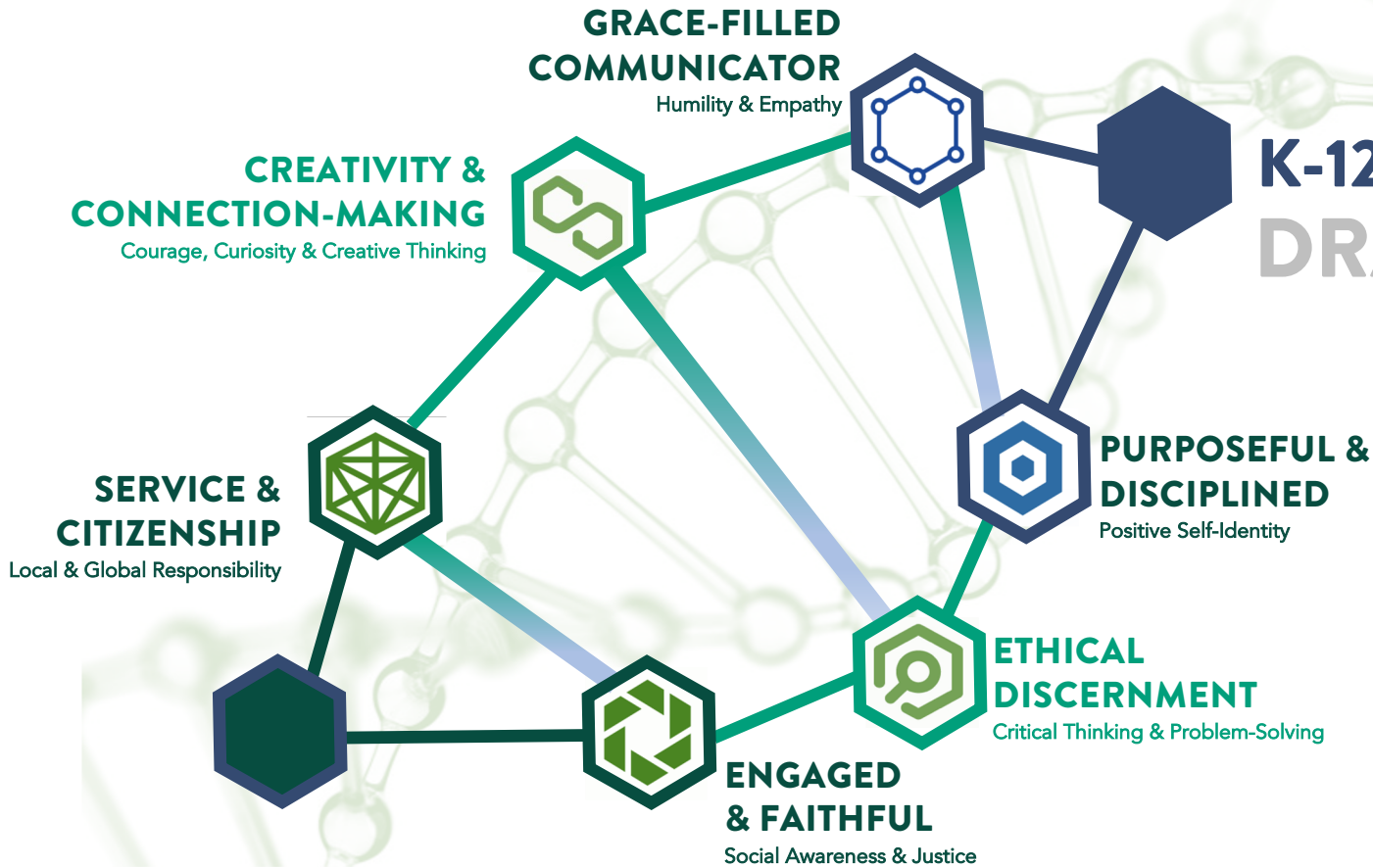


Know God... Know Yourself... Love Your Neighbour...

