
NCAS Philosophy of Education

National Calabash of Alkebulan Studies (NCAS) endorses that the true function of education is securing the physical and cultural survival of a group. We know that, for Afrikans in America to survive, 7 Domains of Regeneration should be in continuous development for proper functioning and problem-solving to occur. This holistic model includes the physical, mental, cultural, social-emotional, occupational, spiritual, and intellectual evolution of the African child.

- We believe that learning is a complex activity that is situated between thinking as a capacity, and development as a process. The PASS theory of intelligence guides our belief regarding mental processes and operations, strategies, and conscious planning. Our teachers facilitate direct instruction and self-directed learning experiences. Within these learning experiences, students are taught how to critically evaluate their own knowledge, skills, and abilities.
- We acknowledge that not all of what teachers teach is assimilated, understood, and retained by all students at the same time. Hence, we facilitate evolution from one stage to the next, through a natural progression as opposed to age, grade, or ability classification. We utilize a rites-of-passage system to signify that a student has consistently displayed the potential to evolve beyond where they were before. We empower and equip our students to define, shape, and work towards their own learning goals and outcomes. The individual child is integral to their own process & outcomes.

We place value upon the African worldview, as opposed to the Eurocentric perspective. We do this by teaching through an African-centered, Child-Centered lens, as well as fostering a youth revolutionary code that is based on the 7 principles of Ma'at; the Nguzo Saba; and our Tenants of ReGenerative Development.

We place indigenous African theory and philosophy at the center of education. Our philosophy is rooted in the belief that a parents' primary role is to teach and socialize their children within a community (aka "right") culture. Within the learning community, unity is key. The community culture mindset affords African descendants in America our own Nation within a Nation, and to live a life in relationship to other African descendants around the world.

Our curriculum is centered around knowledge that is relevant to the here and now, and of course the history of Afrikan people. Our competencies are based on four (3+1) instruments of power: Consciousness, Personality & Culture + Functionality. All academic disciplines have similar value, and typically our lessons are integrated. Integrative learning is a method and practice of cross-disciplinary thinking and connection-making. This type of learning is the hallmark of ReGenerative Education and the NCAS approach to African-Centered education of the 21st century.
