ACCELERATE EDUCATIONAL MINISTRIES EDUCATORS' CONFERENCE Papua New Guinea, Lae



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:	

"This One Thing"

2025 Lae PNG Regional Educators' Conference

Venue: AOG Church, Eriku, Lae

Monday 5th May 2025

7:45 am to 9:00 am	Registration & Networking
9:00 am to 9:30 am	Welcome & Worship – Pastor Slabbert Pretorius & AOGCA
9.00 dili to 9.50 dili	Welcome & Worship = Pastor Stabbert Pretorius & AOGCA
9:30 am to 10:00 am	Opening Devotion – Pastor Joshua Elisha
10:00 am to 10:45 am	Back To Basics – Pastor Slabbert Pretorius
10:45 am to 11:15 am	Morning Tea Break (30 mins)
11:15 am to 11:45 am	Minimum Standards for Schools – Mrs Kathy Fisher
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11:45 am to 12:30 pm	From Pitfalls to Progress: Mastering the Learning Centre - Pastor Naomi Pretorius
12:30 pm to 12:45 pm	My A.C.E Journey – Keziah Whuayombohn
12:45 pm to 1:45 pm	Lunch (1 Hour)
1:45 pm to 2:30 pm	SET & SEW – Mrs Kathy Fisher
1.43 pm to 2.30 pm	SET & SEW - WITS RAUTY 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	Staying Mission True – Pastor Slabbert Pretorius
3.30 pm to 4.13 pm	Staying Phosion True = Pastor Standert Pretorius
4:15 pm to 4:30 pm	Closing Prayer – Pastor Naomi Pretorius
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Workshops

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



"This One Thing"

2025 Lae PNG Regional Educators' Conference

Venue: AOG Church, Eriku, Lae

Tuesday 6th May 2025

8:00 am to 8:30 am	Check In and Fellowship
8:30 am to 8:40 am	Worship - AOGCA
8:40 am to 9:10 am	Opening Devotion – Mr William Bandi
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 Slabbert Pretorius
12:00 pm to 12:45 pm	Go for the Goal – Mrs Kathy Fisher
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	Supervisors and Monitors: The Dynamic Duo of Success - Pastor Naomi Pretorius
2:45 pm to 3:15 pm	The Power of Acknowledgement and Praise – Pastor Slabbert Pretorius
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	
4.13 pm to 4.30 pm	Photograph Session

Thank you for joining us for the 2025 Lae Regional Educators Conference



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.

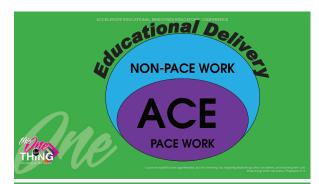
Llewellyn is now organizing the A.C.E. Student Convention and Educators Conferences and continues to teach and preach the Word of God wherever God places his feet.



SESSION 1: Back to Basics - Ps Slabbert Pretorius









- Non-PACE Work

 - Performing ArtsMusic VocalMusic Instrumental

 - Physical Education and Health Science

A.C.E. Student Convention Guidelines



- ArtworkPhotographyCraftwork

- PACEs provide the CORE not the TOTAL SUM of the
- 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

THING

prepare them for

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

Emphasis is on:

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ACCELERATE EDUCATIONAL MINISTRIES EDUCATORS' CONFERENCE	
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	
completed within each term of a caterioar year. These time constraints layour 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	
Local root inqual to low appointed of Lot the over thing I do. Departing those things which are belieful, and receiving but it uses	
Pose Prigue And are bulley. Phippiper 3.13	
ACCELERATE EDUCATIONAL MINISTRIES EDUCATORS CONFERENCE 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.	
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ACCELERATE EDUCATIONAL MINISTRIES EDUCATORS' CONFERENCE	
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.	
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ACCELERATE EDUCATIONAL MINISTRIES EDUCATORS CONFERENCE 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.	
Willes (1)	
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ACCELERATE EDUCATIONAL MINISTRIES EDUCATORS' CONFERENCE	
3.4 Four Keys To ACE Pedagogy	
A. Individualized: B. Diagnosis:	
C. Goal Setting:	
D. Mastery:	
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ACCELERATE EDUCATIONAL MINISTRIES EDUCATORS' CONFERENCE	
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.	
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ACCELERATE EDUCATIONAL MINISTRES EDUCATORS' CONFERENCE	
3.4 Four Keys To ACE Pedagogy	
C. Goal Setting: The student learns by setting daily personal academic goals and is	
the student learns by setting daity 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.	
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ACCILERATE EDUCATIONAL MINISTRES EDUCATIONS CONFERENCE 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.	
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ACCELERATE EDUCATIONAL MINISTRIES EDUCATORS' CONFERENCE	
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	
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ACCELERATE EDUCATIONAL MINISTRES EDUCATIONS CONFERENCE The Value of Memorisation	
The value of Memorisation	
Analyze Evaluate Create	
Bloom's Taxonomy - Cognitive Apply	
Understand	
Remember	



4.2 Character Trait Development - Throughout the PACE THING 4.3 Higher order thinking (HOT) development (i) rational independent thinking, (ii) problem-solving capacity, (iii) reasoning and (iv) critical thinking. THING 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 THING 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 The ACE methodology requires the specified use of a pencil and red pen to distinguish various stages of this feedback and accountability process.







