

Transforming Questions 改变人的问题

Workbook

练习册



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Published by

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Christian Framework

Creation

Fall

Redemption

Fulfillment



Biblical Integration Guide

Reflections

Applications

Revelations

Distortions

Big Question Guide

**What is good,
beautiful, true,
valuable?**

**What is bad,
ugly, false,
worthless?**

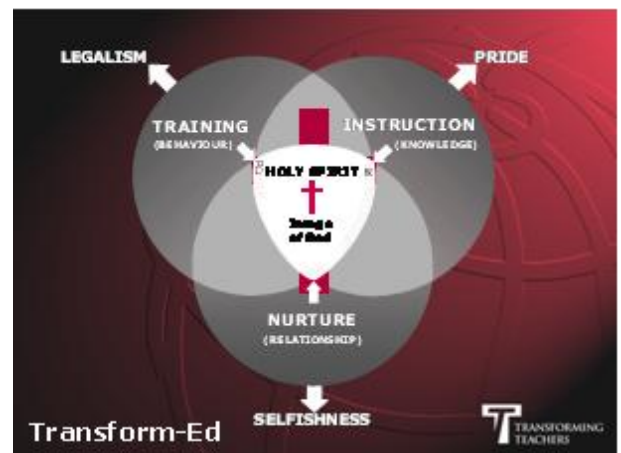
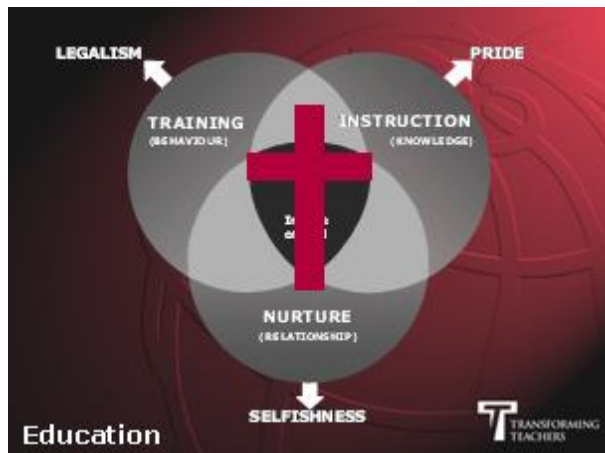
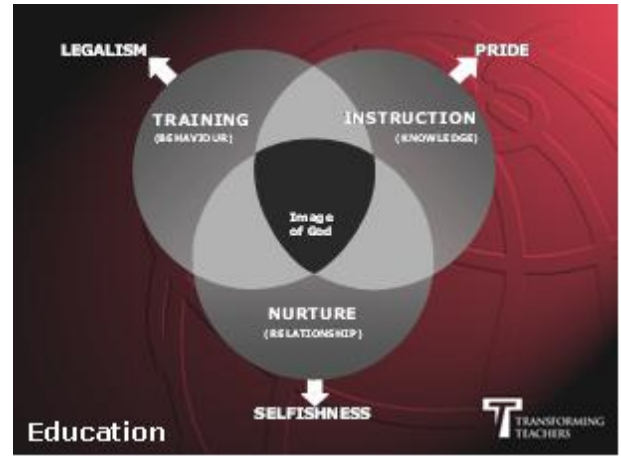
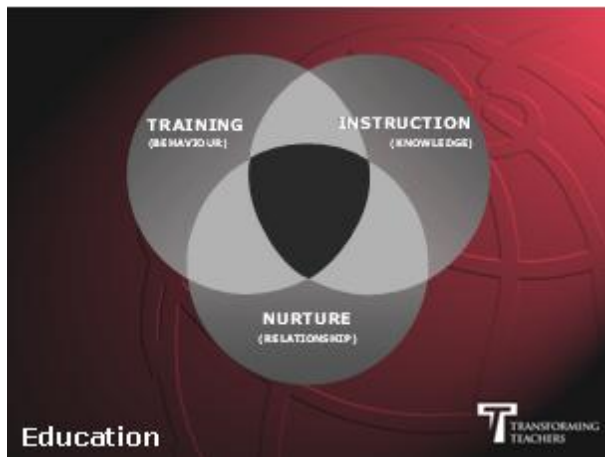
What is the purpose?

**How do we know?
How do we choose?
What are the consequences?**

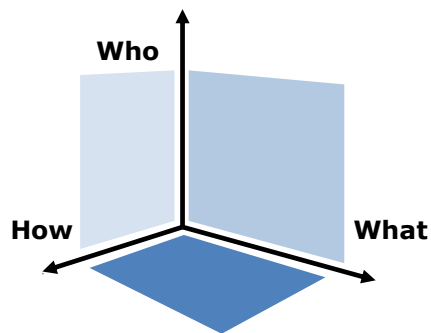


TRANSFORMING
TEACHERS

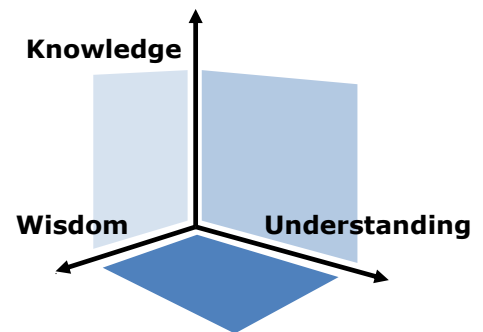
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3 Dimensions of Teaching



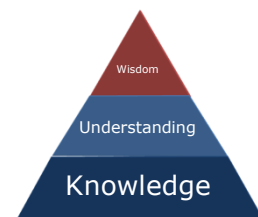
3 Dimensions of Learning



God's intention

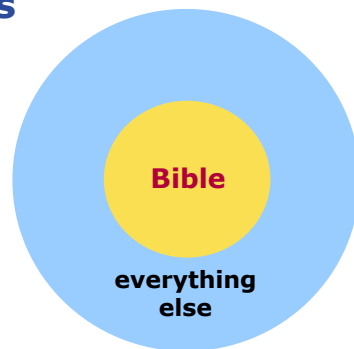


Our usual practise

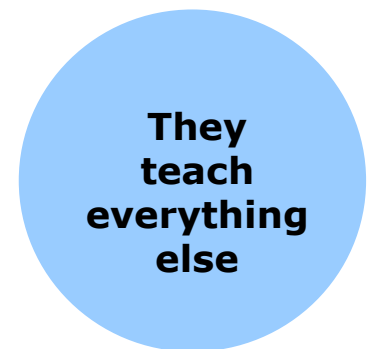




Centrality of Scriptures



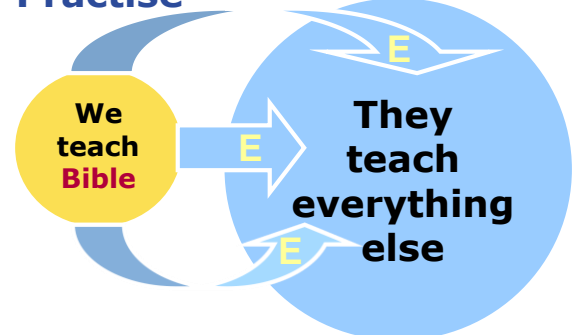
Dualism in Practise



Dualism in Practise



Dualism in Practise



What is education? 什么是教育?

