

32nd

ANNUAL CHRISTIAN SCHOOLS CONFERENCE

ORUef 2023

Theme:
**Educating
for Eternity:**
Running
with the **Vision**

27th
Sept., 2023
8:00am

THE CHURCH AUDITORIUM, FAITH ARENA,
1 Faith Way, off Upper Adesuwa Grammar
School Road, G.R.A. Benin City



WORD OF FAITH GROUP OF SCHOOLS
G.R.A., BENIN CITY, EDO STATE.

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 Word of Faith Group of Schools
Benin City.

FOR ENQUIRIES: 08060839169



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ANNUAL AFRICA CHRISTIAN SCHOOLS CONFERENCE

THEME:

EDUCATING FOR ETERNITY: RUNNING WITH THE VISION

Features include:

- Plenary sessions
- Workshop sessions
- Free medical care

📅 27TH SEPTEMBER 2023 ⏰ 8:00 AM

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Sponsor

NIGERIA- Word of faith group of Schools

Sponsor

USA- Oral Roberts University Education
Fellowship International
Christian Accrediting Association



NATIONAL ANTHEM

Arise, o compatriots
Nigeria's call obey
To serve our fatherland
With love and strength and faith
The labor of our heroes past
Shall never be in vain
To serve with heart and might
One nation bound in freedom
Peace and unity

Oh God of creation
Direct our noble cause
Guide our leaders' right
Help our youth the truth to know
In love and honesty to grow
And living just and true
Great lofty heights attain
To build a nation where peace
And justice shall reign



HIS EXCELLENCY
BOLA AHMED TINUBU GCFR
PRESIDENT, COMMANDER-IN-CHIEF OF THE ARMED FORCES
FEDERAL REPUBLIC OF NIGERIA



ARCHBISHOP MARGARET E. BENSON- IDAHOSA JP, OON

**ARCHBISHOP CHURCH OF GOD MISSION AND PROPRIETRESS,
WORD OF FAITH SCHOOLS.**



PROFESSOR MAMMAN TAHIR
MINISTER OF EDUCATION



MR GODWIN NOGHEGHASE OBASEKI
GOVERNOR
EDO STATE, NIGERIA



JOAN OSA OVIAWE
COMMISSIONER FOR EDUCATION
EDO STATE



MINISTER DAISY IDAHOSA
ADMINISTRATOR GENERAL, WORD OF FAITH SCHOOLS, NIGERIA.

ARCHBISHOP MARGARET E. BENSON- IDAHOSA, (JP, OON)



*A*rchbishop Church of God Mission, Int'l, Chancellor, Benson Idahosa University and Proprietress, Word of Faith Schools.

Archbishop M.E Benson-Idahosa is a trained educationist, God used her to establish the Word of Faith Group of Schools, which presently has more than 110schools all over Nigeria.

The vision of the school is to develop the total child, spiritually, physically, mentally, emotionally.

She is a proud mother of four Biological children and four adopted ones. She is also a mentor to uncountable number of spiritual children home and abroad who look up to her for leadership, motivation and impartation.

She is an author of several books.

BISHOP FAITH EMMANUEL BENSON IDAHOSA II PRESIDENT BENSON IDAHOSA UNIVERSITY



*B*ishop Faith Emmanuel Benson Idahosa II, popularly known as Bishop FEB is a prominent man of God, an exceptionally professional and reputable entrepreneur who leads an exemplary life worth being reckoned with.

He obtained his Bachelor of Science Degree in Biology and a Bachelor of Arts Degree in Business Administration from Oral Roberts University, Tulsa, Oklahoma, USA. He has a Master's Degree in Public Health and is currently a Doctoral candidate for Educational Leadership at Oral Roberts University, Tulsa, Oklahoma, USA.

Bishop FEB Idahosa has been in the education field for the past twenty years. He is the President of Benson Idahosa University; he is an entrepreneur and respectable businessman. He is an author of four books.

He is the loving husband of Rev. Laurie Whetstone-Idahosa, father of three and an elite minister of God.

MINISTER DAISY IDAHOSA

**ADMINISTRATOR GENERAL,
WORD OF FAITH SCHOOLS, NIGERIA.**



*M*inister Daisy Idahosa is an alumnus of Oral Roberts University (O.R.U), Tulsa Oklahoma and American International University (A.I.U) Atlanta, USA. In 2012 she became the Deputy Proprietress, Word of Faith of schools, Abuja.

In 2019, she became the Administrator General of Word of Faith schools. She is a highly motivated school administrator who rewards excellence and encourages innovations.

Minister Daisy Idahosa strongly believes that a Christian Educator must be Spirit-filled in order to influence the students in the way of Christ.

She is widely travelled and has featured in many conferences organized by ICAA and ORL IEE

CHRISTOPHER DAVID BELYEU

EXECUTIVE DIRECTOR FOR ORUEF AND ICAA



*C*hristopher David Belyeu has been in Christian school administration for twenty-five years in Texas and Oklahoma.

He has traveled to Colombia, France, Ghana, Haiti, India, Nigeria, and Mexico supporting schools with conferences, Christian school planting, teacher training, and ministry. He has served on the ORUEf Board of Directors, the ICAA Commission for Accreditation, and has led and participated in many accreditation review visits. Chris currently serves on the boards for the Council for American Private Education, and the National Council for Private School Association, and a variety of state accreditation associations.

He loves encouraging Christian educators concerning their cross-generational impact, strengthening Biblical worldview instruction, and improving the use of data for student learning. Together, he and his wife, Chrissie, live in Tulsa, Oklahoma where they have two children, Grace (17) and Marcus (12). They love serving the Lord, traveling, and enjoying their time together.



REV. DR. AKERS

COVENANT CHRISTIAN SCHOOL

He is an experienced lead pastor and school administrator with a demonstrated history of working in the non profit organization management industry.

Skilled in non-profit organization, church leadership, classroom management, educational technology and instructional design. He is a strong community and social services professional with a Master of Public Administration from the University of Kentucky and a bachelor of arts (BA), focused in English and Spanish from Murray State University.



THOMAS M. WALSH

*T*om Walsh grew up in north central Kansas in a small farming community named Concordia. Tom attended college in Tulsa, Oklahoma where he met his wife Dacia. Deciding to plant their roots in the western suburbs of Tulsa, Tom began his career teaching Spanish to junior high school age students. It would be only six years later when he made the transition to elementary school principal where he would spend the remainder of his thirty-year career.

Tom is an accomplished speaker who has spoken at numerous fundraising events including the St. Jude 2012 Fortune 500 CEO Summit in New York City and the St. Jude Board of Directors Meeting.

Currently, Tom and his wife Dacia reside in Sapulpa, Oklahoma. Dacia having retired from public education in 2018, now works as a relationship banker at a local bank. Tom works part time as a university supervisor at Oral Roberts University in Tulsa, Oklahoma.

IMOH OKUNDAYE

MANAGING DIRECTOR OF JEREMY VINE A HUMAN RESOURCES COMPANY



*I*moh Okundaye is the Managing Director of Jeremy Vine a Human Resources Company that provides HR Services for organizations and the Creative Partner in Imoh's Kitchen.

Currently, she is the Director, Strategy and Operations Oversight Archbishop Benson Andrew Idahosa Foundation and Above Only Group of Companies.

