Module 2
Adventist Education

OVERVIEW

Understand the link of Adventist education to Continuous School Improvement and Accreditation. Adventist education in the Southwestern Union is committed to excellence. Excellent schools demonstrate a commitment to ongoing self-assessment of their **product**, evidence-informed **practice**, and Continuous School Improvement **Plan**ning. Continuous School Improvement Planning, in particular, is a process that honors the **purpose** of Adventist education, the belief that Adventist education is the essential vehicle for the expression of faith-based values and beliefs at all levels.

Excellent schools are not produced by chance or as the result of a single change event. Excellence is about building a culture that encourages continual, planned improvement. With renewed **purpose**; effective **plans** for improvement; and innovative, research-based **practices**; a quality educational **product** will emerge that is focused on the relevancy of teaching and learning for the 21st century.

These principles of Adventist education (**Purpose, Plan, Practice, Product)** are articulated in the Education by Design Framework which serves to redefine accreditation, in the context of Continuous School Improvement Planning, as a continuous process rather than a single event that recurs every six years. As Adventist educators, we hold onto a thread that is unchanging—our **purpose** or mission. We continually focus on educating the whole person—spiritual, physical, intellectual, and social-emotional—with the aim of preparing learners to serve God and humanity. This mission, and the related outcomes, serves to guide us as we adapt our **plans, practice, and product** to an ever-changing cultural context for teaching and learning in the 21st century.

Schools are perfectly designed to get the results they are getting now. If schools want different results, they must measure and then change their processes to create the results they really want.

Refer to these materials throughout the modules that link Adventist education to Continuous School Improvement: Essential Resources for Linking Adventist Education to Continuous School Improvement (CSI).

READ

Bernhardt, V.L. (2018). Data analysis for Continuous School Improvement (4th ed.). New York, NY: Routledge.

Chapter 2, pp. 20-25

https://www.routledge.com/Data-Analysis-for-Continuous-School-Improvement/Bernhardt/p/book/9781138294622

Download a book order form that contains a 20% off discount code.

Sinek, S. (2009). *Start with why*. New York, NY: Penguin.

DO

- PPT To Support This Module

Handouts:

- Link of Adventist Education to Continuous School Improvement and Accreditation
- Education by Design (Ebd) Framework
- Missional Outcomes for Adventist Education
- EbD Principles
- Continuous School Improvement (CSI) Framework
- Accreditation Standards
- Standards for Accreditation of Seventh-day Adventist Schools
- Focusing Direction with Multiple Measures of Data

REFER

Examples/Additional Reference Items:

- NAD Philosophy of Education
- Our Story, EbD Booklet
- SWUC Education Brand

Videos:

- Introduction to the Workbook
- Overview of Adventist Education
- Link of Adventist Education to CSI
- Link of CSI to Accreditation

REFLECTION QUESTIONS

**Additional reflection Qs available at the end of each chapter.*

1. How is Adventist education and its commitment to excellence linked to continuous school improvement and accreditation?
2. What is my role in these processes?

Education *by Design*

FRAMEWORK