K-12 LEARNER DNA DRAFT



ETHICAL DISCERNMENT

(CRITICAL THINKING & PROBLEM SOLVING)

This competency describes the process of applying knowledge of God and the Biblical narrative to evaluate truth claims and to make reasoned, informed, judgements about important questions or ethical dilemmas in our culture. Students develop awareness of rash and prejudicial reactions while examining different thinking fallacies, ways of knowing, and sources of knowledge to explore, uncover and evaluate diverse perspectives through a Biblical lens. (Acts 17:11; 1 Cor 6:12; Rom 12:2)

SERVICE & CITIZENSHIP

(LOCAL & GLOBAL RESPONSIBILITY)

This competency describes a learner who is equipped to actively serve others and who is encouraged to model a Christ-like heart of service. The learner engages in contributing to and making an impact in one's community. Students are collaborative problem solvers and community builders who take responsibility for themselves and others, and who care for and steward God's creation. Students are able to imagine and implement actions that promote ongoing restoration. (Gal 5:13; Eph 2:19)

ENGAGED & FAITHFUL

(AWARENESS & SOCIAL JUSTICE)

This competency describes a learner who is encouraged to develop a Christ-like compassion for, and awareness of local and global real-world problems. The learner embraces the diversity of others as part of God's design for the world. Students are change agents who seek to learn from and understand others' narratives and engage in recognizing our part in reconciliation, and striving for peace and justice. (Micah 6:8; Phil 2:3-5)

CREATIVITY & CONNECTION-MAKING

(COURAGE, CURIOSITY & CREATIVE THINKING)

This competency describes students who make connections, discover patterns, and uncover the beauty and wonder in God's design for creation. Students embody hope and joy in their learning through thoughtfully inquiring about the presence of God in all things and examining their own beliefs about the world. They demonstrate courage by relying on what they do know and observe, to trust faithfully in the unseen. Learners are curious, reflective and open-minded risk takers who develop a sense of achievement and independence in their thinking. (Psalm 104:24; Ecc 3:11)

PURPOSEFUL & DISCIPLINED

(POSITIVE IDENTITY OF SELF)

This competency describes a learner who grows in understanding and confidence of who God created them to be as bearing His image. The learner is encouraged to find their primary identity and sense of purpose in modeling their life on the character of Christ in community with others. Students participate in and cultivate personal, corporate and spiritual practices and habits that are transformative and promote a life of wholeness, wellbeing and worship. (Jer 29:11; 2 Tim 1:7)

