ACCELERATE EDUCATIONAL MINISTRIES EDUCATORS' CONFERENCE

Papua New Guinea, Port Moresby

# this One THING

Accelerate

## focusing on the future

...I count not myself to have apprehended: but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before, Philippians 3:13

Name: _____

School: _____

**1-2 May**

# *"This One Thing"*

## 2025 Port Moresby PNG Regional Educators' Conference

### Venue: Butuka Academy, Pari Road, Port Moresby

**Thursday 1st May 2025**

| | |
|---|---|
| 7:45 am to 9:00 am | Registration & Networking |
| 9:00 am to 9:20 am | Welcome & Worship – Pastor Slabbert & Naomi Pretorius |
| 9:20 am to 9:45 am | Opening Devotion – Pastor Llewellyn Graham |
| 9:45 am to 10:30 am | Back To Basics – Pastor Slabbert Pretorius |
| 10:30 am to 11:00 am | Morning Tea Break (30 mins) |
| 11:00 am to 11:30 am | Minimum Standards for Schools – Mrs Kathy Fisher |
| 11:30 am to 12:00 pm | Teacher Training – Mrs Colette Modagai (NDOE) |
| 12:00 pm to 12:45 pm | From Pitfalls to Progress: Mastering the Learning Centre - Pastor Naomi Pretorius |
| 12:45 pm to 1:45 pm | Lunch (1 Hour) |
| 1:45 pm to 2:30 pm | SET & SEW – Mrs Kathy Fisher |
| 2:30 pm to 3:15 pm | Workshops |
| 3:15 pm to 3:30 pm | Afternoon Tea (15 Mins) |
| 3:30 pm to 4:15 pm | Aligning ECE with A.C.E program – Mr Micheal Mera (NDOE) |
| 4:15 pm to 4:30 pm | Closing Prayer – Pastor Naomi Pretorius |

**Workshops**

| | |
|---|---|
| **Group 1:** | Convention Prep - Pastor Naomi Pretorius |
| **Group 2:** | How do I study my PACE? - Kathy Fisher |

We aim to provide the most up-to-date information; however, please understand that program details may be subject to change after printing.

this One THING

focusing on the future

# *"This One Thing"*

## 2025 Port Moresby PNG Regional Educators' Conference

Venue: Butuka Academy, Pari Road, Port Moresby

| Friday 2th May 2025 | |
|---|---|
| 8:00 am to 8:30 am | Check In and Fellowship |
| 8:30 am to 8:40 am | Worship – Pastor Naomi Pretorius |
| 8:40 am to 9:10 am | Opening Devotion – Mr Tobias Nangunduo |
| 9:10 am to 10:00 am | A Crash Course in Special Education – Pastor Slabbert Pretorius |
| 10:00 am to 10:30 am | Morning Tea Break (30 Mins) |
| 10:30 am to 11:15 am | Building Relationships – Mrs Kathy Fisher |
| 11:15 am to 12:00 pm | Teachers Interacting Positively – Pastor Llewellyn Graham |
| 12:00 pm to 12:45 pm | Supervisors and Monitors: The Dynamic Duo of Success - Pastor Naomi Pretorius |
| 12:45 pm to 1:45 pm | Lunch (1 Hour) |
| 1:45 pm to 2:15 pm | Memorising Scripture – Mrs Kathy Fisher |
| 2:15 pm to 2:45 pm | PNG Education Transformation Vision - Mr. John Kawage (NDOE) |
| 2:45 pm to 3:15 pm | The Power of Acknowledgement and Praise – Pastor Llewellyn Graham |
| 3:15 pm to 3:30 pm | Afternoon Tea (15 Mins) |
| 3:30 pm to 4:00 pm | SCEE Updates – Pastor Slabbert Pretorius |
| 4:00 pm to 4:15 pm | Thank you and Closing Prayer – Pastor Slabbert Pretorius |
| 4:15 pm to 4:30 pm | Photograph Session |

# Thank you for joining us for the 2025 Port Moresby Regional Educators Conference



focusing on the future

# Biography

## Ps. Slabbert Pretorius

Slabbert Pretorius is a third-generation missionary, now married to Naomi Pretorius. They are blessed with a handsome son, Kairo.

He also has two lovely daughters, Marcelle and Charlize, from his late wife, Anna-Marie. Marcelle and her family are blessed with two gorgeous daughters, Trinity and Rylee.

Slabbert's life mission is to lead as many people as possible to self-fulfillment in Jesus Christ. He sees Biblical Worldview Education as essential in guiding believers—both young and old—toward faith and, ultimately, spiritual maturity. He believes that establishing and supporting Christian schools and educational institutions worldwide is crucial for true Biblical discipleship. His vision for Accelerate Educational Ministries (AEM) and Southern Cross Educational Enterprises (SCEE) is to minister to and serve every client, church, pastor, teacher, and student, helping them grow into the fullness of Christ. He is convinced that every believer must understand God's paths and purposes, His plans and patterns, and their full potential as children of the Most High God.

Slabbert was called to full-time ministry in 1979. He began his career as a youth pastor in his local church and earned his first qualification, an LTh, through Berea Theological College. He continued his studies at UNISA and other institutions. He also served as an operational chaplain in the military for nearly three years. As chairman, he led the Executive Youth Council of his denomination for a record number of years and also chaired an interdenominational church forum for many years. As a church growth consultant, he assisted in planting numerous churches across Southern Africa.

In the early 1980s, Slabbert was appointed by his denomination to assess the Accelerated Christian Education (A.C.E.) program. He followed its growth with great interest, later using his business skills to turn around a struggling school. He went on to serve as Senior Administrator and Principal of Vine Christian School, an A.C.E.-based school in the Southern Cape.

In 2011, Slabbert joined Southern Cross Educational Enterprises (SCEE) as Chief Operations Officer, providing visionary leadership to guide the ministry into the future. He is currently the Chairman of the Board and CEO of Accelerate Educational Ministries (AEM) in the South Pacific/Indonesian region. The SCEE/AEM group provides ministry support, training, and educational materials to thousands of churches, schools, families, and individuals in this region.

As part of this ministry, he has also established a local church and is working toward rallying support from 1,000 churches to help start 1,000 bush schools in some of the most remote villages in the region.

# Biography

## Ps. Naomi Pretorius

Naomi Pretorius is a true “A.C.E. Thoroughbred,” having completed the A.C.E. Curriculum from Early ABCs through to graduating NZ Year 13 with Honours. After completing her education, she returned to COC in Fiji, the A.C.E. school she graduated from, where she served for several years, designing and leading their Creative Arts Program.

Originally pursuing a career in architecture and design, she experienced a complete shift when she felt God’s call to ministry. Following His direction, she became actively involved in ministry and leadership, serving across various churches and organizations in Fiji and Australia. She also played a key role in organizing and running annual youth camps, conferences, and rallies for 20+ churches within the INC movement in Fiji, fostering unity, discipleship, and spiritual growth among young people.

In 2018, she joined Accelerate Educational Ministries (AEM) as an Events Assistant, where she helped organize Conferences and Student Conventions. During this time, she also pursued music ministry with CIFTA (Cruise Institute for the Arts) and taught music at Accelerate Academy. She now serves as Fiji Pastoral Coordinator and Marketing Manager at AEM, while also pastoring Accelerate Church alongside her husband, Ps. Slabbert Pretorius.

