

*Welcome to*



Annual African Christian  
School Conference

# ORUEF 2025



WORD OF FAITH GROUP OF SCHOOLS  
ABUJA-NIGERIA



Annual African Christian  
School Conference

# ORUEF 2025

**Theme: Educating for Eternity:**  
Transforming Lives Through  
the infinite Love of Christ

**Mon. 17th - Wed 19th  
February**

@ word of faith Group of Schools plot 604  
Durumi District, P.M.B 235 Garki, Abuja

**9:00am**



Word of Faith  
Group of Schools





## **NATIONAL ANTHEM**

**NIGERIA, WE HAIL THEE,  
OUR OWN DEAR NATIVE LAND,  
THOUGH TRIBES AND TONGUE MAY DIFFER,  
IN BROTHERHOOD WE STAND,  
NIGERIANS ALL, ARE PROUD TO SERVE  
OUR SOVEREIGN MOTHERLAND.**

**OUR FLAG SHALL BE A SYMBOL  
THAT TRUTH AND JUSTICE REIGN,  
IN PEACE OR BATTLE HONOURED,  
AND THIS WE COUNT AS GAIN,  
TO HAND ON TO OUR CHILDREN  
A BANNER WITHOUT STAIN.**

**O GOD OF ALL CREATION,  
GRANT THIS OUR ONE REQUEST,  
HELP US TO BUILD A NATION  
WHERE NO MAN IS OPPRESSED,  
AND SO WITH PEACE AND PLENTY  
NIGERIA SHALL BE BLESSED.**





His Excellency

**BOLA AHMED TINUBU (GCFR)**

PRESIDENT, COMMANDER –IN-CHIEF OF THE ARMED  
FORCES FEDERAL REPUBLIC OF NIGERIA





His Excellency

**EZENWO NYESOM WIKE, CON**

HONORABLE MINISTER  
FEDERAL CAPITAL TERRITORY



**DR. TUNJI ALAUSA**

HONORABLE MINISTER FOR EDUCATION, FCT



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

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





## MINISTER DAISY IDAHOSA

ADMINISTRATOR GENERAL,  
WORD OF FAITH SCHOOLS, NIGERIA.



**ELDER DAYO AKINDOJU**  
BOARD CHAIRMAN



## **CHRISTOPHER DAVID BELYEU**

EXECUTIVE DIRECTOR FOR ORUEF AND ICAA.





### **ARCHBISHOP M. E BENSON IDAHOSA, (JP, OON)**

ARCHBISHOP, CHURCH OF GOD MISSION INT'L  
& PROPRIETERESS, WORD OF FAITH SCHOOLS

Archbishop, 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 110 schools all over Nigeria.

The vision of the school is to develop the total child, spiritually, physically, mentally and 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,  
NIGERIA

Bishop 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.



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

Minister 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 ORUef and currently serves as a Commissioner in the Commission for Accreditation of Christian Schools by the International Christian Accreditation Association (ICAA), Tulsa Oklahoma, USA.



### **BARR. RUTH BENSON IDAHOSA** **FOUNDER AND EXECUTIVE DIRECTOR,** **PATHFINDER JUSTICE INITIATIVE**

Barr. Ruth Evon Benson-Idahosa is a Nigerian-American lawyer and activist renowned for her dedicated efforts in combating human trafficking and advocating for women's rights. She is the founder and Executive Director of Pathfinders Justice Initiative, an organization committed to preventing sex slavery and sexual violence, and to liberating women and girls from exploitation by addressing its root causes.

A trained English Barrister and American lawyer, Benson-Idahosa left her partnership at a New York law firm to focus on advocacy in her native Nigeria. Her work has been instrumental in shaping anti-trafficking policies and legislation, and she has collaborated with various governments and international bodies, including the United Nations and Nigeria's federal anti-trafficking agency.





### **EXECUTIVE DIRECTOR FOR ORUEF AND ICAA.**

He 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 18 and Marcus 13. They love serving the Lord, traveling, and enjoying their time together.



### **DR. KIM BOYD**

DEAN, COLLEGE OF EDUCATION

ORAL ROBERTS UNIVERSITY TULSA, OKLAHOMA

Dr. Kim Boyd wears many hats at ORU! First and foremost, she is the Dean of the College of Education where she oversees the faculty and accreditation. Secondly, when she is not leading the College of Education, she works as Assistant to the Provost with the Academy for Exceptional Teaching and Innovation where she leads a team of people dedicated to providing leadership and services that place ORU as a model for teaching excellence and support for all faculty.

Dr. Boyd is a well-known member of the education community, again wearing many hats. She serves on the boards for Junior Achievement, Oral Roberts University Education Fellowship, and the International Christian Accrediting Association. Furthermore, she is a dynamic speaker with over 30 years of speaking experiences in places all over the world including Sweden, Colombia, and Nigeria.





### **DR. JARED JOHNSTON**

GRADUATE CHAIR,  
GRADUATE SCHOOL OF EDUCATION,  
ORAL ROBERTS UNIVERSITY TULSA OKLAHOMA

Dr. Jared Johnston came to Oral Roberts University with a wide variety of experiences in the field of education. Most recently, he served as an adjunct instructor for Southeastern University and as an affiliate faculty member in Colorado Christian University.

Dr. Johnston completed his B.A. from Midwestern State University in 2006. He majored in history and minored in sociology. In 2010, he completed his Masters of Education from Wayland Baptist University. Dr. Johnston then completed his Ed.D. at Southeastern University in the spring of 2021. Additionally, he has teaching certificates from the state of Texas in theatre (EC-12) and social studies (4-12). He also holds a principal certificate (EC-12) from the state of Texas.

Dr. Johnston teaches graduate leadership courses for the Graduate School of Education, and he serves as the Chair for the department. He is well-published and an accomplished speaker providing professional development for schools locally and abroad.



## WORKSHOP TOPICS AND RESOURCE PERSONS

S/NO	WORKSHOP TOPIC	SCHOOL	RESOURCE PERSON
1	Leading With Christ Centered Vision, Shaping Future Leaders With Eternal Purpose	Word of Faith School Warri, Delta State	Mrs Dupe Aneni
2	Strategies For Building Confidence In Learners	Word Of Faith Schools G.R.A Benin	Ms. Roseline Evbayiroru Omoregie
3	Competencies And Skills Of A 21 <sup>st</sup> Century Educator.	Word Of Faith Schools Abuja	Mrs. Stella Agi
4	Communication And Lesson Delivery Methodology	Word Of Faith Schools G.R.A Benin	Pastor Richard Edughaen
5	Social Media And Its Effect On Children's Learning	Word Of Faith Schools Abuja	Rev. Mrs. Tina Odia
6	Work Ethics And Time Management	Word Of Faith Schools G.R.A Benin	Rev. Mrs. Endolomwanyi Judith
7	Dealing With The Psychology Of Today's Child	Word Of Faith Schools Abuja	Mrs. Chioma Ochemba
8	Behavior Management: Relationship Between Attitude And Success.	Word Of Faith Schools Abuja	Mrs. Florence Imadojemu
9	Classroom Culture: Creating An Environment Of Love Respect And Transformation	Word Of Faith Schools Jeddo, Delta State	Mrs Ukpohor Georgina Asebake
10	Christ-Centered Education In A Changing World	Nathan Academy	Rev. Emokhare Martha Alex
11	Igniting A Passion For Learning: Engaging Hearts And Minds.	Word Of Faith Schools Abuja	Mrs. Gladys Christopher
12	Building Bridges: Connecting Faith And Learning In The Classroom.	Word Of Faith Schools Abuja	Mrs. Ehi David
13	Culturally Responsive Teaching: Reaching Every Student	Word Of Faith Schools Ekenwa	Rev. Mrs. Peace Akan Sebastain
14	Addressing Social And Emotional Learning (SEL) In The Christian Classroom	Word Of Faith Schools Iyaro	Rev. Mrs. Stella Osaghae
15	Safeguarding Children in a Christian School	Word Of Faith Schools Abuja	Mr. Dennis Adole
16	Accounting For Excellence	Word Of Faith Schools Abuja	Ms Joy Uzoamaka Anyaogu



## DAY 1 MONDAY FEBRUARY 17<sup>TH</sup>, 2025

### REGISTRATION

	-	7:30 A.M - 8:30 A.M
Breakfast	-	8:30 A.M - 9:30 A.M
Opening prayers/ Praise & Worship	-	9:30 A.M – 9:50 A.M
- Welcome Address by the AG	-	9:50 A.M – 10:00 A.M
Introduction of Guests / Stake Holders	-	10:05 A.M – 10:30 A.M

