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# Adventist Education – Preserving and Constantly Improving its Quality

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# Adventist Education - A Global Phenomenon

- The pioneers who formally launched Adventist education in 1872 would be amazed if they could see the reach of that initiative now, 143 years later
  - From a one-room school that met above the living quarters of the teacher—Goodloe Harper Bell—in Battle Creek, Michigan, that tentative project has become a truly global enterprise
  - Today, on a regular school day in almost 8,500 schools, academies, and colleges/universities over 107,000 teachers and educational administrators are forming the lives and future of well over 1.9, almost 2 million students in more than 110 countries of the world.
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# Seventh-day Adventist Church Education Statistics December 31, 2017

	Schools	Teachers	Students
Primary	5,943	55,331	1,183,337
Secondary	2,429	36,592	595,848
Wkr Training	52	841	7,252
Tertiary	115	14,212	148,373
Totals	8,539	106,976	1,934,810

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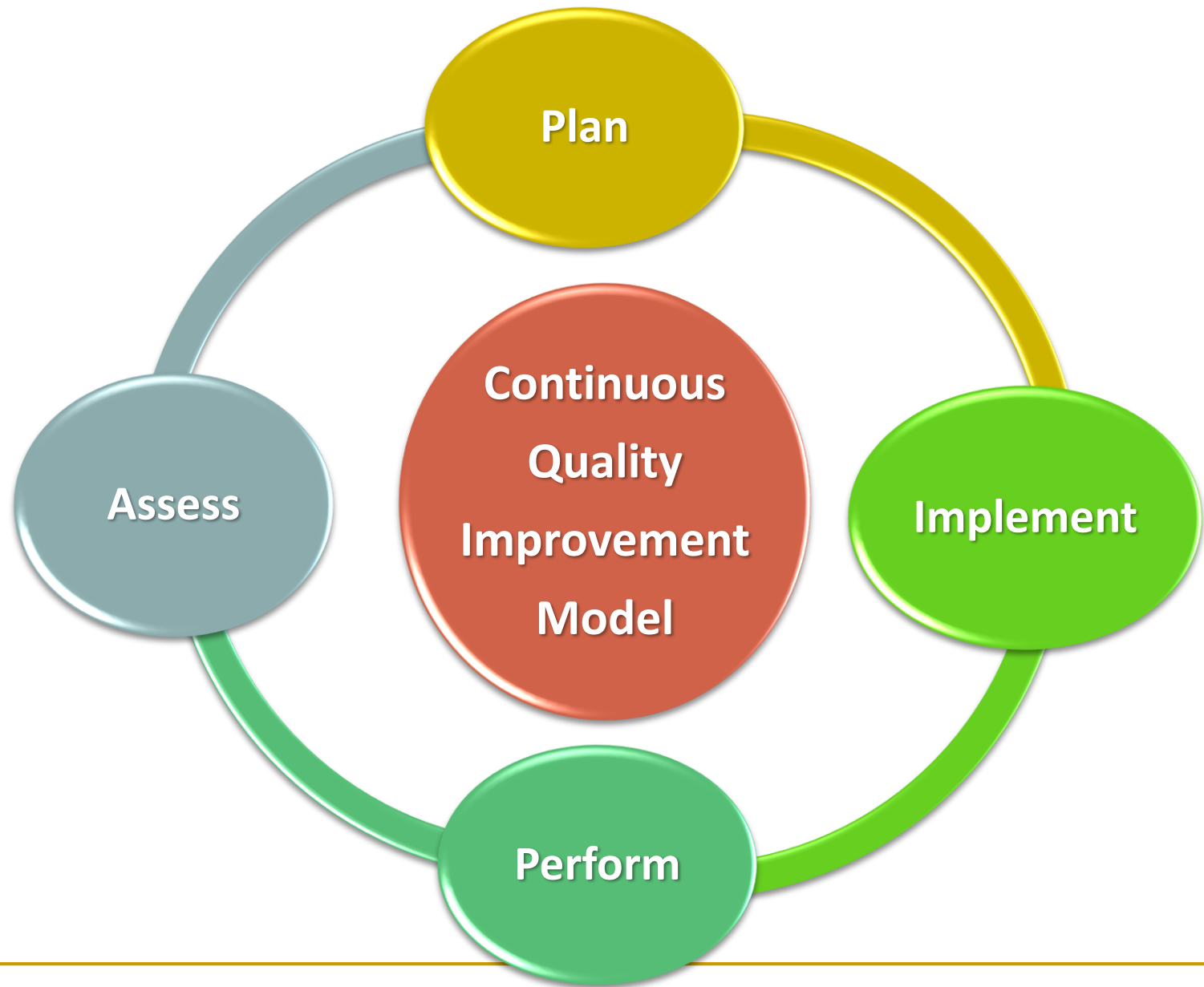
# Adventist Education - Preserving its Quality

