THE HEART OF A TEACHER

What Teachers Make
October 29, 2016
Davao Christian
High School
Davao City
2010-11
ACCS Member School Alumni Survey
Alumni Survey

In 2011, ACCS created an online survey and asked their member schools to send the survey link to their graduates.

The purpose of this survey was to determine how successful schools are in achieving their vision for students. This survey sought to assess the academic and spiritual impact of a classical, Christian education upon graduating students.

Survey results were anonymous. Results were received and tabulated by ACCS and a report was sent to all ACCS member schools.
There were 342 survey respondents.

98.5% of these identified themselves as being a Christian during high school.

The survey was conducted from Feb. 16, 2011, to March 31, 2011.

The students represented 24 different ACCS members schools including 11 ACCS accredited schools.
**Which type of school do your children attend?**
(Or which type of school do you intend to enroll your children in?)

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Type of School</th>
</tr>
</thead>
<tbody>
<tr>
<td>75.0%</td>
<td>A private classical, Christian school</td>
</tr>
<tr>
<td>18.1%</td>
<td>Public school</td>
</tr>
<tr>
<td>16.4%</td>
<td>Homeschool (including online school)</td>
</tr>
<tr>
<td>7.3%</td>
<td>A classical charter school</td>
</tr>
</tbody>
</table>

Note: Respondents could select more than one answer.

91.5% of the survey respondents stated that if they were to do it over again, they would attend the same school.
If you were to do it over again, would you attend the same school?

- Yes, I would attend the same school: 91.5%
- No: 8.5%
Which statement best describes how your beliefs about Christ changed while attending high school?

Most students said that their beliefs about Christ were strengthened in high school.

The next slide shows how the students ranked the factors that had the greatest impact on their beliefs.
Which of these items had the greatest impact upon your personal beliefs?

Parents have the biggest impact.

Numbers reflect average scores for each item, maximum of six.

- Parents: 5.2
- Teachers: 4.4
- Things learned at school: 4.2
- Church: 4.1
- Classmates at school: 3.9
- Friends outside of school: 2.8

Six points for giving an item a ranking of “greatest impact.”
• “I appreciate, more and more all the time, the opportunity I had to attend a classical, Christian school. I am extremely grateful that my parents sent me there.” —Comment from a graduate
Rank these items from the greatest impact to the least impact.

- The encouragement of Christian teachers: 68.7% (Greatest positive impact), 23.7% (Some positive impact)
- Learning to defend the faith: 47.3% (Greatest positive impact), 44.4% (Some positive impact)
- The culture of the school: 46.4% (Greatest positive impact), 36.5% (Some positive impact)
- The encouragement of Christian students: 45.0% (Greatest positive impact), 43.2% (Some positive impact)
- The encouragement of other Christian parents: 38.2% (Greatest positive impact), 47.8% (Some positive impact)
- Prayer at school: 23.5% (Greatest positive impact), 56.6% (Some positive impact)
- Extra-curricular activities: 22.0% (Greatest positive impact), 52.0% (Some positive impact)
- Regular school chapels or assemblies: 12.5% (Greatest positive impact), 45.6% (Some positive impact)
• “As I have moved on to college, the thing I miss and cherish most was the teachers. They cared about my studies and they cared about me personally and spiritually—and all that considering that I never really like to talk to teachers.”

• —Comment from survey respondent
Was Biblical truth integrated with the subjects taught in school?

Teachers and schools are doing the best job of integrating biblical truth in the areas of science, history, and English. Integration is also reported in fine arts and extra-curricular activities. Schools are being less successful in integrating biblical truth in math and foreign languages.

<table>
<thead>
<tr>
<th></th>
<th>Integrated</th>
<th>Separated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>94.6%</td>
<td>5.4%</td>
</tr>
<tr>
<td>History</td>
<td>94.5%</td>
<td>5.5%</td>
</tr>
<tr>
<td>English</td>
<td>90.7%</td>
<td>9.3%</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>85.7%</td>
<td>14.3%</td>
</tr>
<tr>
<td>Extra-curricular</td>
<td>82.6%</td>
<td>17.4%</td>
</tr>
<tr>
<td>Math</td>
<td>69.6%</td>
<td>30.4%</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>60.0%</td>
<td>40.0%</td>
</tr>
</tbody>
</table>
Do you evaluate these areas from a biblical worldview?

- Reading: 88.2% Yes, 11.7% No
- Movies/TV: 85.7% Yes, 14.3% No
- Music: 83.2% Yes, 16.8% No
- Art: 81.3% Yes, 19.0% No
- Clothing: 79.7% Yes, 20.2% No
Classical, Christian schools teach their students to apply standards of truth, goodness, and beauty as they consume (and create) culture.

For each category, which statement best describes the impact of your education: strong impact, some impact, or no impact?