Naomi is deeply passionate about discipling nations through Biblical Worldview Education. Having personally experienced its transformative impact, she is committed to equipping and discipling the next generation through Christ-centered learning. She also has a strong heart for Worship and Creative Expression, believing in the power of music and the arts to spark revival.

Her greatest desire is for every person to know Jesus intimately, walk boldly in their God-given purpose, and pursue Him with unwavering passion. She longs to see a generation of fully equipped disciples who, in turn, empower others to live out their faith with boldness, purpose, and radical obedience to God—bringing to life Matthew 6:10: “Your Kingdom come, Your will be done, on earth as it is in Heaven.”

Beyond ministry, Naomi is an avid adventurer, always up for a trip to the beach, hiking, exploring nature, and indulging in all things matcha and seafood! She also has a deep love for writing, creating, and teaching music, especially in a worship context.

A devoted wife and mother, Naomi shares a beautiful blended family with Slabbert, including his daughters Marcelle and Charlize and granddaughters Trinity and Ryleé. In 2023, they welcomed their son, Kairo Elrei, whom they fully intend to raise through A.C.E., further fueling their shared passion for discipling the next generation.

# Biography

## Kathy Fisher

Kathy Fisher is currently the Chief Liaison Officer and Director of Training and Quality Assurance. Her role involves communicating and providing support for schools, Staff Training, and is Chair of the Awarding Body in regard to Certificates. She is a speaker at various Educators' Conferences and Staff Training events throughout the Region. Kathy is also the Pastoral Coordinator for PNG and is available to consult and assist with any problems in PNG. Kathy has had over 25 years experience with A.C.E. First as an ABC's teacher, then Supervisor in a mixed learning centre, then principal, prior to working with SCEE/AEM. Kathy is married to David and they have 3 adult children, all of whom completed their schooling using the A.C.E. Curriculum. Kathy and Dave have 2 grandsons. Kathy has a passion for Christian Education and believes that Student Conventions, Conferences and Staff Training are an integral part of that educational process.

## Ps Llewellyn Graham

Llewellyn Graham is a passionate, ordained minister who was born in England and is of Jamaican heritage. He gave his life to God at the age of 20.

Llewellyn put his faith to the test and asked Shireen Graham to marry him soon after his conversion. They now have five children, with their 16-year-old currently being homeschooled through the A.C.E. program.

Llewellyn began studying the Word of God as he started teaching and preaching in the Church of God Assemblies within his first year of transformation. He assisted Bishop McFarlane at the church for another year before being ordained by Bishop Danny Patric (USA) as an evangelist in 2002.

From organizing evangelical meetings in the town center to five-day outreach events and tent meetings, while continuing to work alongside Bishop McFarlane until 2019.

In 2015, he moved from England to Australia in 2019.

They joined a local church in Australia, where they began to understand the culture and connect with the people.

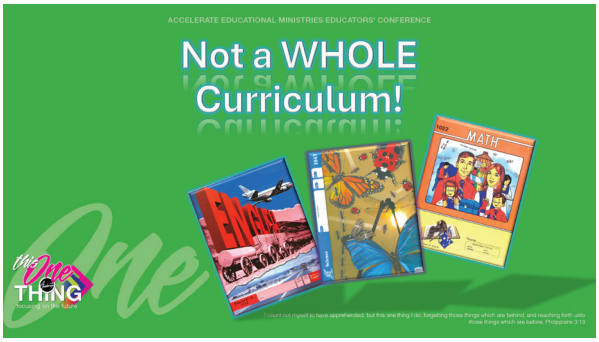
Being of Jamaican heritage and British culture, Llewellyn encountered a wide range of cultures in Australia. This led them to work with various church denominations and cultural groups.

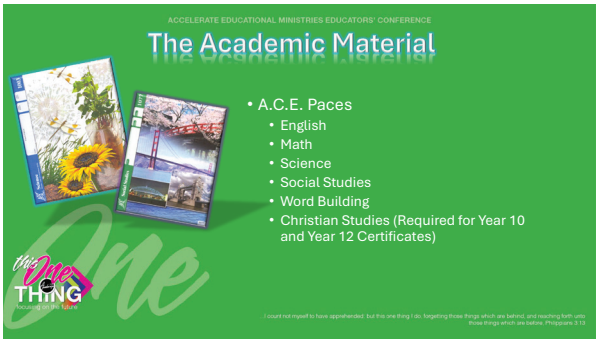
Llewellyn resumed organizing evangelical meetings and brought together different denominations for large-scale events in Australia. During this time, he served at Ministry of Reconciliation as the assistant pastor and youth pastor.

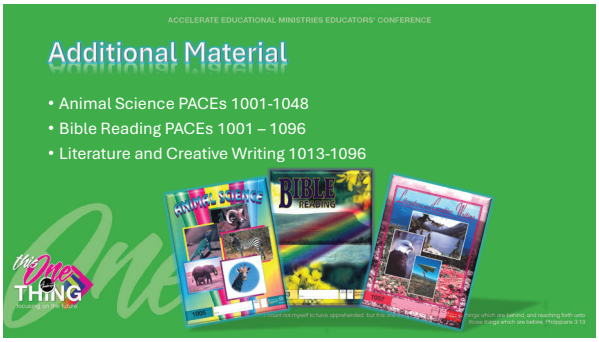
In 2023, he started working at Accelerate Church, prompting him to relocate his family to another part of Australia. This opened up new adventures with God and launched Llewellyn and Shireen's missions work in Fiji and Indonesia at the 2024 Student Conventions. As a result, they accepted the role of Mission Pastors at Accelerate Church.

Llewellyn is now organizing the A.C.E. Student Convention and Educators Conferences and continues to teach and preach the Word of God wherever God places his feet.

# SESSION 1: Back to Basics - Ps Slabbert Pretorius





## Educational Delivery

NON-PACE WORK

ACE

PACE WORK

I count not myself to have apprehended: but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before, Philippians 3:13

## Non-PACE Work

- Creative Arts
  - Artwork
  - Photography
  - Craftwork
- Performing Arts
  - Music Vocal
  - Music Instrumental
  - Drama
  - Speech
- Technology
- Physical Education and Health Science

I count not myself to have apprehended: but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before, Philippians 3:13



## A.C.E. Student Convention Guidelines

Great resource for ideas for:

- Creative Arts
  - Artwork
  - Photography
  - Craftwork
- Performing Arts
  - Music Vocal
  - Music Instrumental
  - Drama
  - Speech
- Physical Education
  - Sport Skills
  - Athletics
  - Sports

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- PACEs provide the CORE not the TOTAL SUM of the curriculum
- Don't try to do it all at once! Choose something that you can resource and introduce that this year, then introduce something new next year and so on
- Don't short-change your students, you need to **prepare them for LIFE.**

I count not myself to have apprehended: but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before, Philippians 3:13



The A.C.E. methodology sets the context for the use of the A.C.E. Program.