### PLENARY SESSION 1

Bishop FEB Idahosa	-	10:35 A.M - 11:35 A.M
Christopher D. Belyeu	-	11:40 A.M - 12:40 P.M
Health Talk		
Dr. Airiohuodion Osehi	-	12:45 P.M - 1:30 P.M

### BREAKOUT SESSION/ WORKSHOP

- 1:35 P.M – 2:20 P.M

1. Competencies and skills of a 21 <sup>st</sup> century educator.	-	SSS 101
2. Social media and its effect on children's learning.	-	JSS 3D
3. Dealing with the psychology of today's child.	-	SSS 204
4. Behavior management: relationship between attitude and success.	-	SSS 302
5. Communication and lesson delivery methodology	-	JSS 2D
6. Work ethics and time management.	-	JSS 3E
7. Culturally responsive teaching: reaching every student.	-	JSS 2A
8. Strategies for building confidence in learners.	-	JSS 1A

### BREAK

- 2:20 P.M - 3:00 P.M

### PLENARY SESSION 2

Dr. Kim Boyd	-	3:00 P.M – 4:00 P.M
Closing/ Prayer	-	4: 00 P.M - 4:15 P.M

### DINNER

- 6:00 P.M





## DAY 2 TUESDAY FEBRUARY 18<sup>TH</sup>, 2025

Workout Session	- 6:30 A.M – 7:30 AM
Breakfast	- 8:30 A.M – 9:30 A.M
Opening prayers/ Praise & Worship	- 9:30 A.M - 9:50 A.M

### PLENARY SESSION 3

Dr. Kim Boyd	- 9:50 A.M – 10: 50AM
Barr. Ruth Idahosa	- 10:50 A.M - 11:50 A.M

HEALTH TALK	
Nurse Dike Anthony E.	- 11:50 A.M - 12:20 P.M

### WORKSHOP SESSION - 12:30PM – 1:15PM

1.Igniting a passion for learning: engaging hearts and minds.	- SSS 101
2.Safeguarding children in a Christian school.	- JSS 3D
3.Building bridges: connecting faith and learning in the classroom	- SSS 204
4.Addressing social and emotional learning (SEL) in the Christian classroom.	- SSS 302
5.Christ-centered education in a changing world.	- JSS 2D
6.Leading with Christ centered vision, shaping future leaders with eternal purpose	- JSS 3E
7.Classroom culture: creating an environment of love respect and transformation	- JSS 2A
8.Accounting for excellence	- JSS 1A

### BREAK - 1:15PM – 1:45 PM

Johnston Jared Bruce	- 1:50 PM – 2:50 PM
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### ADMINISTRATOR GENERAL'S AWARD - 2:50PM – 4:20PM

CONNECT CARD	- 4:20 PM – 4: 30 PM
ANNOUNCEMENT AND CLOSING	- 4 30:PM – 4:45 PM

DINNER	- 5:00 PM – 6:00 PM
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WORSHIP SESSION	- 8:00 PM – 9:00 PM
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## DAY 3

**WEDNESDAY FEBRUARY 19<sup>TH</sup>, 2025**

WORKOUT SESSION	- 6:30AM – 7:30AM
NOVELTY MATCH	- 7:30 AM – 9:00 AM
BREAK	- 9:00 AM – 10:30 AM
BREAKFAST	- 10:30AM – 11:30AM
ADMINISTRATORS CONFERENCE	- 12:00 PM – 2:00 PM
CLOSING	- 2:00 PM – 2:15 PM

## ORUEF 2025 PLANNING TEAM

**DENNIS ADOLE – CHAIRMAN**

**OMOREGBEE OSATO- VICE CHAIRMAN**

**GLADYS CHRISTOPHER - SECRETARY**

TEAMS	HEADS
Registration	Mr. Paul Ogundijo
Documentation/ Advertisement	Mrs. Gladys Christopher
Logistics	Ms. Joy Uzoamaka Anyaogu
Protocol	Mrs. Chioma Ochemba
Media/Entertainment	Rev. Godsent Aluede
Venue and Decor	Mrs. Tina Odia
Welfare	Mrs. Florence Imadojemu
Accommodation	Mrs. Stella Agi
Environmental and Janitorial	Principal Tony Obasohan
Technical/Security	Principal Samuel Akhile
Health	Mrs. Ehi David



## SYNOPSIS

**COMMUNICATION AND LESSON DELIVERY METHODOLOGIES.**  
**BY: PST RICHARD EDUGHAEN, VICE PRINCIPAL ADMIN, WORD OF FAITH G.R.A BENIN**

Communication is a major tool in education theory and practice as it aids the transmission of information from the teachers to the learners. It is a medium through which the learners' spirits connect to that of the teachers and as such its role in teaching – learning process cannot be over-emphasized.

Lesson Delivery Methodology is a way of teaching that describes how a lesson will unfold from start to finish. It includes a variety of teaching methods, such as direct instruction, Cooperative Learning, Problem – Based Learning, Blended Learning and so on.



## CLASSROOM CULTURE: CREATING AN ENVIROMENT OF LOVE, RESPECT AND TRANSFORMATION

**BY: MRS. UKPOHOR GEORGINA ASEBAKE, SCHOOL ADMINISTRATOR,  
WORD OF FAITH JEDDO, DELTA STATE**

Teaching is not a profession without culture. The shared norms and values sharpen student's behaviors. This allows for a peaceful atmosphere for teaching/learning and social interaction and ultimately academic excellence.

### POINTS TO NOTE:

- **Key aspects of classroom culture**
- **Positive classroom culture: characteristics**
- **Ways to develop classroom culture**
- **Importance of classroom culture**



## WORK ETHICS AND TIME MANAGEMENT

**BY: REV. MRS. ENDOLOMWANYI JUDITH, PRINCIPAL  
PRIMARY, WORD OF FAITH G.R.A BENIN**

Work ethics and time management are essential pillars for professional and personal success. Work ethics refers to a set of moral principles and values that guide behavior in the workplace. It encompasses attributes such as integrity, accountability, dedication, and a strong sense of responsibility.

Adhering to robust work ethics fosters trust, reliability and professionalism which are crucial for achieving long term career goals.

On the other hand, time management involves effectively planning, prioritizing and organizing tasks to maximize productivity within a given time frame. Key strategies include setting clear goals, delegating responsibilities, avoiding procrastination and using tools like schedules and to-do lists. Effective time management enhances efficiency, reduces







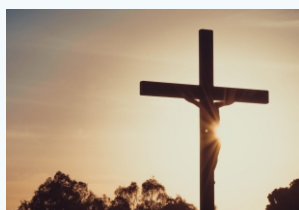
## THE COMPETENCES AND SKILLS OF A 21ST-CENTURY EDUCATOR

**BY: MRS. STELLA AGI**

VICE PRINCIPAL NURSERY, WORD OF FAITH, ABUJA



The 21st-century classroom is a dynamic arena where education transcends traditional boundaries, embracing innovation, diversity, and global connectivity. Educators today are not just teachers; they are visionaries, mentors, and agents of transformation, tasked with preparing students for a future that is constantly evolving. In this workshop, we will embark on an inspiring journey to uncover the competences and skills that define the modern educator. We will explore how educators can rise to meet the demands of the times by embracing technology, fostering creativity, and cultivating lifelong learning in themselves and their students.



## CHRIST-CENTERED EDUCATION IN A CHANGING WORLD

**BY: MRS. EMOKHARE MARTHA ALEX,**

ADMINISTRATOR, NATHAN AMERICAN ACADEMY BENIN.



Christ-centered education is a holistic and transformative approach to learning that integrates faith, biblical principles, and the character of Jesus Christ into every aspect of education. Rooted in love as defined in 1Corinthians 13:4-8, this system emphasizes virtues such as patience, kindness, humility, and selflessness. It goes beyond academics, nurturing students' spiritual, moral, and intellectual growth.

In a changing world, Christ-centered education stands firm on God's unchanging word, instilling Christian beliefs and values across all subjects, not just religious studies but focusing on Christ. It fosters character development, spiritual growth, a biblical worldview, and practical faith application. Key principles include maintaining a Christ-centered focus, promoting love and compassion, addressing holistic development, and encouraging lifelong learning and service to others.

This prepares students with a strong academic foundation and a sense of purpose, moral integrity, and readiness for life's challenges. It empowers educators to shape individuals who positively impact the world while remaining grounded in their faith.