How do we Preserve the Quality of our Schools, Colleges and Universities?

By having a system of continuous quality improvement.

You have to start with where you are and only you know where that is (Steve Brigham, American Association for Higher Education (AAHE) CQI Project).

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# The Formative Phase

- The institution begins to explore the concept of continuous improvement by fact-finding and self-discovery in terms of who its stakeholders are and what they think about the institution. It is good in this phase to visit other colleges to observe their continuous improvement activities and/or bring in speakers from those colleges to share their experiences of CQI success (pp. 20, 21).
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# The Growth Phase

- Academic and staff groups begin to engage in benchmarking – identifying an issue on campus that needs improvement, identifying another institution that has developed one of the best approaches to dealing with this particular issue, studying what that institution has done, and adopting that institution's practices and will begin to look at strategic planning from a broader more systematic perspective (pp. 22,23).
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# The Mature Phase

- Even highly successful organizations that have won the Malcolm Bridge National Quality Award find that quality is a journey and that no organization ever fully arrives. There is always more that can and should be done... Creating a culture of continuous improvement can transform the manner in which a campus operates. Continuous improvement is emerging as a better way to evaluate and reaccredit colleges and universities (pp.27, 28).
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# Adventist Education - Preserving its Quality

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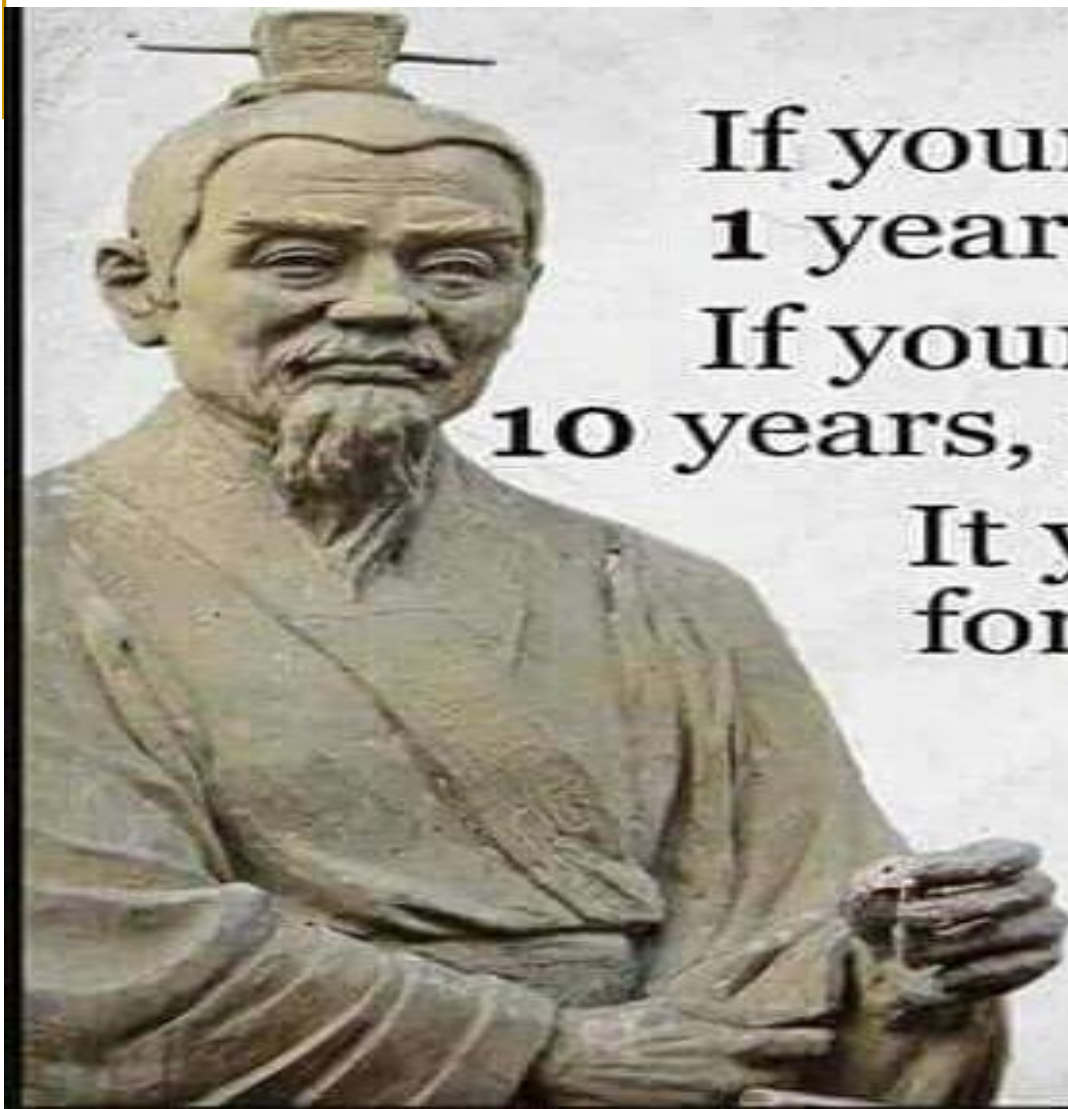
- At many of our SDA schools, there is a lot of room for improvement.
  - Many of our schools are run by administrators who lack vision.
  - Our constituencies have changed. Years ago, you opened a school and SDA parents sent their children.
  - Today, parents are looking for excellence.
  - Let us not blame the parents! They are looking for exactly the same thing that God is looking for. God wants us to be the head and not the tail. God places no premium on mediocrity.
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# Adventist Education - Preserving its Quality

- Excellence is not produced by chance
- **The quality of instruction provided by the teacher is the best predictor of student performance.**
- Even economically disadvantaged children that are taught at high levels achieve at high levels.
- Given the right teaching, right classes, right supports, all students can perform well.

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“Telling Truths and Dispelling Myths about Race and Education in America,” 2006



If your plan is for  
**1** year, plant rice.  
If your plan is for  
**10** years, plant trees.  
If your plan is  
for **100** years,  
**educate**  
**children.**