She graduated from the University of Calabar (2001) with a B.Agric degree in Soil Science. She also holds a Master's degree from the Obafemi Awolowo University, Ile Ife (2007) with specialization in Human Resources.

She is a Member of several professional bodies including, Society for Human Resources Management, USA, Chartered Institute of Personnel Management and the Nigerian Institute of Management

She has over fourteen years' experience in the corporate world (First Bank of Nigeria Limited) where she worked in various departments including Human Capital Management& Development, Corporate Banking, Commercial Banking, all Marketing, and Branch Operations. She has managed customers banking activities, acted in advisory roles to customers on financial and investment decisions.

WORKSHOP TOPICS AND RESOURCE PERSONS

1	Rev. Mrs. Nosariemen Iyare	Word of Faith Schools, G.R.A., Benin City	Principal	Public Speaking
2	Pastor Richard Edughean	Word of Faith Schools, G.R.A., Benin City	Vice Principal	Strategies for building confidence In Learners.
3	Miss Roseline Omoregie	Word of Faith Schools, G.R.A., Benin City	Principal	Building a legacy: How educators shape Eternity through their students' success.
4	Deacon Udah Solomon	Word of Faith Schools, Iguodeyala, Benin City	Deputy Administrator	Promoting and protecting mental health in schools.
5	Rev. Mrs. Felicia Olumike Adelakun	Word of Faith Schools, Warri.	Deputy Administrator	Transforming teaching with empathy in running with the vision
6	Mr. Simon Uy	Word of Faith Schools, Warri	Chaplain	The benefit of emotional intelligence in teaching and learning with the vision in mind.
7	Deacon Tony Obasohan	Word of Faith Schools, Abuja	Principal	Competencies and skills of a21st century educator.
8	Mrs. Chioma Ochemba	Word of Faith Schools, Abuja	Principal	Staff burnout: causes, symptoms and remedies.
9	Rev. Godsent Aluede	Word of Faith Schools, Abuja	Chaplain	Communicating the essence of salvation to students.
10	Rev. Mrs. Peace Akan Sebastine	Word of Faith Schools, Ekehuan	Deputy Administrator	Strategies for Engaging and motivating students.
11	Rev. Mrs. Stella Osaghae	Word of Faith Schools, Iyaro	Deputy Administrator	Relationship between attitude and success.
12	Emokhare Martha Alex	Nathan American Academy, Faith Way, G.R.A., Benin City.	Administrator	Developing Great Educators: What great educators do differently.

ORUEF INTERNATIONAL CHRISTIAN EDUCATORS CONFERENCE

SEPTEMBER 27, 2023

Registration

Welcome & Praise & Worship

Welcome address by the AG

- 7:30 - 8:30 am

- 8:30 – 9:00 am

- 9:00 – 9:10 am

PLENARY SESSION 1

Christopher D. Belyeu

- 9:10 - 9:55 am

Bishop FEB

- 10:00 – 10:45 am

Rev Dr. Robert Akers

- 10:50 – 11:35 am

Workshop Session A

- 11:40 - 12:25 am

- *All about ORU*
- *Public speaking*
- *Competencies and skills of 21st century educator*
- *Relationship between attitude and success*
- *Promoting and protecting mental health in school*
- *Staff burnout, causes, symptoms and remedies*
- *Strategies for engaging and motivating students*

PLENARY SESSIONS2

BREAK

-12:30 – 12:40

Imoh Okundaye

-12:40 – 1: 25 PM

Task groups/ Schools interaction

-1:30 – 2:10 PM

LUNCH

-2:15 – 3:15 PM

BREAK

-3:15 – 3:45 PM

Workshop Session B

-3:45 – 4:30 PM

- *Strategies for building confidence in learners*
- *Developing great educators: what great educators do differently*
- *Communicating essence of salvation to students*
- *The benefits of emotional intelligence in teaching and learning with the vision in mind*
- *Transforming teaching with empathy in running the vision*
- *Building a legacy: how educators shape eternity through students' success.*
- *Strategies for managing classroom*

HEALTH TALK

- 4:35 – 5:00PM

CONNECT CARD

-5:00 – 5:10 PM

ANNOUNCEMENT AND CLOSING

-5:10 – 5:20 PM

CENTRAL PLANNING TEAM

DENNIS ADOLE
OSATOHANMWEN OMOREGBE
GLADYS CHRISTOPHER
SOLOMON UYI

CHAIRMAN
VICE CHAIRMAN
SECRETARY
MEMBER

SYNOPSIS

TOPIC: Transforming teaching with empathy, in running with the vision.

Presenter: Felicia.O Adelakun

Becoming a transformational teacher involves developing a deep understanding of your students' needs and aspirations and using your teaching practices to inspire and empower them to reach their full potentials.

Here are some key steps and qualities that can help become transformational teachers.

- Develop a growth mindset.
- Know your students.
- Set high expectations.
- Foster a love for learning.
- Be a role model.
- Use varied instructional strategies.
- Provide constructive feedback.
- Cultivate a supportive classroom community.
- Continuously reflect and improve.
- Maintain open communication.

SYNOPSIS

Theme: Educating for Eternity: Running with the Vision

Presenter: Pst Richard Edughaen.

Confidence is a mental disposition that assures someone that he can accomplish a task and not be afraid of failure. When learners lack confidence, visions or goals may not be achieved. No one is born confident.

Everyone feels nervous during a presentation in front of people. Fear of failure stops students from participating in competitions, activities and even Classroom discussions. This is due to lack of confidence.

Confidence breeds success. Teachers have the power and responsibility to cultivate confidence in students since they are among the most influential figures for students throughout their formative years. Teachers can help students develop confidence by keeping few useful strategies in mind.

SYNOPSIS

ESSENCE OF SALVATION

Rev. Godsent Aluede

Texts: [Jn.1:29-30; 3:14-16, Acts 4:12, Rom. 6:23, Gal.3:13-14, Eph.2:8-9, Heb.2:10, 14.]

The doctrine of salvation is broad and deep, yet simple to understand its essential truth. The word salvation [Greek: Soteria] means to experience deliverance, to be rescued, to be freed or liberated. It connotes the words; rescue, restore, and renew. In the New Testament context, it means to rescue one from sin and death, restore one to an original state of Glory and the renewal of the mind.

Jesus died basically to crush the devil, to take away the sin of humanity as God's sacrificial lamb and

then, to restore man to Glory, imparting him with the divine nature [eternal life].

Now, one can be saved and not act saved!

To live the life of Christ and be consistent with the new nature one has received,

- one has to expose one's mind to God's culture and learn Christ. This is the renewal of the mind and it is achieved only through God's word.

SYNOPSIS

THEME: EDUCATING FOR ETERNITY: RUNNING WITH THE VISION.

TOPIC: BUILDING A LEGACY; EDUCATORS SHAPING ETERNITY THROUGH

STUDENT'S SUCCESS

By: Roseline Evbayiroru Omorogie

Education is the cornerstone of progress and human development. Beyond the confines of knowledge transfer, educators possess the power to shape eternity by fostering the growth of young minds. The vision of Word of Faith Group of Schools goes beyond academic excellence—it seeks to nourish students' spiritual growth.