## BEHAVIOUR MANAGEMENT- RELATIONSHIP BETWEEN ATTITUDES AND SUCCESS.

**BY: MRS. IMADOJEMU FLORENCE ODEGUA,**

VICE PRINCIPAL ADMIN WORD OF FAITH, ABUJA



Effective Behavior Management is essential in various settings, including education, workplace and personal relationships.

This research explores the crucial relationship between attitude and success in behavior management, revealing a significant correlation between the two.

Come with me as I take us through this topical issue.



## LEADING WITH CHRIST CENTERED VISION, SHAPING FUTURE LEADERS WITH ETERNAL PURPOSE`

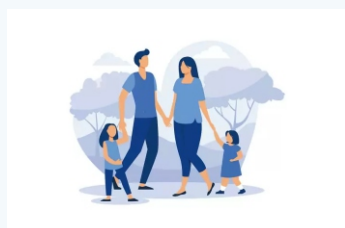
**BY: MRS DUPE ANENI**

PRINCIPAL NURSERY, WORD OF FAITH, WARRI, DELTA STATE.

Every life was designed by God Almighty with a vision to make it blessing on earth. Our lives and those of the up-coming generations are expected to produce constant joy in God's heart, to show forth the glory and praise of Him that has called us out of darkness into His marvelous light.

The striking irony of this great expectation is that the ENEMY has a contrary and destructive vision which so many people in the world are running after. The Bible says in Daniel 12:4 that in the later days, many shall run to and fro and knowledge shall increase. Indeed, in today's world, knowledge has increased and is still increasing with both positive and negative impact. The school is a place of knowledge. As Christian Educators, the onus is on us to spread knowledge on positive fronts through the future leaders we are called to raise in our classrooms.

Dear Christian Educators we can mould faltered destinies back into shape. The drug addicts, yahoo boys / girls, robbers, strippers, wild party boys / girls were moulded by someone. We can re-mould them. And we can prevent the future generations from becoming like them if we do the needful.



## DEALING WITH THE PSYCHOLOGY OF TODAY'S CHILD

**BY: MRS.OCHEMBA CHIOMA**

PRINCIPAL NURSERY, WORD OF FAITH ABUJA

Today's child refers to Generation Z (born between 1997- 2012) and Generation Alpha (born between 2013 and 2025) Psychology is the science that attempts to answer questions about how and why humans behave in a certain way.

The Psychology of "Today's child "refers to the unique characteristics, challenges and developmental needs of children growing up in 21st century

In this workshop, we will attempt to identify:

- The unique Characteristics of today's child
- The challenges they face
- Ways of dealing with their psychology as Christian Educators thereby transforming their lives through the infinite love of Christ

By understanding their needs we can create more nurturing and supportive environment that empowers them to thrive and become all that God created them to be in rapid changing world.



## IGNITING A PASSION FOR LEARNING: ENGAGING HEARTS AND MINDS.

**BY: MRS. CHRISTOPHER GLADYS**

VICE PRINCIPAL PRIMARY, WORD OF FAITH, ABUJA

In a society where quick money making is the order of the day, where the acquisition of positive knowledge has become 'unprofitable' the Christian educator is saddled with the responsibility of triggering the interest of true knowledge in today's young minds. **IGNITING A PASSION FOR LEARNING: ENGAGING HEARTS AND MINDS** mean the educator is to inspire and motivate learners to develop a strong love for gaining true knowledge, while also capturing their emotions and intellect. This workshop will explore strategies to reignite the joy of learning in our students and educators. We'll delve into the core principles of intrinsic motivation, examining how to create learning environments that foster curiosity, creativity, and a love of knowledge. Participants will explore practical, research-based techniques to move beyond rote memorization and cultivate deeper engagement. We will focus on shifting our approach from simply delivering content to facilitating meaningful learning experiences that resonate with students' individual interests and learning styles.





## STRATEGIES FOR BUILDING CONFIDENCE IN LEARNERS

BY: OMOREGIE EVBAYIRORU ROSELINE

Building confidence in learners is crucial for their academic success, personal growth, and overall well-being.

**Concept of Strategies:** Strategies refer to comprehensive plans or approaches designed to achieve a specific goal or set of goals.

**Learners' Confidence:** This can be defined as the learners' faith in their abilities to learn, understand and apply new knowledge, skills, and concepts. It involves their self-assurance, self-efficacy and motivation to engage with learning process and a positive view of themselves. Confidence is not about feeling superior to others; it is a quiet inner knowledge that they are capable.

**Effective strategies to help learners develop confidence Include:**

Positive Reinforcement:

- Encouraging self-reflection
- Fostering a growth mindset Providing opportunities for autonomy:
- Creating a supportive learning environment:

Incorporating these strategies into teaching practice, learners will be able to develop the confidence they need to succeed academically, personally and professionally.



## SOCIAL MEDIA AND ITS EFFECT ON CHILDREN'S LEARNING

BY: REV. (MRS) ODIA ERNESTINA

PRINCIPAL JUNIOR WORD OF FAITH, ABUJA

Social media has become an integral part of children's lives, influencing their learning in both positive and negative ways. On one hand, platforms like YouTube, Instagram, and TikTok provide access to educational content, fostering creativity, problem-solving skills, and a sense of global connectivity. These platforms can offer interactive learning experiences, engage children in collaborative projects, and provide real-time information on various subjects.

On the other hand, excessive use of social media can hinder children's ability to focus, reduce attention spans, and impact cognitive development. The constant exposure to distractions, unrealistic expectations, and social comparisons may lead to stress, anxiety, and a decline in academic performance. Additionally, the spread of misinformation on social media can misguide children in their learning.

Ultimately, the impact of social media on children's learning depends on how it is used—whether it's integrated purposefully into their educational experiences or becomes a source of distraction. Balancing screen time with offline activities, setting healthy boundaries, and encouraging critical thinking are key to maximizing the educational benefits while minimizing the risks.

## BUILDING BRIDGES: CONNECTING FAITH AND LOVE IN A CHRISTIAN SCHOOL

BY: MRS.EHI DAVID

VICE PRINCIPAL JUNIOR, WORD OF FAITH SCHOOLABUJA

This workshop explores the vital connection between faith and love within the Christian school environment. Participants will examine how to cultivate a school culture where faith is not just a doctrine but a lived experience, expressed through genuine love and compassion for all. We will discuss practical strategies for fostering strong relationships between students, teachers, staff, and families, grounded in Christian principles. The workshop will address challenges such as navigating diverse perspectives, handling conflict with grace, and creating an inclusive community that reflects Christ's love. Through interactive discussions, case studies, and practical exercises, participants will gain valuable insights and tools to build bridges of understanding and love, strengthening the foundation of faith within their school community.







## SAFEGUARDING CHILDREN IN A CHRISTIAN SCHOOL

**BY: MR. DENNIS ADOLE**

**VICE PRINCIPAL ACADEMICS, WORD OF FAITH SCHOOL ABUJA.**



Safeguarding children in a Christian school is paramount, reflecting the core values of love, care, and protection central to the Christian faith. A robust safeguarding policy creates a safe and nurturing environment where children can thrive academically, spiritually, and emotionally. This involves implementing comprehensive measures to prevent and address all forms of abuse, neglect, and exploitation. Key elements include:

Safe Recruitment, Child Protection Training, Clear Policies and Procedures, Designated Safeguarding Lead, Open Communication, Partnership with Parents, Regular Review and Evaluation.

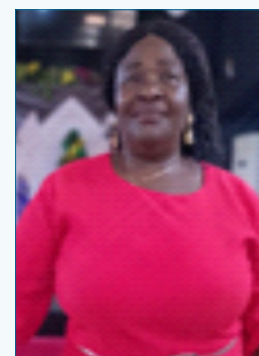
By prioritizing safeguarding, Christian schools demonstrate their commitment to nurturing and protecting the precious children in their care, allowing them to flourish in a safe and loving community.



## ADDRESSING SOCIAL AND EMOTIONAL LEARNING IN THE CHRISTIAN CLASSROOM

**BY: MRS. STELLA OSAGHAE S.A**

**WORD OF FAITH SCHOOL IYARO.**



Social and Emotional Learning (SEL) in the Christian classroom refers to a process that helps learners develop essential life skills and responsible decision making. This includes teaching the learners to identify and regulate their emotions. Social and Emotional Learning can be used to nurture the whole child – heart, mind and spirit.

Most children are from non – Christian backgrounds, full of social vices. So this presentation addresses practical strategies and activities to address (SEL) in Christian classroom.