SESSION 2: Minimum Standards for Schools - Mrs Kathy Fisher

ACCELEPATE EDUCATIONAL MINISTRIES EDUCATORS' CONFERENCE	
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	
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ACCELERATE EDUCATIONAL MINISTRIES EDUCATORS' CONFERENCE	
Introduction	
Annual Assessment	
Individual Basis Socio-economic stats	
Heart of the ministry Current School Service Agreement	
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ACCELERATE EDUCATIONAL MINISTRIES EDUCATORS' CONFERENCE Process	
 School Service Agreement School Self Assessment Form – 24 PNG (2025) or 0.17% 	
Annual Quality Assurance Privilege Status Levels	
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ACCELERATE EDUCATIONAL MINISTRIES EDUCATORS' CONFERENCE	
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	
l 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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ACCELEPATE EDUCATIONAL MINISTRIES EDUCATORS' CONFERENCE	
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	
Pore (1/0)	



ACCELERATE EDUCATIONAL MINISTRIES EDUCATORS' CONFERENCE	
2. Training	
Z. Halling	
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	
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boxing on the faller	
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ACCELERATE EDUCATIONAL MINISTRIES EDUCATORS' CONFERENCE	
2. Teologica	
2. Training	
Staff Extended Training (SET) – 2 schools in PNG	
 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	
Mis March	
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ACCELERATE EDUCATIONAL MINISTRIES EDUCATORS' CONFERENCE	
ACCELERATE EDUCATIONAL MINISTRIES EDUCATORS' CONFERENCE	
2. Training	
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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.	
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ACCELERATE EDUCATIONAL MINISTRIES EDUCATORS' CONFERENCE	
2. Ovelthy Assumence	
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	
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ACCELERATE EDUCATIONAL MINISTRIES EDUCATORS' CONFERENCE	
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	
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Control of the Contro	
ACCELERATE EDUCATIONAL MINISTRIES EDUCATORS' CONFERENCE	
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	
THING Course on the Course of	
hose briggs which are Seldow. Philippians 3 to	
ACCELERATE EDUCATIONAL MINISTRIES EDUCATORS' CONFERENCE	
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	
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THING	
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ACCELERATE EDUCATIONAL MINISTRIES EDUCATORS' CONFERENCE	
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	
Contract of the Contract of th	
THING books graph trans-	
Boile Brygs which are before. Philippura 3 13	
ACCELERATE EDUCATIONAL MINISTRIES EDUCATORS' CONFERENCE	
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.	
THING	



SESSION 3: From Pitfalls to Progress: Mastering the Learning Centre - Ps Naomi Pretorius

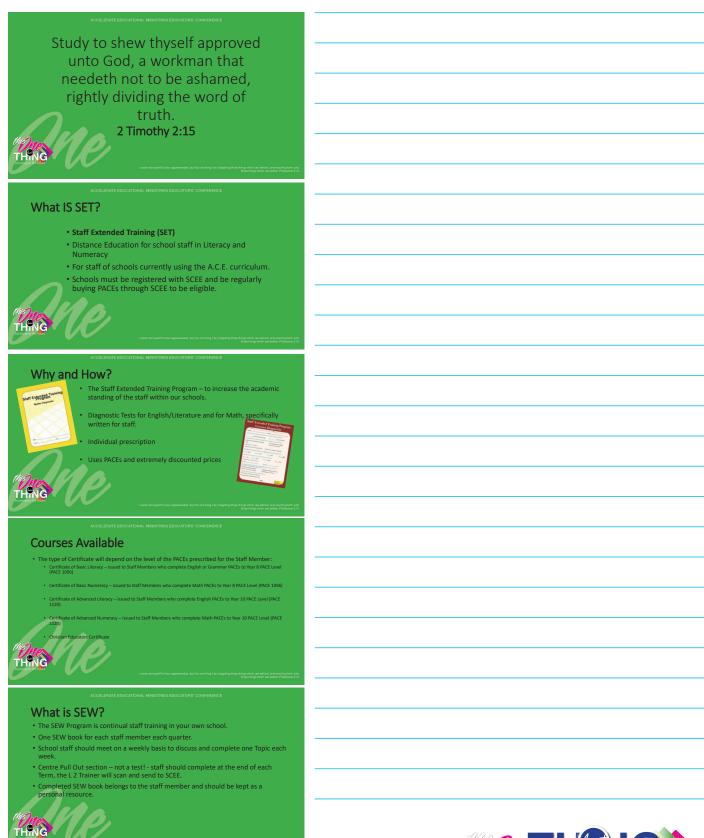
Pitfall 1: Making Education About You Instead of the Students • Teaching Philosophy focuses on what the teacher does. • Learning Philosophy focuses on what the student experiences and • A balanced education considers both, but we must prioritize student learning and mastery over merely delivering instruction. A.C.E.'s methodology emphasizes that supervisors are facilitators, guiding students to take ownership of their learning. 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 **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 THING 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. 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 • Science confirms that sleep helps the brain consolidate memory and detoxify, leading to better learning.