Confucius

If your plan is for Eternity, be an Adventist Educator  

# The Best Teachers are...

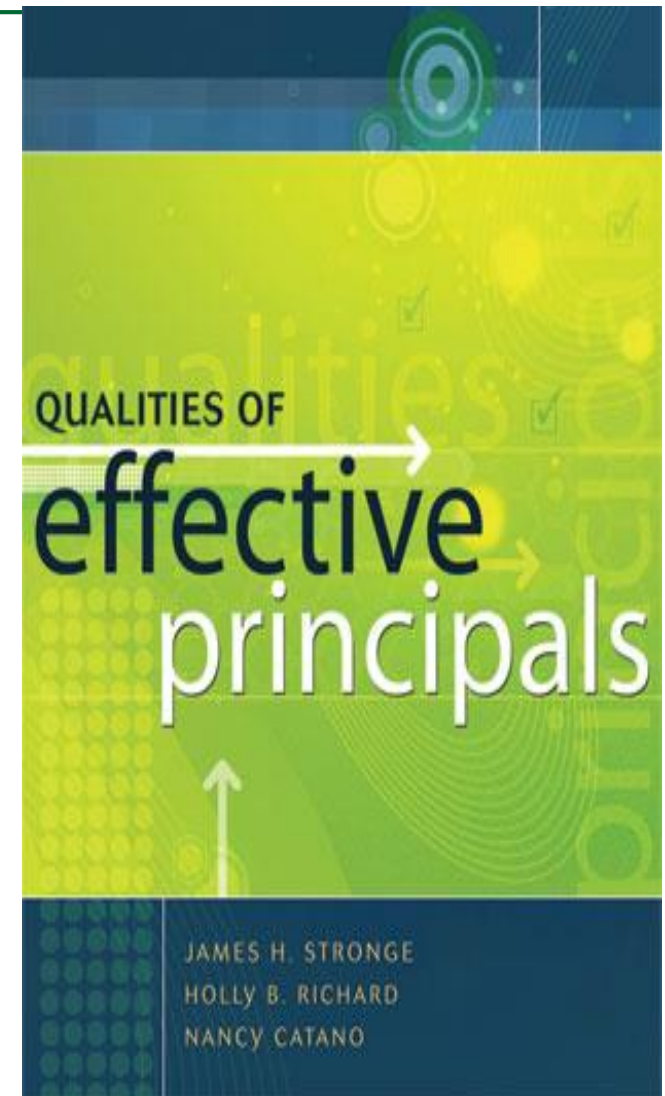
The best teachers are those  
who show you where to look,  
But don't tell you  
What to see.

Happy Teacher's Day.



# Adventist Education - Preserving Quality

- **High quality principals** have a large impact on student academic performance
- “Where there is no **vision**... the perish”
- Part of the success of these principals is likely due to their ability to **hire high-quality teachers** and fire under-performing ones.
- When is the **best time to fire** a teacher?

