**Rationale for the Establishment of the**

**International Association of Apostolic Educators (IAAE)**

There is a great need in the UPCI for more emphasis on Christian education in the form of increased numbers of Apostolic colleges, preschools, elementary and high schools. There is often a focus in the modern Pentecostal movement on anointed preaching and altar experiences, however; “God Encounters” happen through teaching also.

Every age level needs to experience mesmerizing, sanctified teaching. If training students in the Oneness Apostolic traditions at the college-level is the only emphasis for growth that the UPCI has in the education of the future generations, then they are waiting too late to educate.  The success of the Catholic church in perpetuating its membership, its rituals and doctrine is not based on their preaching, their music or the truth of their message. Catholicism currently exceeds 1.28 billion adherents, in great part due to their investment in the education of young children as well as every age bracket up through adulthood. The Apostolics have the right message and offer an amazing experience with the baptism of the Holy Ghost and fire. If they would get a vision for quality Christian education, it would be like adding wood to a fire. Education brings longevity, sustainability and a mode for the transference of the revival flames. The resulting blaze would be unstoppable.

The establishment of an International *Association of Apostolic Educators* (IAAE) is proposed as a ministry within the UPCI for the purpose of bringing together a network of Apostolic educators and business professionals from all over the globe for the furtherance of Christian education in the UPCI. This organization would include early childhood to adult educators who work in a variety of settings such as preschools, elementary, middle schools, high schools, adult training programs and colleges. The benefits of having such an organization is to provide credentialing, Apostolic accrediting, funding, opportunities for collaboration, providing resources and support, generating innovative solutions, franchising opportunities, grant proposals, and scholarly works to benefit the general constituency of the UPCI.

Each of the following sections discusses more specifically how creating the IAAE could be of great benefit.

**Higher Education**

The UPCI has a seminary, a liberal arts college, five endorsed colleges, and two training institutes that effectively teach and develop preachers. Very few of those institutes have active, well-populated Christian education programs to generate professionals who are accomplished in teaching skills, well-versed in learning theories and who can, upon completion, fill administrative and instructive positions in Apostolic schools and preschools worldwide.

The Apostolic movement needs to educate, credential and place in every continent, teachers who have expertise in dealing with various levels of human development and who are infused with biblical learning theory as well as godly worldviews. This should be accomplished in a myriad of settings including Christian schools, preschools, orphanages, Bible education settings and Sunday school classes.

The anti-Christian ideas of learning theorists such as Piaget, Vygotsky, Dewey, and Erikson are taught vigorously in most colleges of education, fueling future teachers' viewpoints and their practices, which in turn create the foundations of the education systems of the United States and thus the underpinnings of society. The godlessness is cyclical but primarily originates and promulgates from institutes of higher learning. Learning a Christian worldview includes exposing the inconsistencies found in the current worldview and replacing them with systematic concepts that align with reality. This is best accomplished at the collegiate level, through loving, confrontational discussion or habitual one-on-one or small group instruction with an open, affectionate and intuitive teacher. A teacher speaks the truth and then provides for the student’s further examples, literature, current event information, factual content, arguments and value structures of various types. Just as importantly though, the teacher shares his or her life with the students, living truth before them and showing a healthy spiritual worldview in action.

Worldview construction is complete when it is applied first in simulated settings and eventually in real-world situations with a guide or mentor. This is the perfect prototype for an effective higher education program that produces godly and effective Christian educators and administrators.

For this purpose, it is proposed that the IAAE is first established on a UPCI

college campus that has teacher preparation programs with a licensure track,

where it can be populated by students who are being trained to become professional Christian educators and their Spirit-filled, Apostolic professors and

instructors. The Bible college is a place for like-minded educators of all

levels to congregate, provide a network of support and create a Christian

education think-tank as well as an organized workforce for educational

initiatives in the UPCI. This environment is a perfect place for generating

philosophical and theological apologetics for Christian education in Apostolic

communities of faith as well as generating practical plans, tools and resources

for making excellent Christian schools (K-12 and college level) into financially

sound ventures and viable career options. The ultimate goals would be to bring

business, technology and education together for innovative solutions including

fundraising, grant-writing, creating business plans, benefit networks of goods

and services for Apostolic educators and schools.