- Applying biblical integration (that is Biblical teachings and Scriptures into (SEL) lessons)
- Role playing
- Stimulating group discussions
- The educator teaching through a Christian perspective
- Conflict resolution

This topic also deals on the importance of (SEL) in Christian classrooms.

Finally, most educators believe that addressing the social and emotional learning will help students become good citizens.

## CULTURAL RESPONSIVE TEACHING: REACHING EVERY STUDENT

**BY: REV (MRS) PEACE AKAN SEBASTIAN**

**S.A WORD OF FAITH EKENWA, BENIN.**



Students/pupils are not blank slates; they enter the classroom with diverse experiences. Educators have the unique power to impact the lives of their learner, making use of Culturally Responsive Teaching.

Culturally Responsive Teaching have positive effects on student that last far beyond their time in the classroom and that is what this workshop intends to address.



## ACCOUNTING FOR EXCELLENCE: EFFECTIVE FINANCIAL RECORD KEEPING, REPORTING, AND ETHICAL PRACTICES FOR SCHOOL ACCOUNTANTS

BY: MS JOY UZOAMAKA ANYAOGU

Finance is seen as the lifeblood of an organization, therefore, the prioritization of effective financial management and businesses will make informed decision, drive growth and success. School accountants play a critical role in ensuring financial transparency, accountability, and sustainability in educational institutions. Effective financial record-keeping, accurate reporting, and adherence to ethical practices are essential to maintain trust and compliance with regulatory bodies.

### Key Areas of Focus:

1. Effective Financial Record Keeping
2. Financial Reporting
3. Ethical Practices

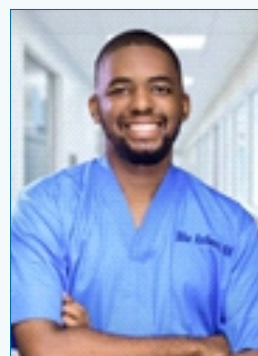
**COME LETS TAKE THIS JOURNEY TOGETHER!**



## HEALTH CONCERNS IN THE SCHOOL ENVIRONMENT

BY: DIKE ANTHONY, RN, RM, RPHN, BNSC

The World Health Organization (WHO) defines health as a state of complete physical, mental, and social well-being. Physical well-being depends on lifestyle choices, including sleep, diet, exercise, and relaxation. Key predisposing factors affecting health include age, sex, education level, genetics, and behavioral risks (e.g., poor diet, tobacco, and inactivity). Stress & Psychosomatic Disorders in School. Teachers face stress from workload, time pressure, noise, and administrative demands, leading to symptoms such as exhaustion, headaches, and weakened immunity. Stress-related illnesses (psychosomatic disorders) include hypertension, diabetes, irritable bowel syndrome, and sleep disorders. Prevention strategies include exercise, proper sleep, healthy eating, and stress management techniques. Mental Health Concerns in Students & Staff Students face mental health challenges due to academic pressure, financial struggles, and social isolation, leading to poor performance, absenteeism, and self-harm. Teachers also experience mental strain from workload, student behavior, and unrealistic expectations. Factors like discrimination, trauma, low income, and family history contribute to their mental health struggles. Strategies for Improving Mental Health - For Staff: Regular exercise, adequate sleep, social interaction, volunteering, and positive thinking can improve well-being. - For Schools: Schools should integrate mental health into academics, employ mental health professionals, promote telemedicine, collaborate with NGOs, and encourage relaxation activities like meditation and team bonding. Social & Spiritual Well-being Social well-being involves developing relationships through communication, kindness, and gratitude, while spiritual well-being focuses on finding purpose and meaning in life. Schools should foster a supportive environment for both students and staff to enhance overall well-being.





## HYPERTENSION: THE SILENT KILLER

BY: DR. AIRIOHUODION OSEHI  
WORD OF FAITH RESIDENT DOCTOR



### INTRODUCTION

Did you know high blood pressure can be deadly even if you feel fine?

- Hypertension is often called the 'silent killer.'
- It can cause heart attacks, strokes, and kidney failure without warning signs.

### What is Blood Pressure?

- The force of blood pushing against artery walls.
- Like water pressure in a garden hose: too much pressure can damage it.
- Normal BP: 120/80 mmHg, High BP: 140/90 mmHg or more.

### Causes & Risk Factors

Modifiable Risks:

- Poor diet (high salt, fatty foods)
- Lack of exercise
- Smoking, alcohol, stress

Non-modifiable Risks:

- Age, genetics, family history

### Why Is Hypertension Dangerous?

- Increases risk of:
  - Stroke
  - Heart attack
  - Kidney failure
  - Blindness
- Often no symptoms until damage is done.

### Prevention & Management

- Eat healthy (low salt, more fruits/veggies)
- Exercise regularly (30 mins/day)
- Avoid smoking & alcohol
- Manage stress
- Regular blood pressure checks

### Conclusion

- Hypertension is a silent but deadly condition.
- Lifestyle changes can prevent it.
- Call to action: 'When was the last time you checked your blood pressure?'



## CLASSROOM CULTURE: CREATING AN ENVIRONMENT OF LOVE, RESPECT AND TRANSFORMATION.

BY: MRS. UKPOHOR GEORGINA ASEBAKE

### INTRODUCTION:

Teaching is not a profession without culture. The shared norms and values shape students' behaviors. This allows for a peaceful atmosphere for teaching/learning and social interaction and ultimately academic excellence.

### DEFINITION OF CLASSROOM:

A classroom is a room in a school or college where students learn.

### DEFINITION OF CULTURE:

Culture is a group of people who share the same values, beliefs and behaviors.

### DEFINITION OF CLASSROOM CULTURE:

It refers to the shared norms, values, and behaviors that exist within a classroom; shaping how learners and teachers interact, learn and feel within the atmosphere of the classroom that have to do with learners involvement, respect, collaboration and having a total sense of safety and belonging.

### KEY ASPECT OF CLASSROOM CULTURE:

**Student -Teacher relationship:** There should be a level of trust, respect and open communication between students and their teacher.

**Social Interaction:** This refers to how students interact with each other, including collaboration, cooperation and conflict resolution.

**Learning Expectations:** Students should understand what it means to learn in the classroom in addition to academic standards i.e good performance.

**Classroom norms and routines:** This refers to established guidelines for behavior and participation within the classroom. Students should not be allowed to do otherwise.

**Physical Environment:** The layout and design of the classroom that can influence student's engagement and collaboration. (Well-designed depending on the class e.g Nursery, primary or secondary).

#### **POSITIVE CLASSROOM CULTURE: CHARACTERISTICS**

**Open communication:** Here the students should feel free and comfortable sharing ideas and asking questions without fear of Judgment.

**Respectful Interaction:** Students treat each other and the teacher with courtesy.

**Active participation:** Students are actively involved in the learning process, contributing their opinions.

**Positive feedback:** Constructive feedback is given to support students learning and growth.

#### **WAYS TO DEVELOP CLASSROOM CULTURE:**

- Build relationships.
- Celebrates achievements.
- Facilitate successful collaborations.
- Build community.
- Outline classroom rules.
- Use positive reinforcements.
- Encourage sense of belonging.
- Set clear expectations.
- Build relationships with your students.
- Make learning meaningful.
- Have a growth mindset.
- Create parent meaningful involvement.

#### **IMPORTANCE OF CLASSROOM CULTURE:**

- Enables students to learn and thrive academically.
- Equips students to learn to their best abilities.
- Helps to realize their achievements.
- Makes them feel happy at school.
- Encourages deeper learning.

## **STRATEGIES FOR BUILDING CONFIDENCE IN LEARNERS**

**BY: OMOREGIE EVBAYIRORU ROSELINE**

### **INTRODUCTION**

Building confidence in learners is crucial for their academic success, personal growth, and overall well-being.

**Concept of Strategies:** Strategies refer to comprehensive plans or approaches designed to achieve a specific goal or set of goals.

**Learners' Confidence:** This can be defined as the learners' faith in their abilities to learn, understand and apply new knowledge, skills, and concepts. It involves their self-assurance, self-efficacy and motivation to engage with learning process and a positive view of themselves. Confidence is not about feeling superior to others; it is a quiet inner knowledge that they are capable.