Is education about

Literacy and numeracy?
Academic qualifications?
Preparing good employees?
Creating a stable economy?
Developing good citizens and good behaviour?

教育是关于

读写能力和计算能力?
学业资格?
预备好的雇员?
创造一个稳定的经济?
培养好公民和好行为?

Or is it about

A passion for lifelong learning?
A purpose for living?
Opportunities for awe and wonder?
Spiritual awareness?
The growth of the whole person?
Providing hope and purpose for the future?

还是关于

终生学习的热情?
生命的目的?
敬畏和惊叹的机会?
属灵的敏锐?
全人的成长?
为未来提供希望和目的?

Or does education

Influence and reflect the values of society?
Provide a route to the well-being of the individual?
Provide a route to equality of opportunity, a healthy and just democracy, a productive economy and sustainable development?
提供通向机会平等、健康公正的民主社会、多产的经济和可持续发展的道路?

或 教育

Reaffirm our commitment to virtues of truth, justice, honesty, trust and a sense of duty?
重申我们对真理道德、公正、诚实、信任和责任感的承诺?

"Enable us to respond to the opportunities and challenges of the world we live in?"

- Introduction to English revised National Curriculum

"帮助我们对我们的生活的世界的机会和挑战做出回应?"

- 英语国家课程介绍(增订版)

"I want ... decisions made by people educated in the fullest sense of the word i.e. highly knowledgeable, capable of understanding complex problems, highly skilled, talented in the art of communication, confident working in teams, creative and not least capable of exercising moral judgement and taking a global perspective."

- Rt. Hon David Blunkett MP, North of England Education Conference, January 2000

"我想...让那些受过教育完全了解世界的人做决定,这些人知识丰富,能理解复杂问题,有很高技能,有沟通艺术的天赋,对于团队工作有自信,有创意,一点也不缺乏进行道德判断和有全球眼光的能力。"

- 大卫·布兰克特,北英格兰教育会议,2000年1月

1. Which of these lists do you agree with? Or would you want to combine elements of all three?

你同意这些清单中的哪些?或者你想把这三部分的内容综合在一起?

2. What view of education did you come across in your training? Have you changed your mind? Why?

你在培训中见到什么样的教育观?你的想法改变了吗?为什么?

3. What is a realistic expectation of what can happen in schools?

对学校所能做的现实的期望是什么?

4. Is there anything else you would want to add as a Christian?

作为基督徒,你有什么补充吗?

Swift, Amanda. (2002). *Starting points for Christian reflection within education*. London, UK: CARE for Education.

斯威夫特，阿曼达（2002）对教育的基督教的反思的起点 伦敦，英国：关心教育

Compare and contrast these definitions.

比较和对照这些定义

Which are you doing? How would your students know?

你在做下列哪一个？你的学生如何知道？

"Education is the process of preparing people for life."

“教育是为一个人走向生活做准备的过程。”

"Education is the process of preparing people for a job"

“教育是为一个人以后工作做准备的过程。”

Distinctively Christian education...

有特色的基督教教育

1. Is it possible?

是可能吗？

2. Is it desirable?

是想要的吗？

3. What are the hindrances?

障碍是什么？

Where does Christ belong in education?

基督在教育中的位置是什么？

What makes Christian education Christian?

基督教教育的要素是什么？

1. **List as many factors as possible.**
列出尽可能多的因素。
2. **Rank the factors from most important to least important.**
把这些因素按从最重要到不重要的顺序排序。

Consider this situation...

思考这个情况...

Respond to the following quote by noting similarities and/or differences to your understanding of Christian schools and Christian education. What would you express differently? Why?

回应下列的引述，注意它与你对基督教学校和基督教教育的理解有何相似和/或不同之处。你会有什么不同的表达吗？为什么？

"The distinctive contribution of a church school is that it can bring a Christian values-base to the educational process. This comes out of the school's understanding of the Gospel and God's revelation to us in Jesus Christ. The danger in a lot of modern education is that it denies spiritual values, especially Christian values. But the task of a church school is to articulate a Christian values-perspective, while all the time recognising that not everyone who attends the school or works there is a practitioner of the faith. Nevertheless, its official stance ought to be quite clear, and this will come out especially in the way it operates. In a church school, there should be many opportunities for a clear articulation of the Christian faith, and for reflection upon its meaning. This will occur in Assemblies, Divinity classes, and Chapel. But it should also be evident in the way in which the staff is treated, and how they relate to one another. Students should feel that the school values them, not because of their success, but because they have the dignity of being made in God's image and are the subject of his redemptive love.

"教会学校特别的贡献在于它把基督教的价值基础带入了教育的过程中。这是来自于学校对福音的理解和神在耶稣基督里给我们的启示。很多现代教育的危险是它否认属灵的价值，尤其是基督教的价值。但是教会学校的任务是清楚地表达基督教的价值观，同时总是认识到不是每一个学生或者教职员工都信仰基督教。即使如此，学校的官方态度应该明确，尤其是在学校的运作中表现出来。在教会学校中应该有很多能清楚表达基督教信仰的机会，和对信仰的意义进行反思的机会。学校里的集会、神学课和敬拜时间都有这些机会。但是它们还应表现在如何对待教职员工以及教职员工彼此的关系上。学生应该感受到学校之所以认为他们有价值，并不是因为他们的成功，而是因为他们有按神的形象造的尊严和他们是祂救赎的爱主题。

I should also emphasise that a church school has a right to expect that its staff will approach their subjects from a Christian perspective, or at least be sympathetic to it. This applies especially to subjects like English and History where values are always important.

我也应该强调：教会学校有权期望它的教职员工从基督教的观点看待所教的科目，或者至少持同情态度。这尤其适用于象英文和历史这种价值总是重要的科目。

Finally, the Chaplains in our school have frequent contact with many families and provide a service of counselling, support and help to boys and families in times of crisis." – RI

最后，我们学校的校牧与很多家庭保持经常的联系，并给危机状态下的男孩和家庭提供咨询服务、支持和帮助。” – RI

Consider your situation...

