

Good Shepherd School

- STATE OF THE SCHOOL
MEETING

- Thursday, January 11, 2008

Good Shepherd School

■ Statement of Purpose

- Igniting Hope; Instilling Truth; Unleashing Potential

■ Mission Statement

- GSS exists to equip students to integrate Faith, Learning, and Life

Core Values

- **Jesus** - *God, as revealed through His Son Jesus Christ, is honored in word and deed.*
- **The Bible** - *The Bible is inspired, authoritative, essential and integral to all academic and extracurricular activities and life experience.*
- **The Individual – Unique and Created by Design** - *Developmentally appropriate learning experiences meant for each child to identify and maximize specific strengths and gifts.*

Core Values

- **Parents** - *We join with parents in their responsibility to develop their child academically, spiritually, morally, and emotionally.*
- **Teachers and Staff** - *Embody the purpose and mission of Good Shepherd School and, with the support and respect of leadership and parents, strive to continue to develop as teacher/leaders.*
- **Discernment** - *Students learn to think critically and apply concepts creatively in the context of a biblical worldview.*

Core Values

- **Community** - *Love, grace, and service are the building blocks of genuine relationships in the GSS community.*
- **The Local Church** - *Recognizing that churches are vital in spiritual development, GSS seeks to partner with local congregations in building young lives.*

A Classical Christian Multiage Model

What is a Multiage Model of Education?

It is a physical grouping of children as well as a philosophy:

- Classrooms contain students of diverse ability levels within a 2-4 year age span
- Placement focuses primarily on age and ability rather than typical “grade” placement
- Classrooms offer shared experiences involving intellectual, social, physical, spiritual and creative growth

What Does It Look Like?

- Classrooms will be divided into 5 separate educational levels (departments):
 - Pre-Grammar (3-5 years old)
 - Early Grammar (5-8 years old)
 - Grammar (8-11 years old)
 - Logic or Dialectic (11-14 years old)
 - Rhetoric (14-18 years old)

What Does It Look Like?

(cont'd)

- 1 full time teacher per 12-14 students
- Very structured classroom
- Unit studies and activities that target all learning styles and multiple intelligences.
- Music instrument instruction.
- Opportunities for movement, student choices, and project-based learning.

What Does It Look Like?

(cont'd)

- Arts integration in all subject areas
 - Translating understanding into drama, music, movement, visual art or creative writing,
 - Regularly practice skills demanding higher creativity, problem-solving, and critical thinking.
 - Connect to their studies by using all their different senses and range of emotional responses, and this helps their brains to process what they experience, guiding them to real learning.

What Does It Look Like?

(cont'd)

- Authentic assessments in the form of portfolio records and competency-based tests that measure progress toward targeted learning goals.
- Differentiated instruction
- Regular parent volunteers to help with math and other learning activities.

What Does It Look Like?

(cont'd)

- Varied teaching methods
 - Activity Centers, Self Instruction Learning Activities, Small group Instruction, Whole Class Instruction and Work, Individual Study, Group/ Discussion/ Partner Work, Audio Visual Reference Work, Teacher and Peer Tutoring
- Time for students to reflect

How Are The Children Evaluated?

A variety of assessment options:

- Authentic
- Portfolios
- Regular skills based criterion testing using NH State standards

What Is The Curricular Program?

In a rotating yearly schedule, each department will be teaching:

- The same humanities: History, Literature & Bible
- The same general Science (except the Rhetoric group that has to coordinate specific Math and Science instruction).
- 3 levels of Math
- Spalding, Shurley Grammar, Latin, and other basic skills
- Music, Art and PE, integrated into the curriculum through instrument instruction, music and art history and developmentally appropriate Kinesiology skills.

How Is It Christian?

“For the Lord gives wisdom; from His mouth come knowledge and understanding.”

Proverbs 2:6

God’s goal for a Christian student is to grow in knowledge, then understanding and ultimately wisdom. This model is distinctly Christian in that it is rooted in biblical truth and the absolute sovereignty of God is acknowledged. The intent is that every thought is brought into captivity to the obedience of Christ.

How Is It Classical?

■ Developmentally Appropriate

Considers the whole child and respects a student's readiness for content and method of instruction

■ Integrated Instruction

Instructional content is woven together rather than viewed as isolated subjects

■ Cyclical and Chronological

Repeat of curriculum and moving in order from beginning to end provides greater depth and breadth of understanding as higher order thinking skills develop and students make connections and draw conclusions.

What Are The Advantages Of Multiage?

- Encourages greater depth in children's academic, social, intellectual, creative and spiritual growth
- Greater opportunity for students to become resourceful and independent learners

What Are The Advantages Of Multiage?

(cont'd)

- Mutual understanding and respect between teachers and students as well as parents are allowed to develop over time
- Students become well known by the teacher and a family community develops
- Grading and promotion are competency based

What Are The Advantages Of Multiage?

(cont'd)

- Research studies show help-giving, sharing, social responsibility, sensitivity to others, loving and serving are more frequent in mixed-age groups. (Chase & Doan, 1994).
- Younger children are capable of participating and contributing to far more complex activities than they could initiate if they were by themselves.
- Younger children will allow an older child to be unsophisticated longer than will his or her age peers (Katz et al., 1990).

Does This Model Fulfill Our Mission Statement?

This model creates a learning
environment that is more true to life.

This better fulfills the GSS mission to
integrate faith, learning, and life.

Does This Model Fulfill Our Purpose Statement?