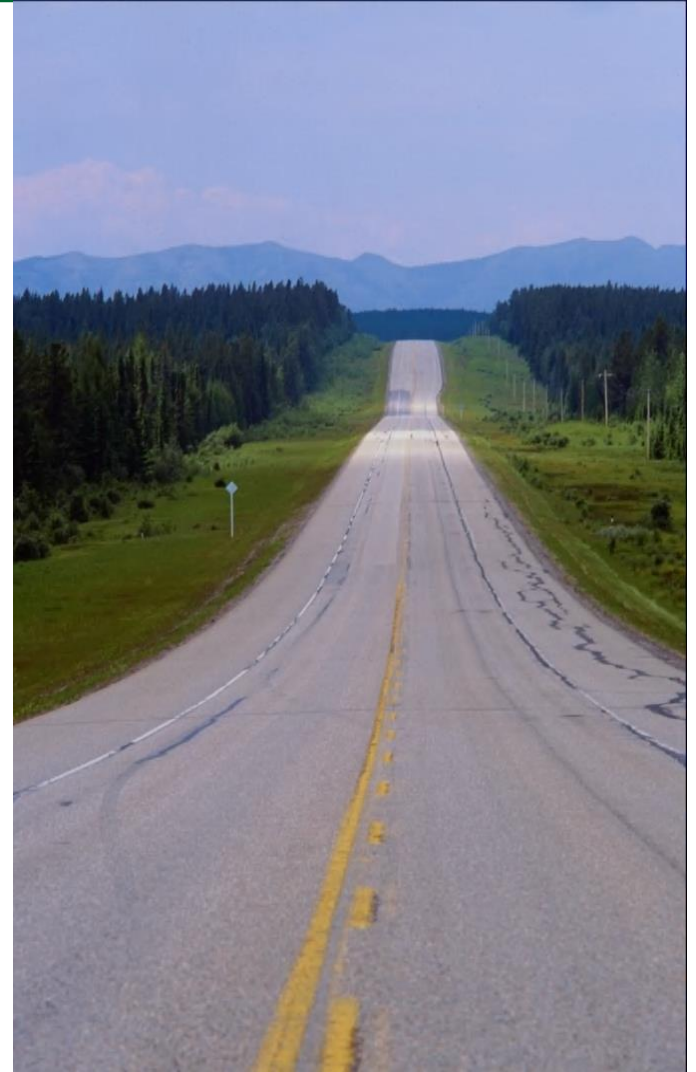


# Adventist Education - Preserving its Quality

- It appears that systematic teacher evaluation once functioning well in some schools might need to be resurrected.
- There appears to be a need for Teacher Performance Standards as a basis for it.
- K-12 School Evaluations in addition to supervisory visits need to be done similar to how AAA does for Colleges and Universities.
- There is a need for the Commissions on Accreditation to be functional at the Division level in support of K-12 institutions as they work on their continuous quality improvement.
- Let me share a few documents before we continue.

# Adventist Education - Preserving its Quality

Quality is a journey,  
Not a destination.  
Therefore, the march  
towards excellence,  
however arduous it is,  
must become the  
habit of all the  
components of any  
Institution.



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## Commitment to Excellence and Continued Improvement - GC Education Dept. Priority

- **Maintain a consistent commitment to academic excellence, focusing on continued improvement with measurable goals of quality culture.**
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# Quality Indicators

- When the Adventist Accrediting Association accredits an institution it considers both the overall **quality of the institution as an Adventist educational institution** and **the way its operation and life fully identifies with institutional and Seventh-day Adventist mission**. Within these parameters Adventist educational institutions are expected to meet to following standards resulting in quality indicators.
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# Adventist Education - Preserving its Quality

Meeting Standards = Quality Indicators

- **A clear sense of Seventh-day Adventist mission and identity**, reflected in statements of philosophy, vision, mission, objectives, core values, and ethics, and evidenced in the life of the institution.
- **A coherent and vibrant spiritual life program**, encapsulated in a spiritual master plan that widely involves and impacts the institution and its communities.

# Meeting Standards = Quality Indicators

- **A coherent governance structure, organization, and administrative leadership that provide strong mission-driven direction to the institution, that ensure the institution's educational objectives are met, and that nurture a campus environment characterized by effective communication, inclusive decision-making, and strong internal continuous quality improvement.**

