

ACCELERATE EDUCATIONAL MINISTRIES EDUCATORS' CONFERENCE

Papua New Guinea, Mt Hagen

# 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

Name: \_\_\_\_\_

School: \_\_\_\_\_

28-29 April

# *"This One Thing"*

## 2025 Mt Hagen PNG Regional Educators' Conference

Venue: Mt Hagen Christian Academy

Monday 28<sup>th</sup> April 2025

7:45 am to 9:00 am	Registration & Networking
9:00 am to 9:20 am	Welcome & Worship – Pastor Slabbert Pretorius & Mt Hagen Christian Academy
9:20 am to 9:45 am	Opening Devotion – Pastor David Mond
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	SET & SEW – Kathy Fisher
11:30 am to 12:00 pm	Learning from our mistakes, but not letting it define us – Mr Chad Wells
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	Minimum Standards for Schools – 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	Staying Mission True – Pastor Slabbert Pretorius
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

## *"This One Thing"*

2025 Mt Hagen PNG Regional Educators' Conference

Venue: Mt Hagen Christian Academy

**Tuesday 29<sup>th</sup> April 2025**

8:00 am to 8:30 am	Check In and Fellowship
8:30 am to 8:40 am	Worship – Mt Hagen Christian Academy
8:40 am to 9:10 am	Opening Devotion – Mr Chad Wells
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 Minutes)
10:30 am to 11:15 am	Building Relationships – Kathy Fisher
11:15 am to 12:00 pm	Teachers Interacting Positively – Pastor Slabbert Pretorius
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 – Kathy Fisher
2:15 pm to 2:45 pm	Parent Teacher Conference – Mr Paul Namb
2:45 pm to 3:15 pm	Story Telling – Mrs Uke Kundi
3:15 pm to 3:30 pm	Afternoon Tea (15 Minutes)
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  
Mt Hagen 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 Rylee. 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.



## Mr Paul Namb

Pastor Paul Namb has an extensive educational background including a BA in Theology, a BA in Education, and an MS in Education, providing a strong foundation for his leadership roles. Pastor Namb brings a wealth of experience to his current position, having taught in public secondary schools for four years, lectured at the University of Goroka External Studies, and taught at the University of Papua New Guinea Open Campus College for eight years. A long-standing supporter of A.C.E, he established an .AC.E school in 2006 and has been involved with the program for the past 20 years. Alongside his educational responsibilities, Pastor Namb also serves as an Assistant Pastor at PNG Bible Church in Mt. Hagen, Western Highlands Province.



## Mr Chad Wells

Chad Wells is a missionary in Papua New Guinea and has been here 17 years. He has been running an A.C.E. school since 2014 and currently has 170 students.



## Mrs Uke Kundi

With over three decades of dedicated service to A.C.E schools, Mrs. Uke Kundi currently serves as the Deputy Principal at Mt Hagen Christian Academy. Her extensive experience also encompasses her role as a Level 1 Trainer for SCEE, demonstrating her commitment to educational excellence. Furthermore, Mrs. Kundi is actively involved in the Reading Program and Phonics Sounds, highlighting her passion for foundational literacy skills. Prior to her current position, Mrs. Kundi contributed significantly to Calvary Christian School in Lae and Grace Christian School in Port Moresby.



## This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal blue lines across its entire width, set against a plain white background. There are no margins, text, or other markings present.

# The Electives



- Health Course
- Music Course
- Speech Course
- Computer Science (aceconnect)
  - Introduction to Technology Training
  - Digital Art and Graphic Design
- Foreign Language Courses
  - Spanish
  - French
  - Greek
- Art Courses (Beginners & Advanced)
- College Courses

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The iStock logo is located at the bottom right of the page. It features the word "iStock" in a stylized font, with "iStock" in blue and "by Getty Images" in a smaller font below it. To the right of the text is a colorful graphic consisting of several overlapping triangles in shades of blue, green, yellow, and red.



### 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**



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

### 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 own rate. 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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### 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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### 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.



