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Submission Date: 01/04/2023

***100 Day – First Draft***

Write an argumentative essay of 8 to 10 pages, not including in the page number total the title page, thesis statement page, and Works Cited, that you will present to a faculty dais during Core 4.

1. **Include the following:**
2. Completed title page.
3. Thesis statement page.
4. Sentence outline developed for 60-day assignment with any changes received from professor feedback.
5. Add section headers to your paper that match your outline.
6. Introductory paragraph (below the title and preceding the first Level 1 heading on the first page of your essay) including your thesis statement (again).
7. Clearly stated description of your topic, its importance, and your position.
8. Include logical arguments and literature references to support the main points and sub-points of your position.
9. Add counterarguments, along with logical reasons for rejecting them.
10. Works Cited page with all cited works listed and all listed works cited in the paper (citations and references must match). You must cite a minimum of 25 references that meet the criteria explained in your 20-day assignment.
11. Update your developmental readings with any cited works used for your essay.
12. **Structure (Assignment evaluation includes the following structure below).**
13. Download the “OGS APA Course Assignments Template 7th Ed 2021” template from the **General Helps** folder in AA-101 The Gathering Place Course on DIAL. Using the template create the following pages.
14. Title Page (Not included in page count).
15. Copy and paste the assignment instructions from the syllabus starting on a new page after the title page, adhering to APA 7th edition style (APA 7 Workshop, Formatting, and Style Guide, APA 7 Quick Guide).
16. Start the assignment on a new page after the copied assignment instructions.
17. Document all sources in APA style, 7th edition (APA 7 Reference Example, APA Quick Guide).
18. Include a separate **Works Cited** page., formatted according to APA style, 7th edition.
19. Submit through **DIAL** to the professor.

**THESIS STATEMENT:** Christian parents should partner with biblical worldview educational learning programs for minor children rather than rely on public education with the support of local church youth ministries.

PERSUASIVE COMMUNICATION OUTLINE

I. Introduction

1. Christian parents are mandated by God to teach their children.
2. Christian parents should partner with those who are biblical worldview educators and Christian worldview learning programs.
3. Christian parents should not rely on public education for their child’s education.
4. The local church and para church youth ministries are not responsible for the Christian education of their constituents’ children.

II. Christian Parent’s Educational Responsibility

1. Parental involvement in their child’s schooling effects their child’s development (Hill, 2022).
2. Parents model what they believe to their children, however, most don’t have a Christian worldview (94%) and don’t understand what that means (Barna 2021).
3. To be true to its name-sake, the academic focus of Christian education should be in service to discipleship, not vice versa. Only discipleship formation equips for the eternal transcendent issue of life (Cox & Peck, 2018).
4. Parents have responsibility to make family’s education their first priority (Cassidy et al., 2022).
5. Scripture states that as a child is properly trained while he is young, he will still know what to believe as he is an adult, Proverbs 22:6. (NASB, 1995).
6. Peace is the greatest commodity for children as they are taught the knowledge of the Lord, Isaiah 54:13 (NASB 1995).
7. As children are trained in the Lord’s ways, their own fathers will not be angered, Ephesians 6:4. (NASB 1995).

III. Partnerships with Christian Worldview Educators

1. Worldview is a way of studying ourselves and our personal beliefs, not just religions (Stenmark 2022).
2. Christian parents should partner with biblical worldview educators.
3. Imperfect approaches to educating children without knowledge of God and His love produces questions, assumptions, and a decline in children’s worldview (Pue, 2021).

C. Most Christian young people today have lost their identity and believe and rely on their

peer relationships to understand who they are. Christian teachers must teach them

their identity is in Christ, alone. Their beliefs and values determine their behavior. (Pue,

2021).

1. As families understand and develop good relationships in school with administrators and teachers, their children’s life-long learning opportunities are enhanced. (Meehan & Meehan, 2018).
2. Partnering together with families and school systems offers a child’s view to engage both parents and teachers as a path to further their education (Smith et al. 2020).

IV. Christian Worldview Learning Programs

1. Parents should partner with Christian worldview learning programs.
2. Staff training in biblical worldview
3. 4 pillars of worldview
4. Identity and purpose
5. A personal worldview is not necessarily a religious worldview, but what is the difference between the two (Miedema 2022).

C.  As students learn right thinking from their right believing, then right behaviors will be

the outcome of their efforts in their culture (Sosler 2022).