Students in the field of education can become active members of the IAAE while in training and eventually become credentialed through them after graduation. This credentialing could then qualify them to work in any IAAE accredited school.

**Christian Education in the Community Context**

Once the UPCI has established teacher preparation programs in their higher institutes of learning, the attention of the IAAE should be focused Christian education initiatives in the local churches. Once there is , a strong, stable community of churches within a large metropolitan area who are equipped with quality teaching and preaching programs, the natural next step is to open a centralized(?) Christian school and a network of preschools that will serve the local community of believers. These institutions would also offer an alternative for non-believing families to educate their children in a supportive environment.

In the past, Christian school initiatives have been started spontaneously when a person of some learning and great passion united with a group of like-minded, committed people. These institutions of learning are fueled with a lot of hard work, dedication and sacrifice. Unfortunately, however well-intentioned and organized they are, these schools tend to close eventually when people move on or when major problems arise. Between 1965 and 1985 over 5,000 new Christian schools opened with combined enrollment of about 1,000,000 students. In 2014, the U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS) reported that the numbers of students enrolled in conservative Christian schools in the U.S. was 707,000. This indicates that despite tremendous gains in resources and curricula available to churches, over time, there has been a sharp decline in Protestant, schools and enrollment. https://nces.ed.gov/programs/coe/indicator\_cgc.asp

Because of the dismal end that has played out numerous times in numerous schools, pastors are hesitant to start aggressive educational initiatives. Instead of deciding that Christian schools are not worth the trouble, it is important to articulate the issues and try to find solutions.

1. **Why is it important for churches to provide Christian education for their children?** It is important to address the WHY? And then let the HOW? come organically.

The 2014 Cardus Education Survey reported that graduates of U.S. Christian schools had a higher average of charitable giving, time spent in personal prayer and Bible study, and consistent church attendance. They had a significantly stronger belief than their public or Catholic school counterparts in core Biblical values about marriage, the inerrancy of God’s Word, a Christian worldview/approach and belief in absolute standards of morality. https://www.cardus.ca/research/education/publications/4291/cardus-education-survey-2014-private-schools-for-the-public-good/

“Compared to their public school, Catholic school, and non-religious private school peers, Protestant Christian school graduates are uniquely compliant, generous, outwardly-focused individuals who stabilize their communities by their uncommon commitment to their families, their churches, and larger society. Graduates of Christian schools donate money significantly more than graduates of other schools, despite having lower household income. [Graduates of Christian schools] report emphasizing family as one of the most important values in their schools. [They have…] more children and divorce less frequently than their peers from public and Catholic schools.

“These [Christian school] graduates harbor distinctive hope and optimism about their lives and their futures, and have the tools to engage in healthy relationships and address the problems in their lives… In addition, Protestant Christian school graduates are the only private school graduates to report greater direction in life than their public-school peers… Unlike their peers in other schools, Protestant Christian school graduates do not report feeling helpless when dealing with problems in life. In many ways, the average Protestant Christian school graduate is a foundational, reliable, and indispensable member of society.”

https://cace.org/christian-schools-are-good-news-for-society-at-large/

Christian schools are beneficial to the unchurched, but the primary reason for establishing them is for the children and teens who are in the body of Christ. The greatest problem of the church is not the world, sin or the devil. The greatest problem is getting along with each other within the church. The best way to accomplish harmony and understanding is for children to grow up together, have experiences and learn together and to go through conflict resolution together. The question that arises is, “Is the general education of children the purpose of the church?”

It is important to look at the historical roots of Christian education. “Throughout history, religion and education have been inseparable both ideologically and practicably.” (R. Crownover) The Jewish nation was the first to implement mandatory education that taught literacy and geography. As the youth got older, they were groomed for careers through apprenticeship training programs with other members of the faith community. By the time that Jesus arrived on the scene, the Jewish children had the best schools in the world and the Jewish people were the best educated in the world. Even when the disciples were ridiculed for being ignorant and unlearned, it is postulated that this was because they only had the equivalent of a bachelor’s degree. Paul, who was chosen by God to write two-thirds of the New Testament, had the equivalent of three doctorates. Apostolic children, who are God’s people, should be educated in the same respects and with the same insistence on quality despite the world’s systems of scholarship.