### **Effective strategies to help learners develop confidence are:**

1. Positive reinforcement
  - Specific praise: Focus on specific strengths and accomplishments.
  - Regular feedback: Provide constructive feedback to help learners improve.
  - Celebrating successes: Acknowledge and celebrate learners' achievements.
2. Encouraging self-reflection
  - Self-Assessment: Help learners set goals and assess their own progress.
  - Reflective Journaling: Encourage learners to reflect on their experiences and growth.
  - Identifying strength: Help learners recognize their strengths and build upon them
3. Fostering a growth mindset
  - Embracing challenges: Encourage learners to view challenges as opportunities for growth
  - Learning from failures: Help learners understand that failures are an essential part of the learning process.
  - Focusing on progress: Emphasizing progress, rather than perfection.
4. Providing opportunities for autonomy
  - Choice-Based learning: Offer learners choices in topics, projects or pace
  - Self-Directed Learning: Encourage learners to take ownership of their learning.
  - Decision-making: Involve learners in decision-making processes.
5. Creating a supportive learning environment
  - Safe space: Establish a safe inconclusive and respectful learning environment.
  - Peer-support: Encourage peer-to-peer support and collaboration.
  - Teacher-Learner Relationship: Foster a positive, supportive relationship between teachers and learners.
6. Building Resilience
  - Developing coping strategies: Teach learners effective coping strategies for managing stress and setbacks.
  - Learning from setbacks: Help learners reflect on setbacks and use them as opportunities for growth.

Fostering a growth Mindset: Encourage learners to view challenges as opportunities for growth and development.

7. Providing Feedback, not criticism

Specific feedback: Provide specific, actionable feedback that guides learners toward improvement.

Constructive feedback: Focus on constructive feedback that encourages learners to grow.

Avoiding criticism: Refrain from criticism, which can undermine learners' confidence.

8. Emphasizing Effort, not Just Talent/Results

Focusing on Effort: Emphasize the importance of effort, persistence, and hard work.

Recognizing progress: Recognize and celebrate learners' progress, regardless of their initial talent or ability or results produced.

9. Using Technology to Enhance confidence:

Digital Tools: Utilize digital tools that provide learners with opportunities to practice, receive feedback, and track progress.

Virtual learning Environments: Create virtual learning environments that foster collaboration, peer support, and confidence-building.

10. Leading by Example:

Modeling confidence: Demonstrate confidence and self-assurance in your own teaching practice.

Sharing personal experiences: Sharing personal experience of overcoming challenges and building confidence.



# **WORK ETHICS AND TIME MANAGEMENT**

**BY: REV. MRS. ENODOLOMWANYI JUDITH**

## **INTRODUCTION**

In today's fast-paced and competitive world, time management and work ethics are essential components of professional success. Time management refers to the ability to plan and control how one spends their time on various activities, ensuring that tasks are completed efficiently and effectively. It allows individuals to prioritize their responsibilities, meet deadlines, and maintain a balanced life. On the other hand, work ethics embodies the moral principles that govern an individual's approach to work.

These principles, such as honesty, integrity, responsibility, and discipline, guide individuals to perform their duties with dedication, professionalism, and accountability. When combined, time management and strong work ethics create a powerful foundation for personal and organizational achievement, fostering productivity, job satisfaction, and long-term success.

**Work Ethics:** Work ethic refers to a set of moral principles that guide an individual's behavior in the workplace, emphasizing diligence, responsibility, and commitment. It encompasses values such as integrity, professionalism, and a strong sense of duty. Additionally, Edmund Byrne (2023) defines work ethics as a value-based motivation for working, highlighting the intrinsic values that drive individuals to perform their tasks diligently.

### **The Five Pillars of Work Ethics**

Work ethics is built on five key elements and they include:

1. **Integrity:** This involves being honest, ethical and reliable in all professional dealings. It also means doing the right thing, even when no one is watching.
2. **Responsibility:** This involves taking ownership of one's actions and decisions and being accountable for the outcomes.
3. **Quality:** This involves striving for excellence in your work. Take pride in what you do.
4. **Discipline:** This involves showing commitment, perseverance, and self-control in achieving your goals.
5. **Team Work:** This involves working effectively with others to achieve common goals. Importance of

### **Work Ethics**

1. **Builds Trust and Credibility:** Employees with strong work ethics are reliable and consistent in their performance. This builds trust among colleagues, supervisors, and clients, which is essential for sustaining healthy professional relationships.
2. **Enhances Productivity:** A disciplined and ethical approach to work leads to better time management, focus, and efficiency. This allows individuals and teams to achieve goals effectively.
3. **Promotes a Positive Work Environment:** Work ethics encourage respect, collaboration, and fairness among team members. This fosters a supportive environment where everyone can thrive.
4. **Ensures Long-Term Career Growth:** Demonstrating ethical behavior and a strong commitment to work helps in career advancement. Employers value individuals who show integrity and responsibility.

### Time Management

Time management refers to the process of planning and exercising conscious control over the amount of time spent on specific activities to increase effectiveness, efficiency, or productivity. Effective time management involves setting realistic goals, organizing tasks, delegating responsibilities, and allowing time for relaxation and recharging.

A recent perspective on time management is offered by Oliver Burkeman in his book *Four Thousand Weeks: Time Management for Mortals*. Burkeman challenges traditional productivity-focused approaches, emphasizing the acceptance of time's limitations and advocating for a more meaningful engagement with our finite time. He suggests that instead of striving to maximize efficiency, individuals should focus on what truly matters, embracing the constraints of time to lead a more fulfilling life.

### Benefits of Time Management

1. Deliver work on time. 2. Provide a better quality of work. 3. Boosts productivity. 4. Manages procrastination.

## **COMMUNICATION AND LESSON DELIVERY METHODOLOGIES**

**BY: PST. RICHARD EDUGHAEN**

This is the act of imparting or exchanging of information by speaking, writing or using some other media.

### **Lesson:**

A unit of instruction or a period of teaching that focuses on a specific topic, subject or skill carried out in classrooms, online platforms or workshops by teachers or instructors or facilitators.

**Delivery:** The act of teaching or presenting a lesson to students.

**Methodology:** A systematic and structured approach or procedure used to solve a problem.

### **Introduction**

Communication is a major tool in education theory and practice as it aids the transmission of information from the teachers to the learners. It is a medium through which the learners' spirits connect to that of the teachers and as such its role in teaching learning process cannot be over-emphasized.

Lesson Delivery Methodology is a way of teaching that describes how a lesson will unfold from start to finish. It includes a variety of teaching methods, such as direct instruction, Cooperative Learning, Problem – Based Learning, Blended Learning and so on.

### **Communication:**

The New Oxford Learners Dictionary defines communication as the act of imparting or exchanging of information by speaking, writing, or using some other media.

It is also the means of sending or receiving information and can be one-on-one or between groups of people, and can be face-to-face or through communication devices. Communication requires a sender, the person who initiates communication, to transfer their thought or encode a message. This message is sent to the receiver, a person who receives the message and finally, the receiver must decode, or interpret the message. Communication can be:

1. Verbal – the use of spoken words.
2. Nonverbal – like posture, facial expression, kinesics (gestures), oculusics (eye movements and behavior), paralinguistic (pitch, tone, volume), ASL (America Sign Language).
3. Visual - Signs and symbols.
4. Written – writings using pen and paper.

### **The Importance of Effective Communication in Lesson Delivery.**

The importance of communication in Lesson Delivery in a class cannot be understated. Effective communication is the bedrock upon which lasting Lesson Delivery Methodology can be built. It's the lifeline that connects the teachers to the learners thereby fostering unity among them. It creates collaboration so as to achieve the goals of the class.

It is an asset that ensure the smooth running of the class and nurtures a positive environment that promotes growth and innovation. It is a tool that bridges the gap between the teacher and the learners promoting respect and understanding for the attainment of the set goals for the class.

### **Lesson Delivery Methodology or model.**

Lesson Delivery Methodology is a way of teaching that describes how a lesson will unfold from start to finish. It can include a variety of teaching methods, such as Direct Instruction, Cooperative Learning, Problem-Based Learning, and Blended Learning.

### **Lesson Delivery Methodologies.**

1. **Direct Instruction**  
A teaching method that uses modeling, explanation, lecturing, demonstration and other techniques to deliver information.
2. **Cooperative Learning.**  
A teaching method that involves students working in small groups to achieve a common goal.
3. **Problems-Based Learning.**  
A teaching method that challenges students to solve real-world problems using critical thinking and creative ideas.
4. **Project-Based Learning.**  
A method where students work together or independently to solve real-world problems. Students are actively engaged in the learning process.
5. **Blended Learning.**  
A method that combines online and classroom learning. Students can access learning material online and then meet for discussion, group projects, or mentorship sessions.
6. **Flipped Classroom.**



## **ADDRESSING SOCIAL AND EMOTIONAL LEARNING (SEL) IN THE CHRISTIAN CLASSROOM. (PHOTO OF A CHRISTIAN CLASSROOM)**

**BY: PASTOR. MRS STELLA OSAGHAE**

### **INTRODUCTION**

The presentation explores the importance of incorporating social and emotional learning in the Christian classroom, strategies and activities (ways to support children with social and emotional needs, and recommendations that can address social and emotional learning in the Christian classroom.