Therefore, our focus as educators in the success of our students should involve the following:

- i. Mental Empowerment
- ii. Fostering Physical Flourishing
- iii. Nurturing Social consciousness
- iv. Cultivating spiritual growth.

By focusing in mental empowerment, physical well-being, social responsibility, and spiritual growth, educators can create a comprehensive environment that prepares students to face life's challenges with confidence, compassion and resilience.

SNYOPSIS

DCN TONY OBASOHAN

PRINCIPAL, SNR SECONDARY SCHOOL

Competencies of a 21st Century school teachers culminate in a wide range of skills and qualities aimed at meeting the evolving needs of education in the modern age. These abilities collectively equip 21st Century educators to give high quality of education, prepare learners for the complexities of the modern world, and strengthen a love for lifelong learning.

Join this workshop to avoid being an outdated educator.

SYNOPSIS

PUBLIC SPEAKING

As a Public Speaker, presenting information before others and giving public speeches can improve your communication skills and increase the ability to present ideas in a coherent and organized manner. -

Pastor (Mrs.) Nosarieme Iyare

SYNOPSIS

TOPIC: The benefits of emotional intelligence in teaching and learning, with the vision in view.

From Mr Simon Uyi Inegbenosa.

Emotional intelligence, otherwise known as emotional quotient or EQ is the ability to understand, use, and manage your own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict

Components of Emotional intelligence:

1. Self Awareness
2. Self management
3. Social Awareness
4. Relationship management
5. Motivation

- Tips to improve emotional intelligence
- Benefits of Emotional intelligence in Teaching and Learning
- Application of emotional intelligence in teaching and learning

SYNOPSIS

DEVELOPING EXCEPTIONAL EDUCATORS:

(WHAT GREAT EDUCATORS DO DIFFERENTLY)

EMOKHARE MARTHA ALEX

Administrator, Nathan American Academy

In education, every teacher has the potential to be great, but it all begins with a burning desire to make a lasting impact on students' lives. Archbishop M. E. Benson Idahosa once wisely stated, "Teachers teach the subject; good teachers teach students." Our theme, "Educating for Eternity," underscores the profound significance of the educator's role—shaping young minds for a lifetime.

Education is the most vital profession in the world, and educators hold the power to influence positively or negatively, and their impact echoes through eternity. While challenges often deter some from entering this profession or being exceptional, acknowledging these challenges from the start can be an advantage. Consider the hurdles educators may face—students unprepared to learn, lack of motivation, attention deficits, verbal or physical aggression, unsupportive parents, uncooperative administrators, limited resources, and rule-breaking colleagues. Embracing these challenges equips educators for the journey ahead.

Preparation also entails recognizing that educators are working with people. Understanding how others perceive one's behavior is critical to practical impact. Whether teaching, mentoring, counseling, disciplining, protecting, or guiding, the goal is clear: to shape lives positively.

Distinguished administrators always remember their roots as teachers, just as remarkable teachers remember their days as students. What sets great educators apart is their unwavering commitment to clear expectations, objectives, goals, rules, and consequences, consistently applied. Understanding diverse communication styles (expresser, driver, relater, and analytical) facilitates effective interaction across age groups.

Great educators foster positive relationships with teachers, parents, and students. They concentrate on improving behaviors, knowing they cannot change the past but can shape a brighter future. Great educators recognize their

TOPIC:

TRANSFORMING TEACHING WITH EMPATHY, IN RUNNING WITH THE VISION

Presenter: Felicia.O Adelakun

Becoming a transformational teacher involves developing a deep understanding of your students' needs and aspirations and using your teaching practices to inspire and empower them to reach their full potential. Here are some key steps and qualities that can help you become a transformational teacher:

Develop a growth mindset: Embrace the belief that every student has the capacity to learn and grow. Cultivate a positive and supportive classroom environment where students feel safe to take risks, make mistakes, and learn from them.

Know your students: Take the time to get to know your students individually, their backgrounds, interests, strengths, and challenges. This will help you tailor your teaching strategies to meet their specific needs and create a more personalized learning experience.

Set high expectations: Believe in your students' abilities and set high expectations for their academic and personal growth. Challenge them to go beyond their comfort zones and strive for excellence.

Foster a love for learning: Instill a sense of curiosity, passion, and joy for learning in your students. Create engaging lessons that connect to their interests and make learning relevant and meaningful.

Be a role model: Lead by example and embody the qualities and values you want to instill in your students. Demonstrate enthusiasm, integrity, empathy, and a growth mindset in your teaching practice.

Use varied instructional strategies: Employ a range of teaching methods and approaches to accommodate different learning styles and engage students in active learning. Incorporate interactive discussions, group work, hands-on activities, technology, and real-world applications into your lessons.

Provide constructive feedback: Offer timely and specific feedback to help students understand their strengths and areas for improvement. Encourage self-reflection and growth by focusing on the process rather than just the outcome.

Cultivate a supportive classroom community: Create a classroom environment that values diversity, respect, collaboration, and empathy. Foster a sense of belonging and mutual support among students, encouraging them to help each other and celebrate their collective achievements.

Continuously reflect and improve: Engage in self-reflection and seek feedback from colleagues, mentors, and students themselves. Regularly evaluate your teaching practices, adjust your strategies, and stay updated with the latest educational research and best practices.

Maintain open communication: Establish open lines of communication with your students, parents, and colleagues. Regularly communicate student progress, goals, and challenges, and collaborate with parents and other educators to support students' learning and development.

Remember, becoming a transformational teacher is a journey that requires dedication, empathy, and continuous growth. By fostering a love for learning, supporting individual student needs, and inspiring your students to reach their full potential, you can make a lasting impact on their lives.

Every Educator should therefore be intentionally ready to abide by the above rules so as to achieve the desired goals.



THEME:
EDUCATING FOR ETERNITY:
RUNNING WITH THE VISION

Topic: *Strategies for*
**BUILDING CONFIDENCE IN
LEARNERS**

By: Pst. Richard Edughaen

TEXTS: PRO. 23:7, MARK 11:23-24, MATT. 12:37, PRO. 6:2.

Confidence is a mental disposition that assures someone that he can accomplish a task and not being afraid of failure. When learners lack confidence, visions or goals may not be achieved. No one is born confident. Everyone feels nervous during a presentation in front of people. Fear of failure stops students from participating in competitions, activities and even classroom discussion. This is due to lack of confidence.

Confidence breeds success. Teachers have the power and responsibility to cultivate confidence in students since they are among the most influential figures for students throughout their formative years. Teachers can help students develop confidence by keeping few useful strategies in mind.

1. **Praise and Acknowledge accomplishments.**

Praising students' work and acknowledging their contributions boost their confidence. Students will have confidence in their capabilities and strive to do more.

Words like "*good work! I can see a difference in your work compared to yesterday*".

2. **Provide Constructive Feedback.**

Studies have shown that constructive feedback helps students learn and grow. You can't grow if you don't know what you are doing wrong. Teachers should provide necessary constructive feedback to their students. Teachers should be supportive of their students and have faith in their talents.

3. **Don't Overcorrect Students.**

Overcorrection may undermine a student's self-assurance. Before outlining a better solution, give students ample time to think. Otherwise, they might doubt their abilities and show less initiative in class. Success comes from confidence; therefore don't overcorrect the students work.