The weight of an Apostolic child’s general education rests squarely on the parent’s shoulders and the godly home should promote the importance of education. With the home as a foundation, the church body can then come together, and each family bring its resources, expertise, time and talents to make a great place for the education of its children in a lively, wholesome and organized environment that emphasizes accountability in the education process. Children and parents must submit their individual opinions and choices to the all-important educational process and come under the guidelines that the school sets for quality in education. Teachers of integrity and wisdom are given moral and judicial authority in the classroom, as God intended the role of a teacher to be within the church. This system of creating a school, will then provide for the families who do not have the capacity to educate their own children, which can happen for many reasons. Everyone should watch out for each other, especially those who do not have a history in church or who have broken and blended family situations.

An Apostolic educational movement must be founded with the right motives which leads to the right methodology which will in return, lend itself to longevity. Four criteria can be used to determine the distinguishing features of the term “Apostolic Christian school”:

Distinguishing Features of AN APOSTOLIC CHRISTIAN SCHOOL

1. Philosophy of education

The isolationist philosophies of Christian education initiatives in recent history cannot be employed in the relaunching of educational systems, because they have brought about the demise of many schools, preschools and teacher preparation programs. The establishment of schools cannot be driven by fear of the world or government, but by an awesome fear of God that drives a proper worldview. Families need the option of educating their children in a wholesome environment, free of undue pressures and dangerous ideologies that can make rational thought difficult for the typical person.

1. Their relationship to government

The government shouldn’t have to regulate church schools if they are regulating themselves properly and have set a higher standard of excellence than any other entity. If the Apostolic education systems are only as good as the world’s systems, then what glory does God get from that? The standards by which Apostolics operate by should exceed that of the other organizations. A stamp of approval by a non-Apostolic accrediting agency or a government inspection should be a simple process after the rigorous evaluation and self-study that Apostolics put themselves through.

Christian schools should not fight against regulation of outside agencies that monitor for quality, but rather they should be in excess of any basic compliance standard. Although all Bible-believing Christians understand that mandatory one-world government regulation will come eventually, the greatest chance that the church will have from being regulated later rather than sooner, is if there is a commitment to quality and if there is no resistance or fear of accountability for quality purposes.

1. Curriculum and methodology

Character building must have a central place in the curriculum. There should not be a distinction between the secular and the sacred (as opposed to parochial schools), but the Bible should be intertwined throughout every class and subject. In this way, the Bible mandate of Ecclesiastes 12:13 for the Christian’s worldview can be accomplished, “Fear God, and keep his commandments: for this *is* the whole *duty* of man.”

1. Faculty

A lack of consistent Apostolic preparation programs, the lack of availability of qualified teachers and the lack of financial support for retaining progressive faculty members for Christian schools may be the core reason that Christian schools have failed in the past. This must be given utmost attention.

1. **There is a shortage of theologically trained, highly-educated personnel who can assist in making a commitment to quality.**

The hiring pool of educators is getting smaller and smaller for Apostolic schools and churches.  Part of the problem is that there are not enough positions in Christian education to warrant a person who is called into a teaching ministry to get their Bible college degree in education. Even the positions that are available often do not offer enough of a salary for a well-qualified person to do that as a career. If a person wants to be an educator, currently it would be much more advantageous for him or her to attend an accredited college to get a degree so that adequately-compensated work in their field can be secured. The UPCI colleges need to cultivate Christian educators by providing accredited post-secondary training options for those who want to enter this field to become teachers, administrators of schools and preschools, curriculum writers, special needs and service coordinators.

1. **It is difficult for a church to initiate and perpetuate quality in education.**

There has to be a method for properly regulating who is teaching the students, what they are teaching, and who is attending the Christian schools. The best way to accomplish quality in education is with accountability. Apostolic churches need to come together in a network of schools nationwide and even internationally so they can keep each other accountable, ensuring each school meets high quality standards. With a quality assurance organization in place such as the IAAE, pastors and parents can be assured their school has the resources and oversight necessary for high standards of education. With a school network in place, an Apostolic family should be able to relocate anywhere in the country and find a similar school in a nearby metropolitan area. Families can more readily commit to quality Christian education if they can be assured that the success of the school (and their student) doesn’t rise and fall with issues that may arise within the local church.