**Emphasis is on:**

Learning rather than teaching

Learners rather than teachers

Students are Individually diagnosed

Prescribed course of study for each student

Commence study at a level suited to his or her ability

I count not myself to have apprehended: but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before, Philippians 3:13



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### *3.1 Time vs. Learning*

This is a major point of departure from the traditional schooling process, which normally situates the student in a fixed teaching program which is predetermined by a teacher,
linked to the age of the student and is presented to a class of age-peer students. The teacher determines the rate of progress of this teaching program and the program must be
completed within each term of a calendar year. These time constraints favour neither slower nor quick learners. Because students learn at different rates and ability levels,

**learning in the traditional classroom system, becomes a variable and time is the constant**





### *3.1 Time vs. Learning*

Conversely . The ACE methodology addresses the learner as an individual. It situates the student in a sequenced learning program, which is determined by the student's diagnosed learning level for each subject.

The student engages with the program at his or her ownrate. This process ensures that the student will be able to successfully learn from their first day in the ACE program.

Correctly administered, the ACE program thus immerses the student in a culture of success for his or her entire academic career.

Because the ACE Program engages students in a fixed program, at their own learning levels and learning rates**, time becomes the variable and learning becomes the constant.**





### *3.2 Learning – The Student's Responsibility*

The ACE methodology further **focuses upon the individual** by requiring the student to determine the amount of work to be completed daily. Under the guidance of the supervisor, the **student is given control of the amount of learning and the rate of learning**.

This empowers students to adjust their learning process to personal ability levels and lifestyle requirements. – **SETTING THEIR OWN GOALS**

Further, ACE methodology requires students **to mark their own work** and most importantly, it requires students **to learn for themselves**.

Thus**, the ACE methodology is characterised by the students having to take personal responsibility for their learning.**





### *3.3 The Five ACE Learning Pre-requisites*

*** The student must be learning at a level where he or she can perform.**
*** The student must have reasonable goals.**
*** The student's learning must be directed, and he or she must be motivated.**
*** The student's learning must be measurable.**
*** The student's learning must be rewarded.**





### *3.4 Four Keys To ACE Pedagogy*

A. Individualized:
B. Diagnosis:
C. Goal Setting:
D. Mastery:

## *3.4 Four Keys To ACE Pedagogy*

B. Diagnosis:

The student is given a diagnostic test
(i) to determine current academic ability and
(ii) to identify any learning gaps with respect
to the school's program. For example, a student
may be above his/her grade level in one subject and below his / her
chronological age grade level for another subject.

The student is given curriculum at his/her academic performance grade level in each subject and the learning gaps are then addressed.





## *3.4 Four Keys To ACE Pedagogy*

C. Goal Setting:

The student learns by setting daily personal academic goals and is challenged by recognizing their achievement, daily.
This key to learning allows the child to visualize and plan daily progress.

This unique discipline of in ACE pedagogy places responsibility and accountability on the student for learning, thus establishing a lifetime appreciation for learning, goal setting and achievement.





## *3.4 Four Keys To ACE Pedagogy*

D. Mastery:

Students must master the learning materials in each PACE.
To demonstrate mastery, students must score a minimum of 80% in criterion-referenced tests throughout the PACE
and a summative test at the end of the PACE's unit of work.

Once the student has achieved this minimum standard, the student will then advance to the next PACE, sequenced in the ACE Program.





**4.1 The Value of Memorisation in Mastery Learning**

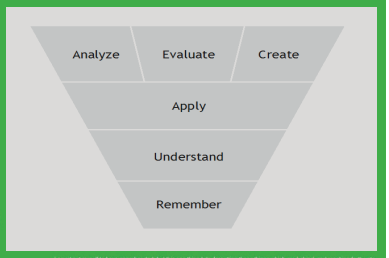
Memorisation is one of the vital parts of the ACE program. The value of memorisation has been long recognised among educators (Anderson & Krathwohl, 2001; Bloom, 1958;Melton, 1963) as a foundation for effective learning and as a means to higher cognitive processes. - **Bloom's Taxonomy**





## The Value of Memorisation

Bloom's Taxonomy – Cognitive



## *4.2 Character Trait Development – Throughout the PACE*

As mentioned earlier, a strategic program of godly character trait development is written into each PACE. The elements of this program, as explained elsewhere in this paper include:

(i) the final goal of the "My Goals" section on page one;
(ii) the "Character Trait Poem";
(iii) the "Bible Memory Verse";
(iv) the "Cartoons" and their characters;
(V) the stories in the general text of the PACE.





## 4.3 Higher order thinking (HOT) development

**(i) rational independent thinking,**
**(ii) problem-solving capacity,**
**(iii) reasoning and**
**(iv) critical thinking.**





For example: After having learned new vocabulary, students are to explain the meaning of the new words to the Supervisor, who then initials the page, with a green pen, to verify student learning. The student is to demonstrate both knowledge and understanding of the new vocabulary.

Discussion of the new vocabulary allows the student and the Supervisor to take the student's understanding about new vocabulary and concepts to whatever level of thought they are comfortable with, at the time.





Unlike orthodox pedagogies, the ACE methodology allows for a student to call for mentoring and teaching at any time during the learning process.
If a student is reluctant to call for assistance, the ACE curriculum contains a consistent sequence of checkpoints, which require even the reluctant student to connect with a mentor.

Thus the ACE methodology allows for an unlimited number of student-mentor interactions, whilst the ACE program, has built into it, a minimum number of student-mentor interactions, which guarantee accountability during the learning process.





## 4.4 Scoring Strips throughout the PACE

The student does the scoring of his or her work. In this process, the student compares his or her work with the correct answers, and proceeds to correct and possibly recorrect incorrect work.

The ACE methodology requires the specified use of a pencil and red pen to distinguish various stages of this feedback and accountability process.

**The Scoring process provides an immediate opportunity for the student to:**

**a. check answers;**
**b. have immediate feedback;**
**c. have reinforcement of his or her good learning processes;**
**d. realise lack of understanding through exposure to his or her errors and**
**e. correct any errors.**

**Scoring is an immediate opportunity for the Supervisor or monitor to:**

**a. interact with the student;**
**b. assess the student's learning;**
**c. supervise the student's scoring processes and**
**d. provide immediate feedback, reinforcement and correction if necessary,**
**after the student has scored his or her work.**

"Therefore, my beloved brethren, be ye steadfast, unmoveable, always abounding in the work of the Lord, forasmuch as ye know that your labour is not in vain."

Corinthians 15:581



## Succession Planning from the Basics Up

- Every part of a business or ministry must keep succession in mind – all the time.