4. **Wall of fame.**

Teachers should highlight their students' accomplishments both within and outside of the classroom. Teachers can also create virtual portfolios for each student and share them with parents. As a result, students will feel inspired because they will have accomplished something, which will encourage them to try new things.

5. **Use Think-Pair-Share-Technique**

The Think-Pair-Share method is a part of cooperative learning (collaborative), which is one of the techniques for boosting students' confidence.

With this method, two students must work together to finish the assignment. They must work on their own findings, talk about them with one another, and polish their work. Later, they must present their work to the entire class, during which other students may provide comments of ideas. Student's engagement rises as a result of this exercise, which boosts their confidence and capacity to participate in class discussions.

6. **Let the Students be in Charge**

Children have a lot to offer. To merely stand in front of the class and speak would be ineffective and should not be encouraged. Let them be in charge of the discussion activities. Bring out the talent of each student and urge everyone to get involved in the activity/discussion. Students' self-worth and confidence will increase if they are given a sense of leadership and importance.

7. **Avoid Peer Comparison**

Every student is unique in terms of cognitive development, learning style, needs, and so on. Constant comparison can cause feelings of inadequacy and insecurity that hamper the learning capabilities of the student.

In place of peer comparison, teachers should compare student with his or her previous work. Self-comparison will help students to know their strength and feel confident about their progress.

Conclusion.

By utilizing any or all of the aforementioned methods, teachers can assist students in developing confidence in their skills and acquiring more new skills.

Success develops confidence; teachers must inculcate it in students early enough, if they are to produce successful adults in the future.



COMMUNICATING THE ESSENCE OF SALVATION TO STUDENTS

BY: REV. GODSENT ALUEDE
CHAPLAIN, WOFGOS, ABUJA.

...Neither is there salvation in any other; for there is no other name under heaven.... Acts 4:12.

OBJECTIVES:

- To gain confidence in one's personal salvation.
- To live in the reality of the new life
- To bring others into this life.

INTRODUCTION

The doctrine of salvation is broad and deep, yet simple to understand its essential truth. The word salvation [Greek: **Soteria**, Hebrew: **Yasha**] means to experience deliverance, to be rescued, to be freed or liberated. It connotes the words; rescue, restore and renew. In the New Testament context, it means to rescue one from sin and death, restore one to one's original state of Glory as well as the renewal or transformation of the soul.

.Eph. 2:8-9 "By grace [work of another] are you saved, through faith [belief/trust in that work] and not of yourselves, lest any man should boast.

CONCEPT OF SIN AND DEATH

Sin [Greek: Hamartias] To miss the mark or failure to reach God's holy standard. It birthed death [Romans 6:23].

Death; Theologically, the word 'death', basically means separation.

Types:

There are three types of death:

- Physical- [James 2:26] separation of the spirit/soul from the body.
- Spiritual -[Gen 2:17, Eph 2:1]separation of the spirit/soul from God and
- Eternal- [2Thes. 1:9] separation of the spirit, soul and body, forever from God. It occurs when a man dies in sin.

THE NECESSITY OF ADAM'S EXPULSION

Adam's banishment was necessary because of:

- A. The justice system of heaven, that demanded that he be punished,
- B. The reality of denaturation and the pathetic condition of
- C. His lost essence and consequent assignment. He actually got denatured on account of sin.

To be denatured is to irreversibly loose one's essence, configuration, internal structure and form. [It is a scientific term used for proteins when subjected to heat. They get denatured by heat].

Now, having the nature of God originally, he could mingle with God, as the god of the Earth. When he lost the nature, he lost his essence. Hence, he could not fulfill his assignment of dressing and keeping the garden. He became good for nothing and had to leave the garden.

THE RESCUE

The Analogy.

[The fiery serpent. Jn 3:14-15; Num. 21:8-9].

Moses, made a brazen serpent to rescue the Israelites from death. This scenario was symbolic of the plan of God to rescue humanity through Jesus' death on the cross.

Understanding the essence of the cross:

Jesus died to:

- a. **Crush Earth's Pseudo-ruler** [Heb.2:14]
- b. **Harvest the sin of humanity as God's sacrificial Lamb** [same with the Atoning sacrificial lamb of the Jew]. [Jn 1:29-30]
- c. **Restore man to glory;** Renaturation and fellowship restored. [Heb. 2:10]

POINTS TO NOTE ON REDEMPTION

- We have been redeemed from the curse of the law. Christ has been made a curse for us [Gal. 3:13, James 2:10].
- Christianity is an outright change of nature. Its beyond learning how to please God. Being able to act, answers to the reality of nature. One has to have a nature of God, to act as God.
- Eternal life [the life of God] is in our spirit _ not the mind. To live the life of Christ therefore, you must expose your mind to the culture [way of life] of God, via his word.

LIFESTYLES

Behavioral patterns are reflections of mindsets, philosophies and belief systems. People act based on what they are trained to believe.

To change and align behaviors, you must alter mindsets. This is BY THE WORD.

RENEWAL _ concept of mind management.

James 1:21. Get rid of bitterness and superfluity...

Mind management is the reprogramming of the mind [editing the content] through the instrument of God's word.

a **You can be saved and yet not act saved if your mind is not renewed.**

Romans 12:2... Be not conformed to this world, but be ye transformed by the renewing of the mind...

HABITAT CONCEPT.

[Acts 17:28]

THE EMPHASIS

The emphasis of the New Testament is basically:

The sacrifice of Christ,

Our New Nature and

How to reflect the Glory.

SUMMARY.

THE TWO GARDENS

EDEN	GETHSEMANE
DEATH	LIFE
DENATURATION	RENATURATION
DEVIL'S CHILD [JN8:44]	GOD'S CHILD [JN20:17]
DAMNATION	ETERNAL LIFE

REFERENCES.

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5.Wale Ajayi (2023); *A classic on salvation.*

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BUILDING A LEGACY: EDUCATORS SHAPING ETERNITY THROUGH *STUDENT'S* *Success*

BY: ROSELIN EVBAYIRORU OMOREGIE

Introduction

Education is the cornerstone of progress and human development. Beyond the confines of knowledge transfer, educators possess the power to shape eternity by fostering the growth of young minds. The vision of the Word of Faith Group of Schools is rooted in the profound principle of developing the total child in Christ.

Luke 2:52 serves as a guiding light in this endeavor. This vision underscores the profound impact educators can have on their students' lives, shaping their success not just academically, but physically, socially and spiritually.

Educators play a crucial role in shaping the future through their impact on students. It emphasizes the long-lasting influence of educators and how their work contributes to the success of their students, which in turn has a lasting effect on society.

In this lesson we will reflect on the thoughts that educators play a crucial role in shaping the future by nurturing the success and development of their students. The impact of educators goes beyond the classroom and can have a lasting influence on students' lives and society as a whole.

The work of teachers and educators goes beyond imparting knowledge and skills; it is about instilling values, fostering personal growth, and preparing students for a successful future.

By focusing on student success and fostering social consciousness, educators contribute to a legacy that extends far into the future.

