

CORE VALUES OF CLAREMORE CHRISTIAN SCHOOL

Our purpose begins with the construction of our core values. These values penetrate the entire institution and flow down to our values concerning education and teaching methodology. We believe that outside the walls of our institution these values hold true for all people and in any context of time. These core institutional values apply to more than just education. It is a conceptual outline on how to treat people and the truths of life that transcend all disciplines in all of life. These core values are stated as follows:

- a rigorous work ethic overcomes all obstacles
- responsibility is a burden of the free
- personal discipline is a virtue of excellence
- every person has a right to civility
- wisdom is of greater value than knowledge alone
- excellence is always worth the cost

These core institutional values transcend culture, time, and location. They are not attached specifically to education. Regardless of the institution or the level of education, these values apply to all people. These values reflect a quality life and establish standards for treating others.

In addition to core institutional values that reflect basic principles of life, we also developed some presuppositions on education.

These concepts are reflected in any educational institution and are represented as follows:

- all education is religious
- all schools are religious establishments
- schools manifest their religious faith
- the sovereignty and infallibility of God are inescapable concepts
- Christian education employs Christian critical thought

When evaluating the core values of any institution, a look at their view of educational theory will determine their method of education. All education must rest on some cluster of presuppositions and presuppositions on a law system. These presuppositions are especially important in an educational environment. This makes neutral education a philosophical impossibility. Given the proactive indoctrination nature of education, neutrality becomes a difficult position to defend. According to DeMar (2001) “Even in the scientific field where objectivity is thought to be synonymous with impartiality, neutrality is unobtainable.” Douglas Wilson (2003) states that “Education is fundamentally religious.” Wilson continues “In an important sense, every culture is the externalization of some religion. And every school exists to perpetuate and pass on that culture.” Religion and education make logical complementary tools for each other. The symbiotic relationship between the two are quite obvious. The intellectual development that education provides allows for thorough study in religion.

Like wise religion completes the training of the young by demonstrating how mankind ought to live. Religion furthermore provides the law system by which education, that is

instruction and training, can be effectively built. Dabney (1989) observes “ Pagans, Catholics, Moslems, Greeks, and Protestants have all rejected any education not grounded in religion as absurd and wicked.” Because of our belief concerning education, all are religious and education cannot occur in a moral or intellectual vacuum. The theological beliefs dictate philosophical structure. Philosophical structure will dictate the institutional theory of education, which in turn dictates the type of educational institution.

Our teaching values help to define our method. We believe that teaching is a process that has a distinct and right way to be accomplished. There are three major elements to the teaching process and they are the teacher, the learner, and the material.

Our values of teaching are:

- the teacher must have command over the material
- communication must be with a common medium
- the learner must attune with discipline and interest

Teachers may use many different teaching techniques, but these major values must permeate all our teaching methodology. These are the common themes that must be present in every lesson in order for effective teaching to take place.