**It was Jesus' vision and the commission that inspired everyone in the team to such an extent that they did not look to a single leader but relied on members of the team**
**to co-lead,**
**co-inspire and**
**co-develop others.**

# SESSION 2: Minimum Standards for Schools - Mrs Kathy Fisher

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So shall they fear the name of the LORD from the west, and his glory from the rising of the sun. *When the enemy shall come in like a flood, the Spirit of the LORD shall lift up a standard against him.*
Isaiah 59:19

I count not myself to have apprehended: but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before. Philippians 3:13

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## Introduction

- Annual Assessment
- Individual Basis
  - Socio-economic stats
  - Heart of the ministry
- Current School Service Agreement

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## Process

- School Service Agreement
- School Self Assessment Form – 24 PNG (2025) or 0.17%
  - Annual Quality Assurance
- Privilege Status Levels

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## 1. Christian Standards and Values

Biblical Worldview

a) Statement of Faith compatible with a Biblical Worldview
b) Knowledge and practice of 90 Character Traits of Jesus Christ (PM I pp146-161)
c) Biblical Worldview - central to all we do
d) Highly recommend schools are attached to a church for spiritual oversight
e) Schools that move away from a Biblical Worldview - invited to discuss their position; encouraged to strengthen their Biblical doctrine
f) Schools no longer holding a Biblical Worldview advised to move to another curriculum

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## 2. Training

Staff Training – 6 schools all staff trained

Must be conducted by an AEM approved trainer or by Video Training Pack

a) All mandatory training PACEs completed - 80% pass
b) Completed Tests sent to AEM for verification and Certification
c) Training Certificates - valid for a period of 5 years
d) Retraining required every 5 years

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## 2. Training

**Level 2 Trainers**

a) **Each School must have a Level 2 Trainer**
b) **Must hold a current AEM Staff Training Certificate**
c) **Must hold a current L2 Trainers Certificate**





## 2. Training

**Staff Extended Training (SET) – 2 schools in PNG**

a) **All classroom staff take the SET Diagnostic Tests unless they hold a Teaching Diploma or Degree.**
b) **Staff deficient in Literacy and/or Numeracy must work through SET prescription on a regular basis**
c) **Completed PACE Tests submitted to AEM for verification**
d) **Once prescribed course is complete Certificate/s are issued**





## 2. Training

**Staff Enrichment Workbooks (SEW) – 4 schools in PNG**

a) **All Learning Centre staff to participate in weekly in-service Sew Program**
b) **All staff to complete and return the central Pull Out section of each workbook to AEM**
c) **All schools to complete 1 Sew Series each year – 4 Parts to each Series**
d) **AEM will supply soft-copies of SEW Books for schools to reproduce as needed.**





## 3. Quality Assurance

**School Service Agreement (SSA)**

a) **All schools must have current SSA – 66 schools current 51%**
b) **The SSA remains current for 5 years – must then be re-signed – no cost**
c) **Schools without a current SSA - Retail Customers and do not have access to benefits such as Privileges, Discounts for orders, Conferences, Conventions**





## 3. Quality Assurance

**A.C.E. Procedures Manuals**

a) **All schools are required to maintain current A.C.E. Procedures Manuals at their own cost**

**A.C.E. Furniture**

a) **Schools must, where possible, adhere to A.C.E. Learning Centre Furniture**
b) **Each student must have their own office**
c) **A Scoring Station and Testing Table must be available in each Learning Centre**

## 3. Quality Assurance

**Implementation of A.C.E. Procedures**

a) **In line with Staff Training practices and Procedures Manuals I and II**

b) **Monitored by the School Self Assessment Form Part B**

c) **Variations must not impinge on the written A.C.E. Procedures and should be authorized by AEM**

d) **AEM or it's representative reserves the right to visit and school holding a current SSA for the purpose of monitoring implementation of procedures**





## 3. Quality Assurance

**Provision of PACEs – 34% schools purchased in 2024-25**

a) **All schools must purchase PACEs via SCEE**

b) **Photocopying or locally printing PACEs is illegal under International Copyright Law**

**A.C.E. Curriculum**

a) **Schools may not replace any core A.C.E. subjects**
- English
- Math
- Science
- Social Studies
- Word Building





## 3. Quality Assurance

**School Staffing Requirements**

a) **Schools are required to employ sufficient staff as outlined in the A.C.E. Procedures Manual I, p49**

b) **Staff must be called Supervisors or monitors unless they hold a Teaching Diploma or Degree**





## 3. Quality Assurance

**School Properties and Buildings**

a) **Provision and maintenance is the responsibility of each school**

b) **AEM requires that all buildings and properties be maintained in a clean and safe condition as part of Godly stewardship**

c) **Government rules and regulations should be met and may required specific building and property standards that AEM has no control over**





## Conclusion

**AEM will make every effort to assist schools to meet these Minimum Standards for Schools.**

**We see our role as a Ministry focused on improving our schools towards Best Practice and continual improvement.**

***Our desire is to have each one of our schools as a place of excellence and a beacon of light in their community, changing the world for Christ, once child at a time.***

## SESSION 3: Teacher Training - Mrs Colette Modagai (NDOE)



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# SESSION 4: From Pitfalls to Progress: Mastering the Learning Centre - Ps Naomi Pretorius

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## Pitfall 1: Making Education About You Instead of the Students

- **Teaching Philosophy** focuses on what the teacher does.
- **Learning Philosophy** focuses on what the student experiences and achieves.
- A **balanced education** considers **both**, but we must prioritize student learning and mastery over merely delivering instruction.
- A.C.E.'s methodology emphasizes that supervisors are **facilitators**, guiding students to take **ownership** of their learning.

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## Pitfall 2: Overloading Students with GAP PACEs

- **Goal:** to simplify the process, ensuring students grasp essential concepts without overwhelming them.
- The best approach is to assign a **gap PACE** from the **highest level** where that concept appears.
- **Why?** Prevents unnecessary repetition and discouragement

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## Pitfall 3: Not Knowing Your Students

Knowing your students requires **more** than just knowing their names and academic records.

- Educators must be able to:
- **Discern** between individuality and rebellion.
- **Be effective** motivators and mentors.
- **Understand** students' strengths, motivators, and personalities.
- **Helpful Tools:** Student Learning Profile, Student Learning Style

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## Pitfall 4: Failing to Quiz Students Before Self-Test Initials

Before initialing the self-test:

- **Quiz students** on concepts they got wrong.
- **Review** checkups for missed concepts.
- **Ask** oral or written question

Remember: A few minutes of quizzing prevents **weeks** of redoing a failed PACE.

...I count not myself to have apprehended: but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before. Philippians 3:13

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## Pitfall 5: Allowing Students to Take the PACE Test Too Soon

- Waiting at least **overnight** before testing improves long-term retention.
- Psalm 3:5: *"I lay down and slept; I woke again, for the Lord sustained me."*
- Science confirms that sleep helps the brain consolidate memory and detoxify, leading to better learning.

...I count not myself to have apprehended: but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before. Philippians 3:13

## Pitfall 6: Skipping the Daily Goal Check

- The **goal check** should be part of every morning's routine:
  - ✓ Ensure previous goals are complete.
  - ✓ Check for subjects needing assistance.
  - ✓ Review scoring and corrections.
- Without a goal check, academic progress **suffers**.





## Pitfall 7: Using Only Negative Motivation

- Instead of being a **"demerit-firing machine gun"**, use **positive motivation.**
  - ✓ Carry merits in your pocket.
  - ✓ Reward students **immediately** for achievements.
  - ✓ Find what motivates each student.





## Pitfall 8: Not Supervising Students Adequately

- Supervisors must be **actively engaged** in the learning center, scoring station, and testing tables.
- Administrative tasks should be done **after school hours.**
- Students behave better when they know they are being watched.
- **Two adults** should always supervise breaks from different locations.





## Pitfall 9: Not Creating a Safe Environment

Your **words, expressions, and body language** matter. If students feel intimidated, learning is blocked.

- Remember, **you're the adult**
- Foster an environment where students feel safe asking for help.





## Pitfall 10: Poor Communication

- **Parents are key partners in education.** Strengthen communication by:
  - ✓ Sending regular updates and newsletters.
  - ✓ Addressing concerns promptly—don't wait for scheduled meetings.
  - ✓ Encouraging open, direct communication with parents.
  - ✓ Fostering a team approach for student success.

