

Education that Awakens

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There are two visions of education. One produces servants. The other produces sons.

[\(Intro Video\)](#) The first vision fills heads with facts, ranks students by compliance, and graduates people who know how to follow instructions but not how to hear God. It has been running for over a century, and it is working exactly as designed.

The second vision awakens hearts to initiative, curiosity, creativity, and purpose. It teaches people not what to think but how to hear — and from that hearing, how to bring Heaven to Earth in their specific metron. This is Father's vision for education, and it is, in every sense, a Reformation.

The gap between those two visions is not a curriculum problem. It is a spiritual and institutional conflict — and understanding it clearly is the beginning of doing something about it.

The Cabal's Motive Is Not Hidden

The Cabal needs compliant, unimaginative servants — and the government education system has been designed to create them. This is not paranoid framing. It is documented institutional history, and the architects of the system said so themselves (see Addendum starting on page 7).

The motive is simple and consistent across every cultural mountain the system touches:

Mountain	World / Cabal	Father's Kingdom on Earth
Business	Make money	Create value
Education	Create compliant servants	Graduate sons who hear God
Media	Manage perception with propaganda	Expose corruption, tell truth
Entertainment	Instill a culture of fear	Vision for a golden age
Government	Control populations	Serve & Empower Citizens
Religion	Mirror the govt message = Servants	Set captives free to Sonship
Family	Create Manageable Orphans	Restore Fathering Sons

Two Classrooms

There are really only two classrooms. One is in the head. The other is in the heart.

Learning by Rote — In the Head

Mental perceptions. Beliefs, values, principles, theories. Facts to be memorized and recited on demand. This is the classroom the world built — and the result is exactly what you'd expect. Classrooms are drudgery. Students learn compliance and miss discovery of their vocational, Kingdom purpose. They graduate knowing answers to questions they were never allowed to interrogate, and they enter a workforce as servants already calibrated to disengage.

The religious version of this classroom is equally damaging. Teaching the Bible as a body of facts to be memorized like the mosaic law, is a return to *the letter that kills*. It naturally produces religion and legalism, not life. A compilation of God's beliefs, values, and principles — studied and recited but never encountered — imparts doctrine without transformation. The Law written on tablets rather than hearts.

Learning by Experience — In the Heart

Living Words. Things to come. The Spirit of Truth. This is the classroom Father designed — and kids want to learn in the context of spiritual reality, not academic presumption.

The evidence is in every toddler who has ever existed. Toddlers are relentlessly curious, endlessly motivated, and completely undeterred by failure. They are not learning from teachers — they are learning by experience, by watching, by imitating, by doing, by hearing.

*"As for you, the anointing you received from him remains in you, and you do not need anyone to teach you. But as his anointing teaches you about all things... remain in him."
— 1 John 2:27*

The anointing is the Council. The classroom is the heart. The Reformation of education begins when we awaken hearts first and align the passion of our will with that purpose and align perceptions of our minds last — around the experience. We intentionally educate the whole person; integrating the whole person with Father's design and direction.

The Dream: Sons and Daughters Who Hear for Themselves

Father's heart in this moment is clear: I am redeeming awakened hearts — in business and in education. The Reformation Father is building looks like this:

1. **Schools and businesses impart experiences, not just information.** Reformation is moving from imparting information to heads, to imparting life into hearts. Technically we can't impact minds without going through hearts. The question every Kingdom educational environment asks is not "what does the student know?" but "what has the student encountered, experienced, and done? What else could he or she do?"

