


**See the Story.
Live the Story.**




Teaching *for*
TRANSFORMATION





The primary goal of Christian education is the formation of a peculiar people – a people who desire the kingdom of God and thus undertake their life's expression of that desire.



James K. A. Smith, *Desiring the Kingdom*

What is TftT?

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.

The core practices of Teaching for Transformation are practiced in over 100 schools worldwide to create learning experiences that empower teachers and students to explore their role in the kingdom story.



"One of the most important aspects of my TtT journey has been developing my deep hope for my students. It has helped me get to the heart of what I want to accomplish with my students, and it has given me a framework from which I can build upon."

Nathan Wiechel, teacher, athletic director
Allendale Christian School

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.



"Teaching for Transformation helps me show students that they have a voice and can help transform the world for the better, living God's story. Our lessons are not isolated activities, but everything is connected in God's plan to help them grow and develop their love for community and build relationships."

Marie Pelone, teacher, Bellevue Christian School



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.





**"I love FLEx! I like it because we get
to do some fun work to help others."**

Jacob, fourth grade student

Formational Learning Experiences

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.



"Teaching for Transformation has empowered our school to be more intentionally Christian than ever before. The result is students who are excited about living out authentic faith as part of the learning process."

Jim Peterson, head of school, South Christian High School



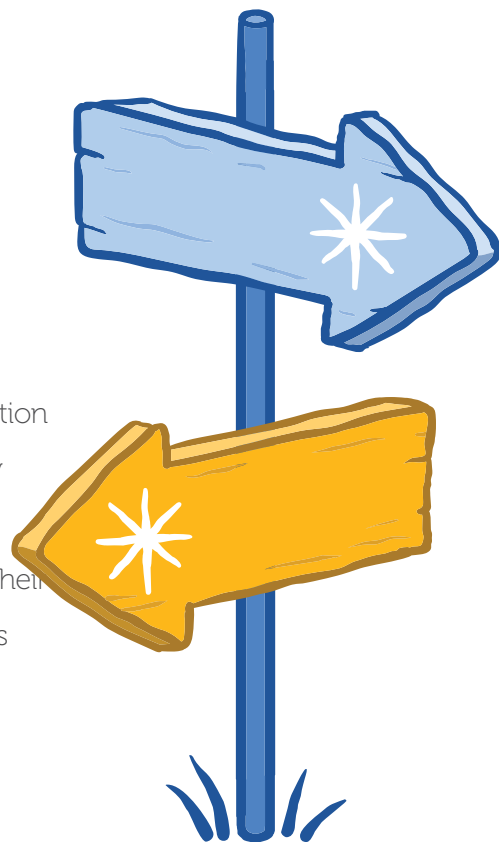
Throughlines

Formational learning experiences push beyond mastery of curriculum. They form habits of living and shape who we are.

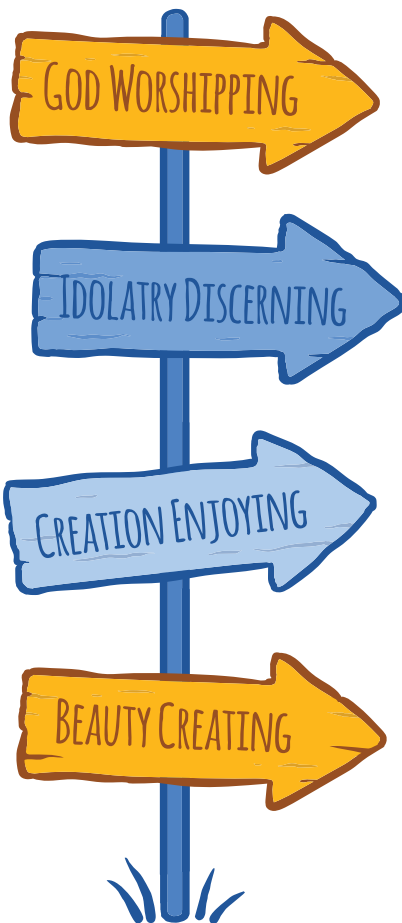
Throughlines are discipleship habits and practices that both form the learners and transform God's world around them.

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.



Throughlines



Learners extend, both in daily tasks and in deliberate times of praise, their words, actions, talents, and thoughts in awe and celebration of God, who is worthy.

Learners recognize stories that invite them to seek truth and participate with the truth by aligning learning with the knowledge and person of God.

Learners delight in God's qualities—his eternal power and divine nature exhibited in what he created.

Learners engage in beautiful work that enriches the world and reflects God's heart for diversity, complexity, and creativity.



Learners seek and find God's fingerprints in the intricate, purposeful design of what he has created.



Learners pursue restorative transformation, seeking to bring wholeness where there is brokenness.



Learners follow the example of Christ's selfless love through exercising kindness, empathy, and compassion.



Learners steward, locally and globally, all God has created by pursuing and practicing new ways to tend and care for his creation.



Learners build communities of grace and purpose, making space for the belonging of others.



Learners mirror God's goodness through who they are and what they do, and delight in the image of God inherent in *all* people.



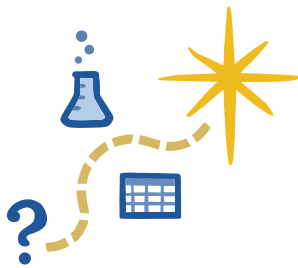


"I thought TfT would transform my students and my teaching in a positive way. I was not prepared for it to transform my own Christian walk."

Tami Boomsma, teacher, Dutton Christian School

Habits of Learning

As schools implement Teaching for Transformation, all learning experiences are designed to ensure that teachers and students continuously grow as learners – life-long learners. As formational learning experiences provide opportunities for students to practice living the throughlines, they also provide opportunity for students to form the following habits of learning:



Curious Thinking

We are creative and critical.



Gracious Communicating

We are kind, specific, and helpful.



Joy-filled Collaborating

We are grateful, playful, and reflective.



Courageous Designing

We are resilient and rigorous.

THE TFT JOURNEY

Implementing the Teaching for Transformation design framework is a formational journey for you and for your staff. We partner with you in this journey through the following stages:



Exploring with you how TftT aligns with your school's mission and vision for Christian education.



Equipping and empowering your staff with the design tools and practices for the implementation of TftT.



Continuous support to deepen the TftT professional growth journey.

Begin your school's Teaching for Transformation journey into the rich promises of your school's mission and vision. Your teachers and students are ready to see how their learning equips them to see and live God's story.

Contact Darryl DeBoer at **778.870.0442** or **darryl.deboer@cace.org** to begin your journey.



