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Dakar Academy

**Philosophy of  
Education**

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## **I. Educational Purpose**

Two basic and opposing views of life exist, the humanistic or man-centered view and the theistic or God-centered view. A Christian education is one based upon a God-centered life view as revealed in the Bible. Dakar Academy purposed, therefore, to integrate Biblical principles in every facet of its institution. As a result, Dakar Academy must recognize God and His Word not only as the foundation for the school's policies and procedures, but also as a standard for school relationships and a guide to our perceptions of God, the individual, and the world in which we live. In addition, the education process must properly relate the student as a whole person to God spiritually, mentally, physically, and socially.

Based on the above statement, the following views are an integral part of Dakar Academy's program of Christian education.

### **A. View of Reality**

Philosophy is the science which investigates the essential character of reality, its universal principles and laws, and the conditions under which it is known. Our view of reality is centered in God, not the individual; in the spiritual, not the material; and in the eternal, not the temporal. As a result, our system of education is based not on the philosophies of humanism, materialism, or secularism, but rather on the reality of God Himself, who has set His universal principles and laws in motion, and chosen to reveal them to us through the written Word, the Bible, and the Living Word, Jesus Christ.

### **B. View of Man/Woman**

Our basic beliefs concerning man/woman are threefold. As stated in Genesis 1:27, we believe man/woman is made in God's image by God himself; man/woman did not evolve from lower forms. However, as a result of Adam's disobedience to God, man/woman acquired a sinful nature and is not able to perfect him/herself. Therefore, the individual's greatest need is redemption.

### **C. View of Knowledge and Truth**

Since God is the Creator of all, knowledge and truth belong to Him alone and are revealed by Him alone. He has revealed knowledge and truth through the written Word, the Bible; the Living word, Jesus Christ; and nature. We emphasize that all truth is God's truth, both revealed and acquired, and, therefore, has practical implications for the teaching of every subject.

### **D. View of Value**

We believe that the things which are of importance, high esteem, and value can only be found by doing the will of God. In accomplishing this, we find that moral standards must fulfill the law of God and that motives for action must emanate from the love of God.

### **E. View of Education**

True education must deal honestly and sincerely with reality, man/woman, truth, and value. The power for such education comes from God, the process along being dependent upon the dynamic of Christian teachers. Learning then must be directed first Godward and only second manward.

### **F. View of Authority and Responsibility**

Every child belongs to God, the Creator, and is entrusted to his/her parents to be nurtured and educated according to God's Word. The child is given to the parents and does not belong to the government or the church. The school and the church complement and supplement the home; they do not replace or supplant it.

## II. School Relationships

### **A. Teacher and Student**

The teacher is responsible to provide a Christian education for the student by both example and instruction.

### **B. Teacher and School**

The teacher is an employee and representative of the school. He/she upholds the policies and procedures of the school, is loyal to its purpose, and contributes to its growth and development.

### **C. Teacher and Teacher**

The teachers mutually support one another to meet the needs of the students and parents. They consider themselves to be a team working toward common goals and purposes and are servants of one another.

### **D. Teacher and Director**

The Director is the educational and spiritual leader of the school. Although the teacher is under the authority of the Director, there is mutual support and cooperation between them. Coupled with this is the sense of shared objectives and being a part of a team.

### **E. Teacher and Parents**

The teacher, authorized by the school, is the representative of the parent and stands in place of the parent in the classroom. The teacher and parent are open and cooperative with each other for the benefit of the student.

## III. School Processes

### **A. Administration**

Dakar Academy is governed by the three owning member missions: The Assemblies of God, Conservative Baptist Foreign Mission Society, and United Word Mission; and a cooperating member mission: Southern Baptist Convention. The school board, consisting of two representatives designated by each member mission and one representative designated by the cooperating mission, is given the authority to oversee the operation of the school and to act on all corporate commitments and set management policy.

The director is the chief administrative officer in the school. He/she is responsible for implementing board policies in the daily operation of the school

### **B. Teaching**

The teacher is given the full responsibility for the organization of the classroom, varied methodology for instruction, and implementation of school purpose, policies, and procedures as directed by the administration. Large group instruction is the primary means of formal instruction and is supported and enhanced by individual and small group instruction.

In response to the examples and instruction of the teacher, the students develop and acquire knowledge, skills, responsibility, and self-discipline.

### **C. Curriculum**

Curriculum is developed by the faculty under the direction of the Director.

Basic skills and content are taught through instruction involving large group, smaller grouping, and the individual student. The teacher has use of commercially prepared material

but is not limited to the use of that material. All teaching should proceed logically and sequentially. Employing varied methodology, the teacher is expected to organize his/her instruction so that it will best accomplish the school's purpose in his/her classroom.

