

4. Social Balance

While the welfare and needs of each individual person are of vital significance to Christian educators, these interests and needs must be balanced by two norms:

- a) The school is not the only institution responsible for the child and therefore is not responsible for the child's total welfare and development.
- b) The command to love God requires that we hold God above all. Hence we encourage that an individual's aspirations and citizenship obligations be in harmony with that truth.

5. Pedagogical Principles

- a) The student is a person whose primary task is learning and studying in accordance with the official school curriculum.
- b) The Goals and Programs of the school are determined by the Board of Directors as representatives of the supporting community. The faculty is expected to implement these in a specific curriculum in accordance with professional standards.
- c) The word education can be used to denote the general process, either formal or informal, by intentionally changing or attempting to influence a person's mind through selected means of rational persuasion. Learning is a general and natural capacity in all human beings to consciously change one or many internal states. It is not exclusively related to education.
- d) The basic distinction between nurture and instruction is very significant. The school is characterized by its instructional (pedagogical) intent. The actual student outcomes are important but not definitive of the school as an institution.
- e) Teaching (instruction) is the authoritative development of the intellectual functions of the child primarily through controlled, analytical reflection on human experience as mediated through various subject areas and learning styles.
- f) The curriculum embodies the image of the educated person. In today's instant, mass society this ideal image should focus on the attitudes and competencies necessary for conserving Christian cultural traditions.