Pitfall 6: Skipping the Daily Goal Check • The goal check should be part of every morning's routine: \checkmark Ensure previous goals are complete. ✓ Check for subjects needing assistance. ✓ Review scoring and corrections. • Without a goal check, academic progress suffers. THING 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. THING **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 √ Sending regular updates and newsletters. $\checkmark \ \mathsf{Addressing} \ \mathsf{concerns} \ \mathsf{promptly-don't} \ \mathsf{wait} \ \mathsf{for} \ \mathsf{scheduled} \ \mathsf{meetings}.$ ✓ Encouraging open, direct communication with parents. √ Fostering a team approach for student success. Remember: When parents feel informed and involved, students thrive. THING



SESSION 4: SET & SEW - Mrs Kathy Fisher









These Programs are for schools currently Registered with	
Southern Cross Educational Enterprises (SCEE) and using the A.C.E Resources purchased	
through SCEE.	
THERE Long to the Mark Long to the Mark Long to the Mark to the	



Norskhop:	
Presenter:	_

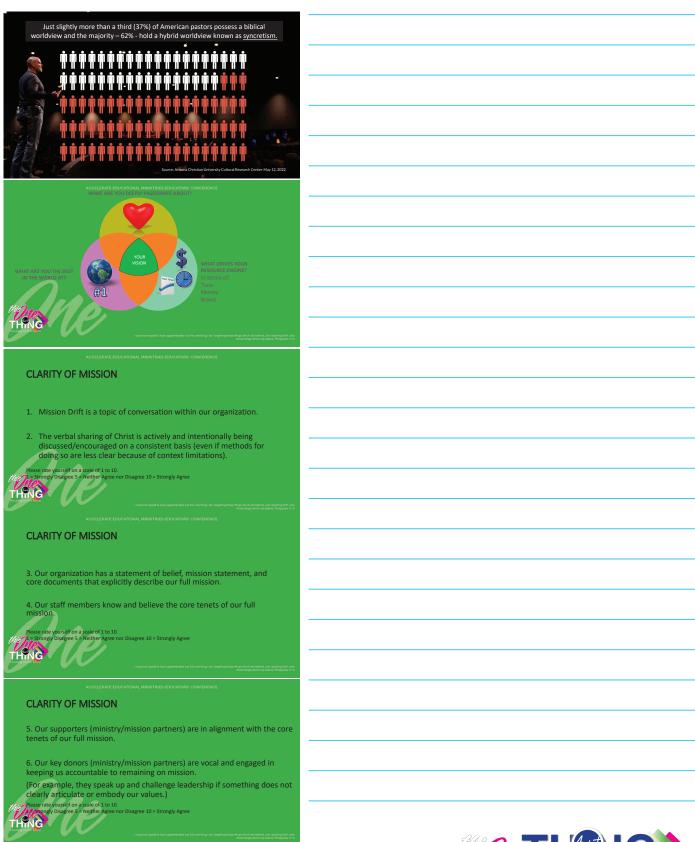




SESSION 5: Staying Mission True - Ps Slabbert Pretorius

ACCELERATE EDUCATIONAL MINISTRIES EDUCATORS' CONFERENCE HARVARD UNIVERSITY	
FOUNDED BY CLERGYMAN JOHN HARVARD CURRENTLY HAS THE LARGEST ENDOWMENT \$ 27,6 Billion	
W 00 A	
VE RI TAS Latin words embedded in the logo and shield.	
Translated directly, these words mean, "Truth for Christ and the Church."	
i asset ha report to be a approhended but the ore timp into transport the part of an abstract and making pill on the Property of the Property	
ACCELERATE EDUCATIONAL MINISTRIES EDUCATORS: CONFERENCE YALE UNIVERSITY	
FOUNDED BY TEN CONGREGATONAL MINISTERS SECOND LARGEST ENDOWMENT	
Yale's official motto, Lux et Veritas (Latin for "Light and Truth").	
THING	
ACCELERATE EDUCATIONAL MINISTRIES EDUCATORS CONFERENCE PRINCETON UNIVERSITY	
PRINCETON WAS FOUNDED BY PRESBYTERIANS WAS ORIGINALLY ESTABLISHED TO TRAIN PRESBYTERIAN MINISTERS	
The shield depicts an open Bible inscribed with VET NOV TESTAMENTUM, to signify the Old and New Testaments, above a chevron that represents the rafters of a building.	
An optional ribbon below the shield bears the University motto, DEI SUB NUMINE VIGET, or "Under God's power she flourishes."	
THERE Long the Mark I was a growth order a growth of the over long to. Anyway from the growth as before an extra conjugator and the second of	
ACCELERATE EDUCATIONAL PARTIES EDUCATORS' CONFERENCE	
HARVARD YALE PRINCETON	
4. Theodore Roosevelt 5. John F. Kennedy 6. Barack Obama 7. George W Bush	
Rutherford B Hayes Responsible for 15 US presidents 87 percent of faculty are self-described liberals	
• 13 percent are conservatives (not necessarily Christians)	
Countral report to have deep dis frequent phase through the an individual phase in the countral phase in the countral phase in the country of	
▶ PERCENTAGE OF U.S. POPULATION WHO HAVE A BIBLICAL WORLDVIEW 10% Baby Boomers. Born 1946 - 1964	
7% Gen X: Born 1965 - 1980	
10% 7% Millennials: Born 1981 - 1996	
4% 4% Gen Z: Born 1997 - 2012	
Baby Gen X Millennials Gen Z Source: Barna and Impact 360 Institute	

