



## **VISION and PHILOSOPHY** OF BLAKES CROSSING CHRISTIAN COLLEGE

---

PO Box 150 Smithfield LPO SA 5114  
14 Boucaut Avenue, Blakeview SA 5114  
08 7180 5010  
[www.bccc.sa.edu.au](http://www.bccc.sa.edu.au)

## **Purpose**

In John Chapter 10 verse 10 Jesus said his purpose was to give people a rich and satisfying life.

Similarly, Blakes Crossing Christian College desires to equip children so that they can enjoy a life full of promise, purpose and hope. We want to shape young men and women of character, who are eager to meet life's challenges using their God given gifts and talents.

We will do this by:

- setting high academic and social standards
- providing quality independent schooling within a Christian atmosphere of love, respect, peace and discipline
- establishing positive teacher-student working relationships
- valuing student ability and personal effort

## **Philosophy of the College**

Education is a life-long process of teaching and learning which leads to the development of individuals spiritually, intellectually, physically, socially, ethically, and emotionally. Therefore, the ministry of the College is the provision of schooling where this happens.

## **Children**

Our children are made uniquely in God's image. They are of great worth to God. Ultimately we seek to help build a child's character and in doing so we help children to develop the following character traits, outlined by Cloud and Townsend (1999) in their book 'Raising Great Kids, Parenting with Grace and Truth'.

- **Connectedness:** A relationship with God and others is the source of all good things. Children need to learn how to trust, depend, and have empathy for others.
- **Responsibility:** Often children start school believing their life is the problem of others. By the time they enter school they need to be taking increased ownership over their own life, including the responsibility for their choices. This helps them to gradually experience greater degrees of freedom and self-control.
- **Reality:** The ability to deal with the real world. For example, that others have rights and that people will sometimes let others down, be unfaithful, cause hurt, etc.
- **Competence:** Children need to develop God given gifts and talents, plus develop in all areas including everyday matters, such as decision making, judgement, and work ethic.
- **Morality/Conscience:** Children need to develop an internal sense of right and wrong.
- **Worship:** Children need to learn that God loves them and is in charge of life. They also need to learn to seek a relationship with God of their own.

We value the contribution children can make to the teaching and learning process. Children are not empty vessels waiting to be filled, but have already formed concepts and skills through their early years. Children are responsible for and have ownership of their actions. We encourage all students to think about all aspects of their development and speak with teachers about their progress.

The care and safety of children at the College is fundamental to our ministry.

## **Staff**

All members of staff have an important contribution to make towards the ministry of the College. Everyone has a responsibility to ensure the safety and wellbeing of the students and to ensure that all students have the right to learn in a safe and fair environment. All staff must meet the requirements of government sponsored initiatives in terms of child safety. While staff members have the right to work in a safe and fair environment, staff are also responsible for their actions.

The development of staff in terms of their vocation is an important component of the care the College has for its staff.

All permanent staff members need to be Christians who are:

- For the children/students
- Supportive and willing to conduct themselves (work and personal life) according to aspirations and teachings of the College
- Collegial in approach, competent in their vocation and committed to self-improvement, including the appraisal process
- Service orientated, willing to personalise/own and build the reputation/brand name of the College
- Fruitful, efficiency minded, good stewards of College time/money/assets

## **Curriculum**

Curriculum includes both the formal curriculum and the informal or hidden curriculum, that is, the entire learning environment. It should be negotiable within the constraints of national and state requirements and needs to be continually under review to ensure it is serving the needs of the children.

The formal curriculum should be permeated with the skills and processes that develop literacy, numeracy, life-skills, and critical thinking. The curriculum at the College should promote a Christian worldview and a need and desire for everyone to be life-long learners.

## **Discipline**

The development of discipline (self-control and personal responsibility to respect and uphold the rights of others) is a crucial aspect of character development. The teaching and learning process involved in discipline needs to emphasise and provide suitable challenges, initiatives and models for students to follow. Discipline is in fact liberating. It increases positive learning opportunities, enhances co-operative and individual learning, and creates a safe, orderly, caring and supportive school environment. It is important that families and teachers support each other and thereby support students in the process.

Core principles:

- Students are responsible for their behaviour: some need help to accept this reality.
- The development of a system of rights, responsibilities and logical consequences for responsible and irresponsible behaviour in an atmosphere of love, hope, joy, compassion, empathy and faith.
- The fostering of negotiable consequences, where appropriate, between students, staff and families.
- The understanding of non-negotiable consequences where required.
- The integration of social responsibilities taught across the curriculum and modelled by staff.
- The establishing, developing and managing of environments and routines in which students learn to respect rights and fulfil responsibilities.
- Systems that aspire to provide life-long models that solve problems, rather than promote aggression and violence as solutions to behavioural difficulties and personal conflict.