思考你的情况. . .

- 1. How is your classroom different from a non-Christian classroom?**
你的教室与非基督教的教室如何不同？
- 2. How would you define Christian education?**
你如何定义“基督教教育”？
- 3. How would you define Biblical integration?**
你如何定义“圣经整合”？
- 4. From your perspective, is there much Biblical integration going on at your school? Among the faculty? Among the students? What evidence can you give to support your impressions?**
以你的观点，你的学校有很多“圣经整合”吗？在教师中？在学生中？你有什么证据支持你的印象？
- 5. How would you know that you have been successful as a school? A teacher? A student?**
你如何知道作为一个学校你成功了？作为一名教师呢？作为一名学生呢？
- 6. What characteristics are you trying to develop in your students? What are you trying to discourage?**
你要培养学生的哪些品格？你要不鼓励学生的哪些品格？
- 7. How has your understanding of education changed as you have grown spiritually?**
随着你属灵的成长，你对教育的理解如何变化？
- 8. What is uniquely Christian about what occurs in your regular classroom as opposed to what occurs in special activities such as devotions, chapel, community outreach, etc.?**
哪些独特的基督教的成分是出现在你的普通教室里，而不是出现在特殊活动，例如灵修，礼拜，在社区传福音，等等？
- 9. Can your students articulate how a Christian education is different from a non-Christian education? Do they appreciate the difference?**
你的学生能清楚表达出基督教教育与非基督教教育如何不同吗？他们欣赏这些不同吗？

Evaluate this definition...

评价这个定义. . .

"Christ-in education is the process of preparing people for life in which all elements including the teacher, student, content, methodology, philosophy, objectives, assessment, environment, etc. are related to Christ and are being transformed by Him."

“有基督的教育是为学生走向生活做准备的过程，这当中所有的因素都与基督相连而且被他改变，因素包括老师、学生、内容、方法论、哲学、教学目标、评估、环境，等等。”

Where does the Bible belong in education?

圣经在教育中的位置是什么？

The Bible is like... 圣经象...

Complete this sentence in as many ways as possible. Give a reason for each simile.
用尽可能多的方式完成这句话。给出每句比喻的一个理由。

The Bible and the teacher

圣经和教师

1. What passages of Scripture have had the greatest impact on your thinking about education? Your practice as a teacher?

哪些圣经经文最大影响了你对教育的思考？影响了你作为教师的实践？

a) Illustrate how they have changed your practice.

举例说明这些经文如何改变了你的实践

b) Explain how the selected verses have affected your thinking.

解释所选的经文如何影响了你的思维。

2. What do the following verses have to do with teaching?

下列经文与教学有何关系？

Matthew 28:18-20 (NIV)

Then Jesus came to them and said, "All authority in heaven and on earth has been given to me. Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age."

马太福音 28: 18-20

耶稣进前来，对他们说：“天上地下所有的权柄都赐给我了。所以，你们要去，使万民作我的门徒，奉父、子、圣灵的名给他们施洗（或作“给他们施洗，归于父、子、圣灵的名”）。凡我所吩咐你们的，都教训他们遵守，我就常与你们同在，直到世界的末了。”

Luke 6:40 (NIV)

A student is not above his teacher, but everyone who is fully trained will be like his teacher.

路加福音 6:40

学生不能高过先生；凡学成了的不过和先生一样。

Romans 1:18-21 (NIV)

...what may be known about God is plain to them, because God has made it plain to them. For since the creation of the world God's invisible qualities--his eternal power and divine nature--have been clearly seen, being understood from what has been made, so that men are without excuse. For although they knew God, they neither glorified him as God nor gave thanks to him, but their thinking became futile and their foolish hearts were darkened.

罗马书 1: 18-21

神的事情，人所能知道的，原显明在人心里，因为 神已经给他们显明。自从造天地以来， 神的永能和神性是明明可知的，虽是眼不能见，但藉着所造之物就可以晓得，叫人无可推诿。因为，他们虽然知道神，却不当作 神荣耀他，也不感谢他。他们的思念变为虚妄，无知的心就昏暗了。

Romans 11:36-12:2 (NIV)

For from him and through him and to him are all things. To him be the glory forever! Amen. Therefore, I urge you, brothers, in view of God's mercy, to offer your bodies as living sacrifices, holy and pleasing to God--this is your spiritual act of worship. Do not conform any longer to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God's will is--his good, pleasing and perfect will.

罗马书 11:36- 12:2

因为万有都是本于他，倚靠他，归于他。愿荣耀归给他，直到永远。阿们！

所以弟兄们，我以 神的慈悲劝你们，将身体献上，当作活祭，是圣洁的，是 神所喜悦的，你们如此侍奉，乃是理所当然的。不要效法这个世界，只要心意更新而变化，叫你们察验何为 神的善良、纯全、可喜悦的旨意。

1 Cor. 2:14 (NIV)

The man without the Spirit does not accept the things that come from the Spirit of God, for they are foolishness to him, and he cannot understand them, because they are spiritually discerned.

哥林多前书 2:14

然而，属血气的人不领会 神圣灵的事，反倒以为愚拙，并且不能知道，因为这些事惟有属灵的人才能看透。

Col. 1:16-17 (NIV)

For by him all things were created: things in heaven and on earth, visible and invisible, whether thrones or powers or rulers or authorities; all things were created by him and for him. He is before all things, and in him all things hold together.

歌罗西书 1:16-17

因为万有都是靠他造的，无论是天上的、地上的、能看见的、不能看见的，或是有位的、主治的、执政的、掌权的，一概都是藉着他造的，又是为他造的。他在万有之先，万有也靠他而立。

1 Peter 3:15 (NIV)

But in your hearts set apart Christ as Lord. Always be prepared to give an answer to everyone who asks you to give the reason for the hope that you have.

彼得前书 3:15

只要心里尊主基督为圣。有人问你们心中盼望的缘由，就要常作准备，以温柔、敬畏的心回答各人。

3. Should every lesson include at least one verse of Scripture? Why or why not?

每节课都应该包括至少一句经文吗？为什么或为什么 not？

a) Does the subject you are teaching make a difference in your answer? Why or why not?

你所教的科目对你的答案有影响吗？为什么或为什么 not？

b) Does the goal of the lesson make a difference in your answer? Why or why not?

课程目标对你的答案有影响吗？为什么或为什么 not？

c) Does the kind of school in which you teach make a difference in your answer? Why or why not?

你所任教的学校的类型对你的答案有影响吗？为什么或为什么 not？

What kind of eternal difference are you making in your classroom?