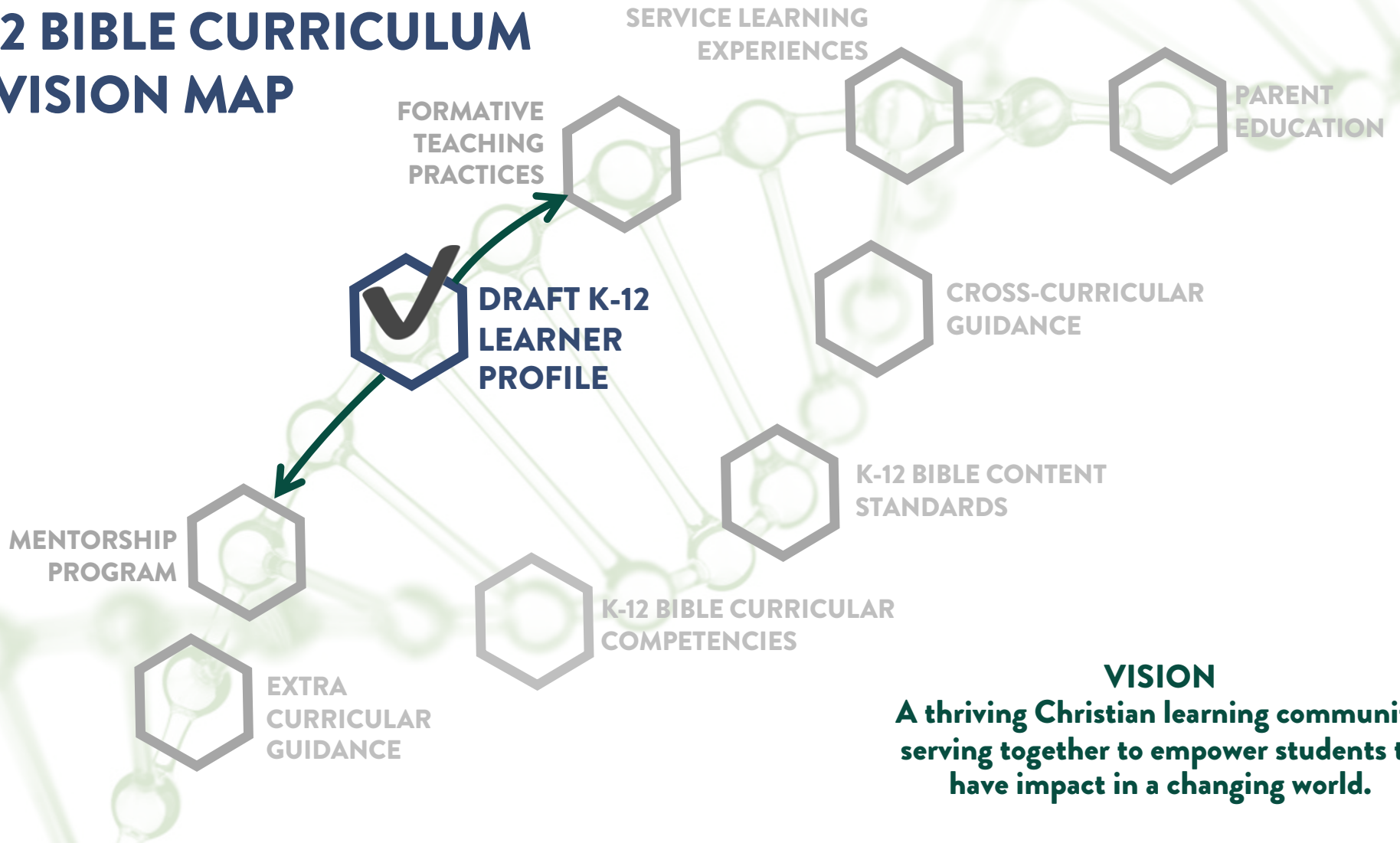
GRACE-FILLED COMMUNICATION

(HUMILITY & EMPATHY)

This competency describes a learner who through effective verbal and non-verbal communication models grace, love and empathy for others. The learner is equipped to develop authentic listening, communication and conflict resolution skills that foster understanding, cooperation, respect and valuing others above oneself. It requires students to share, evaluate, and present themselves in a way that is honourable, respectful, and honest. (Col 4:6; Eph 4:29)

DRAFT

K-12 BIBLE CURRICULUM REVISION MAP



CURRICULAR WORLDVIEW DRAFT

(FORMERLY “LCS EDUCATIONAL PHILOSOPHY, 2008)

A worldview is the particular lens, narrative or way of thinking, through which individuals or a community experience and navigate the world. The K-12 curriculum at LCS is rooted in a worldview that is described as including the following characteristics as a starting point for teaching and learning:

- God the Father created this world, continues to care for it and will fully restore it in the future. He invites us to be partners in understanding and taking care of His creation. As we learn more about God’s creation, we respond with wonder and awe at the intricate beauty of His work.
- All of God’s creation has been distorted because of our rebellion against God. The effects of sin are evident in creation and culture. We need to recognize our personal and communal sin and our deep need for repentance.
- Jesus Christ is proclaimed as our Lord and Saviour. Through faith in Christ we can be restored to a right relationship with God. Since we cannot overcome sin on our own we need to seek Christ’s redemptive grace. As we acknowledge our sinfulness we also learn how to respond to others with justice, compassion and a desire for reconciliation.
- The Holy Spirit works in each of us throughout our lives, making us more and more like Christ. Rather than being conformed to this world we are transformed through the Spirit and in turn we are called to transform the world.
- The Christian school is a community that represents the body of Christ. As members of the same body we recognize our dependence on each other as we grow in our faith. Within this community each student, staff member and parent is valued and respected as an image bearer of God.
- As a Christian community we seek to understand our world and to see Christ’s redemptive work in our society. We use age-appropriate literature, media, and music to help our students develop discernment and a mature Biblical critique of our culture.

Curriculum Review Process

discernment
stewardship & service
citizenship
purpose & identity
discipline

Informed by:

- Foundational beliefs & mission
- Core values: connect, thrive, equip
- Biblical through-lines
- Current research in Christian education
- Education committee & staff collaboration

LCS K-12 LEARNER PROFILE

- What is distinctive about a K-12 LCS education within a BC context? What is our "brand guarantee"?
- What skills/ competencies is a K-12 LCS education designed to foster?
- What are parents/caregivers supporting through enrollment of their child?