- Children are no longer required to perform in a narrow normative window of skills and have room to grow at their own pace.

This ignites hope!

- Children work at their own pace in a challenging and thoughtful environment where true learning can occur and all subjects are integrated and viewed through a biblical worldview. This instills truth!

Does This Model Fulfill Our Purpose Statement? (cont'd)

- Multi-age classrooms provide a more diverse and enriching learning environment. Students learn to accept and value one another's unique gifts and find a place to individually contribute to the community of the classroom as they live in community with others who are different from themselves. This creates an environment that unleashes potential!

Does This Model Fulfill Our Core Values?

■ JESUS-God

- Jesus taught Multiage Education
- The model gives greater opportunity to live like Jesus by serving one another.

■ THE BIBLE

- A thoughtful learning environment that is much more true to life and allows for more integration of God's Word.

Does This Model Fulfill Our Core Values? (cont'd)

- **THE INDIVIDUAL–UNIQUE AND CREATED BY DESIGN.**
 - Allows children to develop and appreciate their different gifts and abilities with the freedom to learn at their own pace because teachers do not focus on teaching a whole group segregated by age.
 - Ensures all students are competent and able to do the work at each academic level, inspiring excellence and a sense of accomplishment.

Does This Model Fulfill Our Core Values? (cont'd)

■ PARENTS

- Greater depth of parent involvement allowing support as well as a greater role in the running of the school.

■ TEACHERS AND STAFF

- Teachers and staff who are courageous and creative.
- Teachers who are learners and constantly desire to grow as teacher leaders.

Does This Model Fulfill Our Core Values? (cont'd)

■ DISCERNMENT

- A competency-based model leads to understanding and discerning and not just knowing facts
- Teachers are free to integrate curriculum and engage students in cooperative learning, varied learning strategies, and student responsibility for their own learning, providing a greater depth of understanding.
- Older students have the maturity to take seminar discussions to deeper levels, understand and explain nuances, inferences, and guide their fellow students toward higher ordered thinking.

Does This Model Fulfill Our Core Values? (cont'd)

■ COMMUNITY

- Older, more mature members demonstrate respectful behavior, new skills, self-control and discipline.
- Students learn to accept and value one another's unique gifts and find a place to contribute to the classroom community.
- Teachers, students and parents develop genuine relationships over time and a family community emerges.

Multiage or Differentiated Instruction In a Nut Shell

Differentiated Instruction:

Adjusting the pace, level, or kind of instruction you provide in response to individual learner's need. It maximizes the capacity of each learner by providing scaffolding for those who need it and an elevator for others.

Multiage or Differentiated Instruction In a Nut Shell (cont'd)

The hallmarks of a differentiated classroom are:

- Clear learning goals using lessons aligned with curriculum objectives and standards
- Flexible grouping of students and use of time, space, & materials
- Community that works for everyone

Multiage or Differentiated Instruction

In a Nut Shell (cont'd)

- Individual growth that is integral to the success of the classroom
- Providing a “way up”, not a “way out”
- High accountability as evidenced by authentic assessment tools that are linked to instruction

Questions?

What is the Curricular Program?

Year One

TRI	Humanities: Ancient Civilizations	Science: Earth	Bible: Integrated in humanities:	Fine Arts: Integrate art and music history
1	Mesopotamia, Israel, Egypt	Oceanography, environment	Old Testament	Ex) statues and idols, art of church
2	Greece, Rome, Persia	Astronomy, weather	New Testament/Christ	Ex) Gregorian Chants
3	Far East Asia	Geology: Rocks and Earth	Early Church/Church History/Doctrine	

What is the Curricular Program?

Year Two

TRI	Humanities: World History	Science: Life Science	Bible: Integrated in humanities	Fine Arts: Integrate art and music history
1	Middle Ages	Human Bio/Health	Old Testament	
2	Reformation, Explorers/New Lands	Human Bio/Health	New Testament/Christ	
3	Renaissance/Geography	Cells	Early Church/Church History/Doctrine	

What is the Curricular Program?

Year Three

TRI	Humanities: Early American History	Science: Nature Science	Bible: Integrated in humanities	Fine Arts: Integrate art and music history
1	Native Americans	Summer/Fall	Old Testament	
2	Puritans and Pilgrims, NH history/geography	Winter	New Testament/Christ	
3	Colonial Era, US Constitution	Spring	Early Church/Church History/Doctrine	

What is the Curricular Program?

Year Four

TRI	Humanities: Late American History	Science: Physical	Bible: Integrated in humanities	Fine Arts: Integrate art and music history
1	Civil War/Reconstruction, Pioneers, US Geography	Magnetism and Electricity and Power	Old Testament	
2	Industrialization, Immigration, Europe	Energy and Motion, Heat Newtons Laws	New Testament/Christ	
3	20 th Century, World at War, Worldview/Geography	Atoms-theory and structure/Chemistry	Early Church/Church History/Doctrine	

What is the curricular program?

- Rhetoric will follow the same humanities cycle but a different science and math schedule to meet their unique needs

Rhetoric will follow a two-year cycle in **Science**:

<u>Year</u>	<u>Subjects Offered</u>
1	Biology and Chemistry
2	Physical Science and Physics

Rhetoric will follow a two-year cycle in **Math**:

<u>Year</u>	<u>Subjects Offered</u>			
1	Algebra	Algebra 2	Pre-Calculus	Calculus
2	Algebra	Geometry	Pre-Calculus	Calculus