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The
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CARE CONVERSATIONS

FORWARD
FROM
DR TINA LAMONT // Director TEC



Dear Kaz,

This semester we want to take a look at the nature of our School Communities.

The critical understanding is that our young people will be formed by the communities in which they live and learn. This will firstly be the family and then gradually, the larger communities of which they are a part.

The nation of Israel was to be a community engaged in the formation of its people; with the focus upon the centrality of God. Deuteronomy 4:6-9

How do we lead our schools into being communities of formation and transformation so that we may glorify our Father in heaven and serve His Creation? How do we develop such a culture? We invite you to journey with us

as we look at the heart and nature of Christian school communities.

Yours in Christ,

Dr Tina Lamont
Director TEC
The Excellence Centre



I'm a naturally melancholy person. I am rarely satisfied with anything I do and frequently indulge in reflection of all the ways that I could have done things better.

In my worst moments I'm like Elijah. In Genesis 18, Elijah is the human agent of God in putting the prophets of Baal to shame. In Chapter 19, Elijah seems depressed, and desiring death. Then he hides in a cave doubting everything! Sounds a bit extreme right? But I think most of us experience this introspection at times.

This questioning is good if it leads us to become more God-dependent and more thoughtful about how we live and why we do things.

Having spent almost forty years engaged in Christian Education, I am not yet satisfied with my thinking and practice. We are very tainted by the views and perspectives of education that we see around us. The ways that some schools operate clearly show the influence of these unexamined views. I think our two biggest problems are the mistaken beliefs that

1. Neutrality in education exists, and
2. The goal of education is to develop the potential in each individual so that they may be independent.

“In a world where the dogmas of secular humanism are able conveniently to masquerade as “neutrality” ... we are likely to be told that it is better for children to learn in an environment where questions of faith are not allowed to intrude, so as to ensure an “objective” and open-minded approach to things.[1]

We have allowed ourselves to be persuaded that Biblical Christian Education limits a person’s understanding, whilst secular humanism is objective, broad and inclusive.

Similarly, we have falsely concluded that having an open mind, independence of thought and opinion as well as a freedom to express our inner selves is the basis of liberated education.

Real education, Trevor Hart suggests: *“is about the formation of young lives, the cultivation of character, the enriching of body, mind and soul through participation in communities of learning and exploring.”[2]*

The purpose of education is not to free us to be independent. The freedom we desire for our young people is much more important. Our desire is that they move from being slaves to sin and become servants of Christ and slaves to righteousness.[3]

We are never free in terms of having no authority or direction in life; Christians are to be “free in Christ”. The question is always to whom are we obedient; our selfish desires or the Christ of grace and truth.

Our goal is to equip young people to live lives as responsive and responsible disciples of Jesus Christ. Our challenge is to define what the culture must look

like for this formation to take place?

[1] Trevor Hart St Andrews University

[2] Trevor Hart

[3] Romans 6:15-23

Brian Cox

Consultant in Leadership & Education



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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

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