■ Mentally Empowering Students

This implies that educators not only focus on academic achievements but also on nurturing the mental and emotional wellbeing of their students. This includes promoting critical thinking, problem-solving skills, resilience, self-confidence, and a growth mindset. By mentally empowering students, educators help them become confident independent learners who can adapt and thrive in an ever-changing world.

In the journey of molding young minds, educators use these tools to unlock dormant potential.

Word of Faith Group of Schools champions this aspect through its commitment to intellectual growth. In overall, educators play profound and enduring role in shaping the lives and future of their students, leaving behind a legacy of empowered individuals who can positively impact eternity through their success and contributions to society.

■ Fostering Physical Flourishing

This focuses on the importance of physical well-being and health in education. This is simply promoting physical activity, proper nutrition, and overall health and wellness as part of the educational process. Education is not confined to the classroom—it extends to nurturing the physical well-being of students. Physical empowerment does not only contribute to personal well-being but also teaches students about discipline, teamwork, and the rewards of perseverance.

■ Nurturing Social Consciousness

Education is a catalyst for cultivating socially responsible individuals who contribute positively to society. It suggests that educators have a role in nurturing students' understanding of societal issues, empathy for others, and a desire to contribute positively to their communities.

Educators have the power to leave a lasting legacy by equipping students not only with knowledge and skills but also with the values and consciousness needed to make a meaningful impact on the world.

Word of Faith Group of Schools understands the significance of this aspect via commitment to volunteerism and advocacy, this showcases how educators can shape students into compassionate citizens who actively engage in creating a better world.

■ Cultivating Spiritual Growth

The education process goes beyond academics; it includes the development of students' moral and spiritual values; a focus on nurturing and developing one's spiritual or inner self.

In an educational context, it could imply an emphasis on holistic education that includes the spiritual dimension. Word of Faith Group of Schools' vision goes beyond academic excellence—it seeks to nourish students' spiritual growth. The impact educators can have on student spiritual journeys, providing a foundation of values that resonate throughout lives can never be overemphasized.

The Lasting Legacy

Building a lasting legacy as an educator involves making a positive and enduring impact on your students and the educational community. The legacy that educators leave is not just in textbooks, but in the hearts and minds of the students they touch. The Word of Faith Group of Schools' mission of developing the total child in Christ; is a testament to the profound role educators play in shaping eternity.

By focusing on mental empowerment, physical well-being, social responsibility, and spiritual growth,

educators create a comprehensive environment that prepares students to face life's challenges with confidence, compassion, and resilience.

Here are some steps and principles to consider in ensuring lasting legacy:

1. Set Clear Educational Goals: Define what you want to achieve as an educator. This might include specific learning outcomes for your students or broader goals for improving the educational system.

2. Prioritize Student Success: Focus on your students' growth, development, and success. Tailor your teaching methods to meet their needs and help them reach their full potential.

3. Inspire Lifelong Learning: Encourage a love of learning in your students. Show them the value of education beyond the classroom and instill in them a curiosity that will drive them to continue learning throughout their lives.

4. Be a Role Model: Lead by example, demonstrate the qualities and values you want your students to embody, such as integrity, empathy, and strong work ethic.

5. Foster Critical Thinking: Teach your students not just what to think, but how to think critically and independently. Encourage them to question, analyze, and evaluate information and ideas.

6. Build Relationships: Connect with your students on a personal level, show genuine care for their wellbeing and provide mentorship and support when needed.

7. Innovate in Teaching Methods: Stay updated with the latest teaching techniques and technologies. Be open to experimenting with new methods to engage and motivate your students.

8. Collaborate with Colleagues: Work with other educators to share knowledge and best practices. Collaboration can lead to better teaching outcomes and a stronger educational community.

9. Engage in Professional Development:

Continuously improve your skills and knowledge. Attend workshops, conferences, and training programs to stay current in your field.

10. Advocate for Education: Be an advocate for education at local, regional, or national levels. Participate in discussions and initiatives that aim to improve educational policies and practices.

11. Reflect and Adapt: Regularly reflect on your teaching methods and their effectiveness. Be willing to adapt and evolve your approach based on feedback and outcomes.

12. Leave a Positive Mark: Strive to make a positive and lasting impact not only on your students but also on the educational community as a whole. This might involve contributing to educational research, writing, or mentoring other educators.

Remember that building a lasting legacy as an educator takes time and dedication. It's about positively influencing the lives of your students and leaving behind a trail of empowered individuals who are better equipped for success in their own lives and who, in turn, may carry forward the values and lessons you have imparted to them.

Conclusion

As we reflect on the stories, memories and lasting series of impact on where we are, where we have been, and how we got here, we see a tapestry woven by educators who understand that their influence extends far beyond the classroom walls. Through dedication, passion and commitment to service to God, we see how our founders have planted seeds that grow into successful, well-rounded individuals who impact the world around them. The legacy of the Word of Faith Group of Schools serves as an inspiration for all educators, reminding them of the transformative potential they hold and the eternal impact they can create through their students' success.



COMPETENCIES AND SKILLS OF A 21ST CENTURY SCHOOL TEACHER

RESOURCE PERSON: DCN TONY OBASOHAN
PRINCIPAL, SNR SECONDARY

INTRODUCTION

21st century competencies comprise skills, abilities, and learning dispositions that have been identified as requirements for success in the 21st century workplaces.

Notably, the 21st century workplace has undergone an accelerating pace as a result of the increasing change in economy and technology. Its effect on the workplaces lays a weighty burden of demand on educational systems preparing students for these workplaces.

Consequently, in the 1980s, government, educators, and major employers issued a series of reports identifying key skills and implementing strategies to steer students and workers towards meeting the demand of the changing workplaces and society at large.

A clear indicator of this trend is the transformational shift of the western economy from an industrial-based economy to a service based. This creates the need for an educator aspiring to thrive in the 21st century workplaces as a 21st century school teacher to acquire a mastery of particular skill set.

These skills are also referred to as 'applied skills' or 'soft skills' and are given an increasing place of importance unlike the traditional academic skills which are primarily content knowledge-based.

These skills have been grouped into the (3) main areas:

1. Learning and Innovation Skills: Critical thinking and problem solving, communication and collaboration; creativity and innovations.
2. Digital Literacy Skills
3. Career and Life Skills

Furthermore, these skills are further broken down into key competencies which are couched in what is popularly termed the four Cs of learning namely:

- Critical thinking.
- Collaboration.
- Communication.
- Creativity.

Here are some of the key competencies and skills that are essential for a 21st century school teacher

Digital literacy: Teachers must be adept at using technology tools and platforms for teaching and learning. This includes knowledge of various software applications, online learning management systems, and social media platforms, among other things.

Critical thinking and problem-solving: Teachers must be able to guide students in developing their critical thinking and problem-solving skills. This involves helping students to analyze information,

identify potential solutions, and make informed decisions.

Communication skills: Effective communication skills are essential for teachers to convey complex ideas and information to students. Teachers must be able to communicate clearly and effectively through verbal, written, and visual means.

Collaborative skills: Teachers must be adept at working collaboratively with other teachers, parents, and community members to create a supportive learning environment for students.

Creativity: Teachers must be able to think creatively and come up with innovative teaching methods and strategies to engage students and enhance their learning.

Adaptability: The modern world is constantly changing, and teachers must be able to adapt to new technologies, teaching methods, and student needs as they arise.

