

## How to pursue Biblical worldview immersion:

- Teachers who are actively developing their own worldview
- Teachers who understand the basics of how a Biblical worldview develops in a person
- Teachers who can create a classroom experience that fosters Biblical worldview development
- Teachers who deeply understand how the Biblical narrative arc shapes understanding of their subject areas
- Leadership that equips, encourages, and expects teachers and staff to do the above

### Four Applied Worldview Questions

- 1 What's good that we can **cultivate**?
- 2 What's missing that we can **create**?
- 3 What's broken that we can **cure**?
- 4 What's evil that we can **curb**?

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A commitment, a fundamental orientation of the heart, that can be expressed as a story or a set of presumptions which we hold about the basic constitution of reality, and provides the foundation on which we live and move and have our being.

**definition of a worldview**  
**James Sire**

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**SEE** what if we took a fresh look at what we do in the classroom, and wonder if they resonate with the Kingdom of God

**ENGAGE** whenever we have the choice, go for maximum student engagement

**RESHAPE** develop the reflective habit of evaluating and refining how we teach

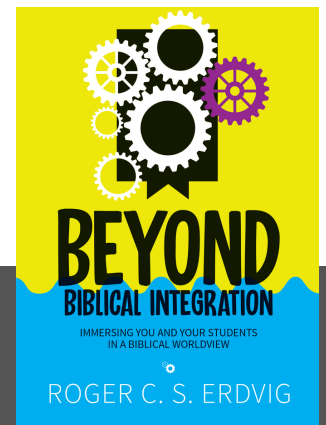
## THE BIBLICAL WORLDVIEW LENS

— **Creation** — **Fall** — **Redemption** — **Restoration** —  
**ought**      **is**      **can**      **will**

### Four Central Teaching Commitments

- Practical guidance toward desiring the Kingdom of God
- Age-appropriate practice in the reflective disciplines that enable students to effectively process their experiences
- Engaging learning experiences, as opposed to teaching methods that encourage students to passively receive content
- Subject-based experience with the truth claims and practical application of a Biblical worldview

“The distinguishing mark of a Christian school should be an education *that immerses students in a Biblical worldview.*” - Roger C. S. Erdvig



## Set One

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1. Think about your school's mission statement, core values, or expected student outcomes. What promises (implicit or explicit) do they make concerning a Biblical worldview? How is your school delivering on those promises?
2. The statistics from the Cultural Research Center can be unsettling. What has been your experience with the students and parents in your school? Do you think most of the students you teach come from families marked by a strong Biblical worldview? How should this reality influence your teaching?
3. What might need to change in your teaching if you were to see your classroom as a pedagogium as described by David Smith?

## Set Two

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1. On which dimension(s) of Sire's definition of a worldview does your school tend to give the most focus-- Heart orientation, cognitive propositions, or behavioral alignment? Explain and give some examples.
2. How does the Creation - Fall - Redemption - Restoration (Ought- Is - Can - Will) narrative arc relate to the subject area that you teach?

## Set Three

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1. What is a "shaping desire" story you can share? When did you experience an "Andrew and classical music" experience? Do you have an example in your own life where your desires changed to conform to your habits?
2. What does embracing chaos require of you in your school context? Does this fall within your comfort zone or outside of it? How could you be a catalyst in your school towards this end?
3. Of the four teaching commitments, on which do you need to focus the most? Explain.

## Set Four

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1. When reflecting on the four questions of an applied biblical worldview: Which is the clearest for you to envision in your classroom setting/subject area? Which is the most challenging?
2. How can you use the four applied worldview questions to help guide your students to apply truth claims in a way that shapes their hearts' desires?
3. Think about all that we discussed today. What "low-hanging fruit" can you implement right away to make your classroom or school more of a biblical worldview development classroom or school?

"Similar to the pedagogium of the Middle Ages, you invite students into a way of living and being that immerses them in a reality shaped and defined by a Biblical worldview." - Roger C. S. Erdvig