



**Educating for Mission:
Uniqueness of Adventist
Education**

**Lessons from Schools of
Prophets for Educational
Administrators and
Teachers**



- **“Schools in All Our Churches—**In all our churches there should be schools, and teachers in these schools who are missionaries. It is essential that teachers be trained to act well their part in the important work of educating the children of Sabbath keepers, not only in the sciences, but in the Scriptures. These schools, established in different localities and conducted by God-fearing men or women, as the case demands, should be built on the same principles as were the schools of the prophets.” CG 306




- **Right from the inception of what we believe to be the precursor of Adventist Education in the Bible its philosophy and practice has emphasized the role, function and example of the teacher as being a very important one.**
- **In the Holy Bible in the book of 2 Kings 6: 1-7 is narrated a story that took place during the time of the “Schools of the Prophets”, with great lessons.**




- **These were schools established for primarily the training of God-fearing leaders and counselors initially during the time of Prophet Samuel.**



- **EG White wrote in the book Christian Education (1894:62) that Samuel established these schools for young people who were pious, intelligent and studious and that as they communed with God, and studied His word and His works, wisdom from above was added to their natural endowments.**

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- **“The instructors were men not only well versed in divine truth, but those who had themselves enjoyed communion with God, and had received the special endowment of his Spirit. They enjoyed the respect and confidence of the people, both for learning and for piety.”**
(Fundamentals of Christian Education, 1923:96).

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- **The story recorded in 2 Kings chapter 6 reports students asking their master (teacher) if they could go and build a bigger place for themselves as the one where they met was not big enough for them.**
 - **Elisha consents.**
 - **After getting authorized to go the Bible says one boy asked Elisha if he could go with them a request to which he consented also.**



- **There are several lessons we learn from this story that took place in a school that is a precursor of what we operate today as teachers and leaders, which Elisha was.**

Lesson 1 Active Learning



- **The students were not taught passive information but they were active and perceptive learners – “True education forms the mind rather than filling the mind”.**
- **They were not taught simply theories but were led to observe and be concerned, where applicable. They recognized that something was amiss in their circle of influence where they could make a difference.**
- **The students in the school of the prophets were taught to be able to observe things in their circle of influence.**

Lesson 2 We can do something



- **“Let us go...”**
- **This implied that after observing we need to do something about it.**
- **The students are saying here that they can do something about this situation which is not right.**
- **It is not others, the administration, the government, the leaders etc.**
- **It is “US – WE”**



Lesson 3 Seeing Opportunities

- **“Get a pole...”**
- **The students were able to see the trees by the Jordan river as opportunities.**

They saw opportunities, resources and potentials.

A pole represents an opportunity or a resource that could not do anything without its potential being tapped on by someone or being put to good use.



Lesson 4 Using Opportunities

- **“Build...”**
- **Act or use the resources.**
- **Apply the knowledge – the poles for something good, useful and beneficial.**
- **If not tapped resources or opportunities lie idle and may become impediments obstacles.**



- ***“The pupils (in the schools of the prophets) sustained themselves by their own labor in tilling the soil or some mechanical employment. Many, also, of the teachers supported themselves by manual labor.”***
“These need to learn that no man (or woman) is degraded by honest toil. That which degrades is idleness and selfish dependence. Idleness fosters self-indulgence and the result is a life empty and barren – a field inviting for the growth of every evil.” All young people, on leaving school, should have a knowledge of some trade or occupation by which, if need be, they may earn a livelihood.” True Education p 32







- ***Let young people be impressed by the thought that education is not to teach them how to escape life's disagreeable tasks and heavy burdens; its purpose is to lighten the work by teaching better methods and higher aims. Teach them that life's true aim is not to secure the greatest possible gain for themselves, it is to honor their Maker in doing their part of the world's work and lending a helpful hand to those weaker or more ignorant"***
- ***TRUE EDUCATION. P.32,131,133, 134.***