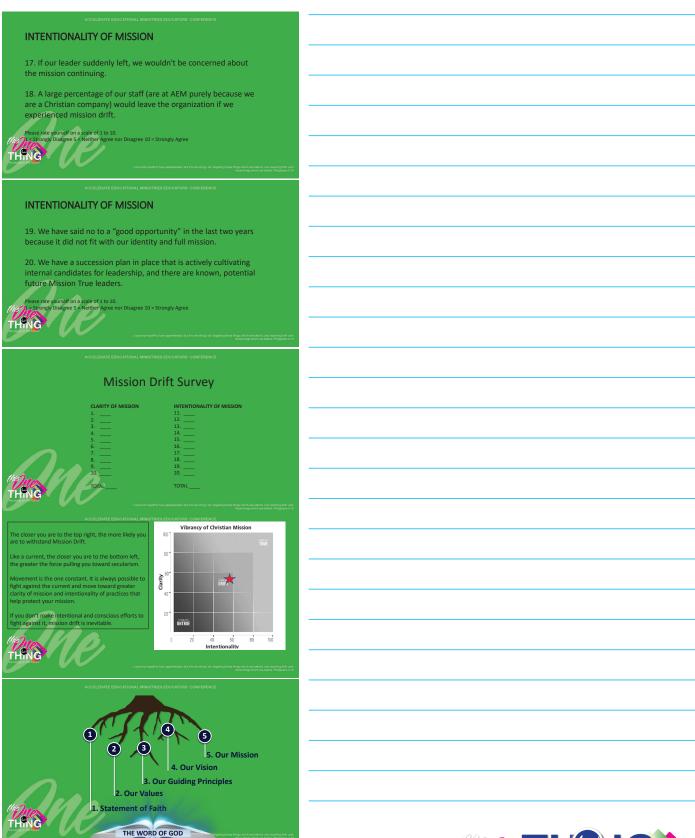






CLARITY OF MISSION	
7. Board members and staff sign a statement of faith before joining the	
board/organization.	
8. We have consistency in the messaging of our mission and the	
communication of our mission provides full clarity.	
Please rate yourself on a scale of 1 to 10.	
housing at the face. Locar not mywell to have approhenced but this one things to bright which are behind and insorting from any	
Construction and an artist and an artist and artist artist and artist artist and artist art	
CLARITY OF MISSION	
Exec team meetings and board meetings are focused on culture, mission, and impact, and are aware of the role as guardians of the full	
mission.	
20.11	
We measure the metrics of the organisation capturing the entirety of our mission, not just inputs.	
Please rate yourself on a scale of 1 to 10. Please rate yourself on a scale of 1 to 10. Please rate yourself on a scale of 1 to 10. Please rate yourself on a scale of 1 to 10.	
THING	
Journal movel for how apprehended but this one thing I do. largeting those those which are behind and reaching from units these things which are believe this power 3.13.	
ACCELERATE EDUCATIONAL MINISTRIES EDUCATORS' CONFERENCE	
INTENTIONALITY OF MISSION	
11. Prayer is fully integrated in decision making, in meeting	
structure, and as a weekly or daily discipline for staff.	
42. We have hitten an attention to the horse data that at the little and	
12. We have hiring practices that go beyond technical abilities and assess a candidate's full mission fit.	<u> </u>
Please rate yourself on a scale of 1 to 10.	
1 = Strongly Disagree 5 = Neither Agree nor Disagree 10 = Strongly Agree	
THING	
Ji count not myself to have apprehended. But this one thing I do, brigating those things which are belieful and reacting bits until those things which are belieful which present in 13	
INTENTIONALITY OF MISSION	
12. December to shaff an ambana are interviewed by anything a shaff are and are	
13. Prospective staff members are interviewed by multiple staff members and formally assessed for their personal faith and full missional alignment.	
14. Compared to a year ago, staff and exec team members are showing increasing fruit in their lives (e.g., love, patience, kindness, etc., Galatians	
5:22–23) as evidence of the Holy Spirit at work in them.	
Please rate yourself on a scale of 1 to 10.	
1 = Strongly Disagree 5 = Neither Agree nor Disagree 10 = Strongly Agree	
THING	
I count not myself to have apprehended, but this one thing I do. largeting those things which are believe and must be the things which are before. Philippone 3-13	
INTENTIONALITY OF MISSION	
15. There is a clearly articulated plan to create a culture that	
reinforces our identity, and we have daily or weekly rituals that reinforce our organization's values and mission.	
16. Church partnerships are a constant source of consideration	
for our organization.	
Please rate yourself on a scale of 1 to 10. Please rate yourself on a scale of 1 to 10. Strongly Disagree 5 = Neither Agree nor Disagree 10 = Strongly Agree	
THING	
Popular on the Mark	







SESSION 6: A Crash Course in Special Education - Ps Slabbert Pretorius

ACCELERATE EDUCATIONAL MINISTRIES EDUCATORS CONFERENCE Mat 5:2 And Jesus opened his mouth, and taught them,	
Saying,	
Mat 5:3 Blessed are the <u>poor in spirit</u> : for theirs is the kingdom of heaven.	
Ptokos - Beggar or crippled - Pauper	
- Distressed - IN SPIRIT	
ACCELERATE EDUCATIONAL MINISTRIES EDUCATORS' CONFERENCE	
Effective teachers will create safe an supportive learning environments for <u>all</u>	
students.	
Local temporal to law appointed by the use they life togething their trays which are above, and are a security of the security of the togething their trays which are above. Programs 3.1	
ACCELERATE EDUCATIONAL MINISTRIES EDUCATIONS CONFERENCE 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	
ACCELERATE EDUCATIONAL MINISTRIES EDUCATORS' CONFERENCE	
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.	
Counterport Name I cost compared to the apprehended but the one dring like toppering time they which are where direction properties are shown in the contraction of the state of the property of the contraction of the state of the property of the contraction of	
<u>Teachers' Responsibilities for Special Education</u>	
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.	



