

Adventist Education in the Southwestern Union

Our Story

Adventist education is focused on making memories that will shape our children's future. These memories are part of a story that is being written in classrooms and schools across the Southwestern Union.

Since the establishment of the first Adventist school in 1872, Seventh-day Adventists have been pioneers for education of the whole person—spiritually, mentally, physically, and social-emotionally. The mission of Adventist education—Collaborating for learning excellence through faith and service—focuses on restoring the wholeness that God intends for each of us.

Our 7Cs further articulate the mission or purpose of Adventist education. They are competencies necessary for success in this life as well as for eternity.



We would like to share our story and some of the memories that we are collecting as we visit several schools within the five conferences that make up the Southwestern Union. Our story will demonstrate how we are intentionally focused on identifying and creating coherence among the 7Cs that contribute to the mission of Adventist education.

Let's begin with the first C, Connection to God and Others. We desire for our students to develop a personal relationship with Jesus Christ and continue to grow in faith through balanced living—spiritual, physical, intellectual, and social-emotional development. And to serve God is to be in service to others as well. There are many opportunities for students to develop these connections, including worships, chapels, week of prayers, Bible classes, other classes taught within the context of the Adventist worldview, service projects, and baptismal classes.

Citizenship, another important competency, builds upon our service to God and others. It is about students participating in civic life through collaborative involvement in community issues, while accepting responsibility for local, national, and global environments. As students participate in civic activities, they develop an understanding of environmental issues and a mindset that they can make a difference in the world; they learn to appreciate different points of view; they celebrate each other's accomplishments; and they apply their knowledge to real-world tasks.

The next C, Collaboration, allows students to further demonstrate their ability to work effectively and respectfully with diverse teams to accomplish a common goal. Social and emotional skills are developed as they interact with other students, leading to an understanding of the perspectives of others, empathy, and compassion which impact team functioning. Collaborative activities in our schools include gardening, PE, and a variety of group projects that span the curriculum.

Our story continues with the fourth competency, Critical Thinking and Problem Solving. Students are involved in this C when they use their experience, knowledge, reason, and belief to form carefully considered judgments and solve problems. There are many opportunities for students to apply their critical thinking and problem-solving skills, such as science and math labs, social studies projects, the writing process, Bible class reflections, and goal setting activities.

Creativity and Innovation, another key competency, is about students using their knowledge and imagination to ask questions and create new ways of thinking about issues. This competency extends the application of critical thinking and problem-solving abilities. As students persevere to solve problems through the creation of products or services, their efforts can be observed in STEM projects, art, music, and outdoor education.

The next C, Communication, involves students in articulating thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts. Our schools provide a number of opportunities for students to develop their communication skills, including discussions, group assignments, presentations, and journaling. Teacher presentation skills are developed as well through participation in professional learning communities which focus on continuous school improvement.

The final C in our story is Character. We aim for our students to demonstrate Christian values and dispositions in responding to a changing environment. The social and emotional character traits of self-directed learning, perseverance, and resilience, in particular, are developed throughout the curriculum. And as students gain proficiency in the 7Cs, they are continuously encouraged to develop a vision and goals for their learning that will impact their life today as well as for eternity.

Our story continues. We invite you to join us as we continue to make memories that will impact our students' future



7Cs

Connection to God and Others

Develop a personal relationship with Jesus Christ and continue to grow in faith through balanced living (spiritual, physical, intellectual, social-emotional) and service to others.

Citizenship

Participate in civic life through collaborative involvement in community issues, accepting responsibility for local, national, and global environments.

Collaboration

Demonstrate ability to work effectively and respectfully with diverse teams to accomplish a common goal.

Critical Thinking and Problem Solving

Use experience, knowledge, reason, and belief to form carefully considered judgments and solve problems.

Creativity and Innovation

Use knowledge and imagination to create new ways of thinking to find solutions to problems and to create products and services.

Communication

Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts.

Character

Demonstrate Christian values and dispositions in responding to a changing environment.