



# Kingdom Education Network

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## DISCOVERING THE KINGDOM IN EDUCATION – FROM ROAD MAP TO TRAVEL GUIDE

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I, like you, have a dream that God's Kingdom will be expressed in the classrooms of America and beyond. I believe that His Presence, His peace and His strategies are available to us and that we can bring that into our classroom, no matter where we teach. However, I have noticed that even believers who are committed to bringing the Kingdom into their classroom often times struggle to know how to do it, or even what it looks like. We constantly compare ourselves to others and often feel like a failure because we don't measure up. We are looking for the 'perfect formula' to make our classroom or our school one that expresses His Kingdom. Our desire for more has led us on a quest for the perfect road map to Kingdom Education, yet there is no formula or secret recipe to get there.

Educators have a hunger to learn and grow ourselves and to make plans for our student's growth and

*Proverbs 16:9 – A man's heart plans his way, but the Lord directs his steps.*

education. But as good as all our planning is it can not outweigh hearing from and following the direction of the Lord. We are made for relationship with the King of this Kingdom and having Him direct our steps is the only way to truly bring His Kingdom into our classrooms on a consistent basis.

We can learn from one another, we can share our tips and tools but must never lose sight of the fact that He desires above all else relationship with us. It is in the context of this relationship that He will give us the fresh revelation that we need to continue to bring His Kingdom into our sphere.

It is the difference between visiting a foreign country with a road map and a personal travel guide. If you take a road map with you as you visit a new country you will know how to get from place to place. The map will give you insights on places to visit and where to stay. Your stay will be pleasant and you won't get lost (hopefully). But if you go to that same region with your own personal travel guide, one that you trust implicitly and who knows the area intimately, you will have a different experience. As you travel with your guide you will see things through their eyes. You will get to experience the restaurants and places that the locals know are best. And you will get insight into the real history of the cities you are visiting. You will get to ask questions and learn about the things that are interesting to you.

The Holy Spirit wants to be your travel guide as you bring the Kingdom into your space. He doesn't want to just thrust a road map into your hand as you go through this journey but He wants to journey with you. The path that you take to get there will be different than any that another traveller has ever

taken because you and your class and your environment are different than all who have gone before. You will no doubt see some of the same landmarks (hallmarks of the Kingdom) as others who are also on this journey, but your journey will be

the best if you discover the secrets of the Kingdom with the Holy Spirit rather than looking for the ultimate road map to get you there.

May your journey into discovering more of the Kingdom be marked with adventure, joy and peace.



## KINGDOM-PURPOSED LIVING: LIVING HIS DREAM

By: Samuel J. Botta, Ed.D.

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What does it mean to be a Kingdom education school? What are foundational principles that distinguish a Kingdom education school? This article will explore just a few of the principles that undergird a Kingdom education.

The much renowned book, *The Purpose Driven Life* (2002), written by Rick Warren, was on the New York Times Best Seller List for over 90 weeks, having sold more than 30 million copies as of 2007, after only five years in print. What would cause this Christian book phenomenon in a culture that was becoming more and more secularized with each passing day? The answer is simple, people want a purpose to live and a dream to pursue. This purpose and dream can only have true value when rooted in the Word of God; in Kingdom-purposed living.

The story of Joseph, in Genesis chapters 37 – 50, describes a young boy destined to fulfill a dream, giving to him by God; a boy with a dream who grew into a man with a Kingdom-purpose. Joseph was treated ruthlessly by his brothers, who sold him into slavery after Joseph told them his dream. Yet, God used the deplorable treatment of Joseph's brothers to fulfill the dream he had given to Joseph as a young boy (Genesis 50:20). The

2015 version of the Disney classic movie, *Cinderella*, depicts a young girl that was treated horribly by her stepmother and stepsisters after tragically losing her mother and father. Through the horrific treatment, Cinderella's dream was fulfilled.



So, what were the distinguishing characteristics of Joseph and *Cinderella*? Simply, the demonstration of agape love and supernatural forgiveness.

Kingdom educators can do nothing better than to exhibit these traits to their students and provide opportunities and the setting for agape love and supernatural forgiveness to abound in Kingdom schools. The Kingdom-purposed life and fulfillment of God's dream for our student's lives must have these characteristics as part of their life and our Kingdom education equation. This is how our students will fulfill their purpose and live out God's dream for their lives.



# KINGDOM EDUCATION – TRANSPORTATION AND DESTINATION

By: William F. Cox, Jr., Ph.D.  
Professor, Regent University

For those who are teachers and/or parents, these next two statements will likely sound heretical. Academics are not the prime objective or destination of Christian/Kingdom schooling. Instead, academics can be likened to a vehicle that helps transport us on both a journey with and destination of restored relationship with God.