Three Key Words to Note in this Topic:

Social learning

The effect of social lives or influence of the learner in the classroom

Non-Christian home Social learning: Most children are from non-Christian homes, full of social vices like fighting, stealing, cursing, disrespect, for one another and they come to class with these characters. Some are from broken homes the sad fact is that many children are not taught much about values at these homes due to non -chalant attitude of the parents and their emotional learning temperaments

. KINDS OF TEMPERAMENTS

- i. SANGUINE
- ii. CHOLERIC
- iii. MELANCHOLIC
- iv. PHLEGMATIC

CHRISTIAN CLASSROOM: This is found in Christian schools like Word of Faith Schools Classrooms.

IMPORTANCE OF SOCIAL AND EMOTIONAL LEARNING IN THE CHRISTIAN CLASSROOMS.

SEL refers to the journey a child embarks on towards independently understanding self, showing empathy regulating emotions and managing behavior. It is SOUL WORK.

When teachers focus on this journey, it can lead to a complete turnaround in classroom cultures, engagement and student personal growth.

SEL is a process that helps individuals develop essential life skills and responsible decision making attitude which enable learners to identify and regulate their emotions.

SEL can be used to nurture the whole child - heart, mind and spirit. Studies have shown that social and emotional learning (SEL) is critical. It is important in the success of the school and life of the learner. 87% educators believe that addressing the social and emotional learning will help students become good citizens.

PRACTICAL STRATEGIES AND ACTIVITIES TO ADDRESS THE SOCIAL AND EMOTIONAL NEEDS OF YOUR LEARNERS IN THE CLASSROOMS.

TEACHING SOCIAL EMOTIONAL LEARNING THROUGH A CHRISTIAN PERSPECTIVE.

It is difficult to teach students about their emotions, when you don't understand your own emotion.

God calls us to understand our own emotions through experience scripture and the Holy Spirit, so that we can teach others in more humble and authentic ways.

You must be born again.

APPLYING BIBLICAL INTEGRATION.

Biblical teachings and scripture into social and emotional level (SEL) lessons to provide a spiritual foundation.

ROLE PLAYING Give your students opportunity to practice social skills empathy and conflict resolutions

## THE COMPETENCES AND SKILLS OF A 21ST-CENTURY EDUCATOR

BY: STELLA AGI

The 21st-century classroom is a dynamic arena where education transcends traditional boundaries, embracing innovation, diversity, and global connectivity. Educators today are not just teachers; they are visionaries, mentors, and agents of transformation, tasked with preparing students for a future that is constantly evolving.

In this workshop, we will embark on an inspiring journey to uncover the competences and skills that define the modern educator. We will explore how educators can rise to meet the demands of the times by embracing technology, fostering creativity, and cultivating lifelong learning in themselves and their students.

**Key Highlights Include:**

- **Mastering Educational Technology:**  
Harness the power of tools like AI, interactive platforms, and digital resources to create immersive and engaging learning experiences. For example, using AI-driven adaptive learning platforms can personalize education by tailoring content to individual student needs. Interactive whiteboards and virtual reality can bring lessons to life, making abstract concepts more tangible and engaging.
- **Fostering Critical and Creative Thinking:**  
Equip students with the skills to think independently, solve complex problems, and innovate in diverse contexts. This can be achieved through project-based learning, where students work on real-world problems and develop solutions collaboratively. For instance, a project on designing a sustainable city can encourage students to think critically about environmental issues and come up with innovative urban planning ideas.
- **Inclusive Teaching for Diverse Classrooms:**  
Learn how to celebrate diversity and meet the unique needs of every learner, creating a culture of belonging and equity. This involves using culturally responsive teaching methods that validate and affirm students' cultural backgrounds. For example, incorporating multicultural literature and historical perspectives into the curriculum can help students see themselves reflected in what they learn, fostering a sense of inclusion and respect.
- **Leadership and Global Competence:**  
Develop as a leader who inspires, motivates, and prepares students to thrive in a globalized world. This includes fostering global awareness and cross-cultural understanding through international collaborations and global education initiatives. For instance, partnering with schools abroad for virtual exchange programs can expose students to different cultures and perspectives, broadening their worldview.
- **Adaptability and Lifelong Learning:**  
Embrace change with confidence and model a growth mindset to inspire continuous learning in your students. This means being open to new teaching methods, technologies, and professional development opportunities. For example, participating in ongoing training on emerging educational trends and technologies can keep educators up-to-date and adaptable to changes in the educational landscape.

This session promises to ignite a renewed passion for teaching, offering practical strategies and insights that empower educators to leave a lasting impact on their students, schools, and communities. Together, let's redefine what it means to be an educator in the 21st century—a builder of futures, a shaper of minds, and a beacon of hope in a world full of opportunities.

## CULTURAL RESPONSIVE TEACHING: REACHING EVERY STUDENT

BY: REV. MRS. PEACE AKAN SEBASTIAN.

### INTRODUCTION

The Most Notable occupation in the world is the job of assisting others and bringing out the best in them, as Christian educator, that should be our core focus. A Christian Educators is one of the most powerful personality in the world. An educator have access to his/her pupils/student 5 days in a week in a focused atmosphere No Bishop or president has such access , so educator can become powerful tools in God's hand raising Global treasures for God's pleasure who impact the world for God's glory . Our school are harvest field ,educator are tool that can transform lives through the infinite love of Christ and the pupils/student are seed and seed can reproduce more fruits. No single teaching will engage each pupils/student at once but building a strategy to consistently deliver culturally responsive teaching lesson will help you appeal to different Learner with distinct background.

#### DIFFERENT TYPES OF CULTURALLY RESPONSIVE TEACHING THEORY

1. Global Ladson Billings CRT framework (1995)
2. Paulo Freire's Critical Pedagogy (1970)
3. Lisa Delpits Theory of Cultural Syncopation (1995)
4. Geneva Gay's Theory of Culturally Responsive Teaching (2000)
5. James Banks Multicultural Education Theory (2004)

These theories and framework provide a foundation for understanding the principles and practices of Culturally Responsive Teaching.

#### TEACHING COMPETENCIES THAT PROMOTES CULTURALLY RESPONSIVE TEACHING

1. Reflect on one's Cultural lens
2. Recognizing and redress bias in the system
3. Draw on student culture to shape curriculum and instruction
4. Bringing real world issue into the classroom
5. Model high expectation for all student

#### STRATEGIES FOR REACHING EVERY STUDENT IN CULTURALLY RESPONSIVE LEARNING

1. Set goals to intentionally build and nurture relationship and trust
2. Learn student's names and pronunciation, show respect and care for student identity
3. Conduct interest survey, understand student interest, hobbies, learning style, temperament and love language.
4. Hold one on one conference, build relationship one on one, do interview and understand individual student's need.
5. Use restorative circle: foster a sense of community and resolve conflict.

#### BENEFITS OF CULTURALLY RESPONSIVE TEACHING TO THE STUDENT

1. Increase student motivation and engagement when students see themselves reflected in the curriculum they're more likely to be motivated and engaged
2. Improved achievement: CRT helps students from diverse backgrounds feel more connected to the material leading to better academic performance

#### BENEFITS OF CULTURALLY RESPONSIVE TEACHING TO THE TEACHER.

1. Improved Teacher student Relationship - CRT helps teachers build stronger, more meaning relationship with their student
2. Increase Teachers Efficiency -Teachers who practice CRT report feeling more confident and effective in their teaching.
3. Enhanced Cultural Competence -Teacher develop a deeper understanding of diverse cultures and learn to incorporate this knowledge into their teaching
4. Reduced Teacher Burnout - By creating a more inclusive and supportive classroom environment CRT can help reduce

## **SAFEGUARDING IN CHRISTIAN SCHOOLS**

**BY: MR. DENNIS ADOLE**

**National Policy on Safety, Security and Violence-Free Schools:** This policy by the federal ministry of education Nigeria was released in 2021. It provides a comprehensive framework for ensuring the safety and well-being of students in Nigerian schools. It addresses various aspects of safety, including physical safety, security, and violence prevention, as well as child protection and safeguarding. This policy serves as a guideline for schools to develop their own specific safeguarding policies.