# Meeting Standards = Quality Indicators

- The institution has a **financial operation that effectively supports institutional mission and Adventist identity**, and that evidences efficient management and a strong financial base, including support from the church.
- The institution provides a **curriculum** that is of an equivalent standard to other tertiary institutions both in the country and within the Seventh-day Adventist college/ university sector, and **that meets the mission and objectives of the institution and church, preparing students for service in the church and in the broader society.**

# Meeting Standards = Quality Indicators

- The institution has **a faculty and staff personally supportive of the institutional mission, effective in their transmission of both their discipline and biblical values in the classroom**, along with administrative processes to ensure adequate faculty and staff development, and evaluation procedures that include mission-focused elements.
- The institution has **library, resource centers, and information and communication technology services that provide adequate resources to support the academic program, and policies to adequately address ethical and mission concerns**.

# Meeting Standards = Quality Indicators

- The institution has **clear academic policies and records procedures** that are efficient and secure, and which reflect best practice in tertiary institutions.
- The institution has **student services that provide solid support for the personal and spiritual needs of students**, and which **model and nurture Seventh-day Adventist lifestyle** in a constructive manner in all areas of student life.

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# Meeting Standards = Quality Indicators

- The institution has a **physical plant** that provides adequate and well-maintained facilities for the development of a quality education program, and development plans that are supportive of the institutional strategic plan.
  - The institution has a **public relations program** that provides an opportunity for dialogue with external constituencies, that results in useful and accurate feedback to the institution, and that positions the institution and its mission positively in the minds of the various constituent groups.
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# Meeting Standards = Quality Indicators

- The institution has **pastoral and theological education** with a curriculum that is of an equivalent standard to other tertiary institutions offering pastoral and theological education within the Seventh-day Adventist college/university sector, and that meets the mission and objectives of the institution and church, particularly in the preparation of students for denominational service.