1. Homeschool and accredited programs including co-ops and online studies.
2. More than 3 % of US population families have chosen to homeschool their children. This is a legal opportunity in all 50 states since 1993 and continues to grow each year. (Grace 2020).
3. The causes of parent’s choice of homeschool can be religion, public school domain, individualized academic education, and family choice (Murphy et al. 2021).
4. Homeschooling parents may use their own biased vocabulary of their rights. And many more understand the family today as still being the most important authority for their children(Permoser et al. 2021).
5. Private school choices for parents are varied from choosing these schools for specific family decisions, quality of education, religion, particular student programs and individual learning experiences, and have continued to grow as one in ten families choose private education (Murnane et al. 2018).
6. Cooperation is the greatest work within a school and family partnership and parents and teachers share resources and knowledge together for their students’ best, as trust is established in both the school and home (Smith et al. 2020).

V. Parents Reliance on Public Education

1. Parents should rely on government schools of public education to prepare their children to live in the culture today.
2. Many citizens of the US hoped that private schooling would be terminated and that government schooling would be achieved as one united school system (Gross, 2022).
3. The church should have a transformational effect on society by being salt and light in the world Matthew 5:13-16 (NASB 1995).
4. In today’s government schools, it is ancient thought to believe education should help a child to love to learn and be prepared for citizenship in a society (Ravitch, 2020).
5. Public school has squashed teachers from creative instruction and disheartened them to influence students to love learning. In many cases it taught students to not think as it gave false answers to questions (Ravitch, 2020).
6. When parents are involved in their child’s education at school, regardless of their income, the child’s grades and test scores are higher (Naite, 2021).
7. It is written that Christians’ war is not against what we can see, but it is what we cannot see, what is happening in the spiritual realm is real, Ephesians 6:12 (NASB 1915).

VI. Parents’ Reliance on Local Church and Youth Ministry

1. Parents’ stress is at a high level when dealing with children’s education alone and they need support of family and friends (Yan et al., 2022).
2. Church membership and youth groups attendance is plummeting and there is no hope in sight for its reversal (Moser & Nell, 2019).
3. Faith teaching about identity and relationship in Jesus Christ is life teaching using logical reasoning and should be what the church and school is about (Chiroma 2019).
4. If there is to be true religion in a society, the church must have intentional vision to train young students (Levchenko 2019).

VII. Outcomes of Non-parental Education Partnership

1. Outcomes of Christian parents relying on others for their children’s education.
2. It has been said that parents’ influence to their family does have great effect on society. However, they usually train their children as they were trained. Parents need to study and change with the trends as their principles dictate, without losing their identity (Hoeg 2020).
3. In a recent discussion in Moscow, proponents talked about religious piety in that many do not tolerate, but speak against minorities. Many of these were religious conservatives (Permoser et al. 2021.
4. Public school educators show that their teaching is more than appropriate in stating that high standards and harder tests will be the solution to all future societal challenges (Cohen 2013).
5. In Istanbul, the Department of Basic Education believes that since parents are the main instillers of ethics and hard work, they should be involved in their child’s education with their schools and with their teachers to ensure best development of their child’s education (Nikosi & Adebayo 2021).

VIII. CONCLUSION

Parent partnering is a choice and an important factor in determining what education is best for each child. Unfortunately, many believe they have no choice for their children’s education and do not understand why it is important for them to know how to be a partner in their child’s education. It is a mandated freedom of every parent to ask God what He wants for their child. Asking major questions of Christian educational learning programs is necessary, wherever a parent wants to partner with a program.

If we look ahead in our culture for the next generation, will we be afraid of the unknown and our children’s educational futures, or will we have great faith in what He will do through our children who are instructed well in Christian worldview education?

Many Christians today need to learn the value of Christian education, its purpose and importance for the next generation of children in our world. Some Christians believe that churches in America today supply the values and ethics that children need to be successful in a public school and do not know and understand what is taught there. Data proves that today’s Christian school families share the same statistics that families whose children attend government schools share on average: “1,350 school hours per year, 47 hours per year attending church, and on average, a dad spends 15 minutes per day in quality conversations with each of his children,” (Pue, 2021). Consider that fact: dads spend 15 minutes per day with his children, vs. children’s in-school hours with other adults and social media influences, 1,350 hours per year. Who will have the more significant opportunity to teach our school children? Christian parents can partner with biblical worldview educational learning programs and schools for minor children, with the support of local church youth ministries, rather than to default to public government education for their children’s needs.

Christian Parent’s Educational Responsibility

God mandates Christian parents teach their children. It is their responsibility and freedom in Jesus Christ to “bring them up in the nurture and admonition of God,” Ephesians 6:4 (NASB 1995). Parents need to be involved and have the privilege to do so in most private Christian schools. “Parental involvement in their child’s schooling affects the child’s development and drive for his educational success ,” (Hill, 2022). Most Christian parents would say that modeling what they believe to their children is best, but many don’t have a Christian worldview (94%) and don’t understand what that means,” (Barna, 2021). To teach children Christian worldview in a Christian school is to be true to the word, Christian. “The academic focus of Christian education should be to teach Jesus Christ, and the gospel. Discipleship and spiritual formation are crucial to life now, not only eternally,” (Cox & Peck, 2018). Many parents don’t know the importance of this issue. They are hoping their children receive enough religion in the Christian school, to be able to sustain a Christian life. “There is much more, and parents are responsible to make this their number one priority,” (Cassidy et al., 2022).