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### 3.4 Four Keys To ACE Pedagogy

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



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### 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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those things which are before. Philippians 3:13

### 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.



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those things which are before. Philippians 3:13

### 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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those things which are before. Philippians 3:13

### 4.1 The Value of Memorisation in Mastery Learning

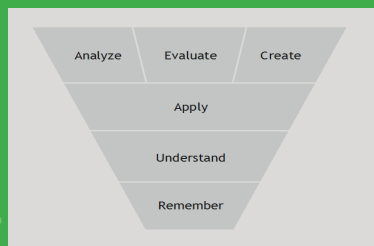
Memorisation is one of the vital parts of the ACE program. The  
value of memorisation has been long recognised among  
educators (Anderson & Krathwohl, 2001; Bloom, 1958; Melton,  
1963) as a foundation for effective learning and as a means to  
higher cognitive processes. - **Bloom's Taxonomy**



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those things which are before. Philippians 3:13

### The Value of Memorisation

Bloom's Taxonomy – Cognitive



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those things which are before. Philippians 3:13

## 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.



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, Pursuants 3:13

## 4.3 Higher order thinking (HOT) development

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



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, Pursuants 3:13

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.



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, Pursuants 3:13

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.



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, Pursuants 3:13

## 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 reconfirm 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.



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, Pursuants 3:13

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

- check answers;
- have immediate feedback;
- have reinforcement of his or her good learning processes;
- realise lack of understanding through exposure to his or her errors and
- correct any errors.



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

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

- interact with the student;
- assess the student's learning;
- supervise the student's scoring processes and
- provide immediate feedback, reinforcement and correction if necessary, after the student has scored his or her 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

"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 15:58



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### 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.



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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

*the ONE THING*  
that we should do

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

# 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.

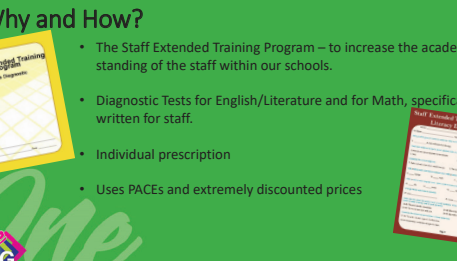


*The*  
**One**  
**THING**  
making things better

I could not resist to have appended this One Thing™, forgetting those things which are behind, and reaching those which are ahead of me, because I have no other goal, except to finish this race. Proverbs 10:17

## 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



The image displays three items related to the Staff Extended Training Program. On the left is a yellow booklet titled 'Staff Extended Training Program' with a grid pattern. In the center is a red booklet titled 'Staff Extended Training Program' with a grid pattern. On the right is a large green logo for 'the ONE THING' with the tagline '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 those which are before, I press on.*

## 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

*the one thing*  
**THINK**  
Becoming a Christian Leader

\*I would not expect to have appreciated this *the one thing* if, beginning from things which are behind, and reaching forth onto things which are before, Proposition 2

## 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 SCEC.
- Completed SEW book belongs to the staff member and should be kept as a personal resource.

*the ONE THING*

I could not resist to have appreciated, but this one thing (the beginning from which all is born), and reaching him (the end of the journey) is the only thing that matters. (Proverbs 3:1-6)

**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.



**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.





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



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, I press on. Philippians 3:13

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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.

*this One THING*  
focusing on the future

I counted 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 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

*this One THING*  
focusing on the future

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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

*this One THING*  
focusing on the future

I counted 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 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.

*this One THING*  
focusing on the future

I counted 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.

*this One THING*  
focusing on the future

I counted 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 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**.



I counted 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 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.



I counted 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 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.



I counted 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 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.



I counted 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 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**.



I counted 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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# SESSION 6: 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



VE RI TAS Latin words embedded in the logo and shield.  
Translated directly, these words mean, "Truth for Christ and the Church."

*I could not expect to have appreciated, but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before. (Philippians 3:13)*

ACCELERATE EDUCATIONAL MINISTRIES EDUCATORS' CONFERENCE

## YALE UNIVERSITY

- FOUNDED BY TEN CONGREGATIONAL MINISTERS
- SECOND LARGEST ENDOWMENT



Yale's official motto, Lux et Veritas (Latin for "Light and Truth").