Remember: When parents feel informed and involved, **students thrive**.

# SESSION 5: SET & SEW - Mrs Kathy Fisher

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Study to shew thyself approved unto God, a workman that needeth not to be ashamed, rightly dividing the word of truth.

2 Timothy 2:15

...I count not myself to have apprehended: but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before, Philippians 3:13

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## What IS SET?

- **Staff Extended Training (SET)**
- Distance Education for school staff in Literacy and Numeracy
- For staff of schools currently using the A.C.E. curriculum.
- Schools must be registered with SCEE and be regularly buying PACEs through SCEE to be eligible.

...I count not myself to have apprehended: but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before, Philippians 3:13

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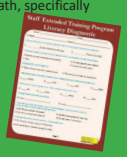
## Why and How?

- The Staff Extended Training Program – to increase the academic standing of the staff within our schools.
- Diagnostic Tests for English/Literature and for Math, specifically written for staff.
- Individual prescription
- Uses PACEs and extremely discounted prices




...I count not myself to have apprehended: but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before, Philippians 3:13

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## Courses Available

- The type of Certificate will depend on the level of the PACEs prescribed for the Staff Member:
  - Certificate of Basic Literacy – issued to Staff Members who complete English or Grammar PACEs to Year 8 PACE Level (PACE 1096)
  - Certificate of Basic Numeracy – issued to Staff Members who complete Math PACEs to Year 8 PACE Level (PACE 1096)
  - Certificate of Advanced Literacy – issued to Staff Members who complete English PACEs to Year 10 PACE Level (PACE 1120)
  - Certificate of Advanced Numeracy – issued to Staff Members who complete Math PACEs to Year 10 PACE Level (PACE 1120)
  - Christian Educators Certificate

...I count not myself to have apprehended: but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before, Philippians 3:13

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## What is SEW?

- The SEW Program is continual staff training in your own school.
- One SEW book for each staff member each quarter.
- School staff should meet on a weekly basis to discuss and complete one Topic each week.
- Centre Pull Out section – not a test! - staff should complete at the end of each Term, the L 2 Trainer will scan and send to SCEE.
- Completed SEW book belongs to the staff member and should be kept as a personal resource.

...I count not myself to have apprehended: but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before, Philippians 3:13



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## What is SEW?

- 10 topics in each Workbook
- Small bite-sized information for staff to reflect on and incorporate into their learning centre.
- Available for download and can be printed at your school.

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...I count not myself to have apprehended: but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before. Philippians 3:13

**Series 1** – 4 part year-long Professional Development sequence targeted towards understanding the procedures & processes required to run a successful A.C.E. Learning Centre. Focuses on the what and how of A.C.E. how to use the resources, different procedures and how to use them. Definitions of common terms and expressions used in A.C.E.

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...I count not myself to have apprehended: but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before. Philippians 3:13



**Series 2** – 4 part year-long Professional Development sequence targeted towards understanding the research, pedagogy and methodology underpinning the A.C.E. Learning procedures & management processes.
Focuses on why we do things the way we do.

this One THING focusing on the future

...I count not myself to have apprehended: but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before. Philippians 3:13

**Series 3** –
4 part year-long Professional Development sequence targeted towards increasing awareness of sound Biblical leadership practices, behavior management strategies and basic school policy awareness.
Focuses on the practical areas of school life. Helps to build a continuous improvement program.

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...I count not myself to have apprehended: but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before. Philippians 3:13



- **Series 4** – 4 part year long Professional Development sequence targeted towards understanding the foundations of A.C.E. and how A.C.E. can be used to meet the needs of every student.

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...I count not myself to have apprehended: but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before. Philippians 3:13



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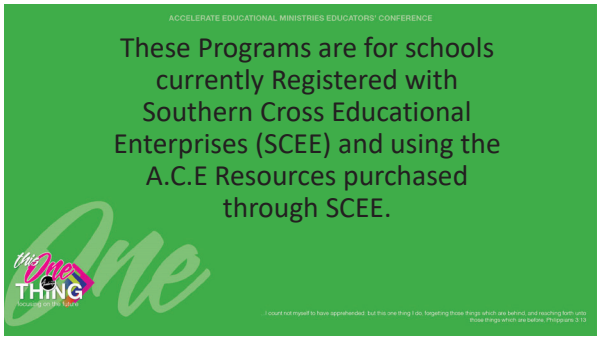
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These Programs are for schools currently Registered with Southern Cross Educational Enterprises (SCEE) and using the A.C.E Resources purchased through SCEE.
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...I count not myself to have apprehended: but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before, Philippians 3:13

**Worskhop:** _____

**Presenter:** _____



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## SESSION 6: Aligning ECE with A.C.E program – Mr Micheal Mera



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**Mat 5:2** And Jesus opened his mouth, and taught them, saying,

**Mat 5:3** Blessed are the **poor in spirit**: for theirs is the kingdom of heaven.

Ptokos
- Beggar or crippled
- Pauper
- Distressed
- IN SPIRIT

...I count not myself to have apprehended: but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before. Philippians 3:13

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Effective teachers will create safe an supportive learning environments for **all students.**

...I count not myself to have apprehended: but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before. Philippians 3:13

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**After completing this session, you will be able to:**

Identify the correct definition for 'special education'
Identify three responsibilities of teachers who teach students with special educational needs
Recognize the correct definition for 'assessment'
List 3 methods for modifying assessment for students with special educational needs
Recognize the correct definition for a 'least restrictive environment'
Identify the correct definition of an Individualised Educational Plan (IEP)
List the various elements of an Individualised Educational Plan (IEP)
Recognise ways that students and teachers benefit from inclusive education
Identify the five most frequent types of disabilities encountered by teachers

...I count not myself to have apprehended: but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before. Philippians 3:13

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**Special education** is education that addresses the individual differences and requirements of a student with special needs.

The most frequent forms of special needs are learning disabilities: impairments in specific aspects of learning and especially of reading.

Learning disabilities account for about half of all special educational needs: as much as all other types put together.

...I count not myself to have apprehended: but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before. Philippians 3:13

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**Teachers' Responsibilities for Special Education**

The work of teachers have been affected by society creating three new expectations.
- To provide alternative methods of assessment for students with disabilities.
- To arrange a learning environment that is as normal or as 'least restrictive' as possible.
- To participate in creating individual educational plans for students with disabilities.

...I count not myself to have apprehended: but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before. Philippians 3:13

## The Value of Inclusive Education

Including students with disabilities in regular classrooms is valuable for everyone concerned.
The students with disabilities themselves tend to experience a richer educational environment, both socially and academically.

Classmates of students with disabilities also experience a richer educational environment. They potentially meet a wider range of students and also see a wider range of educational purposes in operation in the classroom.





## 1. Introduction to Learning Disabilities

A learning disability is a specific impairment of academic learning that interferes with a specific aspect of schoolwork and that reduces a student's academic performance significantly.

A learning disability shows itself as a major discrepancy between a student's ability and some feature of achievement. The student may be delayed in reading, writing, listening, speaking or doing mathematics, but not in all of these at once.





## 2. Introduction to ADHD

(ADHD) is a problem with sustaining attention and controlling impulses. Almost all students have these problems at one time or another, but a student with ADHD shows them much more frequently than usual and often at home as well as at school.