你在教室里产生了何种永恒的影响？

How can you develop an eternal perspective?

你如何培养永恒的观点？

What are the hindrances?

障碍是什么？

1. **What are the greatest hindrances to Christ and the Bible having their proper place in your classroom? What can be done about the hindrances?**

妨碍基督和圣经在教室中应有的位置的最大的障碍是什么？我们对此能做什么？

2. **Respond to the following quote by noting similarities and/or differences to your experience.**

对下列的引用作出回应，注意与你的经验有什么相似和/或不同之处。

When I taught in a state school, I thought that the secular perspective of the school system and administrator were the problem. I discovered that crossing an ocean to teach in a school where all the other teachers were Christians, and Christ and the Bible were held in high esteem, did not equip me to do anything differently in my classroom. Although all restraints were removed and everything Christian was encouraged, my teaching did not change significantly because the problem was not my circumstances. Complete freedom simply exposed the non-Christian patterns of my thinking and teaching, as it removed my excuses.

当我在州立学校教书，我认为学校系统和行政管理的世俗观点是问题所在。（后来）我发现即使我漂洋过海教书，学校里教师都是基督徒，高举基督和圣经，这些都没有装备我，使我在课堂上有不同的教法。虽然挪走了所有的限制，鼓励了所有的基督教的内容，但是我的教学并没有重大改变。这是因为问题不在于我的环境。完全的自由挪走了我的借口，从而暴露了我的思维和教学中的非基督教的模式，

My natural tendency was to treat Christ and the Bible as if they were irrelevant in my science classroom, even though I actively defended them outside the classroom. My theological training had only been applied to teaching within the church so I was only comfortable with God in a Bible classroom. However, I tried to use every opportunity that I recognized, to be distinctively Christian in my classroom. Unfortunately, I did not recognize many opportunities and did not know how to create them. Unless I was "preaching" instead of teaching, God and His word were totally disconnected from the subjects I taught.

虽然我在课堂之外积极地基督和圣经辩护，但是在科学课上我的自然倾向是把它们当作与课无关的东西。我的神学训练只适用在教会里的教学，因此我只在圣经课上对谈论神感到舒服。我试着利用我意识到的每个机会，使我的教室有基督教特点，不幸的是，我没有意识到很多这样的机会，也不知道如何创造这样的机会。除非我是在“讲道”而不是教学，否则神和祂的话语是与我所教的科目截然分开的。

When I had a Christian textbook, it often introduced the Bible in ways that seemed artificial. The way they related the Bible to the subject was different from my way of thinking—and the thinking of my students. It was a obviously a lot easier to add Bible verses than it was to connect the school subjects in a meaningful way to the Author and message of the Bible.

当我有基督教教材时,我发现教材通常人工化(不自然)地引入圣经。它们把圣经和科目联系起来的方式不同于我的思维方式和我的学生的思维方式。很显然,把圣经经文加到科目中,比起把科目与圣经的作者和信息联系起来要容易得多。

Thinking about pedagogy... 思考教育学...

1. **Why is an understanding of a Biblical worldview important for teachers?**
为什么了解圣经的世界观对教师很重要?
2. **What truths does a teacher need to know about creation, the fall, redemption and fulfilment to be an effective teacher?**
要成为一名有效的教师,他需要了解有关创造、堕落、救赎和完全的哪些真理?
3. **What truths do students need to know about creation, the fall, redemption and fulfilment to have an education that is Christian in nature as well as name?**
学生要接受名副其实的基督教教育,他们需要了解有关创造、堕落、救赎和完全的哪些真理?
4. **What reflections of the Creator do you see in teaching and in being taught? How do you understand God better because you are a teacher? How do you view life, the universe, or values differently as a teacher than as an engineer, artist, carpenter, or administrator?**
在教与学中你见到哪些创造主的反映?因着是教师的缘故,你如何更好地理解神?作为一名教师,你对生命、宇宙或价值的看法与工程师、艺术家、木匠或行政人员有何不同?
5. **What has God revealed in His Word or demonstrated in the life of Christ that will correct common distortions or misconceptions about the teaching process, teachers, or being taught?**
神在他话语中启示的或在基督的生命中彰显的哪些东西,会纠正对教学过程、教师和学习的常见的曲解和错误概念?
6. **When you're teaching or being taught, what evidence do you see of people's fallen nature? What common educational theories or practices need to be corrected by an understanding of the fallen nature of people?**
在教与学中,你见到哪些证明人的堕落本性的证据?了解了人的堕落本性,哪些常用的教育理论或实践需要更正?
7. **What reflections of Christ's redemptive work have you experienced in a classroom? What has happened there that has given you a new or greater appreciation of Christ as Saviour? Why does every student and teacher need to know that Christ loves Him and has died to provide forgiveness of sin? What difference should that make in their role/behaviour in the classroom?**
你在教室里经历了哪些基督的救赎工作的反映?教室里发生的哪些事使你开始或更多地感激基督是救主?为什么每个学生和教师需要知道基督爱他并为原谅他的罪而死?明白这些使他们在教室的作用/行为有什么不同?
8. **What part does teaching have in the fulfilment of God's plan for the universe and every individual in it? What does the Bible reveal about the role of teaching in His plan of having children, growing His body and building a living temple?**
教学在完成神对宇宙和其中的每个人的计划有什么作用?圣经启示了哪些在神的计划中教学的作用?这计划就是有神的孩子、使基督的肢体成长和建立一个活的圣殿。
9. **If people had not sinned would teaching or schools be necessary? Why or why not?**
如果人类没有犯罪,教学或学校还有必要吗?为什么或为什么不要?
10. **How can you evaluate whether God's truth has been learned, understood and wisely practised?**
你如何评价是否学到、理解和有智慧地实践神的真理?

missional Christian education

宣教的基督教教育

1. **What is missional Christian education?**
什么是宣教的基督教教育?
2. **Is missional Christian education possible and appropriate in a state school?**

在州立学校中宣教的基督教教育是可能的和合适的吗？

3. Where or how should children and young people become Christians? In the home? church? youth group? Christian school? Explain your answer.

儿童和年轻人应该在哪里、如何成为基督徒？在家里？在教会？在青年团契？在基督教学校？解释你的答案。

4. If Christ-centered education is appropriate in the home and church, should Christians also make it available in schools?

如果以基督为中心的教育在家里和教会里是合适的，那么基督徒是否应该让学校也是这样？

5. Should students be Christians before they enter a Christian school? Why or why not?

学生在进入基督教学校之前就应该成为基督徒吗？为什么或为什么不？

6. Do you agree or disagree with the following quotation? Why?

你同意或不同意以下的话吗？为什么？

"The Christian school classroom may be the best place outside the home to become a Christian, as students learn of God's nature, their need of Him and the sufficiency of Christ from Christian teachers who loving relate all of life and learning to God and His word."