The Value of Inclusive Education educational environment. They potentially meet a wider range of students and also see a wider range of THING 1. Introduction to Learning Disabilities 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 - Continually get distracted and go off task Simic Continuous Have trouble playing quietly Talk excessively without listening to others Misplace things and seem generally disorganised (ADHD) is a problem with sustaining attention and controlling impulses. Classrooms are places that make heavy demands on not showing ADHD-- Providing clear rules and procedures - Breaking down tasks into manageable chunks



ACCELERATE EDUCATIONAL MINISTRIES EDUCATORS' CONFERENCE 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.	
ACCELERATE EDUCATIONAL MINISTRIES EDUCATORS' CONFERENCE	
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:	
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.	
THING	
locust natinged to bee apprehended. But this one three I are began short was before an electric and examining turn year. Even three which was before this present a state of the state of	
ACCILERATE EDUCATIONAL MINISTRIES EDUCATIONS CONFERENCE 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	
I counted model to be a specified at Let the use thing is a togething these things which are letted, set executions the letter and the set of t	
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.	
Court compared to true appealmented. But this over through one brings about the assetting and the extension of recovering them uses (toward compared to be separabled assetting of the beginning through the before through	
ACCELERATE EDUCATIONAL MINISTRIES EDUCATORS' CONFERENCE	
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.	
THING	



ACCLIERATE EDUCATIONAL MINISTRES EDUCATORS CONFERENCE 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.	
count not might be an appeared as to the height so being a count on the sound of th	
ACCLERATE EDUCATIONAL MAINSTREE EDUCATORS CONFERENCE 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 I count out you'd to been apprehended but the one thing lide trappeling these they which are already which are when the prefer greated are when thing shad are when the shad are shad and sha	
ACCELERATE EQUICATIONAL MINISTRIES EDUICATORS' CONFERENCE 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.	
THING I scart no repulle has apparented but the are fing 1th beginning from the pull production of the contract of the contra	
ACCELERATE EDUCATIONAL MINISTRIES EDUCATORS' CONFERENCE	
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.	
THING	
I control myself beau appareded but the use they also beginnes from the graph of the size and the property of the size and the siz	
Make turns to observe and sharpen one another by developing	
an observation tool	
A Checklist with the opportunity to give constructive feedback	
Posts 110	
THING	



SESSION 7: Building a Relationship - Mrs Kathy Fisher

ACCELERATE EDUCATIONAL MINISTRIES EDUCATORS' CONFERENCE	
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	
tuo.	
bould find the same	
ACCELERATE EDUCATIONAL MINISTRIES EDUCATORS' CONFERENCE	
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	
Discipline, Micere Keels, October 1, 2021 What Schools Need Now: Relational	
THING	
. I court not mywell to have apprehended but this one things do begating those things which are behind, and recording from unto those things which are behind, in Hippores 3.13	
ACCELERATE EDUCATIONAL MINISTRIES EDUCATORS' CONFERENCE	
Building Relationships	
Know your students Call them by name	
• Listen to them	
• Talk to them	
Laugh with them	
• Pray for them	
this on	
THENG	
Coount and myself to thow apprehended. But this one thing I do logisting those things which are behind and recording both vito the specific or the specific are ships which are believe. This grain is 3.13	
ACCELERATE EDUCATIONAL MINISTRIES EDUCATORS' CONFERENCE	
Do you have	
Do you have	
CLACC BLUECS	
CLASS RULES?	
boourning on this full or	
those things which are before thilppears 3 to	
ACCELERATE EDUCATIONAL MINISTRIES EDUCATORS' CONFERENCE	
Class Rules	
Keep them simple	
Keep them positive	
• Be kind	
• Be safe	
Be respectful Be honest	
• Be a good listener	
Ougues (1/1)	
THING	



	_
Students need to know your expectations!	
Are they misbehaving if there are no rules?	
• Explain your rules	
Have them on display in your classroomTeach 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	
"Oye (1/2)	
boosing shifts future Located myselfs from superviseded but this are thing I do. Deputing from those which are belieful and resulting from uses	
Doos your school have a	
Does your school have a	
DISCIPLINE POLICY?	
DISCH LINE FOLICT:	
(4) Mex	
THING	
I count coll myself to be apprehended, but this one thing I do begeting these those which are before part maching for units tools things which are before 3.13	
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	
and give students time to sen correct	
THING houses on the faller	
Staff Discipline	
You can't expect the students to do	
the right thing if the staff are not	
doing the right thing.	
War Comment of the Co	
THING	
. I court red mywiff to have apprehended. List this one thing I do beget they because those which are belief and reaching form unto hower things with the belief things and it.	
ACCELERATE EDUCATIONAL MINISTRIES EDUCATORS' CONFERENCE	
Staff Rules	
•Be punctual	
•Be diligent	
•Be attentive	
•Be thorough	
•Be respectful	
THING	