The Word of God is integrated with all academic subjects. The teacher instructs his/her students in each academic area using Biblical principles.

## **D. Evaluation**

### **1. Director**

Formal evaluation is performed by the school board with the input from the Description or Director's Performance Forms completed by the staff. The basis of this evaluation is the director's job description.

The evaluation should be positive. Strengths should be noted, for even strengths need encouragement and improvement. Weaknesses should be clearly defined, with clear suggestions for improvement.

### **2. Teacher**

Informal and formal evaluation is performed by the Director.

Informal evaluation of the teacher is positive and supportive.

The purpose of formal evaluation is to enhance the quality of instruction by commending strengths and identifying areas that need improving. It also serves as a means of dismissal, should that be necessary. The result of the formal evaluation is communicated clearly, in writing, to the teacher. Strengths are commended and positive suggestions are given for improving any areas of weakness.

### **3. Student**

Information evaluation of the student is positive and supportive.

Formal, objective evaluation of students on tests and assignments is in terms of fixed standards of achievement and a uniform grading system, with the exception of ESL and special education students. In the case of ESL and special education students, a different standard may be set which requires a written explanation on the student's report card. Classroom cooperation and participation require subjective evaluation of the student and may be included as part of the student's form evaluation. The formal evaluation is reported in writing to the child and the parents each semester.

## **IV. The nature of the Student**

### **A. Spiritual**

The student is a creature made in the image of God. He/she is of inestimable value because God has given him/her value. The spiritual nature of the student is a sinful one because man/woman is born in sin (Romans 3:23).

As a child, the student is most receptive to spiritual truth. We are instructed to train up a child in the way he/she should go (Proverbs 22:6). God's Word is the basis for all instruction.

### **B. Intellectual**

The child's intellectual development proceeds and progresses from the logic of concrete operations to symbolic or abstract ones. Discipline and direction are essential to intellectual development (Proverbs 1:8, II Timothy 2:15).

### **C. Social**

The student's relationship with God determines the nature and quality of all of his/her other relationships.

The family, local church, and classroom are training areas in which the child learns to deal with the widening circle of his/her communities: neighborhood, municipality, region, nation, world, and the worldwide church.

The early attachment of the child to the teacher shifts somewhat to his/her peers. Thus the teacher must constantly lead and instruct the student in the way he/she should act toward others, using Jesus Christ as the supreme example.

### **D. Physical**

The child's physical growth process includes more than developing gross motor skills into fine ones and improving skills in balance and coordination. It also involves the acceptance of the human body as a divine creation and learning what has been revealed of its care, use, and development.

## **V. Educational Objectives**

### **A. Spiritual and Moral Growth**

For the spiritual and moral growth of the student, the school seeks

1. to teach the Bible as God's inspired Word and to develop attitudes of love and respect toward it.
2. to teach the basic doctrines of the Bible.
3. to give the pupil every opportunity to make a decision of accepting Jesus Christ as Savior and Lord.
4. to develop a desire to know and obey the will of God daily as revealed in the Scriptures and to stimulate the student's involvement in worldwide witnessing, evangelizing, and discipling.
5. to develop the mind of Christ toward godliness and to teach each the student how to overcome sin.

### **B. Personal and Social Development**

For the student's personal and social development, the school aims

1. to help the student develop his/her personality based on a proper understanding and acceptance of him/herself as a unique individual created in the image of God and on the fullest possible development of his/her own capabilities.
2. to teach the student to treat everyone with love and respect since they, too, are made in God's image.
3. to help the student become a contributing member of his/her society, realizing her/his dependence on others, their dependence on him/her, and the need to serve them.
4. to promote an understanding of time as a God-given commodity and the individual responsibility for effective use of time.
5. to show a realistic and Biblical view of life and work, and to provide skills for personal relationships and future endeavors.

6. to develop both good and proper attitudes toward marriage and the family and also the understanding and skills needed to establish God-honoring homes.
7. to impart Biblical attitudes toward material things and to encourage individual responsibility of using them for God's glory.

### **C. Academic Advancement**

Academically, the school endeavors

1. to promote high academic standards within the potential of the individual as uniquely created by God and to help the student realize his/her full academic potential.
2. to help each student gain a thorough comprehension and command of the fundamental processes used in communicating and dealing with others, such as reading, writing, speaking, listening, and mathematics.
3. to teach and encourage the use of good study habits.
4. to teach eth student how to do independent research in areas of personal interest and to reason logically.
5. to develop creative and critical thinking skills and proper use of Biblical criteria for evaluation.
6. to promote good citizenship and self discipline through developing the understanding and appreciation of our Christian heritage of responsible freedom, human dignity, acceptance of authority, and submission to God.