SCOPE & SEQUENCE COMPETENCIES & CONTENT

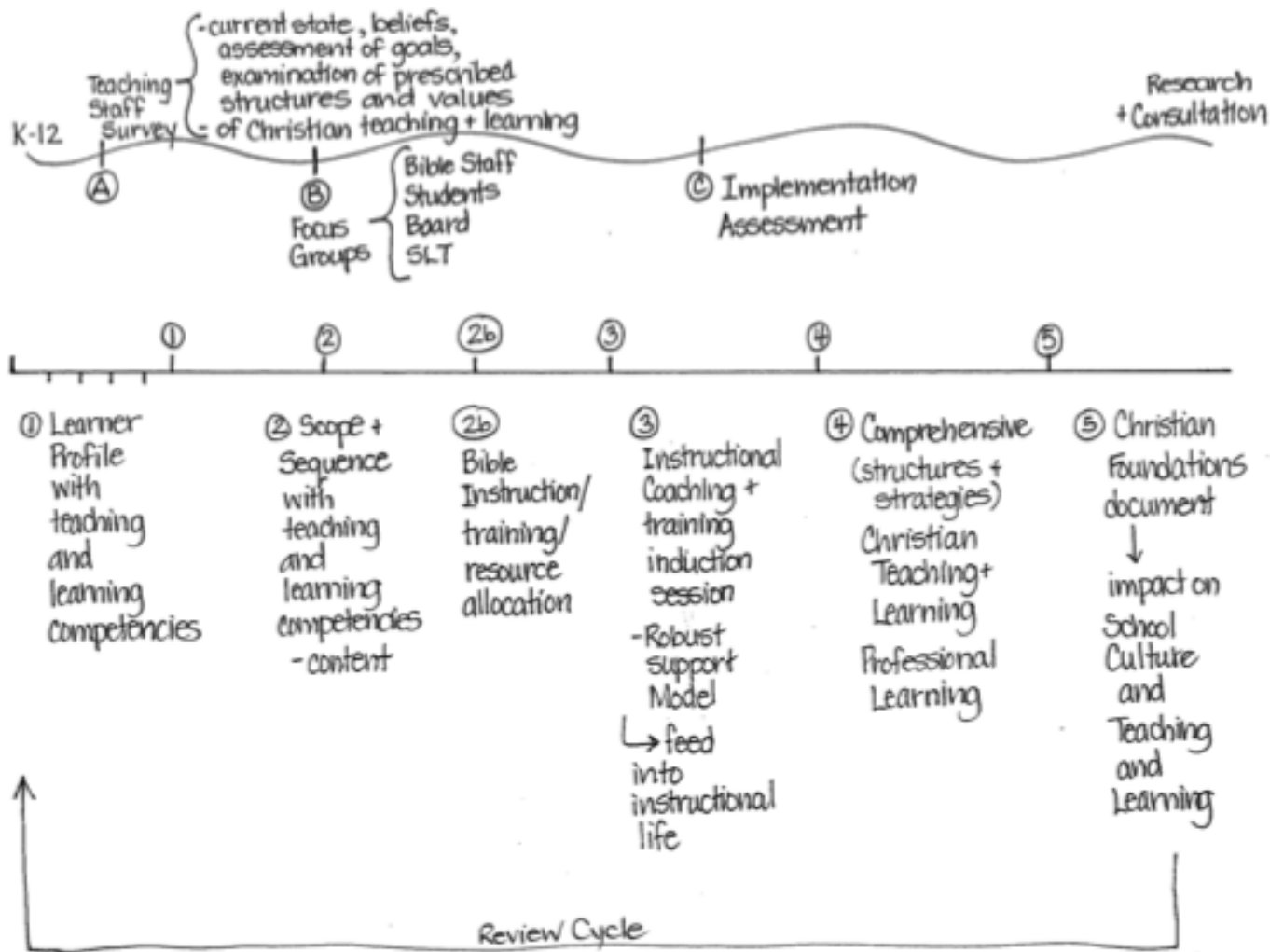
- What competencies are taught & assessed? When?
- What Biblical content is essential to know?
- What are Big Ideas? (TFT)

GUIDANCE FOR CHRISTIAN TEACHING PRACTICES

- What does Christian teaching & learning look like?
- How does the learner profile and curriculum inform core subjects, extra curricular programs & service learning/outreach?

IMPLEMENTATION & REVIEW CYCLE

- How do we train, coach, mentor & evaluate staff?
- How do we invite parents/caregivers to participate in supporting the education of their child?
- How do we gather feedback on the impact of our teaching from graduates and current families/ students?



Kevin M.