In the classroom, a student with ADHD may:
- Fidget and squirm a lot
- Have trouble remaining seated
- Continually get distracted and go off task
- Have trouble waiting for a turn
- Blurt out answers and comments





- Shift continually from one activity to another
- Have trouble playing quietly
- Talk excessively without listening to others
- Misplace things and seem generally disorganised
- Be inclined to try risky activities without giving enough thought to the consequences

Over time, the student with ADHD is likely to do several of them chronically or repeatedly and in more than one setting (American Psychiatric Association, 2000). In the classroom, of course, these types of behaviours can annoy classmates and frustrate teachers.





(ADHD) is a problem with sustaining attention and controlling impulses. Classrooms are places that make heavy demands on not showing ADHD-like behaviours.
However, classroom life may sometimes aggravate ADHD without the teacher intending for it to do so.

Strategies that a teacher can use when dealing with students with ADHD include:
- Providing clear rules and procedures
- Breaking down tasks into manageable chunks
- Modelling suitable behaviour





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## 3. Introduction to Intellectual Disabilities

An intellectual disability is a significant limitation in a student's cognitive functioning and daily adaptive behaviours The student may have limited language or impaired speech and may not perform well academically.
Compared to students with learning disabilities, students with intellectual disabilities have impairments to learning that are broader and more significant:

- They score poorly on standardised tests of intelligence.
- Everyday tasks that most people take for granted, like getting dressed or eating a meal may be possible, but they may also take more time and effort than usual.
- Health and safety can sometimes be a concern, e.g. knowing whether it is safe to cross a street.
- For older individuals, finding and keeping a job may require help supportive others.

The exact combination of challenges varies from one person to another, but it always (by definition) involves limitations in both intellectual and daily functioning.





## Teaching Students with Intellectual Disabilities

There are many specific techniques that can help in teaching students with mild or moderate intellectual disabilities.
Most of these techniques can be summarised into three general strategies as follows:

1. Give more time and practice than usual to the student.
2. Embed activities into the context of daily life or functioning where possible.
3. Include the student in both social and academic activities.





## 4. Introduction to Behavioural Disorders

Behavioural disorders are a diverse group of conditions in which a student chronically performs highly inappropriate behaviours. Students with this condition might seek attention, e.g. acting out disruptively in class, or.

- Behave aggressively
- Be distractible and overly active
- Seem anxious or withdrawn or seem disconnected from everyday reality





## 4. Introduction to Behavioural Disorders

Available statistics suggest that a very low percentage of students, have true behavioural disorders -

A wide variety of factors can trigger inappropriate behaviour:

- Physiological effects.
- Physical features of the classroom.
- Instructional choices or strategies that frustrate learning.





## Teaching Students with Behavioural Disorders

The most common challenges of teaching students with behavioural disorders are related to classroom management.
These challenges can be minimised using the types of strategies set out below.
Strategies for teaching students with behavioural disorders include:

- Identifying circumstances that trigger inappropriate behaviours.
- Teaching of interpersonal skills explicitly.
- Disciplining a student fairly.

## 5. Introduction to Physical Disabilities and Sensory Impairments

Some students have serious physical, medical or sensory challenges that interfere with their learning. Usually, the physical and medical challenges are medical conditions or diseases that require ongoing medical care. The sensory challenges are usually a loss either in hearing or in vision, or more rarely in both.

These types of physical disabilities and sensory impairments are often serious enough to interfere with activities in regular classroom programs. These types of disabilities also often qualify the student for special educational services or programs.





## Teaching Students with Hearing Loss

A child can acquire a hearing loss for a variety of reasons, ranging from disease early in childhood, to difficulties during childbirth, to reactions to toxic drugs.
A student with hearing loss may present some of the following behaviours repeatedly:

- Delayed language or literacy skills, both written and oral
- Some ability (usually partial) to read lips
- Less worldly knowledge than usual because of lack of involvement with oral dialogue and/or delayed literacy
- Tendency to social isolation because of awkwardness in communication





## Teaching Students with Hearing Loss

In principle, adjustments in teaching students with hearing loss are relatively easy to make though they do require deliberate actions or choices by the teacher and by fellow students. Interestingly, many of the strategies are good advice for teaching all students.

The three main strategies are:

- Take advantage of the student's residual hearing.
- Use visual cues liberally.
- Include the student in the community of the classroom.





## Teaching Students with Visual Impairment

In general, advice for teaching students with mild or moderate visual impairment parallels the advice for teaching students with hearing loss, though with obvious differences because of the nature of the students' disabilities.

The three main strategies are:

- Take advantage of the student's residual vision.
- Use non-visual information liberally.
- Include the student in the community of the classroom.





Make turns to observe and sharpen one another by developing an observation tool

A Checklist with the opportunity to give constructive feedback

# SESSION 8: Building a Relationship - Mrs Kathy Fisher

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And, ye fathers (Supervisors and Monitors), provoke not your children to wrath: but bring them up in the nurture and admonition of the Lord. Ephesians 6:4

I count not myself to have apprehended: but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before. Philippians 3:13

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## Relational Discipline

The strongest educator-student relationships are built on a foundation of understanding each student as an individual and genuinely caring for each one's well-being

https://www.aeu.org/what-we-do/what-schools-need-now-relational-discipline What Schools Need Now: Relational Discipline, Micere Keels, October 1, 2021

I count not myself to have apprehended: but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before. Philippians 3:13

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## Building Relationships

- Know your students
- Call them by name
- Listen to them
- Talk to them
- Laugh with them
- Pray for them

I count not myself to have apprehended: but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before. Philippians 3:13

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## Do you have

## CLASS RULES?

I count not myself to have apprehended: but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before. Philippians 3:13

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## Class Rules

- Keep them simple
- Keep them positive
  - Be kind
  - Be safe
  - Be respectful
  - Be honest
  - Be a good listener

I count not myself to have apprehended: but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before. Philippians 3:13



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- Students need to know your expectations!
- Are they misbehaving if there are no rules?
- Explain your rules
- Have them on display in your classroom
- Teach them to the children frequently
- Remind them when they have done something wrong "What is the rule?"
- Remind them that they are a valued and important part of the class





## Does your school have a

## DISCIPLINE POLICY?





## Role Play in Staff Meetings

Plan and practice your responses to challenging behaviours so you can respond – not react – in the moment.