Because of the complexity required to create and staff a fully functioning K-12 program, it will take a host church and several more churches coming together and pooling their resources to make it happen. Apostolic, Spirit-filled teachers should be sought to fill every teaching position. Therefore, hiring from within the congregations of a large number of churches in an area would be essential. Each church in this network could then potentially house a preschool that could operated within the local church facilities and that church would be compensated monthly, but, most importantly, fund the hub Christian school and be a feeder program into the school student body.

Running an educational organization can be overwhelming to a church and can cause issues among the church body and weigh heavily on its internal structure. These pressures could be alleviated by having the option of joining an Apostolic organization that offers a central administration to do tasks such as:

1. Assessing the demographic to predict the viability of establishing a self-sustaining school or preschool in a certain area
2. Curriculum implementation and monitoring for consistent quality of teaching
3. Start-up, purchasing and bill paying
4. Hiring and termination of staff (if needed)
5. Tuition, accounting and customer collections
6. Legal matters, parent and employee handbooks, state regulations, accidents, incidents
7. Budget tracking, payroll
8. Marketing, advertising and enrollment promotion

The church would be involved in many aspects:

1. Spiritual guidance and relationship building among customers
2. Provide a hiring pool of Spirit-filled teachers and other staff
3. Building maintenance (for which they will be compensated)
4. Rental landlords (monthly rent will be paid to the church for the use of the facilities and utilities)

This symbiotic, caring relationship between the church and the educational administration will be advantageous to both parties and ultimately for the good of the families and children of the local community.

1. **Christian schools can be established, but that doesn’t mean that families in the nearby faith-communities will support it.**

The steadfast, long-term commitment to quality schools is the greatest chance that Christian education will flourish and be considered by Apostolic families as a serious option. In turn, their collective commitment to Christian education will be the greatest factor for making it affordable to all of the Apostolic population. The larger the schools, the larger the income, and the more scholarships and programs become available to those who cannot afford it. Through this model, schools are able to pay their teachers a competitive salary and still absorb the tuition costs of deserving families who need assistance. Once a commitment is in place for all parties, then it will result in tremendous gains for future generations.

Every segment of the church must see the essentiality of educating the on-coming waves of Apostolic children and youth. Christian education should not be merely esteemed as an alternative form of good education, or somewhat better, but it is the only rational choice for believers.

Management structures can be established to provide central oversight for educational non-profit organizations who wish to join a professional nationwide network. These will remove the weight of running quality schools and preschools from the local pastor and congregation:

* *i-School Network*

-early childhood preschool association

* *ACTS Network*

-K-12 schools’ professional membership association

-K-12 accrediting and credentialing arm of IAAE

* *Apostolic Homeschool Associations*
* -provide guidance, support, discussion, consulting, and fellowship for Apostolic homeschool families in each state and in other locations of geographical proximity

1. **Good education takes money.**

Schools, whether private or public, must be funded. They do not make money, they take money. Private schools cannot be operated on tuition alone or the natural rise and fall of enrollment will cripple a solid education plan. There is never enough funding to meet all the needs of a quality program or to pay credentialed teachers and administrators what they are worth in the current market.

A strong business plan is essential. This plan should take into consideration short term and long-term growth, demographics, and demand. A self-perpetuating, profit-making plan should be included in the overall funding strategy and it would be best if this plan was educational in nature. This would ensure efficient operation within a school setting by people with skill sets related to the education process.

The best fundraising mechanism for schools is to operate preschools. They are mutually beneficial organizations and closely related to each other’s purposes. One makes money and one takes money but they both benefit each other greatly. If each church-operated Christian school endeavor would include a plan for establishing one or more preschools, their financial shortage could be alleviated. Preschools can be a way to serve a community, to get the word out to the public about the church and school, be a method for bringing more students into the school, support the upkeep of the facilities, provide scholarships and be a monetary blessing to the entire organization.