CV

“基督教学校的教室也许是一个人在家庭以外的最好的成为基督徒的地方，因为学生们从基督徒教师那里学习神的本性、他们对神的需要和基督的足够性。这些教师用爱把生命和学习的全部同神和他的话语相连。”

How can I develop a Christian framework

我如何发展基督教的框架/体系

Part One 第一部分

Divide into groups of four to consider creation, fall, redemption and fulfillment

分成四组来思考创造、堕落、救赎和完全。

Each group should identify at least two key truths regarding each phase by considering:

每组至少指出每个阶段的两个主要真理, 要考虑以下的:

Revelation 启示

- What has God has revealed about Himself, spirit beings, things (inanimate), creatures (animate), people (others), and ourselves?
神就关于祂自己、属灵本质、东西(无生命的)、造物物(有生命的)、人(别人)和我们自己有什么启示?

Relationships 关系

- What has He revealed about the relationship between Himself and the different things He created?
祂对于祂自己和祂所创造的之间的关系有什么启示?
- What has He revealed about the relationship between the different things He created?
祂对于祂的造物物之间的关系有什么启示?

Repercussions 反响

- What was the effect of the fall, redemption, and fulfillment on the relationships?
堕落、救赎和完全对关系的影响是什么?

Each group member should write down all the truths that the group identifies

每个组员应该写下该组指出的所有真理

Part Two 第二部分

Each group member is to become an "expert" in one of the 4 phases

每个组员成为四个阶段之一的"专家"

Representatives for each small group gather to form 4 large groups corresponding the four phases.

每个小组的代表聚在一起, 按四个阶段组成相应的四个大组。

Write down all the truths from the different groups

写下来自不同组的所有真理

Note how often each truth was identified

注意每个真理被指出的次数

Divide the truths into essential (E)/optional (O)

把真理分成最重要的(E)/可选的(O)

- If more than ½ the groups identified it → E
如果超过半数的组指出它→最重要的(E)
- If less than ½ the groups identified it → O
如果少于半数的组指出它→可选的(O)

Reword the truths into a consistent format starting with the essential truths

把真理按统一格式重新组织, 从最重要的真理开始

Part Three 第三部分

Reform the groups of four and have each "expert" report the conclusions about their phase. Collect the conclusions from each of the 4 large groups for distribution to everyone.

重组四个组, 让每个“专家”报告他们的阶段的结论。收集四个大组各组的结论, 并发给每个人。

For Further Consideration 进一步思考

- At what grade level would such an exercise be appropriate?

这样的练习适合于哪些年级?

- Ask students to fill in the framework at their age and grade-level. Compare the different truths identified by each grade in a staff meeting to look for spiritual and intellectual development.

让学生按他们的年龄和年级在框架中填入相关内容。在教师会议上比较不同年级指出的真理, 以检查属灵的和智力的发展情况。

- When considering each grade level, subject, topic or lesson, determine which truths are being **reflected**, which are often **distorted**, which are **revealed** to correct distortions, and which should be **applied**.

考虑到年级、科目、题目或课程的因素, 决定哪些真理被仔细思考过, 哪些真理经常被曲解, 哪些真理被揭示来纠正那些曲解的, 哪些真理应该应用到个人。

Start with the general and go to the particular; start with a subject area and then go to the grade-level topics or themes.

按照从普通到特殊的顺序: 从一个科目开始, 然后到适合年级水平的题目或主题。

Ask the students to determine which truths are being **reflected**, which are often **distorted**, which are **revealed** to correct distortions, and which should be **applied**.

让学生决定哪些真理被仔细思考过, 哪些真理经常被曲解, 哪些真理被揭示来纠正那些曲解的, 哪些真理应该应用到个人。

How can I think Christianly about what I teach? 我如何从基督教的观点思考我所教的内容?

1. Why did God make _____? What is _____ "for"?

为什么神造了_____? _____是“为了”什么?

2. What aspects of God's nature, character, power, and purposes do I understand better because of _____?

因为_____, 我对神的本性、品格、能力和目的的哪些方面理解得更好?

3. How should _____ direct our attention "to Him"?

_____应该如何把我们的注意“引向祂”?

4. How does God hold _____ together now? How is He presently involved in _____ since He originally made it?

神现今如何维持_____? 自从神创造了_____之后, 祂现在是如何参与其中的?

What does _____ reveal about God?

_____启示了神的什么?

What is God's purpose for _____?

神对_____的目的是什么?

1. How has _____ been affected by sin?

罪如何影响了_____?

2. How has my understanding of _____ been affected by sin?

罪如何影响了我对_____的理解?

3. How has _____ been misused because of sin?

因为罪, _____如何被错用?

4. How has God frustrated _____? How is _____ different now from what it will be when He restores all of His creation?

神如何让_____受挫? _____现在与将来神恢复祂的所有创造时如何不同?

5. What about _____ has sin stolen, killed, or destroyed?

罪偷走、杀害或毁灭的_____是怎样的?

6. What created thing is given credit for _____ instead of God?

_____归功于哪个受造之物而不是归功于神?

How is God misunderstood because of _____?

因为_____, 神如何被误解?

How is _____ misused?

_____如何被错用?

1. What has God graciously revealed in His Word about _____?

神在祂的话语里恩典地启示了关于_____的什么?

2. How did God use _____ in the past?

过去神如何使用_____?

3. How will God use _____ in the future?

将来神将如何使用_____?

4. How did Jesus use _____?

耶稣如何使用_____?

How does the Bible confirm God's revelation in _____?

圣经如何确认神在_____的启示?

What does the Bible say about God's purpose for _____?

圣经是如何讲述神对_____的目的的?