The earlier a child is in Christian education system, the better. Scripture emphasizes that, “training of a child in the way he should go when he is young, will yield an adult who knows the way he should go,” Proverbs 22:6 (NASB, 1995). And the outcome is peace for the child and parent. Peace is the greatest commodity for children as they are taught the “knowledge of the Lord,” Isaiah 54:13 (NASB 1995). All households want peace in heart and mind of their children. The opposite of peace, stress, can cause strife and anger. However, “fathers are admonished to not be angry with children, but to train them in the Lord’s ways,” Ephesians 6:4. (NASB 1995). Teaching Jesus Christ and the gospel throughout all education should cause great results mentally, emotionally, spiritually, and behaviorally.

Partnerships with Educators of Christian Worldview

Properly trained Christian Worldview Educators are the best partners for a parent as he works with the Christian educator who knows how to teach the child’s academics immersed in Christian biblical worldview. Everyone has a worldview from which they view the world around them, but not everyone knows what to do with what they believe about the world. “Worldview is a way of studying ourselves and our personal beliefs, not just religions,” (Stenmark, 2022). Many Christian schools today claim they are Christian because they teach Bible curriculum daily, they have weekly chapel services, and all their personnel are believers. That is good. However, “imperfect approaches to educating children without knowledge of God and His love for them produces questions, assumptions, and a decline in children’s worldview ,” (Pue, 2021). Are they teaching the knowledge of God and His love, or just facts about Him and what He has done? What is He doing in the lives of those in relationship with Him? Most Christian young people today have lost their identity and don’t even know what purpose means because they believe and rely on their peer relationships to understand who they are. Christian teachers must teach them their identity is in Christ, alone. Their beliefs and values determine their behavior,” (Pue, 2021). This is what a Christian worldview educator proclaims in a Christian school.

“As parents and families begin to understand and develop good relationships with trained

Christian worldview-based administrators and teachers, their children’s life-long learning opportunities are enhanced,” (Meehan & Meehan, 2018). “Partnering together with these families, the school system offers a child’s view to engage both parents and teachers as a path to further their education,” (Smith et al., 2020). Learning for the child occurs at this point with involved parents. The child knows he is cared for as he understands his parents are an integral part of the school community. He understands his parents have a good communication plan with his teachers and school. He sees his parent’s participation often at school and he feels safe.

Christian Worldview Learning Programs

Parents can partner with Christian schools and their worldview learning programs. These schools’ staff have been trained in the teachings of Christ, His finished work, and salvation by trusting and depending on Him. The four pillars of biblical worldview are creation, fall redemption and transformation. A person’s identity and purpose is known, and they are able to answer what they believe, why they believe it and why it’s important. “A person may know that his personal worldview is not necessarily a religious worldview, but it is important to know the difference between the two,” (Miedema, 2022). This is possible for children to understand. “As students understand the process of spiritual formation through worldview studies, they learn right thinking from right beliefs, then right behaviors are outcome of their efforts in their culture,” (Sosler, 2022).

Some Christian parents choose to homeschool their children, and they understand teaching from a biblical worldview, however, they still partner with Christian groups for support and accountability. These schools can range from accredited programs teaching two days per week by certified and licensed teachers, co-ops with other parents, and online schools with instructors. “More than 3 % of United States families have chosen to homeschool their children. This is a legal opportunity in all 50 states since 1993 and continues to grow yearly,” (Grace, 2020). Parents choose many reasons for homeschooling, and many are equipped in biblical worldview teaching. “The causes of parents’ choice of homeschool can be religion, public school domain, individualized academic education, and family choice,” (Murphy et al., 2021). “Nonetheless, homeschooling parents may use their own biased vocabulary of their rights. And many more understand the family , under God, is still the most important authority for their children,”(Permoser et al., 2021).

Nevertheless “parents’ choice for private education are varied and include specific family decisions, quality of education, religion, particular student programs, and individual learning experiences. All have continued to grow as one in ten families choose private education,” (Murnane et al. 2018). The need of parents for private Christian schooling are great. Some parents who are not Christians want to be a part of Christian schooling for varied reasons. However, “parent and school cooperation is the most significant work within a school and family partnership. Parents, teachers, and administrators share resources and knowledge together for their students’ best outcomes, as trust is established in both the school and home,” (Smith et al. 2020).