At the higher education level, preschools can be established on the college campus and operated through the education department. A well-functioning education department has the potential to dramatically increase the enrollment of a Bible college. The college of education is usually the “cash-cow” for any secular university because it brings the most enrollment of students and because most programs have preschools where student teachers can get experience while the tuition income from the enrolled families brings needed capital.

One financial plan for sustainability of Apostolic Christian education is for the IAAE to establish preschools in the UPCI churches who are in the near vicinity of a UPCI college of education and a UPCI operated community Christian school.

* 5% of the preschool tuition income would go back into the host organization (church, college or Christian school),
* 5% would to go to IAAE, the accrediting and supporting organization that is operated through the nearest Bible college education program, and
* 5% would go to the hub Christian school in the preschool’s network, that provides the continuing education grade K-12.

The total amount of these network fees would constitute 15%of the overall expense budget. Then, any profit over and above expenses of the preschool program would fund more teacher preparation programs, K-12 schools and preschools. Here’s one scenario:

Potential Preschool Income

100 students = $741,000 per year (adjusted for absent weeks)

Potential Preschool Expenditure Budget

This method of disciplined expenditure and distribution of funds would ensure that the complete system of quality Apostolic education stays intact to provide training at all levels for generations to come. The sum of the whole is greater than its parts because each of these components of Christian education (1) colleges, (2) K-12 schools and (3) preschools have been shown to falter without quality control measures and the support of the other components working together with it.

**In Conclusion**

The four elements for quality Christian education are

1. Teacher Preparation Programs

2. Christian Education Programs and Curriculum at Every Level

3. Committed Constituents

4. A Business Plan for Funding

Each of these elements cannot stand on their own. They all work in tandem, and if one is missing or substandard, the rest of them will falter. When building a Christian education plan, all five elements must be considered at the same time because they are intricately intertwined.

The proposal given here may seem like a far-reaching, if not daunting, task that will take years to develop. Once a consensus of educational end goals is stated and a map is in place, with divine assistance, it may be surprising how quickly these structures can be accomplished. Many qualified and committed people are already working in educational settings across the world. When they are invited to come together for the common good, great feats can happen in a timely manner. Some of the proposals will take time and patience to achieve, however, it is important to have a starting point, an endpoint, a plan and an initial push to get moving in the right direction.

This proposal outlines briefly why the UPCI should focus on Christian education initiatives, what is needed and how it can be accomplished. Much discussion, honing and editing can be done to this plan, but it gives the Apostolic leadership and ministry conversation starters about areas of great potential that remain unrealized. Eventually, it is believed that a solid plan will emerge from consensus of thought and then that needed push will happen at the appropriate time in history. Consequently, the UPCI will make history with its tremendous, groundbreaking exploits in Christian education.

Attachment A: Summary Outline of the Proposal

**Proposal for the Establishment of the**

**International Association of Apostolic Educators (IAAE)**

**Purpose:**

* Elevating the calling of teaching
* Highlighting the importance of teaching
* Enhancing the craft of teaching

IAAE would be the umbrella organization for the following:

* **Council on the Advancement of Apostolic Education**

-establishment and advancement of Apostolic teacher preparation programs

-generating philosophical and theological apologetics for Christian education in Apostolic communities of faith

-generating plans, tools and resources for making excellent Christian schools (K-12 and college level) financially sound ventures

-making Christian Education in an Apostolic setting, a financially viable career option

-establishing “hub schools” in major metropolitan areas (K-12 & college level)

* **Council on Innovation in Apostolic Education**

-bringing business, technology and education together for innovative solutions

-creating business plans, benefit networks of goods and services for Apostolic educators and schools, fundraising, grant-writing

* **i-School Network**

-early childhood preschool association

-franchise opportunities

* **ACTS Network**

-K-12 schools professional membership association

-K-12 accrediting and credentialing arm of IAAE

* **Apostolic Homeschool Associations**

-provide guidance, support, discussion, consulting, and fellowship for Apostolic

homeschool families in each state and in other locations of geographical proximity

