Early Childhood Education and Care (ECEC) Accreditation Orientation

Adventist Accrediting Association
Philosophy

Each educational institution operated in the name of the Seventh-day Adventist Church assumes a dual responsibility:

- To offer an excellent education
- To support the mission of the church
The Seventh-day Adventist Church recognizes God as the ultimate source of existence, truth, and power. In the beginning God created in His image a perfect humanity, a perfection later marred by sin. Education in its broadest sense is a means of returning human beings to their original relationship with God. The distinctive characteristics of this Adventist worldview, built around creation, the fall, redemption, and re-creation, are derived from the Bible and the inspired writings of Ellen G. White.

The aim of true education is to restore human beings into the image of God as revealed by the life of Jesus Christ. Only through the guidance of the Holy Spirit can this be accomplished. An education of this kind imparts far more than academic knowledge. It fosters a balanced development of the whole person—spiritual, physical, intellectual, and social-emotional—a process that spans a lifetime. Working together, homes, programs, and churches cooperate with divine agencies to prepare learners to be good citizens in this world and for eternity.
The ECEC Philosophy serves as the foundational framework and is reflective of the values, beliefs, and practices inherent in all Seventh-day Adventist ECEC programs. The Philosophy is based on current research and best practices in the field of ECEC as well as the expertise and experiences of those in the field. The current ECEC philosophy was adopted by the North American Division of the Seventh-day Adventist Church and the philosophy that follows can also be found in the Working Policies of the North American Division.

It is only through daily interaction with Christ-centered, caring adults that young children will learn the importance and develop the habit of beholding Christ’s loveliness (White, 1995). Learning to behold Christ means that children are given daily opportunities to talk about Him, search for truth, understanding, and practicality, and learn to see and desire all that is lovely, holy, uplifting and pure (Nichol, 1957; White, 1961). In so doing, young children will “become changed, morally assimilated to the One who is perfect in character” (Nichol, 1957).

North American Division Early Childhood Education and Care (ECEC) has its foundation in the Biblical imperative for purposeful training of the young child. We are admonished to teach the words of Holy Scripture “diligently unto thy children,” and to “train up a child in the way he should go” (Deuteronomy 6:7, and Proverbs 22:6, KJV). The North American Division recognizes that the early education and care of young children is the beginning of a continual growth process. “Too much importance cannot be placed upon the early training of children. The lessons learned, the habits formed, during the years of infancy and childhood, have more to do with the formation of the character and the direction of the life than have all the instruction and training of after years” (Ministry of Healing, p. 380).
WHAT IS ACCREDITATION?

{  WHY DOES IT MATTER?  }

WHY DOES IT MATTER?
A robust structure for raising quality, achieving excellence, and delivering better outcomes for our children.
ACCREDITATION ASSISTS

programs in the self-assessment process that is context-specific, evidence-informed, and outcomes-focused
ACCREDITATION GIVES a lens through which programs can critically examine the extent to which they are meeting stakeholder expectations, delivering on system priorities, and implementing strategic initiatives.
Potential Benefits

1. **Demonstrates accountability to mission.**
   Accreditation indicates that an program is true to Seventh-day Adventist focus, philosophy and mission.
Potential Benefits

2. **Engenders confidence.**
Accreditation status of a program assures the constituency, families, donors and employers that the program meets threshold standards of quality for its curriculum, faculty, and spiritual life.
Potential Benefits

3. Promotes financial viability. Accreditation attracts prospective families, faculty and staff.
WHAT ARE STANDARDS?

HOW DO WE EVALUATE?
EMBRACING STANDARDS

With good reason, many educators have become wary of standards. At times, standards have constricted learning and have encouraged a one-size-fits-all mentality. But standards can also be visionary and empowering, for children and professionals alike. (Hyson, 2003). It is our hope that the standards for our educational programs can provide something more valuable than a list of rules for programs to follow but will be, inspiring, encouraging, energizing and empowering.
The Core of Adventist Education

- **PURPOSE**: What is the philosophical foundation?
- **PRODUCT**: How can assessment support the philosophical foundation?
- **PLAN**: How can curriculum support the philosophical foundation?
- **PRACTICE**: How can instruction support the philosophical foundation?
Philosophy of Adventist Education

1. Learners will choose to accept God as the Creator and the Redeemer.
2. Learners will grow in their knowledge and understanding of God’s creation.
3. Learners will creatively apply their spiritual, physical, intellectual, and social-emotional knowledge.
4. Learners will demonstrate their commitment to the Creator through service to others.
1. Philosophy and Mission

The philosophy and mission statement give direction to the program, and are developed and approved cooperatively by the administration, staff, and board and reflect the Seventh-day Adventist worldview and educational philosophy.
Curriculum Supports

- Adventist Worldview Lens
- Viable Curriculum
- Instructional Best Practices
- Assessment Protocols
2. Curriculum—The curriculum is the core of the educational program providing for the spiritual, mental, physical, social, and emotional development of children and preparing them for this world and for eternity.

3. Instruction—The instructional program is aligned with curriculum design and assessment practices and provides for a variety of learning experiences, consistent with the program’s philosophy, goals, and standards, and actively engages students in learning.

4. Assessment—Assessment data informs changes in curriculum and instruction.
Instructional Supports

1. Sustainable Leadership
2. Learning Climate
3. Professional Learning
4. Communication & Collaboration

Practice
5. **Sustainable Leadership**—Administration and board ensure the effective and successful operation of the program.

6. **Learning Climate**—The school environment is designed and maintained to promote child learning and to support the program’s mission and goals.

7. **Professional Learning**—Administration and teaching staff collaborate to develop and implement professional learning opportunities to enhance the ongoing growth and development of program personnel.

8. **Communication and Collaboration**—Communication and collaboration among the program, constituency, and community are essential to providing an effective educational program.
Assessment Supports
PRODUCT

9. School Improvement—The accreditation process assists in appraising the total program to determine the level to which the purposes and functions outlined in its statement of philosophy and goals for child learning are accomplished as well as in providing the basis for action plans.
WHAT ARE INDICATORS?

HOW DO WE EVALUATE?
Ratings are simply evidence-informed, “on balance judgments” of a program’s performance on a particular spectrum.
INDICATORS

Because programs are diverse and complex, they are encouraged to focus more on the journey, rather than obtaining a particular rating.
A journey can only be well planned from an accurate starting point and this is what the ratings set out to establish. The expectation at the core of the process is that all programs demonstrate a commitment to continuous improvement. Going through the process of reviewing the components is only a means to an end.
The most important outcome is to see a *change in the culture* that positively impacts teaching and learning.
ESSENTIAL QUESTIONS

- How are we doing?
- How do we know?
- What are we going to do now?
## 1 Standard for Philosophy and Mission

**STANDARD:**
The philosophy and mission statement give direction to the school's program, and are developed and approved cooperatively by the administration, staff, and school board and reflect the Seventh-day Adventist worldview and educational philosophy.

**SUGGESTED EVIDENCES:**
- school improvement plan
- school philosophy and mission statement
- lesson plans
- curriculum maps
- website
- brochures
- school bulletin and/or student handbook
- newsletters
- school logo
- minutes of meetings such as Home and School, school board meetings, faculty meetings
- parent and student surveys
- stakeholder surveys

### INDICATORS OF IMPLEMENTATION | EVIDENCES | RATING
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1. The school’s philosophy and mission statement reflect the Seventh-day Adventist worldview and educational philosophy and are integrated in its school-wide goals and practices. | | 

### SCHOOL RESPONSE
THE PROCESS

{ NPUC Pilot Program }
And whatever you do, do it heartily, as the Lord...

Colossians 3:23