*I could not expect to have appreciated, but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before. (Philippians 3:13)*

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."

*I could not expect to have appreciated, but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before. (Philippians 3:13)*

ACCELERATE EDUCATIONAL MINISTRIES EDUCATORS' CONFERENCE

<p><b>HARVARD</b></p> <ol style="list-style-type: none"> <li>John Adams,</li> <li>John Quincy Adams</li> <li>Franklin D Roosevelt</li> <li>Theodore Roosevelt</li> <li>John F. Kennedy</li> <li>Barack Obama</li> <li>George W Bush</li> <li>Rutherford B Hayes</li> </ol>	<p><b>YALE</b></p> <ol style="list-style-type: none"> <li>William Howard Taft</li> <li>Gerald Ford</li> <li>George H W Bush</li> <li>Bill Clinton</li> <li>Harry S Truman</li> </ol>	<p><b>PRINCETON</b></p> <ol style="list-style-type: none"> <li>Woodrow Wilson</li> <li>James Madison</li> </ol>
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- Responsible for 15 US presidents
- 87 percent of faculty are self-described liberals
- 13 percent are conservatives (not necessarily Christians)


*I could not expect to have appreciated, but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before. (Philippians 3:13)*

PERCENTAGE OF U.S. POPULATION WHO HAVE A BIBLICAL WORLDVIEW

Generation	Percentage	Born
Baby Boomers	10%	1946 - 1964
Gen X	7%	1965 - 1980
Millennials	4%	1981 - 1996
Gen Z	4%	1997 - 2012

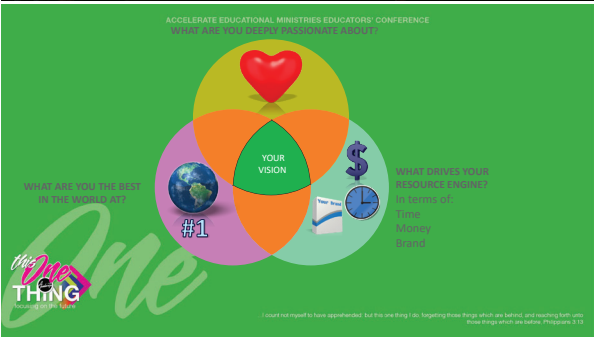
Source: Barna and Impact 360 Institute

Just slightly more than a third (37%) of American pastors possess a biblical worldview and the majority – 62% – hold a hybrid worldview known as syncretism.



The graphic consists of 100 human icons arranged in a 10x10 grid. The first 37 icons are white, representing a biblical worldview, and the remaining 63 icons are red, representing a syncretistic worldview. A man in a dark shirt and jeans stands on the left, pointing towards the icons.

Source: Arizona Christian University Cultural Research Center, May 12, 2022



# CLARITY OF MISSION

1. Mission Drift is a topic of conversation within our organization.
2. The verbal sharing of Christ is actively and intentionally being discussed/encouraged on a consistent basis (even if methods for doing so are less clear because of context limitations).

Please rate yourself on a scale of 1 to 10.  
1 = Strongly Disagree 5 = Neither Agree nor Disagree 10 = Strongly Agree

*the* **THING**  
moving the Church

© 2009 not myself to have appropriated, but the one thing is, forgetting those things which are behind, and reaching both only those things which are before. (Philippians 3:13)

- # CLARITY OF MISSION
3. Our organization has a statement of belief, mission statement, and core documents that explicitly describe our full mission.
4. Our staff members know and believe the core tenets of our full mission.
- Please rate yourself on a scale of 1 to 10.  
1 = Strongly Disagree 5 = Neither Agree nor Disagree 10 = Strongly Agree
- the One Thing*  
THINKING  
ONE THING AT A TIME
- \*I don't need myself to have appreciated, but this one thing is, beginning from things that are defined, and teaching them about things which are below, (Proverbs 1:12)

# CLARITY OF MISSION

5. Our supporters (ministry/mission partners) are in alignment with the core tenets of our full mission.

6. Our key donors (ministry/mission partners) are vocal and engaged in keeping us accountable to remaining on mission.

(For example, they speak up and challenge leadership if something does not clearly articulate or embody our values.)