<table>
<thead>
<tr>
<th>Category</th>
<th>Strong Impact</th>
<th>Some Impact</th>
<th>No Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>52.2%</td>
<td>37.8%</td>
<td>9.9%</td>
</tr>
<tr>
<td>Art</td>
<td>35.5%</td>
<td>44.6%</td>
<td>20.5%</td>
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Academic preparation upon entering college.

- Better prepared in **all** academic areas.
- Better prepared in **some** academic areas but behind in others.
- My academic preparation was the **same**.
- I was **not** as well prepared as my peers.
“I am so thankful for the education I received. My parents made a great financial sacrifice to ensure my and my brother's attendance, but we all know it was well worth it. A classical Christian education is invaluable. It helped build up in me a firm biblical foundation upon which I can stand confidently. The Lord blessed me with such an education; I will never forget or take for granted the treasure it was.”
The Role of Teachers and Parents

• The Bible commands parents to “love the LORD your God with all your heart and with all your soul and with all your strength. These commandments that I give you today are to be on your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up.” (Deuteronomy 6:4-7 NIV)
The Role of Teachers and Parents

- The Bible commands parents, especially the fathers, to “bring” their children “up in the training and instruction of the Lord.”
  (Ephesians 6:4 NIV)
The Role of Teachers and Parents

• No question, the primary responsibility for raising children to be godly men and women belong to parents.
• Yet the reality is that parents leave their children in schools for the most part of their growing up years.
• So what does this mean for us as teachers?
Rank these items from the greatest impact to the least impact.

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• “As I have moved on to college, the thing I miss and cherish most was the **teachers**. They cared about my studies and they cared about me personally and spiritually—and all that considering that I never really like to talk to teachers.”

• —Comment from survey respondent
The Power of a Christian Teacher

• “They cared about my studies and they cared about me personally and spiritually.” - comment of a survey participant.

• Christian teachers have the capacity to make a difference the lives of their students in the areas of:
  – Academic development
  – Personal development
  – Spiritual development
The Power of a Christian Teacher

• As teachers, we have the power to make a difference for Christ in the lives of our students

• I believe this power comes from the love of God that has been poured out in our hearts through the Holy Spirit that has been given to us. (Romans 5:5)
Teacher Evaluation

• Because of this power to make a difference in our students’ lives, God demands high standards from all of us Christian teachers.

• Not many of you should become teachers, my fellow believers, because you know that we who teach will be judged more strictly. (James 3:1 NIV)
Teacher Evaluation

- From everyone who has been given much, much will be demanded; and from the one who has been entrusted with much, much more will be asked. (Luke 12:48 NIV)
Professional Growth

• Because God expects so much from us, then we need to grow in the skills and knowledge related to our profession.

• But there is another dimension we need to consider.
The Heart of A Teacher

• During these past two days, we have talked much about what teachers make.
• But perhaps a more important question would be, What makes a teacher?
• How can we become the kind of teacher that will help our students become all that God would want them to be?
• How do we develop the right heart?
What makes a great teacher?

• Let’s pair up and talk about it.
• Find a partner and share your ideas for 5 minutes.
• At the end of 5 minutes, let’s talk about it together.
What makes a great teacher?

• Credentials are important
  – Knowledge
  – Experience
  – Faculties of intelligence, chief among them, critical thinking

• However, a great teacher should be much more than credentials, experience and intelligence.

• Rusul Alrubail in his blog site lists 6 qualities of a great teacher.
The Heart of A Teacher

• First, **be kind**.

• A great teacher shows kindness to students, colleagues, parents and those around her/him.

• It truly changes the environment in the classroom and school.

• Being a kind teacher helps students feel welcomed, cared for and loved.
The Heart of A Teacher

• Second, be compassionate.

• Teaching is a very humanistic profession, and compassion is the utmost feeling of understanding, and showing others you are concerned about them.

• A compassionate teacher models that characteristic to the students with her/his actions, and as a result students will be more open to understanding the world around them.
The Heart of A Teacher

• Third, **be empathetic.**
• Empathy is such an important trait to have and to try to develop in ourselves and our students.
• Being able to put yourself in someone’s shoes and see things from their perspective can have such a powerful impact on our decisions and actions.
The Heart of A Teacher

• Fourth, **be positive**.

• Being a positive person, is not an easy task. Being a positive teacher is even harder when we’re always met with problems with very limited solutions.

• However, staying positive when it’s tough can have such a tremendous positive impact on the students and everyone around us. Looking on the bright side always seems to help make things better.
The Heart of A Teacher

• Fifth, **be a builder**.
• A great teacher bridges gaps and builds relationships, friendships, and a community.
• Teachers always look to make things better and improve things in and outside of the classroom.
• Building a community is something a great teacher seeks to do in the classroom and extends that to the entire school and its community.
The Heart of A Teacher

• Sixth and last, be inspiring.
• Everyone looks at a great teacher and they want to be a better teacher, they want to be a better student, even better, they want to be a better person.
• A great teacher uncovers hidden treasures, possibilities and magic right before everyone’s eyes.
The Heart of A Teacher