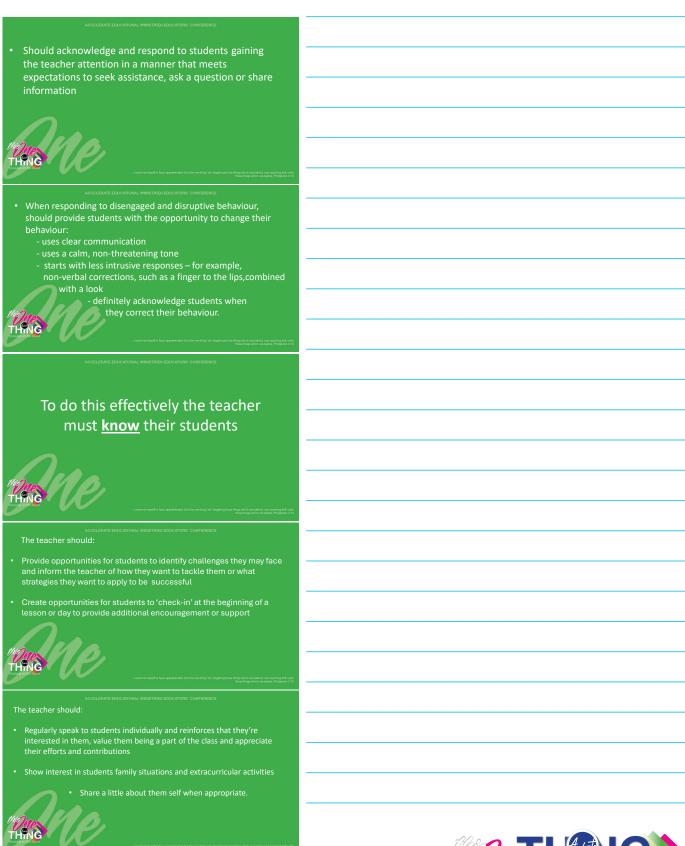
	PRAY			
Oges (A)				
TING og op the false		s things effective behind, and reaching form unto those things effect in the before, Philippians 3.13		
		_		
Als	so see Page 95-102			
	ocedures Manual 1			
Description of the second				
FING goody land		o things which are behind, and reaching form unto those things which are below; (finispo are 3.13		



SESSION 8: Teachers Interacting Positively - Ps Slabbert Pretorius

ACCELERATE EDUCATIONAL MINISTRIES EDUCATORS' CONFERENCE	
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.	
THING	
Journal compate to be apprehended but the set office) like in participation being visited and settled with an anticipation of the set office). ACCELERATE EDUCATIONAL MINISTRIES EDUCATORS' CONFERENCE	
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.	
William S lives, but to save them.	
Local form (market in love apperhended but the one should be be updated phone should perhaps a before our concerning their constructions of the control perhaps and the contro	
ACCELERATE EDUCATIONAL MINISTRIES EDUCATORS' CONFERENCE	
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	
THING Journal or report to the appreciate facts are fingled by beginning their and and not an accomplish and	
Rose Prignate in a state. Hippoins 3 to ACCS, ERATE EDUCATIONS, CONFERENCE	
Should frame communication positively, stating, when possible, what students need to do rather than what	
possible, what students need to do rather than what they shouldn't	
possible, what students need to do rather than what they shouldn't (that is, avoiding using words like 'no' and 'don't')	