- Make extended eye contact with a student who is off-task or misbehaving – the 'teacher' look

  This shows that you have seen them and their behavior needs correcting.
- Provide a reminder to a student who is not following instructions
- Remind the whole class of the expected appropriate behavior and give students time to self-correct





## Staff Discipline

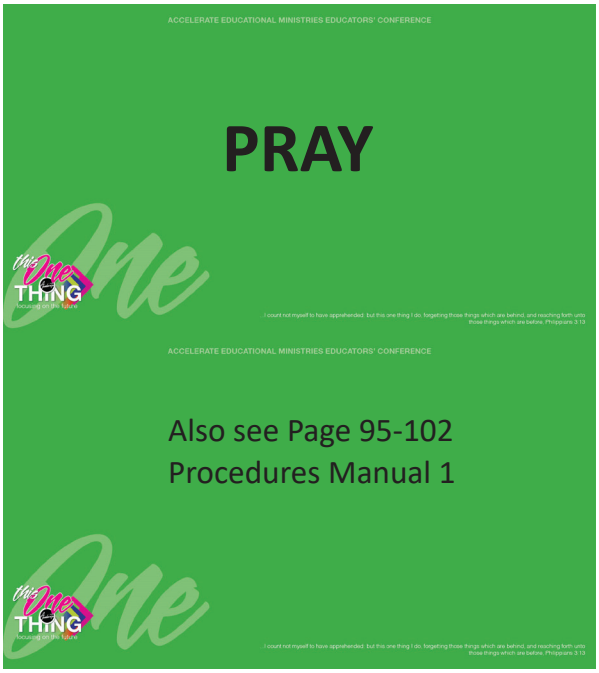
**You can't expect the students to do the right thing if the staff are not doing the right thing.**





## Staff Rules

- **Be punctual**
- **Be diligent**
- **Be attentive**
- **Be thorough**
- **Be respectful**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PRAY
I count not myself to have apprehended: but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before. Philippians 3:13
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Also see Page 95-102
Procedures Manual 1
I count not myself to have apprehended: but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before. Philippians 3:13

# SESSION 9: Teachers Interacting Positively - Ps Llewellyn Graham



John 3:16 For God so loved the world, that he gave his only begotten Son, that whosoever believeth in him should not perish, but have everlasting life.





**Luke 9:54** And when his disciples James and John saw this, they said, Lord, wilt thou that we command fire to come down from heaven, and consume them, even as Elias did?
**Luke 9:55** But he turned, and rebuked them, and said, Ye know not what manner of spirit ye are of.
**Luke 9:56** For the Son of man is not come to destroy men's lives, but to save them.





**A teacher should also interact positively with all students**





- Should frequently acknowledge those students meeting behaviour expectations and praises students exceeding behaviour expectations specific to them
- Should use positive non-verbal communication, such as turning to face students when they're speaking, smiling and maintaining an encouraging facial expression and positive body language





- Should frame communication positively, stating, when possible, what students need to do rather than what they shouldn't
  (that is, avoiding using words like 'no' and 'don't')
- Should use the students' preferred names

- Should acknowledge and respond to students gaining the teacher attention in a manner that meets expectations to seek assistance, ask a question or share information





- When responding to disengaged and disruptive behaviour, should provide students with the opportunity to change their behaviour:
  - uses clear communication
  - uses a calm, non-threatening tone
  - starts with less intrusive responses – for example, non-verbal corrections, such as a finger to the lips,combined with a look
  - definitely acknowledge students when they correct their behaviour.





To do this effectively the teacher must **know** their students





The teacher should:

- Provide opportunities for students to identify challenges they may face and inform the teacher of how they want to tackle them or what strategies they want to apply to be successful
- Create opportunities for students to 'check-in' at the beginning of a lesson or day to provide additional encouragement or support





The teacher should:

- Regularly speak to students individually and reinforces that they're interested in them, value them being a part of the class and appreciate their efforts and contributions
- Show interest in students family situations and extracurricular activities
  - Share a little about them self when appropriate.

When there are episodes, the teacher should:

- Move closer to the dysregulated students
- Ensure they're still able to see all other students by intentionally scanning the whole class.
- Sustain a deliberate period of silence and ensure the period of silence is long enough to gain the students' attention
- Combine this with scanning for the students' responses.





For minor things, the teacher should:

- make corrective gestures,
  for example,
  the teacher puts their finger to their lips to indicate silence,

  raises their hand to remind the students to raise their flag rather than calling out or gestures with their hand to indicate 'sit down', or seat back in.





The teacher should:

- sustain a deliberate period of silence and ensure the period of silence is long enough to gain the students' attention
- combines this with scanning for the students' responses.
- When deciding to issue demerits be confident that all other methods were tried





The teacher

- Is in the Learning center to be a positive up lifting person
- Not judging or penalizing but growing and developing
- Not controlling or dominating, but leading





Make turns to observe and sharpen one another by developing an observation tool

A Checklist with the opportunity to give constructive feeback

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# Supervisors & Monitors

*The Dynamic Duo*

Ecclesiastes 4:9

*"Two are better than one, because they have a good reward for their labour."*

I count not myself to have apprehended: but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before, Philippians 3:13

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## Responsibilities of a Supervisor

**Personal Conduct & Leadership**

Must be:

- Praying
- Inspiring
- Available
- Listening
- Evaluating
- Encouraging
- Disciplining

**Academic & Administrative Duties**

- Administers diagnostic testing
- Writes individual prescriptions for student learning
- Models punctuality and professionalism
- Attends all staff meetings
- Encourages consistent PACE work
- Administers discipline to build self-control
- Issues merits and demerits
- Trains students to set goals

I count not myself to have apprehended: but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before, Philippians 3:13

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## Responsibilities of a Supervisor

**Student Support & Assessment**

- Guides students in finding answers
- Reviews and initials Score Strips, "Answers May Vary," and Self-Tests
- Determines students' readiness for Self-Tests and PACE Tests
- Ensures students achieve maximum learning
- Supervises PACE Tests
- Records and reports academic results

**Evaluation & Recognition**

- Scores all tests
- Evaluates essays, reports, and creative exercises
- Assigns and supervises written and oral reports
- Issues Honour Roll projections
- Approves applications for privileges
- Conducts academic conferences with students

I count not myself to have apprehended: but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before, Philippians 3:13

## Responsibilities of a Monitor

**Support for the Supervisor**

- General assistant to the Supervisor
- Acts as the **eyes and ears** of the Learning Centre
- Manages paperwork and administrative tasks
- Keeps the Learning Centre clear of clutter
- Completes the Attendance Record in the Goal Check Report
- Helps supervise breaks and lunch periods
- Issues homework assignments

**Daily Operations & Administrative Duties**

- Issues Corrective Action Notices
- Prepares tests for the next day
- Prepares Congratulations Slips
- Gets new PACEs ready when tests are passed
- Completes end-of-day routines and paperwork
- Ensures the Learning Centre is organized at the end of each day

I count not myself to have apprehended: but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before, Philippians 3:13

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## Responsibilities of a Monitor

**Goal Setting & Accountability**

- Checks student goals each morning
- Completes Goal Check Reports
- Issues new goal cards and collects completed goal cards
- Monitors the scoring station
- Ensures students keep Score Keys and the scoring station neat

**Discipline & Order**

- Issues demerits when necessary
- Supervises detentions to maintain discipline

**Student Support & Assistance**

- Warm and trusting in interactions with students
- Practical, steady, and impartial
- Follows efficient procedures to maintain order
- Assists at student offices and the scoring station
- Reports issues privately to the Supervisor
- Answers non-academic flags (DOES NOT answer academic questions)
- Listens to Scripture memory passages
- Checks Homework Assignment Slips

I count not myself to have apprehended: but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before, Philippians 3:13

## Personal Attributes of Supervisors and Monitors

- Born-again Christians with a personal relationship with Jesus
- Encouragers—lifting students in love and truth
- Consistent, diligent, and prayerful
- Work in unity with one another
- Role models of a Godly lifestyle

*"Train up a child in the way he should go, and when he is old, he will not depart from it."* – Proverbs 22:6