Consider the following: The very first thing God said to Adam and Eve was that they were to be fruitful in populating the earth with people who carried His image and likeness. Precisely because of that relationship this expanding population was to take dominion over the non-human environment. We see this interactive relationship played out as Adam was to use the language system God created to name the animals that He likewise created. Clearly, God wanted a co-laboring relationship with His sons and daughters. It was only natural then that their cool of the evening conversations would be quite delightful. From that interactive relationship the nonhuman environment was to be governed!

After the Fall, dominion-taking tasks were no longer conducted within the context of this divine relationship. This task-context dynamic was reversed. Consequentially, relationship restoration became the primary task to be carried out within the context of exercising personal and environmental dominion in a sin-stained world (1 John 5:19). Moreover, because the embedded sin nature works to counter God's plans, post-fall humanity essentially abandoned the goal of restoring relationship with God. Mankind preferred instead to understand and manage

God's creation without His help. Countering the effect of this perversion, the main focus in both the Old and New Testament time eras is primarily about relationship, not academic attainments. Psalm 78:7 makes it clear -- the central purpose of learning about God and His ways is to develop a complete, unwavering trust in Him. Everything was to flow from that.

Thus, academic attainments, while in service to the dominion mandate, constitute the occupying transportation to the larger eternal purpose of a life-long journey of intimacy with the Holy Trinity. Emphasizing this point, the outcomes of all temporal academic attainments will be burned up when Jesus returns to earth (2 Pet. 3:7-12) and until that time earth will not be relieved of its decay (Rom. 8:20-23) no matter how well studied, understood and managed. To think otherwise is to diminish the purpose of the crucifixion of Jesus Christ. His excruciating suffering was for the purpose of developing big hearts rather than primarily big brains. Paraphrasing an unknown author, if a person is totally wrong about being right with God, it will not personally matter from an eternal perspective what other things he or she is right about.

In accord with the biblical principle that the name of something typically signifies its identity and/or purpose, Christian/Kingdom education – because it carries His name - should reflect His identity and purpose. A kingdom after all, reflects its king! As near as we can tell, Jesus never taught academics but accomplished all His Kingdom works through a relationship with the Holy Spirit.

There you have it: Kingdom education should be equipping for operationalizing a spirit (2 Tim 1:7) of love (Matt. 22:37-40), power (1 Cor. 4:20), and a sound mind (Rom 12:2; 1 Cor 2:16). Then and only then will it happen that the Kingdom of God and His will can fully be accomplished on earth just as it is in heaven. In fact, the pre-fall command to be reproductively fruitful is now recapitulated in the Great Commission (Matt 28:18-20).

Academic endeavors while clearly important, ultimately serve as the occupying activity or vehicle to transport Christians through the all-important journey and destination of delightful intimacy with the Godhead.



## THOUGHTS FROM AN OLD JR. HIGH TEACHER

By: Chris DuPré  
Writer, Speaker, & Pastor

I taught Jr. High for seven years and I not only survived, I loved it! Before I began to teach, I was told that kids that age are difficult to focus, let alone teach, because that is the age when they begin to individuate. I would say that's possibly true, but I always saw them emerging out of their grammar school years in search of what is real and what is true. Like flowers, each one unique in its design, where each one ends up searching for the sun, seeking its light and its warmth, so it is with students. They are after what is real and what brings light and warmth.



As teachers, we all too often forget what it was like to be young. I remember being told that one of the students I was soon to teach was a rebel. I was encouraged to be strict and to not give him much wiggle room. When school began that year I remember watching this young man that first day. He was sizing me up and I was doing the same. When the day ended I called him over to my desk. He was visibly nervous. I told him that I could tell he was a gifted young man, in intellect and in influence. I told him that I would like him to begin to consider himself as one of the class's leaders. I then let him know that I didn't have a negative history with him and that this was a new and fresh year.

He couldn't have responded better. He quickly became a leader in school and in his youth group. He is now a very successful businessman with a loving wife and beautiful children. He serves in his local church and is considered a pillar in the church community.

II Cor. 3:17-18 gives us a hint of how we can steer people into fulfilling their life's call. It gives us an

invitation to behold God and that as a result, we are changed into what we have beheld. If we see God as harsh, we become harsh. If we see God as legalistic, we become legalistic, but if we see Him as full of grace and mercy, we then become gracious and merciful people.

As educators, we have a unique opportunity to reveal God's nature to our students. Maybe you can't talk about your personal faith in your class, but you can live your faith daily, taking others along on your journey.