Lesson 5 Empowering



- **Elisha answered: “Go...”**
- **Elisha did not hesitate to allow the students to go.**
- **This implies that he trusted his students and valued their ideas/suggestions. Ready to empower them.**
- **Leaders should train, educate and then let go.**
- **It implies trust in those whom we have educated.**



- **“The object of discipline is to train for self-government. They (the students) should be taught self-reliance and self-control”, True Edn. p. 179.**
- **“Lead students (and those you lead) to feel that they are trusted, and most will seek to prove themselves worthy of the trust”, True Edn. p.181.**

Lesson 6

Sociability/Relationship



- **“Won’t you go with us?”**
- **This implies a feeling of freedom and ease with the leader.**
- **The students were saying ‘we need and love your company’ we are not afraid of the leader.**
- **We are comfortable with your company. Please come with us.**

Lesson 7 Involvement

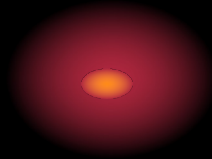
- **“I will...”**
- **I want to, I am ready, – implying a willingness to get involved, another quality of good leadership.**
- **It implies getting down with the subordinates. – This is not because the leader did not trust the subordinates since he had already let them go but it was because they are a family, he and they enjoyed being and working together.**
- **He was interested in building relationships.**



- **“In all true teaching (and leading), the personal element is essential. Christ in His teaching dealt with people individually. By personal contact and association He trained the twelve”, Edn. p. 141. In contemporary management this implies flattening the pyramid. Ensuring that those who are being led are following from near because if they are very far, then be sure they will have another leader and don’t be surprised if they take another route.**



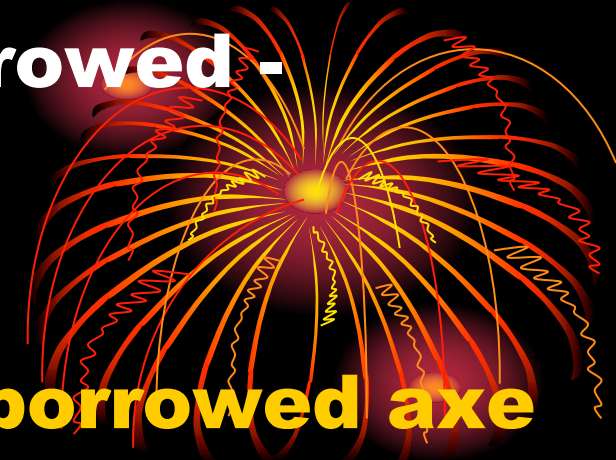
“Gone are the days when principals could hide in their offices, administering behind closed doors. Effective school leaders interact daily with students, teachers, staff, and parents and make themselves accessible.... It requires time and effort.”





- **“When students believe you care about them, and they have a relationship with you, they try harder.”** Association of Supervision and Curriculum Development Education (ASCD) Update Vol 54, No. 5 May 2012

