

Overview:

**Teaching for Transformation is a design framework for the creation of authentic, formational learning experiences rooted in a transformational worldview. These learning experiences invite, nurture, and empower teachers and students to play their part in God’s story through their everyday learning.**

Deep Hope

We are people of hope. Not wishes or plans. And, more than just hope. Deep hope.

Deep hope represents why you followed the call to be a teacher in a Christian school. It aligns with the desires that parents have as they enroll their children in your school. It reflects the promises contained within your school’s mission and vision statement and points toward your place in God’s story.

And, within Teaching for Transformation, it is the first question we ask ourselves when we design learning experiences for our students: “What is our deep hope?”

It is our North Star that guides us on our learning journey within our Christian schools.

Storyline

Within Teaching for Transformation’s framework, the learning of every classroom is rooted in a compelling vision of the kingdom. The fundamental purpose of the core practice storyline is to connect the learning and the learners to God’s story. Using language and imagery that connects both to the curriculum and the kingdom story, storyline ensures learners see the story that invites them to be a part of how God is making all things new. A Teaching for Transformation classroom displays artifacts and evidence of students connecting their learning to God’s story of renewal.

Throughlines

Formational learning experiences push beyond mastery of curriculum. They form habits of living and shape who we are. Throughlines are discipleship habits and practices that both form the learners and transform God’s world around them. Throughlines help students, teachers, and parents imagine what it means to be a disciple within God’s story. They articulate a vision for how their school’s graduates will live.

So, as the learners are provided opportunities to engage in “real work that meets real needs for real people,” they are given direction in how to engage—as God worshippers, justice seekers, beauty creators, for example. The practice of throughlines shapes the learning and sparks a desire within the learners to actively play their role in the formation of culture. Throughlines ensure the focus is not just about what the learner should know; they propel us to educate for who the learner is called to be within God’s story.

Formational Learning Experiences (FLEx)

Once teachers and students are invited to see the story, a Teaching for Transformation classroom provides opportunities for learners to live the story. Formational Learning Experiences (FLEx) are opportunities for the learner to engage in “real work that meets a real need for real people”—opportunities to practice living the kingdom story. Students from kindergarten to grade 12 are given the opportunity to respond to God’s call to be active, restorative, and creative in God’s story of redeeming love. It is through the practice of engaging in meaningful school work, school work that is kingdom work, that the learner is forming a compelling vision and desire for living within God’s story. As engagement and motivation increase, so does a student’s mastery of curricular content.