When I went to my ten year high school class reunion I remember walking into the large room like it was yesterday. As the door opened one group saw me and politely greeted me. As the door opened further, another group nodded and called out my name. But when the door fully opened a final group saw me and screamed out my name, demanding that I come over there because some hugs and kisses were coming my way.

So, which group did I move toward? That's easy. The group that screamed out me name. Why? Because as human beings, we were created to move toward affection. When our students know

we care, they will even detach themselves from their present peer pressure and move toward authentic caring hearts.

As Christian educators we also need to be reminded that Jesus came not only in Word, but in Power. If we limit our personal understanding of God as just the source of wisdom, knowledge and guidance, we limit Him as merely being the most incredible intellectual in the universe. We need to expand our understanding of His divine nature as well as His divine desire to break into our lives and reveal Himself in any way He may so choose.

Lastly, if we remember the power of love we will find the world around us will, like the grass, move toward its light, not away from it. Here is a verse to live by: 1 John 4:19 which says, "*We love because He first loved us.*" Whatever affection from God we see and respond to becomes the fuel for our affection toward Him and toward others. There are many teachers but not many fathers...or mothers. What an amazing opportunity we have been entrusted with. The difference between the two is what we reveal to our students about Him. Do they see His thoughts only or do they see His heart? May our lives reveal His heart.



## KINGDOM SCHOOLS: FOLLOWING THE LEADING OF THE HOLY SPIRIT IN EDUCATION

By: Sandy Woods  
Principal, Comenius School for Creative Leadership

What do you notice when you visit a school? Are you transported back to a time during which you sat at a desk, listened to teachers lecture, passed notes, checked the time and dreamed of what you

would soon do after the final bell rang at the end of the day? Or are you transfixed by the culture of love, acceptance, and the presence of Holy Spirit permeating each classroom? Our students, sons

and daughters of the King of Kings, deserve “Kingdom” schools: schools reflecting the kingdom of Heaven under the anointing of Holy Spirit.

Jesus said “Let the little children come to me; and do not hinder them, for the kingdom of heaven belongs to such as these.” (Matthew 19:14, NIV) The quality that marks a Kingdom school is the importance placed on knowing Jesus, not just his deeds, but his person. Many students know about Jesus; they can quote Scripture and tell what he did. These students may have been brought up in homes with Christian parents and/or have made a profession of faith, but they lack a vibrant relationship with Jesus. Teachers in these schools seek the Holy Spirit for the anointing to instruct students with “heavenly” lessons and inspired delivery. Students are challenged to live a life of devotion to God, to view everything as worship, and to commit to pursuing excellence in their studies, relationships, and extra-curricular activities.



Freedom characterizes the culture of heaven. “Now the Lord is the Spirit, and where the Spirit of the Lord is, there is freedom.” (2 Corinthians 3:17, NIV) Kingdom schools, therefore, are filled with people who follow the direction of the Holy Spirit. After all, He knows what the students need best. As teachers seek the Holy Spirit for His way, students are delivered from harmful mindsets, healed of physical afflictions, learning disabilities and set free to pursue the things that God has put in their heart. There are several stories of students,

young and old, who sought the Lord and learned important skills such as tying their shoes, mastering math concepts, and even comprehending reading material that was impossible for them just the day before.

Our God is a relational God. He created the heavens, the earth, and everything in it. (Genesis 1) Kingdom schools reflect heavenly culture not only by student and staff affection for the King, but also with trust and positivity between staff and students, staff and parents, students and other students, as well as between the school and its surroundings. Seeking the best in each other, working together to better one another, helping

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students to discover God-given talents, fostering a love a learning – these qualities flourish in an atmosphere of love and acceptance in Kingdom schools. Students are encouraged to be themselves, to take risks, to learn from mistakes, and to listen and follow the Lord. (John 10:27)

Jesus declared, “The time has come...The kingdom of God has come near...” (Mark 1:15, NIV) In fact, the kingdom has come to our schools. How much better equipped for the future will the sons and daughters of the King be when they are nurtured in schools saturated by the Holy Spirit? As statesmen, judges, inventors, entrepreneurs, artists, engineers, etc., of the future, they will bring creativity and solutions to societal problems because they know the Lord and his voice. As ones who grow up in kingdom culture, they will display courage and resolve to bring justice and sow truth in a world hungering for the same. Rather than be swayed by popular opinion,

these will be “strong, and carry out great exploits.”  
(Daniel 11:32, NKJV) Schools saturated with

kingdom culture breed graduates who resemble  
King Jesus.