• How do we become all these?
• Let me tell you a story.
The Story of Clarence

• Clarence first attended church on a dare.
• He promised his pastor friend he would give church a try if the pastor could beat him in two games of checkers. The pastor won, and Clarence found himself in church the next week. He responded to God’s Word and the love of the congregation, and eventually was baptized, along with his wife and children.
The Story of Clarence

• A few weeks later, Clarence went to his pastor with a troubled heart. He did not know how to live the Christian life. “Before I was baptized,” he said, “if you came to me and told me that you wanted to be a football player, I would not have just given you permission to do it, I would have shown you how to be one. I need someone to show me how to be a Christian.”
The Story of Clarence

- There is more to being a Christian than just attending church, performing Christian practices or believing in the Christian doctrines.
- By the same token, there is also more to teaching than having our students learn their lessons. We need to learn how to live as God intended for us to live.
- Then we need to teach our students to do the same.
The Great Commission

• Our mission as Christians is to make disciples of Jesus Christ.

• Jesus commanded us to “go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you.” (Matthew 28:19-20a)
Modeling Christ

• In order to fulfil our mission as Christian teachers, we have to go beyond teaching our students academic skills and knowledge.
• We need to teach them how to be Christians, disciples of Jesus Christ.
• We need to teach them how to integrate the commandments of Christ into their own lives.
Modeling Christ

• However, we cannot take our students to where we have never been. They cannot learn how to be a better Christian if we are not.

• Paul captures this thought precisely when he says, “Imitate me as I imitate Christ.” (1 Corinthians 11:1)

• This requires that both teacher and student need to be trained in godliness.
Training in Godliness

• Godliness is not congenital. It is not inherent in us.

• Paul enjoins Timothy, his disciple: Train yourself to be godly. For physical training is of some value, but godliness has value for all things, holding promise for both the present life and the life to come. (I Timothy 7:9-8 NIV)

• Here is where the practice of the spiritual disciplines can help us.
Spiritual Disciplines

- The habits of devotion and experiential Christianity that have been practiced by the people of God since biblical times (Donald Whitney, *Spiritual Disciplines for the Christian Life*). Disciplines are the God-given means we are to use in the Spirit-filled pursuit of godliness (goal of discipline – I Tim. 4:7)
Spiritual Disciplines

- John Wesley lists several spiritual disciplines, the practice of which enables us to live as faithful disciples of Jesus Christ and help our students become the same:
  1. Meditation, study and reading of the Bible
  2. Public and private prayer
  3. Holy Communion
  4. Fasting
  5. Spiritual conversation (spiritual direction)
Spiritual Disciplines

- Intentional practices, relationships and experience that give people space in their lives to “keep company” with Jesus. E.g., Acts 2:42: “They devoted themselves to the apostles' teaching and to the fellowship, to the breaking of bread and to prayer.” (Adele Calhoun) They put us in a place where we can begin to notice God and respond to His word.
Spiritual Disciplines

• The more we practice the spiritual disciplines, the more our hearts become right with God.
• This is why at the Asian Theological Seminary, we intentionally encourage the practice of the spiritual disciplines. It is part of our community ethos. It is way of life at ATS.
• We do it because we cannot transform church and society without being first transformed ourselves.
Only God Can Give A New Heart

- But we need to remember that when all is said and done, the work of biblical integration is the work of God.

- I will give you a new heart and put a new spirit in you; I will remove from you your heart of stone and give you a heart of flesh. And I will put my Spirit in you and move you to follow my decrees and be careful to keep my laws. (Ezekiel 36:26-27 NIV)
The Heart of the Matter

• As teachers, we play a pivotal role in the lives of our students. What we are is what they will eventually become.

• Teaching goes beyond the possession of better skills and knowledge. It also deals with attitudes, with the heart. If our hearts are right, then so will our students’ hearts.
The Heart of the Matter

• Let us not forget that our hearts and our students’ hearts are in the hands of God who will shape these according to his perfect plan.
• As Christian teachers, our mission is not just to teach our students. How do we teach them such that, through them, all the nations of the world become the disciples of our Lord Jesus Christ?
John Wesley’s Hundred

- John Wesley, the founder of Methodism, was once asked a question, “Why are there Methodists in England?” His answer is the clear statement of his life mission: "What may we reasonably believe to be God's design in raising up the Preachers called Methodists? To reform the nation and, in particular, the Church; to spread scriptural holiness over the land."
John Wesley’s Hundred

• In the light of this life mission, he issues this challenge: “Give me one hundred men who fear nothing but sin and desire nothing but God, and I care not whether they be clergyman or laymen, they alone will shake the gates of Hell and set up the kingdom of Heaven upon the earth.”
A Personal Challenge

• May I leave you with this personal challenge?
• Will you be part of Wesley’s Hundred for the Philippines?
• Will you be the Christian teachers who fear nothing but sin and desire nothing but God?
• Will you shake the gates of Hell and set up the kingdom of Heaven in the Philippines and all over the world?
A Personal Challenge

• Will you make a difference?