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## Ellen G. White on Lowering the Standards

“If you lower the standard in order to secure popularity and an increase of numbers, and then make this increase a cause of rejoicing, you show great blindness. If numbers were an evidence of success, Satan might claim the pre-eminence; for, in this world, his followers are largely in the majority. It is the degree of moral power pervading the college, that is a test of its prosperity. It is the virtue, intelligence, and piety of the people composing our churches/schools, not their numbers, that should be a source of joy and thankfulness.” (CT 94)

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# Ellen G. White on Teaching

- “Train the youth, mold the character, educate, educate, educate, educate for the future immortal life. Pray often. Plead with God to give you a spirit of supplication. **Do not feel that your work as teachers is done unless you can lead your scholars to faith in Jesus and love for Him...**” (*Promises for the Last Days*, p. 129).

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# Primary Function of an Adventist Teacher

- Adventist education should not be seen as business but as Mission (Lowell Cooper).
- The **primary function of an Adventist teacher** is to be an **agent of salvation** in the great controversy between Christ and Satan that is occurring in both the world at large and in the lives of every individual student. It is **to lead young people into a transforming, saving relationship with Jesus Christ.**

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## Factors That Strengthen the Identity and Mission of Adventist Education

1. A realistic statement of mission, values, and vision
  2. A representative and supportive board
  3. **A visionary and pragmatic principal/president**
  4. **Competent and committed Adventist teachers**
  5. Wise selection and mentoring of students
  6. Engaging Bible teachers, chaplains, and pastor
  7. Purposeful and formative co-curricular activities
  8. Informed and involved Adventist constituency
  9. Distinct Adventist ethos and public image/symbols
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# Adventist Advantage in Education

■ “True education is the harmonious development of the **mental, physical, spiritual.**” *EGW*

- Coherent, unified curriculum
  - Hidden Curriculum
  - Adventist Biblical Worldview
  - Service
  - Support of communities
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# Importance of Preserving Quality Adventist Education

After the home, **the Adventist classroom** is the most significant influence on the child/youth.

By instruction and example, the Adventist teacher reinforces essential religious values.



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# Our Standard

*“ ‘Something better’ is the watchword (aim) of education, the law of all true living’.”*

*“Lead them (the students) to behold the One altogether lovely.”*

*Education, pages 296, 297*



# Our Ultimate AIM is to Prepare our Pupils/Students for Life and Eternity





## **P-S-T Quality Assurance Policy**

Each primary, secondary, tertiary school should have a Quality Assurance Office/Officer to support and assure the realization of quality in the mission, vision and strategic goals of the school. The following quality objectives and principles are recommended.

### **Objectives**

The primary purpose of the Quality Assurance Office/ Policy is to maintain high academic standards by focusing on:

1. Internal quality assurance to improve internal primary/secondary/tertiary school performance particularly the methods and processes of teaching and learning and
2. Interface quality assurance in terms of organizational effectiveness, stakeholders' satisfaction and market competitiveness.

### **Quality Principles**

1. All faculty and staff are expected to take personal responsibility for their own professional quality and standards in all their activities.
2. The faculty and staff will exercise this responsibility within a supportive environment where expectations and standards are defined, continuous improvement and innovation are encouraged, development and training opportunities are provided, and feedback is actively sought from students and other major stakeholders.
3. The School Quality Assurance Committee/Officer will rigorously and continuously monitor the effectiveness of the school quality assurance procedures to assure that they are operating in accordance with good practice, in the best interests of students, and the maintenance of academic standards.
4. The School Quality Assurance Committee/Officer will work constructively with the school administration, mission/conference and union offices of education, and in harmony with external agencies, in particular with the Government Office of Education, Commission on Higher Education, the Division Office of Education and Commission on Accreditation, International Board of Education and the Adventist Accrediting Association of the General Conference of the Seventh-day Adventist Church.
5. The internal quality assurance policy applies to all academic programs of the school, including the extension programs of tertiary schools.
6. All academic programs are subject to internal and external review on a regular cycle, according to pre-set criteria.
7. The quality assessment process is based on self-evaluation and independent external review and involves relevant internal and external stakeholders.