

# THE TORCH

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## MAINTAIN YOUR VISION

A school's vision statement is its soul. If that vision is not comprehended, proclaimed, and implemented, it can't come to pass. If it is, it has the potential to be a beacon of light. Morrison's vision is an ambitious one.

THE VISION OF MORRISON ACADEMY IS THAT EVERY STUDENT WILL EXPERIENCE A QUALITY, BIBLICALLY-INTEGRATED EDUCATION, SO THAT EACH ONE WILL BE EQUIPPED TO IMPACT THE WORLD DYNAMICALLY FOR CHRIST.

First, it isn't satisfied with mediocrity or partial measures. Its goal is that every student experiences the best education its staff are capable of providing. Morrison strives to teach students that they are created in God's image, worthy to be loved, known, and cared for.

Second, it asks its staff to see education as more than books and tests but as something redeemed. Morrison's vision is that learning is God-revealing. This is what it means to be biblically-integrated. Each academic discipline asks and seeks to answer questions about who God is, what he has done, and how humans have responded to his world and his people.

Third, it sees its students as going beyond mere survival to having a dynamic and Christ-centered impact on the world. It asks staff to make learning about action. The arts are not only about performances or

exhibitions; they are also about participating in and sharing God's beauty, beyond graduation. Math is not simply a matter of numbers, patterns, and proofs; it is a means to the blessings of architecture, engineering, and financial stewardship. Morrison

asks its teachers and students to not give up on the meaning behind the labors of learning.

This meaning is more explicitly laid out in our Vision for Our

Learners. Here, the school emphasizes the more specific skills, character traits, and processes of communication, of creative thinking, of being curious, of the values and wisdom needed for ethical decision-making, and of the responsible stewardship of resources. Achieving these is made possible through the wisdom that comes from following Jesus.

To put it mildly, these are lofty goals. And it's incredibly easy for teachers, for students, and for parents to lose sight of God's redemptive work in the planning, grading, studying, preparing, and organizing that is part of the rigors of schooling. Most English teachers aren't thinking about how God can use effective communication when slogging through a quiz on comma usage, and most PE teachers aren't

intentional about how God's wisdom can redeem our ethical decision-making when telling a first grader not to cut in line at the drinking fountain. But this work is ground zero of the Christlike care and the God-oriented learning that Morrison's vision promotes.

It's not a coincidence that the word "Christ" is the first word in Morrison's vision for its learners and the last word of its vision statement. It is in Christ Jesus that God incredibly became flesh, entered a messy world and, while knowing fully the depth of its corruption, determined to make it better. His life wasn't an ethereal existence. Rather, Jesus worked to make good the monotony of his day job, the complexity of his family relationships, the narrow fixations and immaturities of his students, and the drudgery of his daily routines. In his incarnate redemption of our common labors, we have an incredible hope.

Morrison's vision of putting Christ at the center of its tasks will only have an impact if it is carried out in the daily interactions of its people. Today, work to inspire creativity in a lesson or through the design of a project. Walk someone through God-centered decision-making. Ask a question that makes everyone in the room think deeply. Publicly acknowledge that what you have is a gift -- and then work to use it wisely. In doing these things, in big or in small ways, we work toward our vision of having a profound impact on the world by helping it better see the love of Christ.

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# Spiritual Life on Campus

各校區的屬靈生活

**W**e recognize that our students are made in the image of God and they need to grow spiritually, as well as academically. One of Morrison's core values is to educate the whole person. So what does spiritual emphasis look like at our campuses?

Every year, across the Morrison system, we set aside time for spiritual growth, whether that's a special chapel speaker, a day of workshops, a week-long seminar or some combination of these! Each campus takes a different approach based on their students' needs and ages.

MAK

Kaohsiung chaplains Melonie Tam and Chandel Block organized Spiritual Life Day around the theme of 'Love Does.' Middle and high school students signed up for various workshops on an idea they care about with a small group of their peers. Workshops were taught by teachers and community members and featured topics like: Love and Anxiety, Love and Global Suffering, or Love for Others, to name a few. Students met on campus or at special locations, like a park or the beach.