Please rate yourself on a scale of 1 to 10.  
1 = Strongly Disagree 5 = Neither Agree nor Disagree 10 = Strongly Agree

*the thing*  
**THING**  
A COMMUNITY OF PEOPLE

\*I don't need to have operational, but this is my life, beginning from things, and, repeating them, until  
I see things which are better, (Philippians 3:12)





## INTENTIONALITY OF MISSION

17. If our leader suddenly left, we wouldn't be concerned about the mission continuing.

18. A large percentage of our staff (are at AEM purely because we are a Christian company) would leave the organization if we experienced mission drift.

Please rate yourself on a scale of 1 to 10.

1 = Strongly Disagree 5 = Neither Agree nor Disagree 10 = Strongly Agree



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

## INTENTIONALITY OF MISSION

19. We have said no to a "good opportunity" in the last two years because it did not fit with our identity and full mission.

20. We have a succession plan in place that is actively cultivating internal candidates for leadership, and there are known, potential future Mission True leaders.

Please rate yourself on a scale of 1 to 10.

1 = Strongly Disagree 5 = Neither Agree nor Disagree 10 = Strongly Agree



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

## Mission Drift Survey

### CLARITY OF MISSION

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

TOTAL \_\_\_\_\_

### INTENTIONALITY OF MISSION

11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

TOTAL \_\_\_\_\_



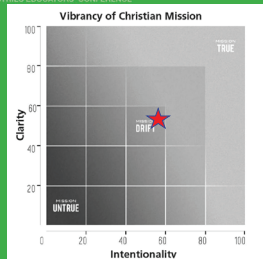
I count not myself to have appreciated, but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before. (Philippians 3:13)

The closer you are to the top right, the more likely you are to withstand Mission Drift.

Like a current, the closer you are to the bottom left, the greater the force pulling you toward secularism.

Movement is the one constant. It is always possible to fight against the current and move toward greater clarity of mission and intentionality of practices that help protect your mission.

If you don't make intentional and conscious efforts to fight against it, mission drift is inevitable.



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



I count not myself to have appreciated, 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 7: A Crash Course in Special Education - Ps Slabbert Pretorius

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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.

**Ptotos**

- Beggar or crippled
- Pauper
- Distressed
- IN SPIRIT

I could not expect 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 could not expect 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 could not expect 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 could not expect 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 could not expect 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.



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

**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.



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

**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
- Blur out answers and comments



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

- 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.



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

(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



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

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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.

I could not resist to have approached, 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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**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.

I could not resist to have approached, 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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**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 could not resist to have approached, 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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**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.

I could not resist to have approached, 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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**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.

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



## 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.



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

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

### 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.



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

### 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.



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

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

A Checklist with the opportunity to give constructive feedback




I count not myself to have appreciated, 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 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


 **The 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)

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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

 **The One THING**  
focusing on the future


What Schools Need Now: Relational Discipline, Midstate Kegan, 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


 **The 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)

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**Do you have**

**CLASS RULES?**


 **The 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)

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

 **The 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)



# 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, I press on.

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, I press on.

## SESSION 9: Teachers Interacting Positively - Ps Slabbert Pretorius

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



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

- 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.



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

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



I could not myself to have appreciated, 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 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



I could not myself to have appreciated, 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 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.



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

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.



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

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.



I could not myself to have appreciated, 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 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



I could not myself to have appreciated, 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 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



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

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

A Checklist with the opportunity to give constructive feedback

Practice resource for primary and secondary schools

Develop techniques and practices



Classroom management observation tool

**Building positive connections with all students**

February 2025



I could not myself to have appreciated, 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 10: Supervisors and Monitors: The Dynamic Duo of Success - Ps Naomi Pretorius

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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 accomplished, but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before. (Philippians 3:13)