**Child Rights Act:** the Child Act Rights Act of (2003) in Nigeria was assented by the President of the Federal Republic of Nigeria, Chief Olusegun Obasanjo, in September 2003. It enshrines the rights of children, including the right to protection from abuse, neglect, and exploitation. This Act provides a legal foundation for safeguarding children in all settings, especially schools.

Safeguarding children in Christian schools is paramount, reflecting the core values of love, care, and protection central to the Christian faith. A robust safeguarding policy creates a safe and nurturing environment where children can thrive academically, spiritually, and emotionally. This involves implementing comprehensive measures to prevent and address all forms of abuse, neglect, and exploitation. Key elements include:

**State-Level Policies:** Many states in Nigeria have also developed their own safeguarding policies and guidelines for schools. For example, Lagos State has a comprehensive Safeguarding and Child Protection Policy. These state-level policies often provide more specific guidance and procedures for schools within that state.

**School-Level Policies:** Individual schools are expected to develop their own safeguarding policies in line with national and state guidelines. These policies should outline the school's commitment to safeguarding children, identify key personnel responsible for safeguarding, and detail procedures for reporting and responding to concerns.

Key elements typically covered in these policies include:

**Definition of Safeguarding:** Clear definitions of different forms of abuse and neglect.

**Child Protection Procedures:** Step-by-step procedures for reporting and responding to suspected cases of abuse or neglect.

**Safe Recruitment:** Procedures for ensuring that staff and volunteers are suitable to work with children.

**Training:** Requirements for staff training on safeguarding and child protection.

**Code of Conduct:** Guidelines for staff behavior and interactions with students.

**Partnership with Parents:** Strategies for working with parents to ensure children's safety and well-being.

While policies exist, challenges remain in ensuring their consistent implementation and enforcement across all schools in Nigeria. Factors such as resources, awareness, and capacity can affect how effectively safeguarding measures are put into practice.

By prioritizing safeguarding, Christian schools demonstrate their commitment to nurturing and protecting the precious children in their care, allowing them to flourish in a safe and loving community.



## **DEALING WITH THE PSYCHOLOGY OF TODAY'S CHILD**

**BY: MRS. OCHEMBA CHIOMA**

Today's child refers to Generation Z (born between 1997- 2012) and Generation Alpha (born between 2013 and 2025) Psychology is the science that attempts to answer questions about how and why humans behave in a certain way.

The Psychology of "Today's child "refers to the unique characteristics, challenges and developmental needs of children growing up in 21st century

In this workshop, we will attempt to identify:

- Who Today's Child is
- The unique Characteristics of today's child
- The challenges they face
- Ways of dealing with their psychology as Christian Educators thereby transforming their lives through the infinite love of Christ.

### **THE UNIQUE CHARACTERISTICS OF TODAY'S CHILD**

Today's child exhibits unique and defined characteristics shaped by their upbringing, technological advancement, influence of the society, peer group and much more.

#### **SOCIAL CHARACTERISTICS**

- (a) Technological savvy, (b) Visually oriented (c) Diversely connected (d) Entrepreneurial spirit

#### **ACADEMIC**

- a. Self-directed learner b. Curious and analytical c. Malleable and resilient

#### **PHYSICAL AND HEALTH**

- a. Sleep deprived b. Active c. Picky eaters d. Sedentary life style

### **FOCUS ON FINE MOTOR SKILLS RATHER THAN GROSS MOTOR SKILL**

#### **CHALLENGES OF TODAYS CHILD**

- a. Social media pressure (B) Social isolation (C) Diversity and inclusion issues (D). Bullying and cyber bullying (E) Anxiety and depression (F) Emotional regulation (F) Self-doubt and low self-esteem (G) Learning difficulty and disability

### **ACADEMIC CHALLENGE**

#### **Family and community challenges**

- Poverty and economic instability, Communication violence, Inadequate infrastructure, Family dynamics

### **DEVELOPMENTAL NEEDS OF TODAYS CHILD**

- Physical needs, Cognitive needs, Critical thinking, Creativity and innovation, Language and communication skills
- Social needs: Building productive relationships, Strong family ties
- Emotional needs: Emotional regulations, Empathy and compassion, Self-awareness and self esteem



### **PRACTICAL SUPPORT SYSTEM FROM CHRISTIAN EDUCATOR**

- Emotional support: Mentorship programs, Counseling services, Prayer and word
- Academic support: Guidance on career part
- Social support: Inclusion initiatives
- Spiritual support: Bible studies, Chapel programs, Spiritual mentoring
- Family support: Parent teacher conferences, Workshops

### **CONCLUSION**

By understanding their needs we can create more nurturing and supportive environment that empowers them to thrive and become all that God created them to be in rapid changing world.

## **IGNITING A PASSION FOR LEARNING: ENGAGING HEARTS AND MINDS**

**BY: MRS. CHRISTOPHER GLADYS**

### **INTRODUCTION**

Learning is a journey, not a destination. It is a spark that ignites the fire of curiosity, creativity and growth. However, in today's educational landscape, it is easy for that spark to fade. That is why it is more important than ever to reignite the passion for learning in our students. *'Igniting the passion for Learning: Engaging Hearts and Minds'* is more than just academics, it is about cultivating a love of learning that transcends the classroom. It is about creating an environment that nurtures creativity, fosters empathy and inspires innovation. By engaging hearts and minds we can empower learners to become active in their own educational journey, unlocking a lifetime of growth, exploration and discovery.

This workshop will cover:

**Understanding Intrinsic Motivation:** A drive to learn that comes from within. That inner spark that makes us curious, that makes us want to explore and discover. This type of motivation does not rely on external rewards or punishment.

Matthew 13:10-17 Jesus did not offer prizes or threaten punishments. Instead he used parables, stories that resonated with people's lives and challenged to think deeply. He sparked their curiosity, prompting them to seek understanding. This should be the responsibility of every Christian educator.

**Creating Engaging Learning Experiences:** This means to design educational activities, environment and interactions that capture students' attention, motivate them to learn and encourage active participation. **Key aspects of engaging learning experiences:** Learning is more engaging when it is relevant, meaningful, connects to real-life situation; when it is interactive, immersive, student-centered and evokes emotions.

**Cultivating a Growth Mindset:** This means to embrace the idea that abilities and intelligence can be developed through efforts, learning and persistence. It can be achieved by embracing challenges, learning from failure, emphasizing efforts over talent, seeking feedback and learning from others. Philippians 4:13

**Building Strong Relationships:** A positive teacher-student relationships is a cornerstone of effective teaching and learning. When teachers and students have a positive and supportive relationship, it can have a profound impact on their engagement, motivation and academic achievement. This can be achieved when we explore our communication techniques and build a rapport with our students.

### **CONCLUSION**

The fire for learning can be reignited in our students if we create an avenue where the drive to learn come from within, if their learning experiences are engaging, if they are allowed to embrace challenges and if we can develop a positive teacher-student relationship.

# **SOCIAL MEDIA AND ITS EFFECT ON CHILDREN'S LEARNING**

**BY: REV. (MRS) ERNESTINA ODIA**

## **INTRODUCTION**

Social media has become an integral part of daily life for people of all ages, and children are no exception. With the rise of platforms like Facebook, Instagram, TikTok, Twitter, and YouTube, young people are increasingly using these spaces for communication, entertainment, and even education. However, this extensive use of social media brings both positive and negative consequences, particularly when it comes to children's learning emotional and cognitive social development. In this comprehensive write-up, we will examine the effects of social media on children's learning, exploring both the potential benefits and challenges.

### **Positive Effects of Social Media on Children's learning**

1. Access to Information and Educational Content
2. Promoting Creativity and Innovation
3. Collaborative Learning
4. Development of Digital Literacy research skill:
5. Exposure of Diverse Perspectives:

### **Negative Effects of Social Media on Children's learning**

1. Distraction and Decreased Focus
2. Reduced Quality of Sleep
3. Cyberbullying and Mental Health Issues
4. Unhealthy Comparison and Pressure

### **Balancing Social Media Use and Learning**

Given the mixed effects of social media on children's learning, it is essential to find a balance. Here are some strategies to mitigate the negative impacts while leveraging the positive aspects:

1. Setting Time Limits
2. Encouraging Critical Media Literacy
3. Promoting Positive Online Behavior
4. Providing Healthy Offline Alternatives
5. Monitoring Content and Interactions
6. Teaching Digital Literacy and critical thinking:
7. Promoting offline leaning and activities:

### **Conclusion:**

Social media has transformed how children access knowledge and interact with learning materials. While it offers many educational opportunities, excessive use can lead to distractions, reduced attention spans, and other negative consequences. Parents, educators, and policymakers must work together to promote responsible social media use, ensuring that children benefit from technology while maintaining a balanced learning environment.