Cultural competency: Teachers must be able to work effectively with students from diverse cultural and linguistic backgrounds. This includes understanding and respecting cultural differences, and using culturally responsive teaching strategies.

Emotional intelligence: Teachers must be able to understand and manage their own emotions, as well as the emotions of their students. This involves developing empathy, active listening skills, and the ability to provide emotional support to students when needed.

Leadership skills: Teachers must be able to inspire and motivate students to achieve their full potential. This includes setting high expectations, providing feedback, and recognizing student achievements.

Continuous learning: Effective teachers understand the importance of continuous learning and professional development. They must be willing to stay up-to-date with the latest research, technologies, and teaching methods to enhance their own skills and knowledge, and provide the best possible education to their students.

Data literacy: Teachers must be able to analyze and interpret data to inform their teaching practices and improve students' outcomes. This includes understanding how to collect, analyze, and use data to make informed decisions about instruction.

Global awareness: Teachers must be able to help students understand and appreciate the interconnectedness of the world. This includes teaching

about global issues, cultures, and perspectives, and preparing students to be responsible global citizens.

Ethics and integrity: Teachers must model ethical behavior and integrity in their interactions with students, colleagues, and the broader community. This includes maintaining professional boundaries, respecting students' privacy, and upholding high ethical standards.

Differentiated instruction: Teachers must be able to differentiate instruction to meet the diverse learning needs of their students. This includes using a variety of teaching methods and strategies to accommodate different learning styles and abilities.

Assessment and evaluation: Teachers must be able to assess and evaluate student learning using a variety of methods, including formative and summative assessments. This includes using data to inform instruction and providing timely and constructive feedback to students.

Classroom management: Effective teachers must be able to manage the classroom effectively to create a positive and productive learning environment for students. This

includes establishing clear expectations, managing student behavior, and fostering positive relationships with students.

Entrepreneurial skills: Teachers must be able to instill an entrepreneurial mindset in their students, which includes developing skills such as creativity, problem-solving, and risk-taking.

This can help prepare students for success in a rapidly changing world.

CONCLUSION

The workplace culture is changing rapidly for varieties of reasons and one of the major factors influencing this change is technology.

Technology is improving at lightning speed and humans are responding almost as quickly.

To be in tune with the modern workplaces therefore, a striking balance between collaboration and independence is an essential skill to form the skill set required of the 21st century teacher.

They must possess a range of these competences and skills to effectively prepare their students for the demands of the modern world.

Relationship BETWEEN ATTITUDE AND SUCCESS

Rev. (Mrs.) Stella Osaghae

Attitude: – A settled way of thinking or feeling about something.
Success: The accomplishment of an aim or purpose.

- Your attitude has a direct input on how you perform your daily tasks and responsibilities
- Your attitude shapes your success and others around you.
- With our right attitude, you can inspire and motivate yourself everyday and pupils/students around you.
- Our attitude is the only barrier standing between failure and success.
- In educational setting, teachers' attitude towards teaching and learning is an important factor affecting students' success (achievement). Negative attitudes displayed in the school or classroom by a teacher may result in negative performance while positive attitudes in the school may result into a positive performance.

The attitude of a teacher consciously or unconsciously affects students' academic performance or success.

The effects of the teacher positive effect development of the students.

- We can see that a positive attitude has a positive effect on the students' performance and personality of the students.
- A student having high esteem. The study findings show that while teachers positive attitude have positive effects on the success of the students.

The chemistry between a teacher and his students determines the overall success or failure of students.

WHAT ARE THE NEGATIVE ATTITUDE OF A TEACHER

1. Discrediting – Your attitude can damage the child's self-esteem. He feels he cannot do anything good.
2. Vengeful – Wanting vengeance at all cost.
3. Too disciplined – Do not be too mechanical.
4. Uninteresting - Too boring.
5. Favouritism – Being biased favouring.
6. Being very angry (mentally derailed) depression.
7. Not caring – Not kind.
8. Being intolerant – impatient
9. Not understanding of situation / lack of knowledge
10. Being inconsistent – undependable nature, not regular.

WAYS IN WHICH YOUR POSITIVE ATTITUDE CAN ACHIEVE SUCCESS

In achieving success, learn to analyze your attitude and its influence on your work performance and everyone around you.

- Do not right off any child with your attitude.
- Understand the new trend in the Educational system.
- Understanding the character development of a child.
- Applying new findings in Education.
- Recognizing students and knowing students' needs.
- Teachers emotional wellbeing. Make your class room interesting. Add humor.
- Love your students/pupils.
- Try and build relationships with your students.
- Be kind
- Know the course material.
- Explain complex ideas in simple ways.
- Be patient – give students time. Also be patient with yourself.
- Allow questions. Do not shun them.

CONCLUSION: A teacher has to be involved with the success of his students.

A teacher's attitude has a profound effect on student's learning

PUBLIC SPEAKING:

A WORKSHOP PRESENTATION BY PASTOR (MRS.) NOSARIEME IYARE

Bible Reference: Proverbs 4:22, Psalms 107:20

Introduction:

Public speaking dates back centuries, yet still remains one of the most important skills we can acquire in modern times. We have two elements of public speaking *Content*, which is what you say and *Structure*, which is how you organise your message. So, what is Public Speaking and why is it so important to know?

What is Public Speaking?

Public speaking is the act of performing a speech to a live audience in a structured manner, in order to inform, entertain and persuade them.

There are many aspects to public speaking, from picking a topic and writing a speech, to answering questions from the audience.

Public speaking is usually a formal, face-to-face speech to either a single person or group of listeners.

Also, Public speaking is simply, an oral presentation or speech delivered to a live audience. It is called oratory or oration, which has to with traditionally speaking in person to a live audience.

Today it includes speaking, formally or informally, to an audience through technology – live, pre-recorded, or at a distance.

There Are Four Types Of Public Speaking:

- 1) *Ceremonial Speaking.*
- 2) *Demonstrative Speaking.*
- 3) *Informative Speaking.*
- 4) *Persuasive Speaking.*

What are the skills of Public speaking?

There are

- (I) Fluency,
- (ii) Vocabulary and
- (iii) Grammar.

In addition to the aforementioned, Nicole's recommended five most powerful public speaking tips:

- 1) Know your audience. ...
- 2) Prepare, prepare, prepare. ...
- 3) Own the space. ...
- 4) Be confident. ...
- 5) Enjoy yourself.

You can achieve the above by applying these 7 P's pronunciation,
pace,
pause,
punch,
power,
passion and
posture.

Qualities of a good public speaker:

Some traits a of a good Public Speaker are:

- Confidence.
- Proper grooming
- Concise.
- Ability to read the room.
- Enthusiasm. ...
- Self-awareness.
- Authenticity.
- Knowing how to dress for all occasions
- Adaptability etc

Personal Benefits of Public Speaking

- Boost Confidence. Public speaking repeatedly is a great boost of self-confidence. ...
- Personal Satisfaction. Being able to speak in front of a crowd is a huge accomplishment. ...
- Critical Thinking. ...
- Improve Communication Skills. ...
- Learn to Argue. ...
- Be a Better Listener etc

Conclusion, in public speaking, information communicated is deliberately structured to inform, persuade, and entertain.