Lesson 8 Careful about Borrowed - Foreign Philosophies



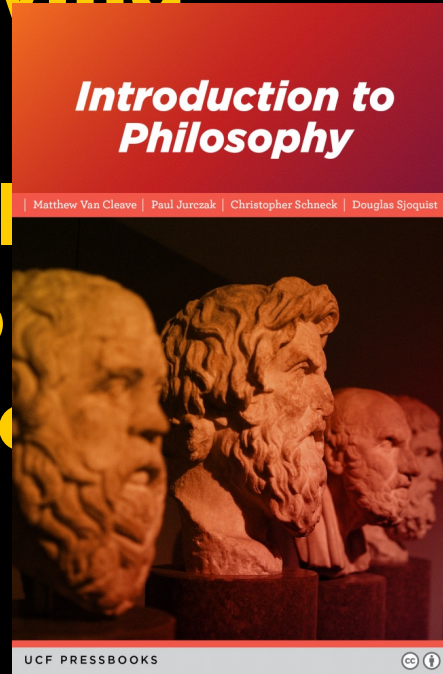
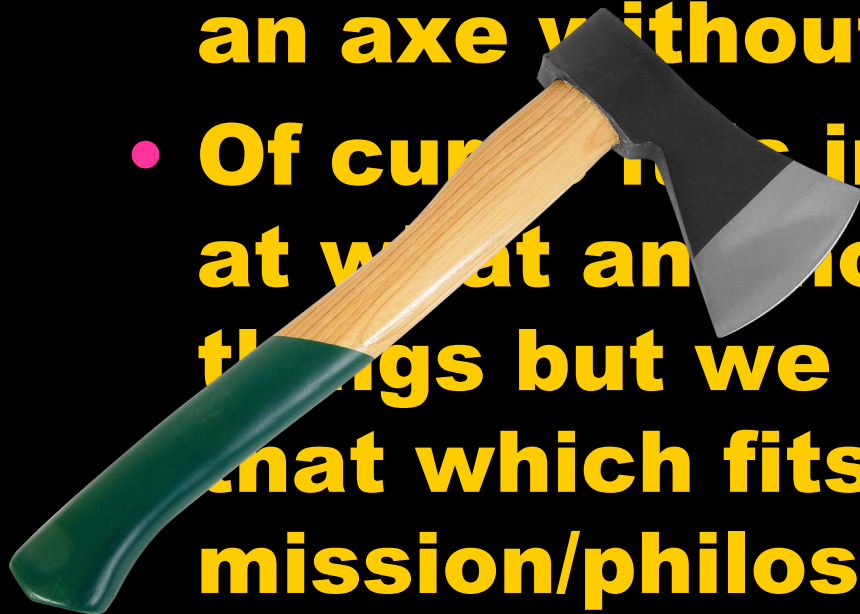
- **“Borrowed axe”.**
- **One of the students took a borrowed axe – tool not knowing how it had been fixed.**
- **Do not depend on other people’s preparation. know your own mission statement and use it to be able assist others.**
- **Otherwise, it might be because your problem is not**
- **Use your own axe. Frustrated minimized.**



- **The devil brings many ideas and we are tempted to copy and borrow even when we can not use. We just want to be like the others and argue: “If the others do this and that then we should”. That is like borrowing an axe without knowing it.**



- **Of course it is inevitable to look at what and how others do things but we should take care of what fits within our mission/philosophy.**



Lesson 9 Teach the Source of Help

- **“Oh my Lord...”**
- **Thank God the student recognized the source of power and salvation and called upon Him for assistance.**
- **Problems will come but call upon the Lord not other things despite the opportunities available and self-preparation we may have.**
- **How do you handle failures? How do you handle successes? Both of these do come in the way of a leader and can easily lead to problems but recognizing the source of power deals with the negative results.**



“I Will Go”




- **God has given us intelligence and He expects us to go intelligently – to teach and guide in God’s Power. Our mission is to add to the building of His kingdom.**
- **We educate our young ones and expect them stay afloat and go. That is the aim of true education**
- **When we go miracles happen – iron axe head floats.**

Lesson 10 Miracles Happen

- **“Floated...”**
- **Miracles happen when leaders get involved.**
- **They happen when we are aligned to do the right thing, when we are humble.**
- **They happen when we are going out saying “I will go” do something good.**



Conclusion

- **Elisha's presence saved the situation. We have our Elisha – Jesus Christ. He is ready to be present with us all the time if we allow Him.**
 - **Are we happy to be in the presence of our leader?**
 - **He is happy to be with us and when He is with us miracles happen, when freely invited.**
 - **What about us as teachers and leaders standing *in loco parentis*?**
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- **God bless us all as we go to make a difference by doing something about our situations.**
- **May we as teachers remember that we occupy an important position.**
- **GOD bless.**