1. How has my relationship to my heavenly Father been changed by considering _____?
通过思考_____, 我与天父的关系是如何改变的?
2. What do I appreciate more about God because I have considered _____?
因为我思考了_____, 我更加感激神的什么?
3. How might Jesus want to use _____ to prepare me to fulfill my unique role within His Body? Do I trust God's eternal plan enough to allow Him to use _____ in my life even though it may cause me to suffer now?
耶稣如何可能想用_____来预备我完成我在祂身体里的独特作用?我足够信任神的永恒计划因而允许祂在我生命中使用_____吗?即使现在它可能使我受苦?
4. How might Jesus want to use _____ to accomplish His purposes among those that are not yet part of the Body? Will I allow Him to use _____ in my life to help others rather than myself?
耶稣如何可能想用_____来成就祂在那些还不是肢体的人中的目的?我会允许祂在我生命中使用_____来帮助别人而不是我自己?
5. Will I thank God for _____ - no matter how little or much I know about it - because I am confident that _____ was made "for Him" and is to direct our attention "to Him"?
无论我对_____知道多少, 因为我有信心, 相信_____是"为祂"造的, 为要把我们的注意"引向祂", 我会为它感谢神吗?
6. Will others desire to worship God because of the way that I interact with _____?
因着我与_____的互动方式, 其他人会想要敬拜神吗?
7. Does my attitude toward _____ reflect an appreciation for _____ because it was made by God?
因为_____是神造的, 我对它的态度反映出对_____的感激吗?
8. Is my use of _____ shaped by God's purposes or mine?
我对_____的使用是受神的目的还是我的目的影响?

How has _____ changed my relationship to my heavenly Father?

_____如何改变了我与天父的关系?

How does Jesus want to use _____ to fulfill His purposes in my life and the life of others?

耶稣如何使用_____来成就祂在我生命和其他人生命中的目的?

Will I allow the Holy Spirit use _____ to give me a thankful, worshipful spirit?

我愿意让圣灵使用_____给我一个感恩的、敬拜的灵吗?

Survey of Beliefs 信仰调查

Please indicate your response to each of the following statements with an ☐

对下列观点作出回应, 在相应的地方画 ☐

Strongly agree – This is the truth. You would defend the statement without compromise. 非常同意 – 这是真理。你会毫不妥协地为之辩护。 Agree – You may not completely understand the subject or want to debate it but it seems more right than wrong. 同意 – 你可能不完全理解这句话或不想辩论, 但是看上去对的可能性大于错的。 Not sure – You don't understand the statement, have no opinion or think the issue is irrelevant for daily life. 不确定 – 你不理解这句话, 没有见解或是认为这与日常生活无关。 Disagree – The statement does not sound right but you are not sure you could prove it wrong. 反对 – 这句话听起来不对, 但是你不确定你能证明它是错的。 Strongly disagree – This is false. You would defend the opposite viewpoint. 强烈反对 – 这是谬误。你会为相反的观点辩护。	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
Human life has developed over millions of years. 人类已经发展了几百万年。					
The primary goal of education is to develop a world and life view where everything is properly related to God. 教育的主要目标是培养与神有正确关系的世界观和生活观。					
Absolute truth exists in all areas of life and can be known. 绝对真理存在于生活的所有方面, 而且是可知的。					
God created all things and continues to actively sustain them. 神创造了一切, 并且继续积极地使它们持续下去。					
Many ways exist in which an individual can share in the divine nature of God besides a personal relationship with Jesus Christ. 除了与耶稣基督建立个人的关系外, 还有很多方法使一个人可以与神的神性有份。					
Society, not the individual, is chiefly responsible for social evils. 社会(而不是个人) 要为社会的邪恶负主要责任。					
Human nature, because it constantly adapts and changes, has an unlimited potential for progressive development. 因为人类的本性不断地适应和改变, 所以它有无限的持续发展的潜力。					
The Bible is meant to be a guide or an example to individuals in moral decisions but is not authoritative in other areas of life. 圣经应该是个人做道德决定时的指南或榜样, 但它在生活的其他方面没有权威。					
All people are conceived with a sinful nature which distorts their perception of the world and leads them to misuse everything and everyone. 所有人都有罪性, 它会扭曲他们对世界的认知, 并导致他们错用每件事和每个人。					
The major obstacles to social progress are ignorance and faulty social institutions. 社会进步的主要障碍是无知和有缺陷的社会制度。					
When He lived on earth, Jesus Christ committed sins. 耶稣活在世上时, 祂犯过罪。					
All Scripture is inspired by God and is inerrant in every detail as recorded in the original manuscripts. 所有经文都是神启示的, 原文中记录的每个细节都是无误的。					

<p>Because the Bible is inerrant in all areas, learning through science and reason must be understood in light of what the scriptures say.</p> <p>因为圣经在所有方面都是无误的, 所以学习科学和理性必须按照圣经所说的理解。</p>					
<p>Each person has an eternal spirit which will live forever after the body dies. This spirit will either live in happiness with God in heaven or in torment with the devil in hell.</p> <p>每个人都有永恒的灵魂, 这灵魂在身体死后会永远活着。它或者与神在天堂同乐, 或者与魔鬼同在地狱受苦。</p>					
<p>God's primary concern is that men's sins are forgiven so that they can go to heaven.</p> <p>神主要关心的是人的罪得赦免, 这样他们可以死后去天堂。</p>					
<p>All religious belief is personal and should not be imposed on others, particularly on children.</p> <p>所有宗教信仰都是个人的, 不应该强加于人, 尤其是儿童。</p>					
<p>Individuals should be allowed to conduct life as they choose as long as it does not interfere with the lives of others.</p> <p>只要不妨碍他人的生活, 应该允许个人按照他们自己的选择去生活。</p>					
<p>Instruction in any field should present all known theories about the given subject in an unbiased manner and encourage each student to develop his/her own beliefs.</p> <p>任何科目的授课应该毫无偏见地讲授该科目的所有已知理论, 并鼓励学生发展他们自己的信念。</p>					
<p>Because human nature is constantly changing, values and ethics will also change. Therefore, each generation should be free to adopt moral standards appropriate to their preferences and circumstances.</p> <p>因为人性是在不断变化, 所以价值和伦理也会变化。因此每一代人应该自由地采用适合他们的喜好和情况的道德标准。</p>					
<p>Eternal spiritual salvation can be earned by doing enough good deeds.</p> <p>做了足够多的好事可以赢得永恒的灵魂得拯救。</p>					
<p>Satan is not a living being but is just a symbol of evil.</p> <p>撒旦不是一个活的存在, 只是邪恶的象征而已。</p>					

