



“True education is not the forcing of instruction on an unready and unreceptive mind.” “True education... is the harmonious development of the physical, the mental, and the spiritual powers.” The goal is to raise godly children who are independent “thinkers, and not mere reflectors of other men’s thought;” children who are “strong to think and to act;” “masters and not slaves of circumstances;” “who possess breadth of mind, clearness of thought, and the courage of their convictions”.

White, E. G. (1903; 2002). *Education* (Pages 41, 13, 17, 18). Pacific Press Publishing Association.

Adventist early childhood education and care facilities teach Christian family values and provide age appropriate academics in a developmentally appropriate environment. Adventist programs are uniquely concerned with the development of each individual child’s character and mind. We believe educating the whole child requires instruction that includes mental, physical, and spiritual development.

Our teachers provide safe, nurturing, playful and responsive environments that encourage a child’s engagement and motivation. It is our goal to provide a balance in the “child-centered” environment with appropriate intellectual challenges that curious young learners deserve.

Early Childhood Education and Care Centers

of the

Seventh-day Adventist Church



“Train up a child in the way he should go, and when he is old he will not depart from it.”

Proverbs 22:6

Environment

It is our responsibility to provide a balanced environment for your child and we take this responsibility very seriously.

Within the Adventist educational system, early childhood and elementary classrooms are developmentally based in order to enhance each child's ability to learn more effectively.

The benefits of a developmentally-based environment:

- Positive classroom climate which is conducive to children's healthy emotional development
- Less exhibited stress
- Higher levels of motivation to learn
- Increased verbal skills and receptive language skills
- Higher levels of cognitive functioning
- Higher achievement scores throughout their primary grade years
- Smoother transitions from primary to later elementary grades with academic gains holding constant.



Curriculum

Adventist early childhood teachers focus on teaching real and meaningful concepts; information and training that will be useful to the child for their entire life. Each lesson plan and activity is developmentally appropriate with the full intention of bringing the child and teacher closer to Christ.

Adventist early childhood teachers:

- Help children select appropriate and challenging materials and activities
- Adjust activities to an appropriate level of challenge not frustrating to the child
- Vary the degree of assistance they provide according to the child's needs
- Revise expectations according to the child's growing abilities.



Guidance

Discipline begins with an appropriately structured environment and a set of routines. When it comes to learning academic and life skills, one of the most important tools to teach a child is respect. One of the most important skills to enhance within a child is creative imagination.

Adventist teachers purposefully design the educational program to help the child develop self-governance within the whole being:

Mental - Habits of mind necessary for concentration, perseverance & thoroughness; characteristic ways of approaching learning, other people, or situations.

Physical - Systematic structures relevant to order and tidiness, such as classification, time, space and placement and observable actions demonstrating coordination, skill and self-control.

Spiritual – The affective domain including ones awareness of self and others, influence, sense of belonging, security and worth.