Attachment B: Expanded Vision for the IAAE

**Proposal for the Establishment of the International Association of Apostolic Educators (IAAE)**

**Purpose:**

* Elevating the calling of teaching
* Highlighting the importance of teaching
* Enhancing the craft of teaching

IAAE would be the umbrella organization for the following:

* **Council on the Promotion of Biblical Literacy in the Local Apostolic Church**

-advancing the Christian Education of Apostolic

children and church members through

1. the codification and promulgation of a set of core Biblical knowledge which includes: Apostolic distinctives (able to defend their faith), Stats and Facts of the Bible, Historical timeline of events and characters, Church history, Scripture Sets for recall, Basic concepts of Christianity

and

1. through intentional inculturation of each generation into the broader Apostolic community

-data collection from the local churches

-consultation for the UPCI Sunday school curriculum and Children’s

Ministries products

* **Association of Apostolic Global Educational Humanitarians**

-Apostolic English as Second-Language Teachers

-Humanitarian Projects – Long and Short Term

-Establishment of Schools in Underserved Communities

-Health Educators

-Religious Educators

-Educational Counselors

* **Council on the Advancement of Apostolic Education**

-establishment and advancement of Apostolic

teacher preparation programs

-generating philosophical and theological

apologetics for Christian education in

Apostolic communities of faith (If we properly establish the foundations of “Why?” then the “How” will naturally follow.)

-generating plans, tools and resources for

making excellent Christian schools (K-12

and college level) financially sound ventures

-making Christian Education in an Apostolic

setting, a financially viable career option

-establishing “hub schools” in major

metropolitan areas (K-12 and college level)

* **Council on Innovation in Apostolic Education**

-bringing business, technology and education

together for innovative solutions

-creating business plans, benefit networks of goods and services for

Apostolic educators and schools, fundraising, grant-writing

* **i-School Network**

-early childhood preschool association

-franchise opportunities

* **ACTS Network**

-K-12 schools professional membership association

-K-12 accrediting and credentialing arm of IAAE

* **Apostolic Homeschool Associations**

-provide guidance, support, discussion, consulting, and fellowship for Apostolic homeschool families in each state and in other locations of geographical proximity

* **Association of College Instructors Network**

-adult education instructors’ professional membership association

-assisting in providing educational tools to Bible scholars for classroom organization, effective communication, proper student assessment and engagement techniques

* **Council on Apostolic Curriculum Development**

-Creating a complete theoretically sound curriculum for Bible literacy

-Creating an Apostolic catechism for early childhood, elementary,

middle school and high school students

-Creating a full Apostolic Christian school/homeschool curriculum

-Creating an early childhood curriculum for preschool centers and

orphanages

-Creating a core knowledge set of guides on many topics.

Attachment C: Projected Income and Expenses Sources (compiled by Nilah Batchelor)

International Association of Apostolic Educators (IAAE)

Projected Income and Expense Sources

***Projected Income Sources:***

Membership

Church School $55 annual dues

Plus $1 per student

This is the maximum $250 maximum fee

Homeschool $35 annual dues

Individual $35 annual dues

School Certification

Level I $50 every three years

Level II $100 every three years

Level III $150 every three years

Teacher Certification

Assistant Level I $30 application fee

Assistant Level II $30 application fee

Associate Teacher $30 application fee

Professional Teacher $30 application fee

IAAE Student Honor Society Club

One time membership $50

National Beta Club No addition fee

Gifts

Ladies Ministry Support OPEN

Youth Ministries OPEN

General Board OPEN

***Projected Expense Sources:***

Yearly Endorsement Fee $500.00

Administration Cost

Logo design (one time fee) $500.00

Letterhead/envelopes (5000) $3,000.00

Membership Certificates $2.00 each

Certificate holders/envelopes $3.00 each

SHS Posters $5.00 each

Staff OPEN

Teacher/Staff Conventions (two day)

Example: 50 attendees

Hotel $9,000.00

Meals $3,000.00

Travel $4,000.00

Speakers $2,500.00

Materials, etc. $1,000.00

General Conference Promotion Materials $1,000.00

General Conference Exhibitors Cost

Travel/food/hotel $2,000.00