2. **Staff and students who learn to hear Father themselves.** Not just the instruction to follow a procedure or adhere to a quality standard — but the prophetic why underneath it. When people understand the Kingdom reason behind the structure, they don't need to be managed toward compliance. They align voluntarily because the purpose resonates.
3. **Learning through seeing exploits in peers.** The experience of victories — watching someone else bring Heaven to Earth in a visible way — does more to shift a heart than any amount of curriculum. Jesus is not information to be memorized and recited. He is life to be experienced and imparted.
4. **“Child-like” Sons.** Disciples — like toddlers — learn from seeing and hearing Living Words, and from watching fruit get produced. The model is apprenticeship in the most literal sense: come and see (Jn 1:39).
5. **A priority structure that matches how hearts actually work.**
 - First: Experiences of the Heart — Encounters that Awaken
 - Second: Choosing Incentives for Passion — intrinsic motivation, not external reward
 - Third: Aligning Beliefs and Perceptions with Prophetic Reality — Faith

The Sonship / Ascension / Reformation Framework for Education

The Holy Spirit's strategy for Reformation in education follows the same three movements that govern all Kingdom work:

Sonship — Awaken Hearts

Identity, Story, and Purpose. The first question every student carries, consciously or not, is Who am I? Until that question is answered from the Council, the student operates from whatever history wrote on their heart: performance anxiety, comparison, a sense of inadequacy, or a desperate need for external validation. Awakening hearts to identity, story, and purpose is the foundation of everything else.

Ascension — Engage the Passion of the Will

Strategy, Tactics, and Heritage. The second question is Why am I here? When a student or staff member can see the prophetic purpose they carry — and understand how it connects to something Father is actually doing in the earth — passion ignites automatically. They won't need pushed like servants; they are aimed as sons and daughters whose hearts are already aligned with Father.

Reformation — Align Anticipation and Faith

Courage, Clarity, and Culture. The third question is Where am I going? Reformation requires sons who can see the bright future for sound prophetic reasons — who carry the spirit of Caleb and Joshua rather than the spirit of the ten spies. This is a culture that anticipates, not one that manages expectations downward. It's more than optimism; Sons have living Words as a premise for Faith.

*The goal is sons and daughters who can hear God, find their metron,
and build something — not graduates who can pass a test.*

What Fathering Leaders of Sons Actually Look For

The critical shift for anyone leading in education or business is moving from metrics of compliance to metrics of engagement. Here are four questions worth asking every student or staff member:

1. Can You See the Prophetic "Why" in Them?

Every person carries a purpose Father wrote in their heart before they were born. The leader's first job is to see it — to look past the performance and the history and identify what Father placed there. This is a seer function, not a management function. Seeing calling and design and hearing what Father is saying "NOW!" (Mt 4:4)

2. Are They Ignited by It? Can They See It, Buy It, Add to It?

Seeing the purpose is the leader's job. Getting the person to see and own it is a fathering role that leads to sonship. The test is whether they can articulate it, run with it, and begin adding their own creative contribution — or whether it still feels like someone else's agenda.

3. Can You Get the Nine Conversations in Writing?

The Nine Conversations of the Council — covering Identity, Story, Purpose, Strategy, Tactics, Heritage, Courage, Clarity, and Culture — are the curriculum of sonship. When these conversations are happening and being recorded, growth is measurable and directional.

4. Are They Fluent in the Courts and Council Themselves?

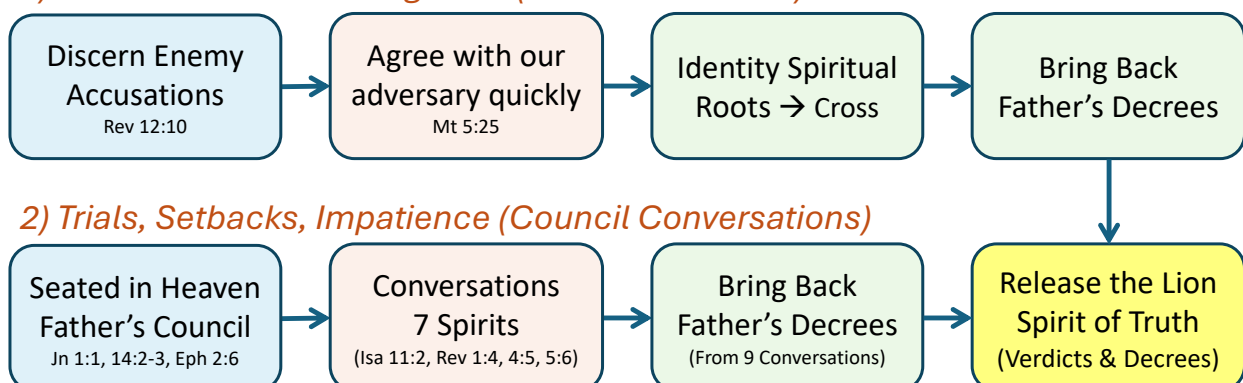
The ultimate goal of mentoring is a son or daughter who doesn't need you to hear from God for them. They can ascend themselves. They can take accusations to the Courts. They can receive Living Words and convert them into Greater Works. Council fluency is the graduation requirement — it's a much greater priority than anything we can make them memorize.