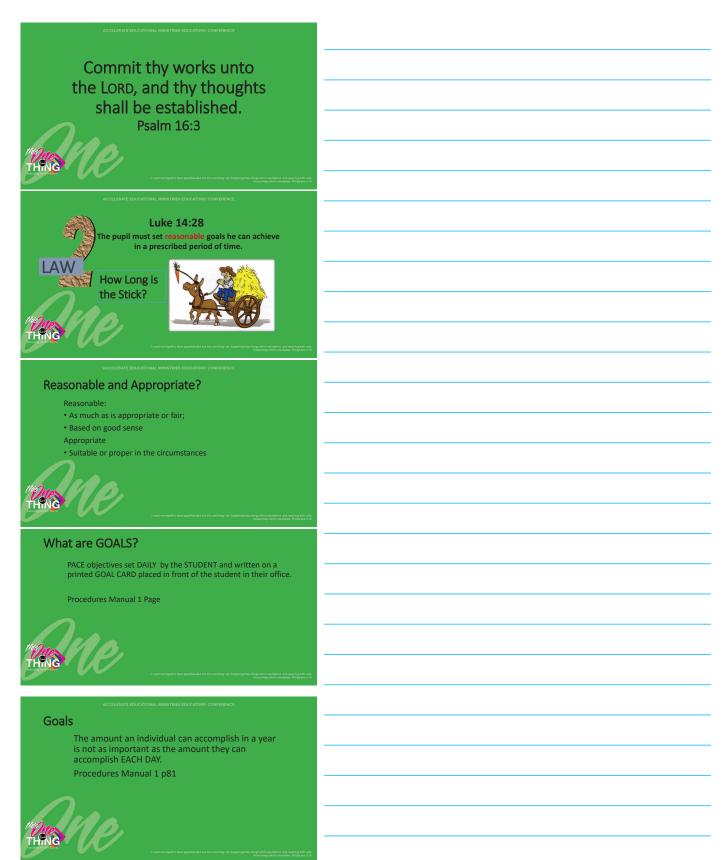




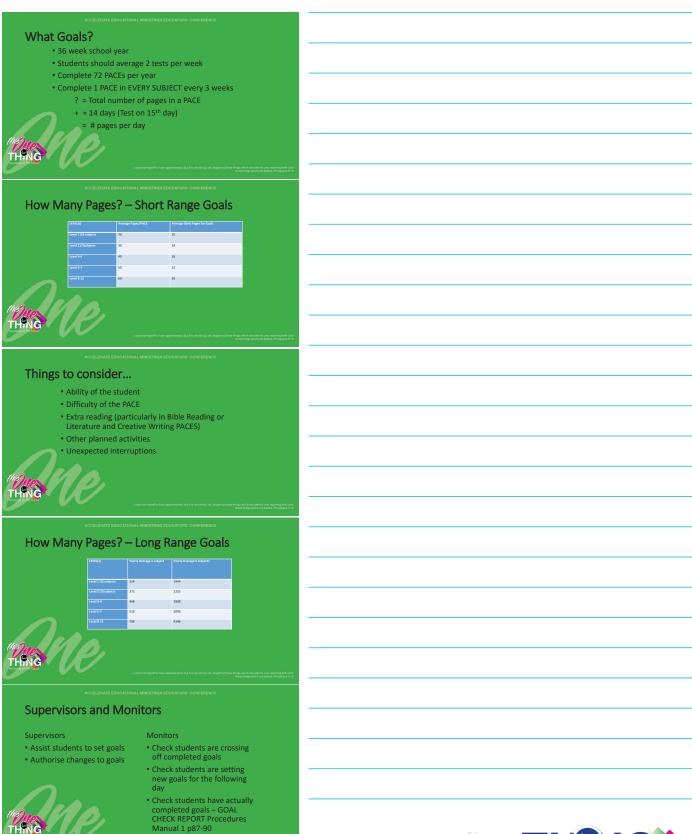




SESSION 9: Go for the Goal - Mrs Kathy Fisher









,		
Why?		
	Character	
	Set priorities	
	Good judgement	
	Build confidence and maturity	
	Self management	
	Life long learning	
	Life long learning	
My Julo		
TLENZ		
housing on the latte		
	Goal setting is an assential component for	
	growth and development in our students	
	Goal setting is an essential component for growth and development in our students for several reasons:	
	ior several reasons:	
	It personalizes the learning process based on their needs.	
	on their needs.	
	It creates intention and motivation that	
	empowers students.	
	It establishes essentiability to abifu	
	It establishes accountability to shift	
this	responsibility to students.	
Vive	https://www.education.vic.gov.au/school/teachers/teachingresources/high-ability-toolkit/Pages/setting-goals-for-learning.aspx	
THING		
	. I count not impelf to have apprehended but his one thing I do, largeting those things which are befind, and reaching both unto those things which are before in his gause 3.13.	
	The state of the s	



SESSION 10: Memorising Scripture - Mrs Kathy Fisher

ACCELERATE EDUCATIONAL MINISTRIES EDUCATORS' CONFERENCE	
The common language to be full transactions	
Thy word have I hid in mine	
heart, that I might not sin	
against thee.	
Psalm 119:11	
PSdill 119.11	
(No Deco	
THENG	
County on the State Least not report to have apprehended but the one thing I do. Surgeting those things which are believed, and searching that was apprehended but this one thing I do. Surgeting those things which are believe. Philippers is 19	
ACCELEPATE EDUCATIONAL MINISTRIES EDUCATORS' CONFERENCE	
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	
(Mis Decented Manual 1917)	
THENG	
I court red myself to have apprehended. but this one tilling I dis. begetting those finings which are believed, and resulting both vision. Those artificial which are believed. This great is 13.00.	
ACCELERATE EDUCATIONAL MINISTRIES EDUCATORS' CONFERENCE	
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	
(William)	
THENG	
bouing graphs false I countrad myself to been apprehended, but the one thing I do: togetting those things which are believed, and exacting from any time things which are believe. Philippure 3 15	
ACCELERATE EDUCATIONAL MINISTRIES EDUCATORS' CONFERENCE	
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	
THING	
I count not impair to have apprehended but this one thing 1 dis trayating those things which are believe, and reaching forth valo from things which are believe. Philippines 3.13	
ACCELERATE EDUCATIONAL MINISTRIES EDUCATORS' CONFERENCE	
Why Memorise?	
Teaches you brain to remember and prevents cognitive decline	
Improved neural plasticity	
Trains the brain to be quick, agile and focused Trains the brain like according to particular formations.	
 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	
1 Osters critical trilliking and creativity	



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/	
THIS CONTRACTOR OF THE PARTY OF	
Journal report in these approvaded but the set through the better plane in the part of the selection of an extraprise time. ACCELERATE EDUCATIONAL MINISTRIES EDUCATIONS' CONFERENCE	
Let's do it!	
Open 1/10,	
I court corrupted to be apportunised but the one thing of the bright share from which are latered, and according from the transfer of the one share of the one of the	