## Relationship to Students

**Supervisor:**
- Inspiring, loving, caring
- Leads with authority but respect
- Models a Godly lifestyle

**Monitor:**
- Builds trust with students
- Observant but not critical
- Supports academic procedures

*"Let all that you do be done in love."*
*1 Corinthians 16:14*





## Relationship to Each Other (Supervisor & Monitor)

**Co-workers in Christ**
- Supportive of each other
- Pray together
- Model teamwork and unity
- Supervisor leads; Monitor follows faithfully

*"Alone we can do so little; together we can do so much."*
– Helen Keller





## Relationship to Parents

**Supervisor:**
- Open communication & reports progress
- Prays for and supports parents
- Encourages parental involvement

**Monitor:**
- Polite and friendly
- Does not discuss student progress with parents





## Supervisors & Monitors are not just roles –

📌 **Supervisors & Monitors are ministries!**

The **Supervisor** provides **leadership and direction**, while the **Monitor** brings **support and consistency**.
- Together, they shape young lives
- Together they create a Christ-centered, disciplined, nurturing environment

*"The strength of the team is each individual member. The strength of each member is the team." - Phil Jackson*

# SESSION 11: Memorising Scripture - Mrs Kathy Fisher

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Thy word have I hid in mine heart, that I might not sin against thee.
**Psalm 119:11**

I count not myself to have apprehended: but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before, Philippians 3:13

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## In the PACEs

A Bible verse is located on the first page of each PACE for Levels 1-12. Students memorize this Bible verse, which illustrated a corresponding desired character trait. Activities throughout the PACE help the student learn the verse. He must be able to quote it from memory and the reference before proceeding to the PACE Test.

Procedures Manual 1 p17

I count not myself to have apprehended: but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before, Philippians 3:13

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## Monthly Scripture

In addition to memorizing individual Scriptures, students learn to take responsibility for memorizing assigned monthly passages. These passages guide students' actions and attitudes. The monthly selection is read each morning in Opening Exercises and must be quoted to earn privileges.

Procedures Manual 1 p18

I count not myself to have apprehended: but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before, Philippians 3:13

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## How to Memorise?

- Listening
- Repeating
- Writing
- Break it into small chunks
- Using actions
- Rhythm – clapping hands, clicking fingers, etc
- Working in pairs
- Working in groups

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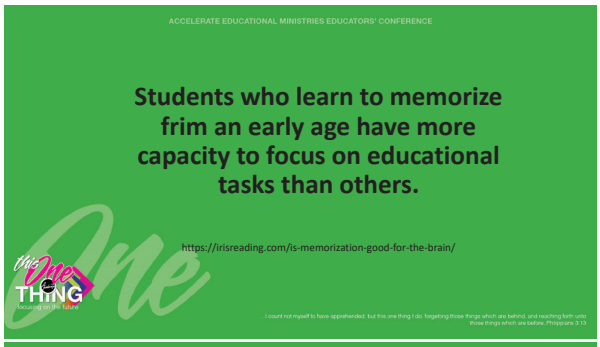
## Why Memorise?

- Teaches you brain to remember and prevents cognitive decline
- Improved neural plasticity
- Trains the brain to be quick, agile and focused
- Exercises the brain – like a muscle – for optimal functioning
- Improved capacity to recall things
- More efficient brain function
- Develops working memory (short-term memory)
- Reduces cognitive load
- Fosters critical thinking and creativity

I count not myself to have apprehended: but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before, Philippians 3:13



this One THING Accelerate
focusing on the future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Students who learn to memorize frim an early age have more capacity to focus on educational tasks than others.
https://irisreading.com/is-memorization-good-for-the-brain/
I count not myself to have apprehended: but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before. Philippians 3:13

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Let's do it!
I count not myself to have apprehended: but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before. Philippians 3:13

## SESSION 12: PNG Education Transformation Vision - Mr John Kawage



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# SESSION 13: The Power of Acknowledgment and Praise - Ps Llewellyn Graham



**Matthew 25:21** His lord said unto him,
Well, done, thou good and faithful servant: thou hast been faithful

**Philippians 4:1** Therefore, my brethren
dearly beloved and longed for, my joy and crown



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Effective teachers will create safe an supportive learning environments for all students.

I count not myself to have apprehended: but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before, Philippians 3:13

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To do this effectively the teacher must **acknowledge and praise students**

| Acknowledgement | Praise |
|---|---|
| **Used when individual or class expectations have been met** | **Used when individual or class expectations have been exceeded** |
| 'Thank you, [Name], for lining up quietly with your books ready.' | 'Great job, [Name]. You have really made an effort today to focus on your own work. You asked some excellent questions.' |
| 'Thank you, class. You raised your hands when you had an answer and you waited for me to ask someone.' | 'Brilliant job, class. I am very pleased with how you worked together. You all used group voices well.' |

I count not myself to have apprehended: but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before, Philippians 3:13

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**The importance of acknowledgement and praise**

Acknowledgement and praise help build positive connections with students, create a positive classroom environment, and highlight and reinforce expected student behaviours.
This helps students to know which behaviours are appropriate in the classroom environment.
Students appreciate frequent recognition of their efforts.
Acknowledging and praising behaviour demonstrates to students that you care about them and validates their positive behaviour.

I count not myself to have apprehended: but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before, Philippians 3:13

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**Rehearsing acknowledgement and praise**

It's important to rehearse without students present.
The elements for success in this session will provide a clear picture of how to effectively implement this skill.
It will also provide a focus for feedback and reflection to improve your use of this skill.

**Acknowledgement**
- ☐ Regular tone
- ☐ Focus on expected behaviours
- ☐ General or specific
- ☐ Frequent

**Praise**
- ☐ Enthusiastic tone
- ☐ Focus on behavioural effort
- ☐ Specific
- ☐ When expectations have been exceeded (individual, group or class)

I count not myself to have apprehended: but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before, Philippians 3:13

## Rehearsing on your own

Script and rehearse how you would acknowledge or praise students in certain scenarios

Read your scripts aloud. Record your rehearsal and self-assess using the elements for success.

Repeat your rehearsal or rescript as necessary, until all elements for success have been demonstrated smoothly and with confidence.





## Rehearsing with a colleague

Use the scenarios from the Rehearsing on your own section to rehearse with a colleague, asking them to play the role of the student.
Alternatively, review your recording with a colleague.
Ask your colleague to provide feedback using the elements for success and identify:

- What went well?
- Which elements require refinement?

Rehearse again, incorporating feedback until all elements for success have been demonstrated smoothly and with confidence.





## Practicing acknowledgement and praise

Practise on the students.

- from the first moment you engage with students each day – for example, at the school gate, in the corridor and as students assemble and enter the classroom
- when you pause and scan to monitor all students
- when circulating during learning tasks, with a focus on students' behaviour and effort
- before responding to disengaged and disruptive behaviours, unless the behaviour is unsafe, in which case, it needs to be addressed immediately.





## Reflect afterwards

- How are your students responding immediately after you use acknowledgment or praise?
- How consistent are you in using acknowledgement and praise to reinforce behaviour?
- How is your use of acknowledgement and praise impacting your students' behaviour?
- How might you use acknowledgement and praise to improve the motivation of individual students to meet behaviour expectations?





Make turns to observe and sharpen one another by developing an observation tool

A Checklist with the opportunity to give constructive feedback

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