Presenting information before others and giving public speeches can improve your communication skills and increase the ability to present ideas in a coherent and organized manner



THE BENEFITS OF EMOTIONAL INTELLIGENCE IN TEACHING AND LEARNING, WITH THE VISION IN VIEW

SPEAKER: Simon Uyi Inegbenosa

Text: Matthew 10:16b: So be wise as serpents and innocent as doves

INTRODUCTION

The American psychologist and science journalist Daniel Goleman first coined the term Emotional intelligent. Emotional intelligence (E.I) otherwise known as emotional quotient (E.Q) is the ability to acknowledge, understand, and control our emotions, and to acknowledge, understand, and interact with the emotions of other people. This is an essential skill at all stages of life, fostering success in both personal and professional contexts. Emotional intelligence affects how we manage behaviour, navigate social complexities, and make personal decisions that achieve personal results.

COMPONENTS OF EMOTIONAL INTELLIGENCE

1. Self Awareness
2. Empathy
3. Effective communication (Social Skills)
4. Self Regulation
5. Self-Motivation

1. SELF AWARENESS

This is the ability to recognize your own emotions and how they affect your thoughts and behaviour. It is one of the core qualities that disclose the capacity of the individual to make a self-reflection and monitor self. It also involves self-observation of the various functions being carried out.

Strategies to Develop Self-Awareness

- I. Be mindful of your strengths, weaknesses, thoughts, and emotions.
- II. Identify your triggers to help manage your own emotions.
- III. Keep a journal so that you can reflect and learn from your experience.
- IV. Consider how your actions affect those around you.
- V. Use positive self-talk
- VI. Develop a growth mindset
- VII. Take psychometric tests

2. EMPATHY

Emotional intelligent teachers can walk in students' shoe. Knowing what a learner is going through helps to understand him/her better. Empathy is considered a key component of successful leadership.

Empathy- Building Strategies

- I. Start listening to others more without interrupting
- II. Put yourself in someone else's shoe, especially during a disagreement
- III. Recognize and show your appreciation for your team members
- IV. Be open to sharing your feelings where appropriate
- V. Volunteer for a role in a worthy cause
- VI. Practice loving-kindness meditation or mindfulness
- VII. Work on your body language and reading that of others

3. EFFECTIVE COMMUNICATION (SOCIAL SKILLS)

Comfortable interaction is another core component of EQ with good social skills are very approachable, easy to talk to, and therefore strong team players. Effective communication is important for teachers as it helps build meaningful, mutually respectful relationships.

Strategies that improve Social Skills

1. Show interest in other people
2. Enhance verbal and non-verbal (body language) communication skills
3. Observe and learn from the social skills of others
4. Practice confident eye contact
5. Develop a repertoire of icebreakers questions to start conversation
6. Listen more and practice active listening

4. SELF-REGULATON

To self-regulate is to turn negative thoughts and feelings into

positive ones and know when to pause between emotions and subsequent actions. A teacher who self regulates can channel negative emotions in a productive rather than a destructive manner. Self-regulation is a critical skill for effective teaching, allowing you to express yourself appropriately and calmly in front of your students.

Strategies For Self-Regulation Development

- I. Be attentive to your thoughts and feelings
- II. Learn to accept your emotions and become more emotionally resilient
- III. Develop distress tolerance skills to handle negative emotions
- IV. Learn to view every new challenge as an opportunity
- V. Know that there is always a choice on how you respond
- VI. Prepare to take responsibility for your actions

5. SELF MOTIVATION

Self-motivation is the internal drive that leads us to take action towards a goal. It keeps us moving forward, even when we don't want to. A self-motivated teacher is passionate, energetic and persistent in pursuing his/her set goals.

Strategies to Develop Self-Motivation

- I. Set small, measurable, and realistic goals.
- II. Introduce interesting challenges to keep up momentum.
- III. Celebrate incremental achievements as well as end goals.
- IV. Find intelligent ways to turn obstacles into opportunities.
- V. Be mindful of your role as a leader (teacher) and its direct effect on your Team (students).
- VI. Reflect on your progress and for ways to perform more tasks.

DISPLAY OF PICTORIAL EMOTIONAL INTELLIGENCE SELF ASSESSMENT

Rate yourself over 10 on each of the components. What will you do to improve on your lowest rating?

TIPS TO IMPROVE EMOTIONAL INTELLIGENCE

- I. Observe how you react to people.
- II. Be conscious of your environment.
- III. Do a regular self-evaluation.
- IV. Examine how you react to stressful situations.
- V. Take responsibility for your actions.
- VI. Examine how your actions affect others (your students).

BENEFITS OF EMOTIONAL INTELLIGENCE IN TEACHING

- I. It Improves communication.
- II. It enhances stronger inter-personal relationships.
- III. It enables effective teaching successfully.
- IV. It creates effective learning environment and helps the teacher to manage the classroom more successfully.
- V. It builds a sense of self-awareness among the teachers so that they can categorize their emotions and of others. This also facilitates the teaching professionals to be able to identify their own emotions and thoughts, to know their strengths and weaknesses and to fabricate self-confidence.
- VI. Emotional intelligence enhances teaching practices in today's evolving educational world. It helps in building an effective students-teacher relationships.
- VII. Different kinds of conflicts and misunderstandings between teacher and learner can be resolved if teachers are emotionally capable and intelligent.

CONCLUSION

Emotional Intelligence sets an ideal bar for teachers and students to learn about themselves and improve themselves morally with the proper communication and ways to manage problems. Teachers/students having a high EQ are good at managing stress and emotions; hence, they can solve problems faster and more efficiently.

STAFF BURNOUT:

CAUSES, SYMPTOMS AND STRATEGIES FOR CONTROL.

PRESENTED BY: CHIOMA OCHEMBA

INTRODUCTION

Job stress is the harmful physical and emotional responses that occur when the requirement of the job do not match the capabilities, resources or needs of the work.

We will explore staff burnout which is a specific kind of work stress.

Here we will attempt to

- a. Define staff burnout
- b. causes
- c. strategies for prevention



It is a specific kind of work related stress even recognized by World Health Organization (WHO) where workers feel general dissatisfaction with their work and experience multiple levels of exhaustion which may be mental, physical or emotional.

It is also a response to prolonged exposure to emotional, physical and interpersonal stresses but not limited to them.