"This Life Day, I learned about ways I can show love to the people around me. I am ready to be challenged every day to show my love and appreciation toward others that I don't usually show my gratitude for," said senior Carmen Clemente. The day culminated with a chapel for worship and a time to debrief.

For elementary, former teacher Angela Choi flew in

from Canada to share the amazing story of Corrie ten Boom with the elementary students. MAK heard a lot of, "Love Does WHAT?!" echoing through the halls as students learned about what love truly means based on 1 John 4:9-21. "I think it's great to focus an entire week on the spiritual formation of our students... We want seeds to be deeply planted to someday see the students come to know Christ," said Shelly Fusca, who organized the week.

MAC

Morrison Chiayi's spiritual emphasis happens every week in which leadership rotates between lower and upper grades. As a smaller campus, they have a unique opportunity to connect their classwork to chapel topics. For example, as the older students learned about the anatomy in science, they shared in chapel how this deepens their understanding of the body of Christ. Chapel often includes games and activities to exemplify their topic. Upper grades teacher Tania Ratu shared that chapel is the ultimate biblical integration: "They are making connections in a myriad of ways, and are also exposed to a mindset where they are tuned in to those connections in everyday life as well."

MAT

Spiritual Life Week (SLW) for Morrison Taichung high schoolers was to be in February and then was adjusted to be at the end of March. Their speaker, Myron Pierce, the pastor of Mission Church, from Nebraska is unable to travel due to the influence of the virus. With this adjustment the High schoolers will be treated on May 8th to a Spiritual Life Day with a variety of interactions including: a keynote address, choices for workshops and small group discussions as well as worship.

High School chaplain and event organizer Terry McGill says, "I think Spiritual Life Week are important because there are changes that occur in our hearts in times of focused attention that don't occur otherwise. Although we can't "live on the mountain top" we should be looking for peaks in our spiritual experience because they draw us ever closer to God."

This year elementary and middle school students in Taichung explored what it means to "Thrive." Youth pastor Travis Owens traveled from the States to speak for the week. He encouraged students to know the Word, be in the Word, meditate on the Word, and obey the Word: the key elements to thriving in their lives. Chaplain Darryl Owens organized the event, which included chapels and evening activities.

Morrison Taipei organizes Spiritual Life Week (SLW) for their campus, one for elementary and one for middle and high school. Their school theme this year is 'Under Construction,' a nod to their newly built campus and the process of sanctification (becoming more like Christ). During SLW, both events focused on having gratitude despite things not meeting our expectations, which is a part of sanctification. "There was lots of loss and gain with the school's transition to the new campus... God allows us to go through hardship, as minor as it may seem, to teach us patience and endurance," shared Chaplain Nelson Leung.

The speaker for elementary SLW was Steve Greenwood, who was a great encouragement to the MAT community while they were stuck at home during the online weeks. He live-streamed his talks and brought the student body together digitally.

Steve Riley spoke to the middle and high schoolers. Mr. Riley led chapel and also visited classrooms to show the gospel through art and games. Students found his direct style refreshing and challenging. "Even the sixth graders were saying, 'Wow, that was intimidating but it was something we needed to hear,'" shared Mr. Leung, who was encouraged by their maturity.