ACCELERATE EDUCATIONAL MINISTRIES EDUCATORS' CONFERENCE

## Responsibilities of a Supervisor

<b>Personal Conduct &amp; Leadership</b> Must be: <ul style="list-style-type: none"><li>• Praying</li><li>• Inspiring</li><li>• Available</li><li>• Listening</li><li>• Evaluating</li><li>• Encouraging</li><li>• Disciplining</li></ul>	<b>Academic &amp; Administrative Duties</b> <ul style="list-style-type: none"><li>• Administers diagnostic testing</li><li>• Writes individual prescriptions for student learning</li><li>• Models punctuality and professionalism</li><li>• Attends all staff meetings</li><li>• Encourages consistent PACE work</li><li>• Administers discipline to build self-control</li><li>• Issues merits and demerits</li><li>• Trains students to set goals</li></ul>
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 I count not myself to have accomplished, 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


<b>Student Support &amp; Assessment</b> <ul style="list-style-type: none"><li>• Guides students in finding answers</li><li>• Reviews and initials Score Strips, "Answers May Vary," and Self-Tests</li><li>• Determines students' readiness for Self-Tests and PACE Tests</li><li>• Ensures students achieve maximum learning</li><li>• Supervises PACE Tests</li><li>• Records and reports academic results</li></ul>	<b>Evaluation &amp; Recognition</b> <ul style="list-style-type: none"><li>• Scores all tests</li><li>• Evaluates essays, reports, and creative exercises</li><li>• Assigns and supervises written and oral reports</li><li>• Issues Honour Roll projections</li><li>• Approves applications for privileges</li><li>• Conducts academic conferences with students</li></ul>
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## Responsibilities of a Monitor

<b>Goal Setting &amp; Accountability</b> <ul style="list-style-type: none"><li>• Checks student goals each morning</li><li>• Completes Goal Check Reports</li><li>• Issues new goal cards and collects completed goal cards</li><li>• Monitors the scoring station</li><li>• Ensures students keep Score Keys and the scoring station neat</li></ul> <b>Discipline &amp; Order</b> <ul style="list-style-type: none"><li>• Issues demerits when necessary</li><li>• Supervises detentions to maintain discipline</li></ul>	<b>Student Support &amp; Assistance</b> <ul style="list-style-type: none"><li>• Warm and trusting in interactions with students</li><li>• Practical, steady, and impartial</li><li>• Follows efficient procedures to maintain order</li><li>• Assists at student offices and the scoring station</li><li>• Reports issues privately to the Supervisor</li><li>• Answers non-academic flags (DOES NOT answer academic questions)</li><li>• Listens to Scripture memory passages</li><li>• Checks Homework Assignment Slips</li></ul>
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## 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*

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

## 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



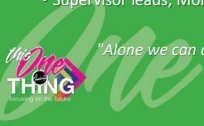
*"Let all that you do be done in love."*  
1 Corinthians 16:14

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

## 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

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

## 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



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

## 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*

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


*the One THING*  
Pursuing the One Thing

*I counted myself to have apprehended, but this one thing I do, forgetting those things which are behind, and reaching both unto thee and unto the prize of thy calling above all things. (Philippians 3:13)*

# 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




*The One*  
**THING**  
A CHARACTER TRAIT

I cannot not expect to have superabundance, but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before, I press on toward the goal.

# 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



*The One Thing*  
A FOCUS ON THE ESSENTIAL  
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I counted myself to have accomplished, but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before, I press on, toward the goal, for the prize of the upward call of life in Christ Jesus. (Philippians 3:13)

# 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

*the One*  
**THINK**  
TEACHING  
HAPPEN

I count not myself to have appended: but this one thing I do, forgetting those things which are behind, and reaching forth unto those things which are before, I press on to the goal for the prize of the upward call of God in Christ Jesus. (Philippians 3:13)

# 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 counted myself to have appreciated, but this one thing is: forgetting those things which are behind, and reaching both arms forward toward the things which are before. (Proverbs 3:18)*

This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal blue lines across its entire width, providing a guide for handwriting or typing. The background is a clean, solid white color.

**Students who learn to memorize  
from 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, I press on to the goal.

**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, I press on to the goal.

## This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal blue lines across its entire width. The lines are thin and light blue, set against a plain white background. There are no margins, text, or other markings on the page.



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This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

