful action. To develop excellent character to achieve this goal, BFA Learners are:

* 1. **Courageous** - BFA learners are courageous. They pursue and promote the truth, taking risks in the process. They are keen to explore and evaluate the ideas and arguments in a structured, critical and analytical way. BFA learners are able to communicate and defend views and opinions, as well as respect those of others.
	2. **Careful** - BFA learners are careful. In order to know the truth, they do not rush to hasty conclusions based on limited evidence but instead are patient and diligent. They reflect on their ability to learn, focusing on developing habits of careful thinking. BFA learners understand themselves as learners and they are concerned with the processes as well as the products of learning. They develop awareness and strategies to be lifelong learners.
	3. **Tenacious** - BFA learners are tenacious. They do not give up and they are prepared to work through difficulties in order to gain a deeper understanding of the truth. BFA learners actively enjoy learning and this love of learning will be sustained through our lives. They are engaged intellectually and socially, ready to make a difference. They see opportunities for learning in successes and setbacks, applying their knowledge and understanding to solve new and unfamiliar problems. BFA learners can adapt flexibly to new situations requiring new ways of thinking. They strive for excellence in their pursuit of truth.
	4. **Fair-minded** - BFA learners are fair-minded. They earnestly want to know the truth and are willing to listen in an even-handed way to differing opinions, even if they already have strong views on a given subject. BFA learners understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of perspectives, and are willing to grow from the experience. In being fair-minded, they choose to put the truth above allegiance to ego or cherished opinions.
	5. **Curious** - BFA learners are curious, seeking to develop their natural curiosity. They embody a spirit of enquiry, and they are keen to learn new skills and are receptive to new ideas. They possess the skills necessary to conduct inquiry and research, working well independently but also with others. BFA learners are equipped to participate constructively in society and the economy - locally, nationally and globally. They are not satisfied with the easy and simplistic answers but have a desire to understand what makes it all work, at a foundational level. BFA learners are active participants in the learning process.
	6. **Honest** - BFA learners are intellectually honest, insisting on intellectual integrity. They are collaborative and supportive. They understand that their actions have impacts on others and on the environment. BFA learners appreciate the importance of culture, context and community. They communicate what they know with integrity.
	7. **Humble** - BFA learners are humble. They are responsive to and respectful of others. They are consistently demonstrate concern for their peers and teachers, treating them with respect and dignity in how they ask questions and in how they accept critiques of their work.
	8. **Independent** - BFA learners are autonomous. They take full responsibility for their own learning. While BFA learners value the input of teachers and peers, they do not lean on the efforts of these groups to complete their work. They understand that for knowledge to be theirs, they must be the primary agents in the process.
1. **Action - what is required of BFA Learners in and for the 21st century**

*Being an ambassador for Christ (2 Corinthians 5.20)*

BFA Learners are encouraged to impact their world for Christ through purposeful action. To do this, and to ensure deep learning and understanding of knowledge, Black Forest Academy establishes learning environments that support the skills required for success in the 21st century. To impact their world for Christ through purposeful action, a BFA Learner will demonstrate the following skills:

* 1. **Critical thinking**: BFA Learners can critically evaluate information and arguments, seeing patterns and connections, constructing meaningful knowledge, and applying it in the real world.
	2. **Communication**: BFA Learners can communicate effectively with a variety of styles, modes, and tools (including digital tools), tailored for a range of audiences.
	3. **Creativity**: BFA Learners have an ‘entrepreneurial eye’ for economic and social opportunities, asking the right inquiry questions to generate novel ideas, and leadership to pursue those ideas and turn them into action.
	4. **Collaboration**: BFA Learners work interdependently and synergistically in teams with strong interpersonal and team-related skills including effective management of team dynamics and challenges, making substantive decisions together, and learning from and contributing to the learning of others.
	5. **Citizenship**: BFA Learners think like global citizens, considering global issues based on a deep understanding of diverse values and worldviews, and with a genuine interest and ability to solve ambiguous and complex real world problems that impact human and environmental sustainability.
1. **Reflection - how BFA Learners think about learning goals, strategies and results**

*The importance of reflection (Psalm 119:15)*

Learning at Black Forest Academy builds the learner’s awareness of his or her own learning and cognitive ability. This is essential for activating transference, building expertise, and establishing lifelong learning habits. Often referred to as “learning to learn” or “reflection”, Black Forest Academy’s emphasis on meta-learning involves the BFA Learner reflecting on how they are learning as they perform those learning tasks associated with developing themselves as individuals who will influence their world for Christ through biblical thought, character and action. In light of this, a BFA Learner will:

* 1. **Transfer across disciplines** - Develop the ability to apply, or transfer, knowledge, skills and character qualities in realms beyond the immediate context in which they were learned.
	2. **Learning enhancement** - Foster an awareness of how one engages with the process of learning, how one interprets the task or activity at hand, what strategies are selected and employed in the pursuit of achieving learning goals.
	3. **Growth mindset** - Adopt a growth mindset focused on a desire to improve, a willingness to embrace challenges and to persist through hardship, to see effort as a pathway to mastery, learn from criticism, and to gain inspiration from the success of others.

Below is a graphic representation of these Expected Student Outcomes.

