



SOUTH ATLANTIC CONFERENCE of  
SEVENTH-DAY ADVENTISTS  
OFFICE of EDUCATION



Continually growing  
the Kingdom with a  
focus on Excellence

## Picking Up the Pace

October 25, 2017  
Volume 1, Issue 3



### UPCOMING EVENTS

**October 23-27**  
Fall Week of Prayer

**October 31**  
Last day for home schooled  
students to register

**November 5**  
Standard Time begins

**November 10**  
Second Quarter Interim Re-  
ports go home

**November 20-24**  
Thanksgiving Vacation

**November 27**  
Classes resume

**December 20**  
Second Quarter Ends

Christmas Vacation begins at  
noon



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### MAKING THE MAIN THING— BE THE MAIN THING!

It is not an exaggeration to say that a great teacher can change a student's life. There are an endless number of stories that attest to the benefits of a strong relationship between an educator and pupil.

As some of the most influential role models for developing students, teachers are responsible for more than just academic enrichment. By forging strong relationships, educators are able to affect virtually every aspect of their students' lives, teaching them the important life lessons that will help them succeed beyond term papers and standardized tests.

**It is not always easy to change a student's life, which is why it takes prayer, patience, and the power of the Holy Spirit to do so.** Some students just need an extra push like the student whose math grade is just a few points shy from the A that will give them a 4.0 GPA; others may be going through something troubling in their personal lives and need someone to talk to. Whatever the student needs to help them excel, a life-changing teacher will be there for them.

All across the South Atlantic Conference, each and every day our teachers are proving themselves to be ministry-minded and mission-focused.



At our recent RenWeb training in Atlanta, we went beyond the training and recommitted ourselves to lifting up Christ—choosing to **MAKE THE MAIN THING - BE THE MAIN THING**. What is the main thing? The answer is: Preparation for Heaven. Nothing else matter. And so, we work as “unto the Lord”, evangelizing as we teach and **modeling Christ, compassion and kindness as we interact with our students**. What a privilege and honor to be called by God to do this GREAT work! It's not easy, but God is on our side.

*Students should be rooted and grounded in divine truth. Their attention should be called, not to the assertions of men, but to the word of God. Above all other books, the word of God must be our study, the great textbook, the basis of all education; and our children are to be educated in the truths found therein. Testimonies to the Church 6:131*



**Adventist Education, Now More Than Ever!**



## Gender Differences in the Classroom

So men are from Mars and women are from Venus, huh? Have you ever noticed there are serious differences in your classroom or even your work environment? Sure girls and boys are different. They hear differently, they express their emotions differently, they learn, play, and even fight differently.

Jones and Daggett (2012) noted that in the classroom, females are more likely to do their work even if the assignment doesn't interest them because they want the teacher to like them. Males need to find the work assignment meaningful to them; having the teacher like them is not a necessity.

When asking for help, girls are responsive to voice, tone, and perceived intention. Boys tend to be more responsive when focusing on the problems only, with little or no eye contact. Small-group learning tends to work for females because they are comfortable asking the teacher for help if they need it. If a male gets stuck, chances are he won't ask for help and may become agitated. Competition and

time-constrained tasks draw male's attention. When they have to work as a team to answer a question, they collaborate and work hard so as not to let down the team.

Girls tend to regard shouting out answers as silly, and complain that the "right answer" focuses on the details instead of having a big picture. Moderate stress improves boys' performance on tests, but degrades girls' performance.

What does all this mean? According to Dr. Sax, "Ignoring gender differences does not break down the stereotypes; ironically, neglecting hardwired gender differences results in enforcing the stereotype." The solution is not necessarily to have gender-specific work, although in some situations that has been shown to work very well. However, knowing about these hardwired differences can inform and direct what we do in the classroom or work environment, which will help ensure that both genders are engaged and eager to participate.

### Contributing Processes of Enrollment: Part 2

In our continuing series on school growth, we ask the question, "What factors are critical for a school to grow its enrollment?" According to Mozingo and Barron (2015) the faculty must engage in the process.