Can you see the connection between integrated person (Heart, Soul, Mind) and Sonship?

- See where it comes from – the Council, 9 Conversations.
- Can you create ways to impart Sonship? – [7 Spirit profile](#) and [Culture brochure](#)

Do your students / disciples utilize weapons that are not of this world? (2Cor 10:3-5)

1) Accusations and Strongholds (Courts of Heaven)



The Practical Bottom Line

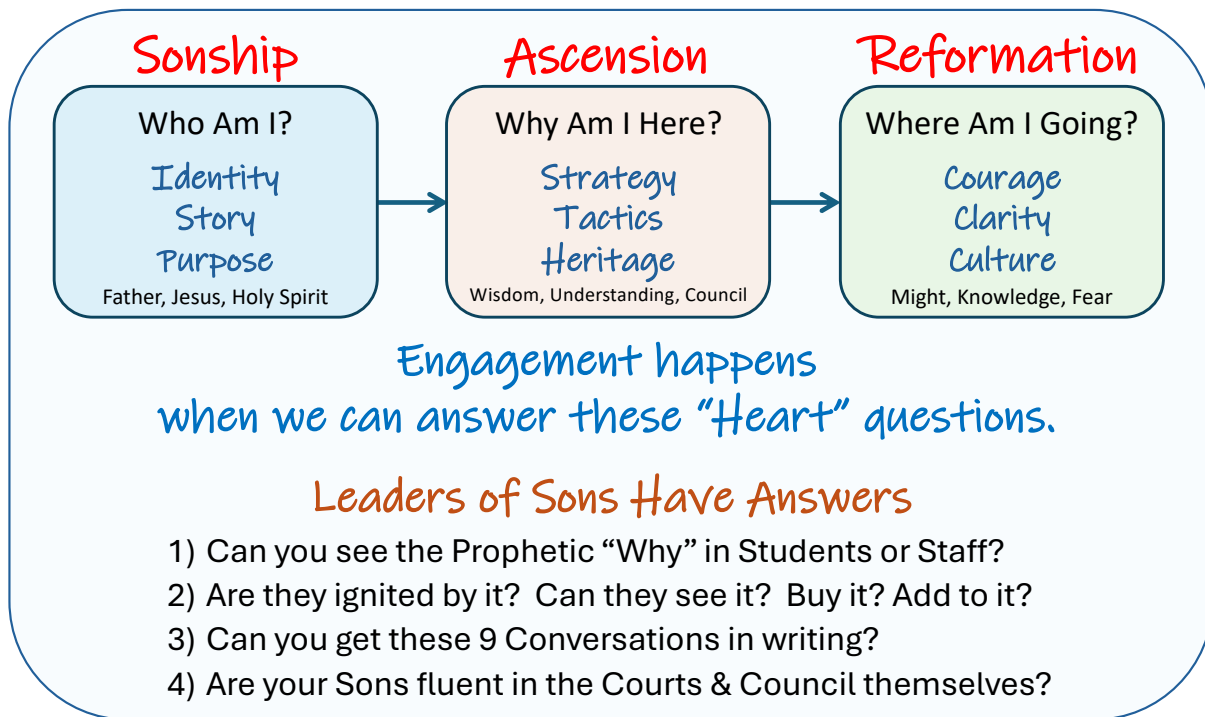
Don't get in front of God and try to educate. The moment a leader, teacher, or parent becomes the primary source of truth for those in their care — rather than creating conditions for an encounter with the Spirit of Truth — they have replicated the system they were trying to reform.