Parents’ Reliance on Public Education

In contrast to Christian School education, public education or as it is being called today by many, Government schools, are still a force today. “Some US citizens hoped private schooling would be terminated and that government schooling would be achieved as one united school system,” (Gross, 2022). “They believe although the school is qualified for education, it is ancient thought to believe education should help a child to love to learn and be prepared for citizenship in society,” (Ravitch, 2020). Those people further believe they should rely on government schools to prepare their children to live in the culture today, rather than private Christian schools, while others claim that the church is antiquated in its beliefs and has no effect in culture or society today. But believers are persuaded that the church can transform society by “being salt and light in the world,” Matthew 5:13-16 (NASB, 1995).

Teachers in public schools are also struggling, some are leaving public school education, and not returning. This is disconcerting to parents as they consider their choices. “Public school has squashed teachers from creative instruction and disheartened them to influence students to love learning. In many cases students were taught not to think and they were given false answers to their questions or no answers at all,” (Ravitch, 2020). Parents are most often not invited into the school nor are they allowed to have a voice. Although they may be heard by administrations and superintendents, they are not listened to and their opinions have no weight. This is why many Christian parents are becoming actively and aggressively involved in appealing to their local school boards, which can result directly in changes by school administrators.

This is why parental involvement in school is necessary. It has been said, “when parents are involved in their child’s education at school, regardless of their income, the child’s grades and test scores are higher,” (Naite, 2021). A parent’s desire is to see his child do well in school. When parents are not involved in their child’s education, it can affect the student and his future successes. For Christian parents we know where the battle is. It is written that our battle is not against what we can see, but it is what we cannot see,” Ephesians 6:12 (NASB 1915). What is happening in the spiritual realm is real. This is why Christian education is so important.

Parents’ Reliance on Local Church and Youth Ministry

Although parents rely on local church and youth ministry, some students do like to go to church , even to meet their peers. Peer relationships are of major importance to them. But “church membership and youth groups attendance are plummeting and there is no hope in sight for its reversal,” (Moser & Nell, 2019). If a church is the only responsible party for its student’s spiritual formation, how will they do so without other community helpers in the school and those of like mind? In a Christian worldview minded church, folks are trained in relationships with Jesus Christ and by faith in Him alone. “Faith teaching about identity and relationship in Jesus Christ is life teaching using logical reasoning and should be what the church and school is about,” (Chiroma, 2019). It is evident that church and public school are not in partnership with a proper worldview. A proper view of a child’s education must include their vision through proper community advantages of school, church, and family. Biblical teaching begins at home and ideally should continue through partnering with Christian schools and local churches.

Outcomes of Non-parental Education Partnering

A parent and their influence on their family is enormous and has far reaching effects on society. However, moms and dads often train their children as they were trained. “Parents need to study and change with the trends as their principles dictate, without losing their identity,” (Hoeg, 2020). This can be done through Christian Worldview education and community.

Many non-believers look at the church and do not want anything to do with it. They believe many churches today have flaws, fakes, and are full of hypocrites. “In a recent Christian discussion in Moscow, proponents talked about religious piety in that many churches do not tolerate, but even speak against minorities. Many of these were religious conservatives,” (Permoser et al., 2021.

This can cause some government schools to be biased on controversial moral issues, and they can present information that parents do not want taught to their children, which may influence their values taught at home. Nevertheless, “public school educators believe that their teaching is more than appropriate in that it has high standards and harder tests that can solve all future societal challenges,” (Cohen, 2013). This too may not be valued among all parents. Even in other countries of the world, school systems are trying to do what is best, but according to whom? “In Istanbul, the Department of Basic Education believes that since parents are the main instillers of ethics and hard work, they should be involved in their child’s education with their schools and with their teachers to ensure best development of their child’s education,” (Nikosi & Adebayo, 2021). Although this may be encouraging around the world, which school systems make it known that they want parents to partner with them?

Parent partnership in a Christian school is a choice and an essential factor in determining what education is best for each child. Unfortunately, many believe they have no choice for their children’s education and do not even understand why it is vital for them to know. It is a mandated freedom of every Christian parent to ask God what He wants for their child. Asking major questions of Christian educational learning programs is necessary, wherever a parent wants to partner with a program. It is best to partner with biblical worldview educational learning programs for minor children rather than rely on public education. Whether a Christian parent chooses public or private Christian education for their child, it is imperative that they be involved in their child’s school as they trust the Lord Jesus. Most of us have strong beliefs and may prefer Christian education for all students. But the grace of Jesus can be sufficient for every student in any educational system which God provides.

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