- It is critical for the faculty to have top down support.
- Admissions does not drive enrollment.
- Teachers are the experiences and students are the product.
- Re-enrollment begins the first day of school—the faculty is responsible for re-enrollment.
- Customer (parental) satisfaction is CRITICAL!
- New and prospective family responsibilities
- Faculty must know the school's value proposition.

## The Basics of Effective Language Acquisition

Have you ever wondered how you can help a student or a group of students develop more fluent language acquisition skills and thereby increase their read ability level? Stephen Krashen (2003) noted that when students are given plenty of instruction on a few targets, and tested on measures in which they are focused, giving them time to learn how to apply rules of language, known as the Monitor Hypothesis, several conditions need to apply:

1. A student's knowledge of the rule.
2. A student's concern with correct application of the rule.
3. Giving students sufficient time to apply the rule.

Krashen also discovered four key points for effective language acquisition through literacy:

1. Phonological awareness and phonics (the systematic teaching of onsets, rimes, prefixes, and suffixes) is the initial stepping stone to fluent reading, but not the hinge point.
2. Pleasure reading is used to build fluency, vocabulary, and comprehension. Pleasure reading is not tested or assessed. This is the strategic use of Silent Sustain Reading or Zip Your Lips and Read time.
3. Random samples of 100 words also help develop the reader's ability and increases their reading level.
4. People choose to read when they have a quiet and comfortable spot to read.





Growth Starts...

Now!

Everything depends on you and your relationship with God. If you start the morning with Him – it'll be easier for you to be kind to your spouse, easier for you to have good words for that parent who has been bugging you, easier for you to appreciate a student's attempt, easier for you to encourage the discouraged, easier for you to ignore the thought that you are working hard already and doing all you can do. Here are some startling facts about growing enrollment:

- ✓ Schools only grow as tall as their faculty and staff will let them.
- ✓ Role Play—Model—Have mock tours of the school.
- ✓ Be prepared with your school's elevator speech.
- ✓ Remember to always talk about the school's spiritual core and academic programs.
- ✓ Train others to share classroom experiences.
- ✓ Know the Laws of the Grapevines.
- ✓ Communicate to build relationships, not simply to be heard.
- ✓ Establish regular communication with current parents and prospective families..



### The Laws of the Grapevine

Scott Barron (2015) states that your communication skills have a direct impact on the success of you, your school, and your system. It impacts faculty culture, enrollment, fundraising, board relationships, and so much more. Just like every other organization, you have a grapevine ecosystem throughout your community that can be an asset or a liability—the difference is really up to you.



## Region 3 Focus

We have had the opportunity to visit Region 3—South Carolina. We have two schools in operation in this region.

**BJA**—Berea Junior Academy, in Sumter, is off to a fantastic start. Regrick Howard and Debbie White-James are working hard with their 18 students. They have a growing waiting list of students wanting a pre-kindergarten program. At his last visit, Dr. Cookenmaster was treated to a concert by the students, which absolutely sent his heart soaring as the students sang about faith, hope, belief, and the joy to come.

**NDRAS**—Norma D. Richards Adventist School, in Pageland, is growing! Under the leadership of Toni and Greg Hollier, the school has grown to 16 students. It was impressive to see that not only does the school have a partnership with the local library, the students also participate in the distribution of goods at the local food bank run by the Methodist Church, and the local restaurants in town, which help provide hot lunch to students, all know the students eat a vegetarian diet at school. Pageland is not a big community, so the word is getting around town about the wondrous work the school is doing.

**Focus on Region 3**—We ask that you pray for each faculty, staff, administrative and board member of Region 3 schools, along with their stakeholders. Please pray for the schools that the Lord will impress the area churches to send their children to the schools, and that the Lord will use the schools to bring in students from the highways and byways at this crucial junction in Earth's history.

*We shall  
come  
rejoicing,  
bringing in  
the sheaves.*