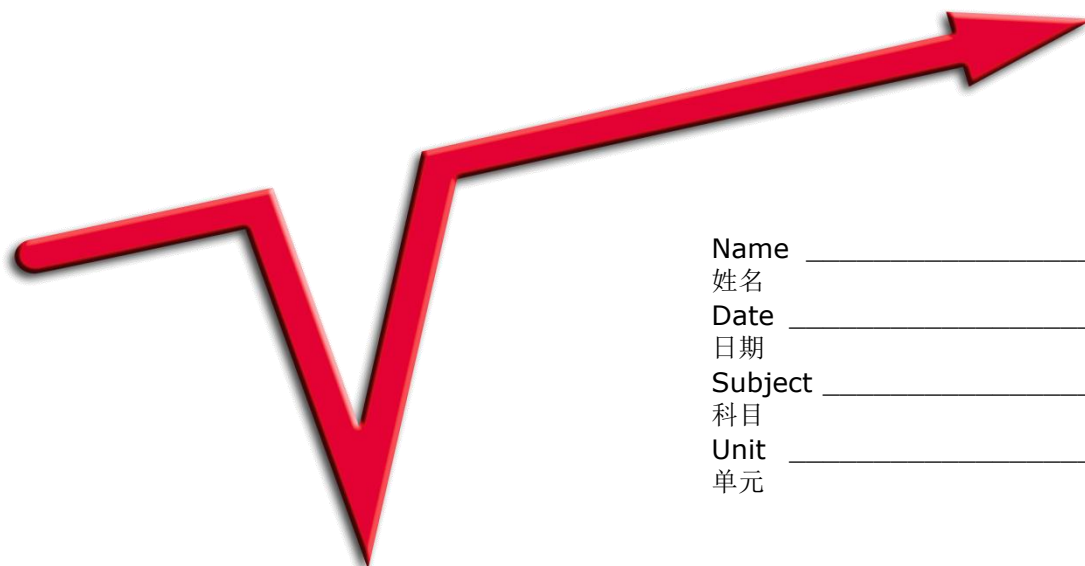
Christian Framework Worksheet 基督教的框架/体系 工作表

[illegible]

Biblical Integration Worksheet 圣经融合 工作表

_____ **Topic** 题目

[illegible]



Name _____
 姓名 _____
 Date _____
 日期 _____
 Subject _____
 科目 _____
 Unit _____
 单元 _____

_____ and a Biblical worldview _____和圣经的世界观

Creation/Reflection 创造/反映

1. How does _____ reflect God's character?
 _____如何反映了神的品格?
2. What was God's original purpose for _____?
 神对_____起初的目的是什么?

Fall/Distortion 堕落/扭曲

1. In what ways has _____ been distorted by the fall of man?
 _____在哪些方面被人的堕落扭曲了?
2. In what ways has _____ been misused?
 _____在哪些方面被错用了?

Redemption/Revelation 救赎/启示

1. Why did Christ need to die so _____ can fulfill God's purposes?
 为什么基督需要死, 这样_____才能完成神的目的?
2. What prescriptions does the Bible have for common misuses of _____?
 圣经对通常的错用_____有什么治疗(解决)办法?

Fulfillment/Application 完全/应用

1. How does _____ make me appreciate God and desire to worship Him?
 _____如何使我感激神并想要敬拜祂?

2. How can _____ be used for God's purposes within His family & His world?

如何在神的家和祂的世界把_____用于神的目的?

Using your answers to the above questions, complete the statement below:

用你在上述题目中的答案完成下面的句子:

God made _____ so _____
(subject) (purpose)

神造了_____ 所以 _____
(科目) (目的)

but our rebellion _____
(distortion)

但是我们的叛逆_____
(扭曲)

God provided His Word, His Son and His Spirit so that _____
(revelation)

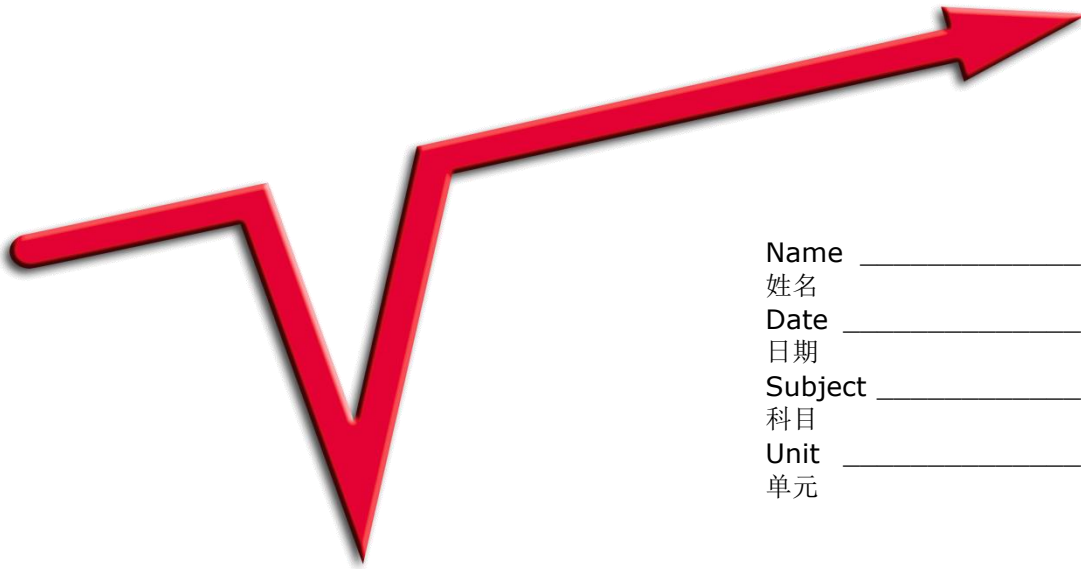
神给了祂的道、祂的儿子和祂的灵, 这样 _____
(启示)

so His children would _____
(application: benefit mankind)

所以祂的儿女要_____
(应用: 造福于人类)

and give glory to God by _____
(application: reveal God's character)

并通过_____归荣耀给神。
(应用: 揭示神的品格)



Name _____
 姓名 _____
 Date _____
 日期 _____
 Subject _____
 科目 _____
 Unit _____
 单元 _____

Biblical Integration Guide

圣经整合指南

Reflections – What do I see of God and His purposes in _____?

反映 – 在_____中我认识到神和祂的目的的哪些方面？

Distortions – How has _____ been spoiled and misused for ungodly purposes?

扭曲 – _____如何被败坏并错用于不敬虔的目的？

Revelations – What has God revealed in the Bible about _____, Himself & His purposes?