SESSION 11: Supervisors and Monitors: The Dynamic Duo of Success - Ps Naomi Pretorius

Supervisors	& Monitors	
The Dyna	amic Duo	
Ecclosia	istes 4:9	
	one, because they have	
a good reward j	for their labour."	
Count for the		
ACCELERATE EDUCATIONAL MINIT	STRIES EDUCATORS' CONFERENCE	
	of a Supervisor	
nesponsibilities	oi a supervisor	
Personal Conduct & Leadership Must be:	Academic & Administrative Duties	
	Administers diagnostic testing Writes individual prescriptions for student learning	
InspiringAvailable	Models punctuality and professionalism	
ListeningEvaluating	Attends all staff meetings	
Encouraging	Encourages consistent PACE work Administers discipline to build self- control	
Disciplining		
THING You are go and the Marie	Trains students to set goals	
	Prose things which are before, Philippians 3-13	
Responsibilities	of a Supervisor	
Student Support & Assessment • Guides students in finding answers	Evaluation & Recognition Scores all tests	
	Evaluates essays, reports, and creative exercises	
	Assigns and supervises written and oral	
Tests and PACE Tests • Ensures students achieve maximum	reports • Issues Honour Roll projections	
learning • Supervises PACE Tests	Approves applications for privileges Conducts academic conferences with	
Records and reports academic results	students	
THING		
. I count not m	roull to have approhended but this one thing I do, forgetting those things which are behind, and recorbing forth unto those things which are below, (Philippanes 3.13)	
Responsibilitie	es of a Monitor	
Support for the Supervisor	Daily Operations & Administrative Duties	
General assistant to the Supervisor Acts as the eyes and ears of the Learning		
Centre • Manages paperwork and administrative tasks	Prepares tests for the next day Prepares Congratulations Slips Gate new PACEs ready when tests are	
Keeps the Learning Centre clear of clutter Completes the Attendance Record in the	Gets new PACEs ready when tests are passed Completes end-of-day routines and	
Goal Check Report • Helps supervise breaks and lunch periods	paperwork • Ensures the Learning Centre is organized at	
• Issues homework assignments		
THING		
. I count not m	mill to have apprehended but this one thing I do, forgetting those things which are behind, and recorbing forth unto those things which are below, (Hhippains 3.13)	
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Responsibilitie	es of a Monitor	
Goal Setting & Accountability	Student Support & Assistance	
Checks student goals each morning Completes Goal Check Reports	Warm and trusting in interactions with students Provided stands and importal	
Issues new goal cards and collects completed goal cards Magitar the serving station	Practical, steady, and impartial Follows efficient procedures to maintain	
 Monitors the scoring station Ensures students keep Score Keys and the scoring station neat 	Assists at student offices and the scoring station	
Discipline & Order	Reports issues privately to the Supervisor Answers non-academic flags (DOES NOT)	
• Issues demerits when necessary "Supervises detentions to maintain discipline		
THING	Checks Homework Assignment Slips	



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 THING **Relationship to Students Supervisor: Monitor:** THING Relationship to Each Other (Supervisor & Monitor) • Supervisor leads; Monitor follows faithfully "Alone we can do so little; together we can do so much." THING **Relationship to Parents** Supervisor: Monitor: • Does not discuss student progress with parents THING Supervisors & Monitors are not just roles -★ Supervisors & Monitors are ministries! The Supervisor provides leadership and direction, while the Monitor brings support and consistency. "The strength of the team is each individual member. The strength of each member is the team." - Phil Jackson THING





SESSION 12: The Power of Acknowledgment and Praise- Ps Slabbert Pretorius

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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	
Ω .	
(1) Due	
THING loss agreement to be a strong to be been signed and the one fining too begaining from frequently as before and reaching form until	
Tool Englant Ch. and before. Propings 3.10	
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Effective teachers will create safe an	
supportive learning environments for all students.	
ior all students.	
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THIS Countries the second of t	
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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 Thank you, [kerne], for tring up quietly with your boose ready. Thank you (kerne) for tring up quietly with your boose ready.	
Some excellent questions: Thank you, class. You raised your hands when you had an answer and you waited for me to you have droughter. You all used group	
ask someone* voices well*	
bound got if it is a local ratinged to bee appealed at this on the glob began the they also as learned and reaching forth was local. Refigure 3.11	
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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.	
Count for myself to have apprehended but this are thing the hope ship as belief and exacting from use these diagnostics are belief to the property to the property to the property to the property of the property to the property of the prop	
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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 Singular true Finish on appetited industries General for appetited General fo	
Frequent	
☐ Focus on behavioural effort ☐ Specific	



Rehearsing on your own 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. THING 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. 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. THING Practicing acknowledgement and praise 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 before responding to disengaged and disruptive behaviours, unless the behaviour is unsafe, THING **Reflect afterwards** acknowledgment or praise?

• How consistent are you in using acknowledgement and praise to reinforce behaviour? How might you use acknowledgement and praise to improve the motivation of individual students to meet behaviour Make turns to observe and sharpen one another by developing A Checklist with the opportunity to give constructive feedback