Social media is a double-edged sword when it comes



## **LEADING WITH CHRIST CENTERED VISION, SHAPING FUTURE LEADERS WITH ETERNAL PURPOSE**

**BY: MRS DUPE ANENI**

### **INTRODUCTION**

#### **What is Christ centered vision?**

Christ centered vision focuses on God's eternal purposes and directions rooted in God's word, guided by Biblical principles, Christ's character, Holy Spirit, prayers, meditation on scriptures, kingdom values, mentorship program and investing in future leaders.

What is the vision of Word of Faith Group of Schools?

Word of Faith Group of Schools is a trusted front liner that is dedicated to raising future leaders in a godly way. This is perfectly reflected in her vision statement as stated below

**Building the Nation with leading academic programs that lay a strong Christian foundation to develop both the spirit and the mind**

**How do we develop a strong Christian foundation?**

- Prayers
- Fasting
- Holy Spirit
- Honoring God above worldly success(materialism, money)
- Focus on God's kingdom through love, fair judgment, mercy, Truth
- Use God's word rooted in the scripture for guidance, wisdom and direction.
- Biblical principles
- Teach them Evangelism, sharing the gospel
- Christ-like character of love, compassion, patience, humility, obedience, unity and integrity

#### **Who are the visionaries that can make it work or fail?**

The family, the church, friends/peer groups, the internet, the society, Government, circular schools, Christian educators

***Who will help us? Who will go for us?***

**Isaiah 6:8**

I will go as a Christian Educator!

How do we shape future leaders for Eternal purpose as Christian Educator?

I will like to use the acronyms from the word TEACHER.

- T= Trustworthy
- E= Empathetic
- A= Available, Accessible
- C= Christ-like

- H= Happy
- E= Example (A role model)
- R=Responsible, Reliable

As a good Christian Educator, imbibe the core values of caring, respect, responsibility, trustworthiness, fairness, citizenship

#### VITAL NOTE

- Every child can change if he or she sees Christ in us.
- No child should be left behind
- Teach by what you say, teach more by what you do and teach most by who you are

#### Conclusion

John 3:16

For God so loved the world that He gave His only begotten son.....What are you giving as Christian Educator to shape the future leaders for Eternal purpose

## **CHRIST-CENTERED EDUCATION IN A CHANGING WORLD**

**BY EMOKHARE MARTHA ALEX.**

### **INTRODUCTION**

Christ-centered education offers a transformative approach to learning that goes beyond academics, focusing on nurturing the heart, mind, and spirit in alignment with the character of Jesus Christ. Rooted in biblical principles, this holistic education system emphasizes love, character development, and faith integration into all learning aspects. By anchoring education in Christ's teachings, we prepare students to grow spiritually, morally, and intellectually, equipping them to live meaningful lives rooted in faith and service.

**Christ-centered Education – The People**

Christ-centered education is a holistic education system hinged on the character of Jesus Christ. Jesus Christ is the second person of the trinity—God the Son—and he is in God, therefore having all the attributes of God. The Bible tells us that God is love; thus, Christ is love. If Christ is love, what then is the meaning of love? The character of a thing gives it meaning.

1 Corinthians 13:4-8 outlines the characteristics of love.

This means that a Christ-centered education must have these characteristics and not portray what

Christ is not. As an educator with a difference, you must have experienced God's love to be able to express it. Hence, you must continually feed on the word of God (Colossians 3 vs. 16, Acts 20 vs. 32).

Christ-Centered Education in a Changing World - The Content the Bible instructs us to love the Lord and follow his commands even when raising our children.

Deuteronomy 6:4-9, Proverbs 1:7). The world may be changing, but the word of God is true and the same, never changing. Christ-centered education inculcates Christian beliefs and values into all subjects, not just religion classes, this helps with character development, spiritual growth, and applying faith to everyday life.

As educators raising children for Christ, effective teaching and learning are deeply rooted in faith, love, and a commitment to personal and spiritual growth. Here are some key principles:

**Christ-Centered Focus:**

**Love and Compassion:**

**Character Development**

**Holistic Approach:**

**Lifelong Learning**

**Prayer and Spiritual Guidance**

**Service and Compassion:**

**Benefits:-**

Strong academic foundation, positive character development, sense of purpose and meaning, prepared for life.

**Conclusion**

In a world of constant change, Christ-centered education remains a steadfast beacon, guiding students toward a life of purpose, integrity, and spiritual growth. By integrating biblical principles into every facet of learning, we equip students with the tools to succeed academically and develop Christ-like character.

Through this approach, educators play a vital role in shaping individuals who are not only prepared for life's challenges but are also committed to living out their faith and making a positive impact on the world.

## **BEHAVIOUR MANAGEMENT- RELATIONSHIP BETWEEN ATTITUDE AND SUCCESS**

**BY: MRS. IMADOJEMU FLORENCE**

### **INTRODUCTION**

Behavior Management refers to the process of understanding, analyzing, and modifying human behavior to achieve desired outcomes. In the context of education, behavior management is crucial for creating a positive and productive learning environment. It involves identifying and addressing behavioral issues, developing strategies to promote positive behaviors, and fostering a culture of respect, empathy, and responsibility. Effective behavior management enables educators to minimize disruptions, maximize instructional time, and support the social, emotional, and academic growth of students.

### **MEANING OF BEHAVIOUR**

Behavior refers to the actions, reactions, and responses of an individual or group to their environment, situations, and stimuli. It encompasses the physical, emotional, and social actions that a person exhibits in various contexts, including personal, social, and professional settings.

### **RELATIONSHIP BETWEEN ATTITUDE AND SUCCESS**

Attitude plays a significant role in determining an individual's success. A person's attitude can either facilitate or hinder their ability to achieve their goals. A positive attitude is characterized by a growth mindset, resilience, and a willingness to learn from failures. On the other hand, a negative attitude can lead to a fixed mindset, decreased motivation, and a higher likelihood of giving up in the face of challenges.

### **SOME KEY CONCEPTS**

1. Self-Efficacy: The belief in one's ability to succeed and achieve goals.
2. Growth Mindset: The understanding that abilities and intelligence can be developed through effort and learning.
3. Emotional Intelligence: The ability to recognize and manage one's emotions, as well as the emotions of others.
4. Resilience: The capacity to bounce back from adversity and challenges.
5. Motivation: The driving force behind an individual's behavior and actions.

### **CONCLUSION**

Behavior builds up character.

Attitude determines success because success cannot be separated from attitude.



## **BUILDING BRIDGES: CONNECTING FAITH AND LOVE IN A CHRISTIAN SCHOOL.**

**BY: MRS EHI DAVID TSAKU**

### **INTRODUCTION**

To connect faith and love in a Christian school is to actively incorporate Christian values like compassion, kindness, and service into daily interactions, teaching, and school activities, emphasizing how these actions stem from a deep love for God and others, while using scripture and examples from the Bible to illustrate these concepts.

To accomplish this, we will have to look beyond certain barriers such as our diverse religious backgrounds, cultural beliefs, parental peculiarities, community perspectives, etc. Building bridges entails removing what divides us, not removing what unites us and focusing on what unites us. While viewing the vast religious, cultural, and parental perspectives, etc., may be heart-throbbing, relying on the unifying power of Our Lord and Savior Jesus Christ makes the whole issue easier than we can ever imagine.

### **KEY STRATEGIES:**

Integrate scripture into curriculum:

Use relevant Bible verses to discuss themes of love, forgiveness, and serving others in various subjects, not just during religious studies.

Promote acts of service:

Encourage students to participate in community outreach programs like volunteering at local shelters or food banks, connecting their actions to Christian teachings about love for neighbors.

Foster a supportive community:

Create a classroom environment where students feel safe to share their faith, support one another, and practice empathy towards others.

Model Christian behavior:

Teachers and staff should actively demonstrate Christian values through their interactions with students, colleagues, and parents.

Lead by example:

Teachers should model Christian values in their interactions with students, demonstrating love through patience, understanding, and positive reinforcement.

Discuss real-life applications:

Use current events or personal experiences to discuss how Christian love can be applied to real-life situations, encouraging critical thinking and reflection.



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