启示 – 神在圣经中关于_____、祂自己和祂的目的有哪些启示？

Applications – How can _____ be used for God’s purposes? (Know Him, be used by Him, worship Him)

应用 - _____ 如何被用于神的目的？
(认识祂，被祂使用， 敬拜祂)

Personal Philosophy of Ministry 事工的个人哲学

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节选自探索基督教教育的历史与哲学一书

Theology matters 神学问题

1. What is your perspective regarding the nature of
关于下列各项的本质，你的观点是什么？
 - a. God as Creator?
神作为创造者的本质？
 - b. Jesus Christ as His Son and Savior?
耶稣基督作为祂的儿子和救主的本质？
 - c. The Holy Spirit as a member of the Godhead?
圣灵作为神的一员的本质？
2. What is your position regarding the authority of Scripture?
关于圣经的权威性，你的立场是什么？
3. Where do you stand on matters pertaining to social issues such as abortion, racism, social equality, gender roles, sexuality, etc.?
你对下列社会问题的立场是什么？例如：堕胎、种族歧视、社会公平、性别歧视、性行为，等等。
4. What is the nature and purpose of spiritual gifts?
属灵恩赐的本质和目的是什么？
5. What is the place of missions & how should it be conducted?
宣教的位置是什么？应该如何进行？

Philosophy matters 哲学问题

1. What are dependable sources of knowledge?
什么是知识的不可缺少的源泉？
2. What are the roles of general and special revelation?
一般启示和特殊启示的作用是什么？
3. Who determines what is (and is not) real and trustworthy?
谁决定什么是（不是）真实可靠的？
4. To what extent are ethics (right & wrong) determined by our culture or circumstances?
多大程度上我们的文化或环境决定了道德伦理（对和错）？
5. To what extent is our idea of beauty determined by our culture or circumstances?
多大程度上我们的文化或环境决定了我们对美的看法？

Components of Personal Philosophy 个人哲学的构成

Role & nature of the teacher 教师的作用和本质

1. How do teachers affect their students?
教师如何影响他们的学生？
2. How do teachers motivate their students?
教师如何激励他们的学生？
3. What relationship should exist between teachers and students?
教师和学生之间应该存在什么样的关系？
4. What kind of preparation is required of the ideal teacher?
理想中的教师应该有什么样的预备？
5. Role & nature of the teacher
教师的作用和本质
6. What relationship should exist between a teacher and God?
教师 and 神之间应该存在什么样的关系？
7. What qualities should a spiritually mature teacher possess?
一位灵命成熟的教师应具有哪些素质？
8. To what degree is the teacher a role model, mentor, or coach to the students?

多大程度上教师是学生的榜样、导师或是教练？

9. What metaphor best describes your view of a Christian teacher?

哪个比喻能最好描述你对基督徒教师的看法？

Role & nature of the learner 学习者的作用和本质

1. What kinds of learners should be the focus of Christian education?

哪些类学习者是基督教教育的中心？

a. Academically gifted

学业上有天赋的

b. Special needs

有特殊需要的

c. Believers

信主的

d. Non-believers

不信主的

2. What are the capacities & responsibilities of the learner to listen & receive the message?

学习者聆听和吸收信息的能力和責任是什么？

3. What is the relationship between the learner & teacher?

学习者和老师之间的关系是什么？

4. What principles are critical to a student's being able to grasp biblical truth?

哪些原则对于学生能理解圣经真理非常重要？

5. What is the moral nature of the learner?

学习者的道德本质是什么？

6. Where does the drive and motivation to learn come from?

学习的动机和动力从何而来？

7. Does any difference exist between a non-believer and a believer in terms of the learning process?

就学习的过程而言，不信主的和信主的之间存在差异吗？

8. How does a student's personality relate to their personal learning style?

学生的个性如何与他们的学习模式相联系？

9. What metaphor best describes your view of a Christian student?

哪个比喻能最好描述你对基督徒学生的看法？

Purpose & goals of the lesson 课程的目的和目标

1. What should be the major learning aims & objectives for your teaching?

什么应该是你教学的主要学习目标（长期的和短期的）？

2. What are the secondary aims?

什么是次要目标？

3. To what degree are your aims outside your control as a teacher?

作为教师，多大程度上你不能控制你的目标？

4. Does being a Christian teacher influence your aims?

身为基督徒教师，这影响你的目标吗？

5. How does God work to guide the goals of your lessons?

神如何引导你的课程目标？

6. When Christian education has had its final effect on a person's life, describe what that person would be like?

当基督教教育完成了它对一个人生命的影响后，描述一下那个人应该是什么样的？

7. How would you know when your students were spiritually mature and complete in Christ?

你如何知道你的学生灵命成熟并在基督里完全？

8. What are your long-term goals (e.g. 5-year) for the students you are now teaching?

你对现在所教学生的长期目标（例如 五年）是什么？

9. What are your immediate (e.g. this year) goals and objectives for the students you are now teaching?

你对现在所教学生的短期目标（例如 这一年）是什么？

Curriculum 课程

1. How does the Bible influence one's spiritual formation?
圣经如何影响一个人的灵命？
2. What role does the curriculum play in the content of a lesson?
课程对一堂课的内容起什么作用？
3. In light of your goals and objectives, what are the long-range and short-range curricula needs of your students?
根据你的目标，你的学生的长期和短期的课程需要是什么？
4. How will you use curricular resources to achieve your goals and objectives?
你如何使用课程资源达到你的目标？
5. Does the Bible identify any particular priorities you will follow in terms of your curriculum?
就你的课程而言，圣经有没有指出任何你会遵守的特别的优先级？

Instructional methodology 教学方法论

1. What are the essential components that should be included in the teaching-learning process?
教与学的过程中应该包括哪些最重要的组成部分？
2. How does the student's individual learning style influence the methods that are chosen for the lesson?
学生个人的学习模式如何影响所选的授课方法？
3. What methods, techniques and devices will be used in each lesson?
每堂课会用到什么方法、技巧和设备？
4. How do you begin & end each lesson?
每堂课你如何开始和结束？
5. What part does the Holy Spirit play in selecting the methods?
在选择授课方法时，圣灵起什么作用？
6. What part does the Bible play in the teaching-learning process?
在教与学的过程中，圣经起什么作用？
7. How should teaching occur to accomplish the goals and objectives of the lesson?
为了完成课程目标，教学应该如何？
8. What age-appropriate accommodations will be used in selecting instructional methods?
在选择授课方法时，应该包含哪些适合相应年龄的方法？

Outcomes assessment 评估结果

1. How will you know that learning has occurred as opposed to your simply having taught the lesson?
你如何知道学生学会了，而不只是你教完课了？
2. What criteria will you use to measure your teaching effectiveness?
你用什么样的标准来衡量你教学的有效性？
3. How is this learning outcome related to the goals and aims of the lesson?
学习的结果如何与课程目标相联系？
4. How will you measure spiritual formation?
你如何量度灵命的成长？
5. Is all learning measurable?
所有的学习都是可量度的吗？
6. Does all learning need to be measurable?
所有的学习都需要量度吗？
7. Under what circumstances would it not be necessary to measure learning?
什么情况下没有必要量度学习？
8. What is the value in measuring whether learning has occurred?
量度学习是否发生（学生是否学会）的价值是什么？