**我**們相信馬禮遜學校的學生是按照上帝的形象造的，他們在屬靈上需要成長，正如他們在學業上需要成長一樣。馬禮遜學校的核心價值觀之一是全人教育，那麼，在我們各校區中的屬靈教育又是什麼情況呢？

在馬禮遜學校的各校區裡，我們每年都特別挪出時間幫助學生的屬靈成長，包括在崇拜中邀請特別講員分享、一日小組討論會、為期一週的研習會、或是以上活動的綜合！每個校區會根據學生的需求和年齡，採用不同的方式。

### 高雄校區

高雄校牧Melonie Tam和Chandel Block舉辦了「屬靈生命日」(Spiritual Life Day)，主題為「愛可以」(Love Does)。中學生和高中生報名參加各種不同的小組討論會，針對他們所關切的議題，與同儕在小組中一起討論。討論會由老師和社區成員帶領，主題包括：愛與焦慮、愛與全球苦難、對他人的愛等。學生在校園、公園或海邊等地聚會。

十二年級學生Carmen Clemente說：「在屬靈生命日，我學習到如何向周圍的人表達愛。我準備好接受挑戰，向那些我通常不太表示感謝的人表達我對

他們的愛和感恩。」當天的活動在崇拜和回饋分享時間之後結束。

以前學校的老師Angela Choi特地從加拿大飛來，與小學生分享彭柯麗(Corrie ten Boom)的傳奇故事。在高雄校區，學生們讀到約翰一書4：9-21，了解到愛的真正含義，所以走廊上不停傳來「愛可以做什麼？」(Love Does WHAT?!)的聲音。主辦人Shelly Fusca表示：「我認為整整一週的時間讓我們的學生專注在屬靈成長是很棒的...我們希望深植福音的種子，以便將來有一天看到學生能認識基督。」

### 嘉義校區

嘉義校區每週都由低年級和高年級學生輪流帶領活動，加強學生的屬靈生命。因為校區較小，他們有特別的機會聯結課堂活動與崇拜主題。例如，當高年級學生在科學課學習解剖結構時，他們在崇拜時間分享這如何加深了他們對「基督身體」這個概念的理解。崇拜時間通常包括遊戲和活動來舉例說明他們的主題。高年級老師Tania Ratu表示，崇拜是融合聖經教學的最重要方式：「他們以多種方式建立聯結，也在日常生活中思想其中的關聯性。」

### 台中校區

台中校區高中部的屬靈生活週(SLW)原訂二月舉行，後來改至三月底。原本邀請的講員為內布拉斯加州Mission Church的牧師Myron Pierce，因為新冠肺炎疫情的影響無法來台，因此高中生將於5月8日進行為期一天的「屬靈生命日」，當天會有許多不同的互動活動，包括：主題演講、不同主題的小組討論、與崇拜。

高中校牧兼屬靈生活週主辦人Terry McGill說：「我認為SLW很重要，因為只有當我們將焦點轉移到神的時候，我們的內心才會掀起一些漣漪，產生改變。若沒有這樣做，我們就不會改變。雖然我們無法「住在山頂」(達到巔峰狀態)，我們仍應期盼能達到屬靈經驗的高峰，因為這些經歷會使我們與神更親近。」

今年台中校區中小學生探索了「成長茁壯」(Thrive)的含義。Travis Owens牧師從美國來到馬禮遜學校，展開為期一週的分享。他鼓勵學生認識神的話、進入神話語之中、思想神的話、並遵守神的話，這些是他們生命能夠成長茁壯的關鍵要素。校牧Darryl Owens是主辦人，這次活動包括崇拜時間和晚間活動。

### 台北校區

台北校區舉辦了「屬靈生活週」(SLW)，一週是高中和中學共同舉辦，另一週則是小學部單獨舉行。今年的學校主題為「施工中」，一方面是指他們新建的校舍，另一方面則是指成聖的過程(變得更像基督)。在屬靈生活週，這二星期的重點都在感恩，儘管事情沒有達到我們的期望，卻也是成聖的一部分。校牧Nelson Leung說：「學校搬遷到新校園的過程中失去很多，卻也得到很多。上帝讓我們度過了看似微不足道的辛勞，也教導我們學習忍耐和毅力。」

小學部屬靈生活週的講員Steve Greenwood給台北馬禮遜學校社群帶來極大的鼓舞，因為當週正好是學生們必須在家進行網絡線上學習的期間，他直播了他的演講，並以數位方式將學生們聚集在一起。