The cabal creates obedient servants who serve its agenda. Sons create conditions for other sons to discover Father's agenda.

Put Kingdom first (Be intentional about Reformation via 9 Conversations in the Council)

- #1). **Sonship** – Awaken hearts to see what Father is doing (Jn 5:19) (Identity, Story, Purpose)
- #2). **Ascension** – Engage passion, co-labor with Father's Reformation (Strategy, Tactics, Heritage)
- #3). **Reformation** – Align anticipation and faith with Living Words (Courage, Clarity, Culture)

Goal – Engage hearts in their prophetic contribution to reformation



The questions Father is asking every student, and staff member are the same ones He's asking you: What is the agenda I wrote in your heart? What am I speaking to you today?

Education that awakens exists to help people hear their Father's answer. It's Father's Reformation in the Education Mountain! The theme of the entire Bible is Jesus' Redemption. Redemption of what? Access to Father with face-to-face conversations. Real education is learning to learn from Father and make a difference in this world, an Isa 61 difference that brings Heaven to Earth!

Ex 33:11 – The LORD would speak to Moses face to face, **as one speaks to a friend.**

Jn 15:15 – I no longer call you servants, because a servant does not know his master's business. Instead, I **have called you friends**, for everything that I learned from my Father I have made known to you.

This blog was inspired by two Council sessions you will enjoy:

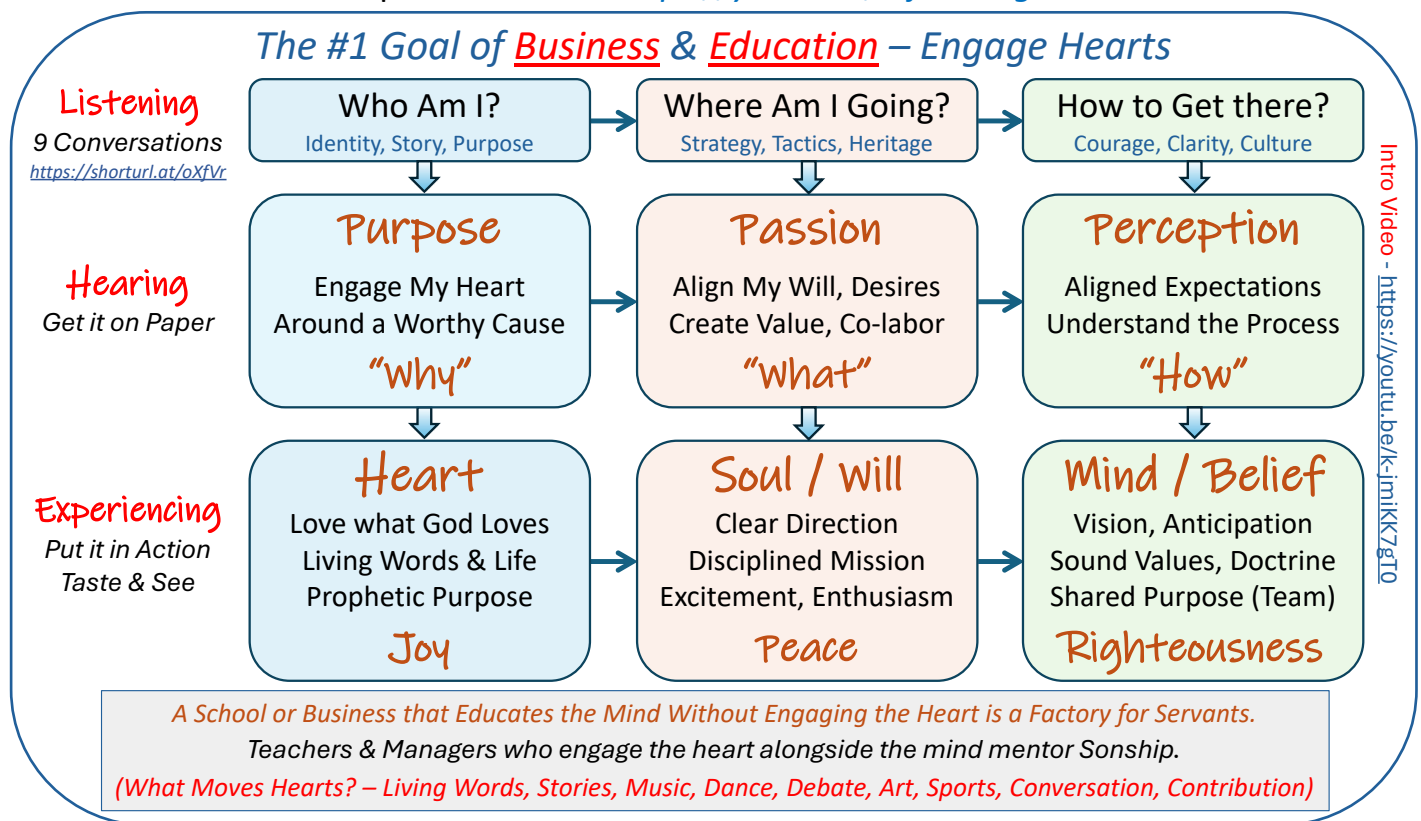
- [2026-06-04 Council - Reformation in Education](#)
- [2026-06-07 Council - Education that Awakens](#)