## KINGDOM EDUCATION’S FOUNDATION

By: H. Don Mayer, M.Ed.  
Principal, Bethel Christian School

One of the most noted scriptures found in Christian schools’ mission or vision statements is Proverbs 22:6 “Train up a child in the way he should go, And when he is old he will not depart from it” (New King James Version). This foundational scripture has a wide variety of interpretations across the spectrum of Christian education. In pursuit of “the way” Christian leaders have struggled to find the right prescription of Bible reading, prayer, discipline, rules, fear of God, fear of the devil, threats, and promises needed to bolster their students’ life long faith. Yet, more often than not, these carefully thought out prescriptions motivate many to turn away from the Lord. In my own persistent pursuit of the best mix of godly training the Lord shocked me into a reality shift. He showed me how my insistence of judging my students by what they did, their behavior, was a fatal flaw in my methods. I had established methods based on a set of rules and behaviors not rather than relationship. I wrongly believed that I could make my students be good Christians. My insistence to push my student to right actions through rules and controlling them was actually causing them to reject God altogether. I had built my spiritual training prescription on the wrong foundation! My effort was focused on students behaving like Christians rather than being Christians.

In seeking biblical influence I became motivated by Luke 6:40 “everyone who is perfectly trained will be like his teacher” (New King James Version). I realized my teachers and I are living out our faith in front of our students. Our lives are one of the best teaching tools. As well, the story of Samuel inspired me. Samuel was raised doing what the priests did. He was encouraged in his prophetic calling and immersed in an atmosphere of worship. Ministering before the Lord was a normal part of Samuel’s education.

When it comes to spiritual development I now focus more in the atmosphere or culture of our school than on the curriculum of what we teach. My foundation is now set on three key gifts of the Spirit faith, hope, and love.

### Faith

“Without faith it is impossible to please Him, for he who comes to God must believe that He is, and that He is a rewarder of those who diligently seek Him” (Hebrews 11:6, NKJV). My students know that life as a Christian is a life of signs and wonders. The supernatural and Jesus are one in the same.

### Hope

Students see themselves as God sees them they now have a hope for their future (Jeremiah 29:11). Through the gift of prophecy (I Corinthians 14:1-

3) students understand that God is their encourager.

Love

We work hard to remove fear from our classroom. The fear of God is the beginning of wisdom (Proverbs 1:17), but the fear of the principal is merely a form of manipulation. “He who does

not love does not know God, for God is love” (1 John 4:8, NKJV).

As Kingdom minded educators we have to rethink what we are doing. Jesus taught faith by example and all that he did was saturated in faith, hope, and love. We have an obligation to teach like Jesus did.



## TEACHERS & PROPHETS IN KINGDOM SCHOOLS

By: Robert A. Peck, M.Ed.

Headmaster, The Samuel School

A Kingdom school is one that realizes its identity is irrevocably connected with the identity of the Church. Implicit then is the statement, “What brings health to the Church, brings health to the school.” Are there any aspects of your local Church, such as worship or prophecy, the Lord is using to bring life to your Sunday morning services? Is it possible that He desires to use those same sources to bring life to your school on Monday?

The forces of secular culture, with their influence on public schools over the generations have demanded, “Separation of Church and state (schools).” God’s plan is quite different. He wants to more fully develop His identity in the Church, which includes Kingdom schools. When this occurs, the equipping and the building up of Ephesians 4:12 believers will expand beyond a Sunday morning focus and will result in a greater unity of faith as well as in the measure of the fullness of Christ, as mentioned in Ephesians 4:13, throughout the school week.

Another resource for determining how the Lord desires to bring life to the Church while in school is of course the Bible. Acts 13:1a states, “Now in the church at Antioch there were prophets and

teachers” (NIV). As Kingdom school leaders, let us agree on the following line of reasoning. Since

*Kingdom schools, part of the Church,  
work best when the teaching gift and  
the prophetic gift work  
synergistically.*

prophets have a place in the Church, and Kingdom schools are part of the Church, prophets, along with teachers, therefore have a legitimate place in Kingdom schools. Once this has been established, we then can encourage our students, like the Old Testament prophet Samuel, to not only hear the voice of God, but also to respond.

For all intensive purposes, the operation of the prophetic gift in the Kingdom school setting is currently unconventional. Therefore, I asked the Lord to give me a real life context picture to help people understand the significance of the two giftings of prophets and teachers working together. The analogy that came forth likened the teaching gifting to that of salt/saltwater and the prophetic

gifting to that of freshness/freshwater. The picture that then came to mind is that when the teaching and prophetic giftings are working together it can be likened unto an estuary where salt and fresh water mix.