Steve Riley則與中學生和高中生分享，他帶領崇拜聚會，也參觀了教室，透過藝術和遊戲分享福音。他單刀直入的风格令學生感到耳目一新並充滿挑戰，Mr. Leung說：「即使六年級生都分享『哇，這聽起來令人震驚，但卻是我們需要聽到的信息。』」他也對這群學生的成熟度感到欣慰。

**M**





## 聚焦

願景宣言是一所學校的靈魂，如果該願景沒有被理解、宣揚和執行，那麼它就無法落實。反之，它就有可能成為燈塔。馬禮遜學校的願景是充滿企圖心的：

馬禮遜學校的願景是每一個學生都能體驗優質且結合聖經原則的教育，以期學生能主動且有效地為基督影響世界。

首先，願景不能只是追求六十分，及格就好。它的目標是使「每一個」學生都能體驗老師們所提供的最佳教育。馬禮遜學校致力教導學生，讓他們知道自己是按照上帝的形象所造的、值得被愛、被理解和被關懷的。

其次，它要求教師不只將教育視為教科書和考試，而是將之視為讓人回到神面前的工作。馬禮遜學校的願景是，學習是上帝所啟發的，這就是「結合聖經原則」的意思。每一門學科都在尋求下列問題的答案：上帝是誰、祂做了什麼、以及我們如何回應祂的國度和子民。

第三，它認為學生不是只要在社會上生存，而是要主動有效地，以基督為中心，對世界產生影響力。它要求教職員讓學習產生行動力，例如：藝術不僅涉及學生在校的表演或展覽；也與學生在畢業後仍能參與並分享神的美善有關。數學不只是數字、方程式和證明題，它也是建築、工程和財務管理的根基。馬禮遜學校要求師生不要放棄辛勞學習背後的意義。

本校在「學習者的願景」中更明確地闡明了此含義。在這裡，本校強調更具體的技能、品德、溝通過程、創意思維、好奇心、做出道德決策時所需的價值觀和智慧、以及負責

任的資源管理。唯有藉著跟隨耶穌而來的智慧，才能達到以上的目標。

保守地說，這些都是崇高的目標。但在日常嚴謹的備課、評分、學習、預備和統整過程中，老師、學生和父母其實很容易忽視上帝的救贖工作。例如：大多數英文老師在應付標點符號用法的小考時，並不會想到上帝是如何與我們做有效的溝通。大多數體育老師告訴在飲水機旁的一年級同學不要插隊時，也不會特別想到上帝的智慧可以導正我們，讓我們做出符合道德規範的決定。然而，這項工作卻是馬禮遜學校願景所提倡的基督化關懷，和以神為導向的學習核心。

在馬禮遜學校對學習者的願景中，英文版的第一個語詞是「基督」。學校願景英文版的最後一個語詞也是「基督」，這並非巧合。正是在基督耶穌裡，上帝用我們難以理解的方式成了肉身，進入了一個混亂的世界，並且在充分了解這世界腐敗程度的同時，決心使它變得更好。耶穌的生命並非虛無飄渺的存在，相反地，祂致力在所面對的環境中追求良善，包括祂一成不變的工作、複雜的家庭關係、門徒們狹隘的思維、固執與不成熟、以及辛勤卻乏味的日常生活。在祂成為肉身救贖我們的工作裡，我們才能擁有超乎想像的盼望。

馬禮遜學校的願景是將基督放在其工作的中心，只有當人們日常互動中都以基督為中心時，才會產生影響力。就在今天，讓我們在課堂中或藉著設計一個專案來激發創造力、引導某人以上帝為中心而做出決定、提出一個使在場每個人都深刻思考的問題、公開分享你所擁有的都是恩典，並且明智地使用它。在做這些事情時，無論大小，我們都致力朝著我們的願景邁進，藉著讓世人更清楚看到基督的愛，對世界產生深遠的影響力。

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