Take the Next Step:

Progression to Sonship – Your Kingdom purpose and redemptive stories form the basis for your personal identity, purpose, value creation, and your business offer. Becoming your authentic self is the Father’s non-religious key to flow and fruit in business and life. We offer practical and prophetic coaching to help you get there, flowing with your Father (co-laboring) instead of fighting circumstances and resistance alone. *Is this You?*

Read [the book](#) and Zoom with John for an overview of our process in [Kingdom Business Coaching](#).

Explainer Video – <https://youtu.be/k-jmiKK7gT0>



Why the Education System Creates Servants

— and What the Kingdom Alternative Looks Like —

The Documented Foundation: Industrial-Age Design

Sir Ken Robinson's Core Argument

Robinson's 2006 TED talk — still the most-watched in TED history — makes the structural case clearly. Public education systems worldwide share an identical hierarchy of subjects (mathematics and literacy at the top, arts at the bottom), an identical model of delivery (age-grouped cohorts moving through standardized content), and an identical definition of intelligence (abstract, propositional, testable).

Robinson's argument is that this wasn't accidental — it was designed for industrialism, which needed workers who could follow instructions, tolerate repetition, work in shifts, and subordinate their individual creativity to the demands of a production system. The model was built to produce a specific kind of person. It has succeeded.

The Prussian Origin — Documented Intent

The American public education system was deliberately modeled on the Prussian compulsory education system of the early 1800s, imported largely by Horace Mann after his visit to Prussia in 1843. The Prussian system was explicitly designed with three purposes:

- 1) Produce obedient soldiers who would follow orders without question
- 2) Produce obedient civil servants who would administer the state
- 3) Produce obedient factory workers who would accept industrial discipline

It was not designed to produce independent thinkers, creative problem-solvers, or self-governing citizens. It was designed to produce manageable subjects. Mann brought it back and sold it to American reformers as modern and scientific. The design intent came with it.

The Rockefeller General Education Board — Their Own Words

This is where the "intentional design" argument moves from inference to documentation. Frederick T. Gates, chief education advisor to John D. Rockefeller, wrote in the first Occasional Paper of the General Education Board (1904):

"In our dreams, we have limitless resources and the people yield themselves with perfect docility to our molding hands... We shall not try to make these people or any of their children into philosophers or men of learning or science. We are not to raise up from among them authors, orators, poets, or men of letters... The task we set before ourselves is simple... we will organize children... and teach them to do in a perfect way the things their fathers and mothers are doing in an imperfect way."