Estuaries, a place of fresh and salt water synergy, is the most productive ecosystem on the planet,

according to environmental scientists, along with rainforests and coral reefs. It is very biblically appropriate that in the days ahead we will see a greater expression of the Kingdom of God in Kingdom schools through the reunification of the prophetic and teaching giftings. The active prophetic gifting working synergistically with the biblically insightful teacher gifting in Kingdom schools will produce an abundance of vibrant spiritual life for the benefit of the children within the Body of Christ.



## THE PROVIDENCE OF GOD AND KINGDOM EDUCATION

By: Michael R. Myers, Ed.D.  
Headmaster, Dayspring Christian Academy

Bible scholar J. Vernon McGee defines providence as “the means by which God directs all things — both animate and inanimate, seen and unseen, good and evil — toward a worthy purpose, which means His will must finally prevail.”<sup>i</sup> Noah Webster, in his original *American Dictionary of the English Language*, defined providence as “the care and superintendence which God exercises over his creatures.”<sup>ii</sup>

As Christian educators, we might ask, “What does divine providence have to do with education?” From the definitions provided, two aspects of providence are revealed, which are foundational to the education of children from a Kingdom perspective. First is the concept of the sovereignty of God (Rom. 11:36; Eph. 4:6), from which emanates three important tenets regarding the relationship of mankind to Him:

1. God is the Supreme Authority in all matters (Dan. 4:17, 5:34-35; Rev. 11:15-18).
2. God’s ways are higher than man’s ways and His wisdom is greater than man’s wisdom (Isa. 55:9; I Cor. 1:19-21).
3. God has a plan for every person, which aligns with His purposes (Eph. 2:10; Phil. 1:6).

Theologian James Boice posited that when it comes to the Christian concept of God, there is no point of greater contention with contemporary worldviews than that of God’s providence.<sup>iii</sup> Generally, people do not like to come under another’s authority, and that certainly includes what may be deemed an unseen and arbitrary God. Christian educators must actively preserve the proposition of the existence and sovereignty of the living God of the Bible as the foundation upon which all learning is based (Psalm 111:10;

Prov. 9:10). Recognizing and affirming God as the source and purpose of all things in every curricular discipline is a key component of authentic Kingdom education.

A second aspect of divine providence relevant to Kingdom education is that of care and superintendence. This facet of providence reveals much about God's character and is instructive to our becoming "imitators of God" (Eph. 5:1), a key educational objective for Kingdom citizens. The Bible contains a rich repository of illustrations that demonstrate God's parental care and oversight over His creation (Gen. 1:31; 2:8; Job 38-39; Matt. 10:29-31). The most dramatic of these expositions of God's care and concern is His preemptive love for humanity.

Divine providence is a reflection of God's loving nature. Christ's Great Commands (Matthew 22:37-39) set the standard of love by which human beings reach their highest potential and ultimate destiny in Him. Learning to love God and others is the crux of true Christian education. The education process must be more than gaining academic knowledge about school subjects. In a Kingdom-focused school, children grow in their love of God by learning how to know and obey Him, hear the voice of His Spirit, and worship Him through all they do. Students come to rely upon the Holy Spirit to bear fruit in their lives as

they allow Him to reign sovereignly in their hearts. Students learn to love one another by practicing such things as preferring others above themselves,

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honoring others, rejoicing and grieving together, carry one another's burdens, not holding a grudge, and believing the best about others (Rom. 12: 10; I Cor. 13; Gal. 6:2). Kingdom-oriented teachers discern or establish teachable moments that facilitate the development of Spirit-led, Kingdom-oriented living in the classroom and beyond.

An understanding of the providence of God provides a solid foundation from which students come to full maturity as citizens in God's Kingdom (Eph. 2:11-22; 4:7-16). Divine providence includes an understanding of God's sovereignty as well as His faithful, loving care and provision. As students come to love and trust their Heavenly Father, they learn to allow His Holy Spirit to rule in their hearts and depend on Him to produce the fruit of the Kingdom in their lives (Gal. 5:22-25).

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<sup>1</sup>McGee, V. "Providence is the Hand of God." *Thru the Bible with Vernon McGee*.

Retrieved from: <http://www.oneplace.com/ministries/thru-the-bible-with-j-vernon-mcgee/read/articles/providence-is-the-hand-of-god-11044.html>

<sup>2</sup>Webster, N. (1995). *American dictionary of the English language* (1828 facsimile ed.).

San Francisco: Foundation for American Christian Education.

<sup>iii</sup> Boice, J. K. "God's Providence." Retrieved from [http://www.the-highway.com/providence\\_Boice.html](http://www.the-highway.com/providence_Boice.html)