DIFFERENCES BETWEEN STRESS AND BURNOUT

1. Stress is the response to perceived treat while burn out is the state of physical, emotional and mental exhaustion caused by prolonged or excessive stress.
2. Burnout is the state of complete exhaustion

PHASES OF BURNOUT

- The low risk phase
- The moderate phase
- The high risk phase

CAUSES OF BURNOUT

- Volume of work
- pressure to perform
- Role conflict and ambiguity
- Disconnect from personal and company value
- External stressors



SYMPTOMS OF BURNOUT

1. Absenteeism
2. Errors/mistakes/reduced efficiency
3. High staff turnover
4. Apathy
5. Increased irritability
6. poor decision making
7. feeling undervalued and appreciated

STRATEGIES FOR CONTROL

1. Define and optimize cooperate value
 - a. identify and have clear expression of what matters in our school/work place
2. Clear communication
3. Set realistic expectations
4. Focus on the positive
5. Make work purposeful
6. Develop self-awareness skills
7. Delegate responsibilities
8. Train more of leaders than followers
9. Rely on the Holy Spirit for help

Chorus: Cody Carnes & Chandler Moore

Christ is my firm foundation
The Rock on which I stand
When everything around me is shaking
I've never been more glad
That I put my faith in Jesus
'Cause He's never let me down (Yeah)
He's faithful through generations
So why would He fail now?
He won't (No, He won't, no, He won't)
He won't (He won't, He won't, He won't)

Verse: Chandler Moore & Cody Carnes

And I've still got joy in chaos
I've got peace that makes no sense
So I won't be going under
I'm not held by my own strength
'Cause I build my life on Jesus
He's never let me down
He's faithful through every season
So why would He fail now? (Sing it out)



PROMOTING AND PROTECTING MENTAL HEALTH IN SCHOOLS

RESOURCE PERSON: UDAH SOLOMON

Text: *Psalm 42:11 “Why, my soul, are you downcast? Why so disturbed within me? Put your hope in God, for I will yet praise him, my Savior and my God.”*

Introduction

What is mental health?

Mental health is a state of well-being in which 'the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community' (WHO, 2013; p. 6). "I don't havethetraining"ction_plan_2013/mhap_brochure.pdf?ua=

What is mental health?

2014, the World Health Organization defined.

Mental health is a dynamic state of internal equilibrium....[It includes] basic cognitive skills; ability to recognise, express and modulate one's own emotions, as well as empathise with others; flexibility and ability to cope with adverse life events and function in social roles; and harmonious relationship between body and mind represent important components of mental health... (Galderisi, et al. 2015).

Mental health promotion is defined by the World Health Organisation (2018) as actions to create living conditions and environments that support mental health and allow people to adopt and maintain healthy lifestyles. Therefore, fundamental to mental health promotion are empowering actions that facilitate an environment that respects and protects basic civil, political, socio-economic and cultural rights. Without the security and freedom provided by these rights, it is difficult to maintain high levels of mental health.

Teachers' needs

It is important to recognise that teachers need healthy minds. If a teacher has unrecognised and, more importantly, unsupported mental health needs, the consequences can impact negatively on student attainment and classroom behaviour. Some of the effect of this is that they may not bother to plan lessons, and may lack creativity, neglect their marking, and interact less with their colleagues and students.

Many people assume that teachers experience stress as a result of excessive workload, but according to Professor Jonathan Glazzard of the Carnegie Centre of Excellence for Mental Health in Schools says it is more often caused by "the culture of surveillance" in schools.

- Teachers are now being observed more regularly or without warning;
- their marking is being much more closely scrutinised;
- they are having to justify each child's grades;
- and they are set in competition against their colleagues.

"Teachers need more control and autonomy over their jobs," says Jonathan. "*They should be encouraged by school leaders to operate as a supportive, collegiate unit.*"

Students' needs

An individual teacher is often the first to recognize that one of their students has a mental health difficulty; this is because of their deep knowledge of the child and any unexpected change in behaviour. Scores in tests may take a dip; homework might not be done properly or not handed in at all; a child may react disproportionately to something that is said by the teacher or a class colleague. There is also a clear link between exclusion or absence and difficulties with mental health.

If the signs are there, the next step is to consult other teachers and "join the dots to get the full picture", as Jonathan says, and eventually seek help. The underlying problem may not lie with the student, however. "The trigger for student anxiety could be something adverse in the school community or environment, or even due to a school's politics and its obsession with grades. Don't always seek a deficit in the child."

A collaborative approach to mental health in schools will be vital in supporting students. Some UK schools for example have written a policy to help build awareness and increase stakeholders' familiarity with the issues. Others focus initially on training, with external support from professionals.

Mental health techniques

- All children, whether they are showing signs of struggling or not, need mental health support.
- All teachers need training to identify issues, both in their students and in themselves, and to feel confident about what they are saying and doing.
- a policy of valuing, promoting and protecting mental health must be driven by school leadership teams, championed in the school community (both by teachers and students), and monitored rigorously for impact.
- Schools should provide progressive support from an early age to help students develop emotional literacy and resilience throughout their school life. As advocated by charities such as Place 2Be (www.place2be.org.uk)
- schools should also provide dedicated, calming spaces for both staff and students.
- Schools have also established programmes to explore the connections between physical activity, good diet and healthy minds.
- Above all, schools should promote open and supportive conversations around mental health issues. With a shared vision, and by listening to those who are suffering from mental disorders, school communities can make a substantial difference to the positive health of us all.

Conclusion

Mental health is so much more than just the absence of mental illness. It is a combination of our emotional, psychological and social wellbeing, and it affects every aspect of our lives including our students, how we think, how we feel and how we act. It influences how we relate to other people, how we deal with the stresses in our lives and whether we make healthy or unhealthy lifestyle choices.



STRATEGIES FOR ENGAGING & MOTIVATING STUDENTS

Presenter: Rev. (Mrs.) Peace Akan Sebastian

TEXT: Jeremiah 29:11, Proverbs 22:6, Philippians 2:13

INTRODUCTION

As educators, we all remember that one special teacher who inspired us to perform better academically. What set that teacher apart was their ability to motivate us and instill a strong sense of self-belief and confidence, enabling us to achieve what we once thought was impossible.

DEFINITION OF TERMS

Strategy: A plan of action designed to achieve long-term goals or objectives.

Engaging: Pleasing to the mind, entertaining, fun, and interesting.

Motivation: The process that initiates, guides, and maintains goal-oriented behaviors.

There are two types of motivation:

Extrinsic Motivation: Arises from external rewards such as trophies, money, social recognition, or praise.

Intrinsic Motivation: Comes from within, driven by interest, enjoyment, or satisfaction from learning.

Motivation is the driving force behind setting and achieving goals, controlling human behavior, and providing direction, actions, and consistency.

Understanding how motivation works is crucial for improving student academic performance.

STRATEGIES FOR ENGAGING AND MOTIVATING STUDENTS TO LEARN

SEE THE BEST IN YOUR STUDENTS

Believe in your students' abilities and potential, making it natural to engage and motivate them. Create an atmosphere where they feel comfortable seeking clarity and trust your guidance.

KNOW YOUR STUDENTS

Understand your students' temperaments, learning styles, learning disabilities, and love languages.

CONNECT TO MOTIVATE

Humans are social beings, and fostering connections with your students creates a free flow of communication. Build positive relationships by showing unconditional love, genuine concern, and appreciation. Make them feel seen, heard, respected, and cared for. Small gestures like acknowledging birthdays can strengthen these connections, leading to better academic success.

CREATE A STUDENT-CENTERED CLASS ATMOSPHERE

Establish a warm learning environment where students have a say. Involve them in decision-making, encourage open communication, and consider using their projects to decorate the classroom. Value their ideas and opinions, even if you don't always agree.

SET TEACHER'S EXPECTATIONS

Begin each class or section by outlining your expectations. Explain the desired outcomes of your time together, providing a vision for what you want your students to become. Script them into forward-thinking individuals.

TEACH GOAL-SETTING SKILLS

Empower students to set goals and create vision boards. Foster a growth mindset within the class. Encourage them to develop a sense of purpose and direction for their education.