— Frederick T. Gates, General Education Board Occasional Paper No. 1, 1904

This is not conspiracy theory. It is a primary source document, publicly available, from the organization that funded the reshaping of American public education. The motive is stated plainly: produce compliant, skilled laborers, not independent thinkers.

Stanford education dean Ellwood P. Cubberley wrote in 1905: "Our schools are, in a sense, factories in which the raw products (children) are to be shaped and fashioned into products to meet the various demands of life." The factory metaphor wasn't accidental. It was the design brief.

Methods: How Creativity and Motivation Are Systematically Reduced

Standardization and Ranking

By measuring all children against the same narrow metrics, the system trains children to compete for position rather than pursue genuine interest. Children who don't excel in the valued categories learn early that they aren't "smart" — and calibrate their self-concept accordingly. The child who thinks visually, builds things, tells stories, or thinks divergently is consistently signaled that their way of knowing doesn't count.

Rote Memorization and Regurgitation

When the metric is "can you reproduce the correct answer on a test," the cognitive skill being developed is compliance with an external authority, not independent reasoning. John Taylor Gatto — New York Teacher of the Year who resigned publicly to expose the system — documented how the curriculum was specifically designed to prevent students from making connections between subjects, keeping knowledge fragmented and therefore non-threatening to established structures.

Fragmentation of Knowledge

Subjects are siloed by design. History doesn't connect to economics. Economics doesn't connect to ethics. Science doesn't connect to philosophy. The effect is that students accumulate facts without developing the integrative capacity to question systems. The education system produces people "educated out of creativity" not because creativity is attacked directly, but because the conditions for it — curiosity, connection, divergent thinking, comfort with uncertainty — are systematically eliminated.

Age-Graded Cohorts and the Medicalization of Divergence

Robinson famously argued that the rise of ADHD diagnoses corresponds directly with increased academic pressure and narrowed definitions of acceptable learning behavior. Children who are kinesthetic learners, divergent thinkers, or developmentally ahead or behind their cohort are increasingly pathologized and medicated rather than taught differently. The system doesn't adapt to the child; the child is chemically adjusted to the system.

Separation of Head from Heart

The education system treats emotion, passion, and intrinsic motivation as irrelevant to learning. The result is precisely what Gallup documents: students who learn to perform for external reward (grades, approval, credentials) and never develop intrinsic engagement. Robinson calls this the most dangerous consequence — not ignorance, but the disconnection of people from their own natural capacities and loves.

The Deeper Motive: Create Dependence, Not Competence

Gatto's most pointed observation — developed across *Dumbing Us Down* (1992) and *The Underground History of American Education* (2000) — is that the system produces dependency by design. Students graduate knowing how to follow a curriculum but not how to direct their own learning. They know how to work for an employer but not how to create value independently. They know how to consume but not how to build.

A person who cannot direct themselves needs someone to direct them. That dependency is economically and politically useful to the entities that benefit from a large, compliant, manageable workforce and electorate.

The Kingdom Lens

What makes this analysis actionable rather than merely disturbing is the framework the Council provides. The education system Robinson critiques produces the orphan profile exactly — people disconnected from their own hearts, performing for external approval, dependent on institutions to define their worth and direct their activity. It produces the 80% Gallup disengagement number before those students ever enter a workforce.

The Sonship alternative directly addresses every mechanism:

- **Council fluency** restores the internal voice the system was designed to suppress
- **Living Words** replace rote content with revelation that engages the heart
- **Purpose and metron** replace rank and credential as the organizing principle of identity
- **Heart engagement metrics** measure what Education & Business systematically ignore

Robinson's critique names the disease. The Sonship framework is a coherent, systematic cure. Education that awakens doesn't add a prayer to the existing system. It replaces the system's operating premise — from filling heads with manageable content to awakening hearts to hear God themselves.

That is the Reformation.

"As for you, the anointing you received from him remains in you, and you do not need anyone to teach you. But as his anointing teaches you about all things... remain in him." — 1 John 2:27