



Shaping teachers for transformation



ADMINISTRATIVE DETAILS

Full name of ministry organisation:	ACSI More than a Teacher Training Academy
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Name of leader of ministry organisation:	Ken Langley
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Full name of ministry organisation:	011 100 5377
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Number of permanent staff:	1
Number of volunteers:	12

ORGANISATIONAL OVERVIEW

The More Than a Teacher Academy is a Kingdom initiative and commitment to collaborate with public and private schools to grow and empower the next generation of South African teachers. We believe we can improve the **quality of education in our nation** by investing in the professional, personal, and spiritual development of teachers who will grow into fully professional, passionate and productive educators who view education through a **Kingdom** lens.

We believe that an educator's ultimate purpose should be to **equip children** to understand the **truth** about life, the world, and their place in it (A Biblical Worldview). We also believe that, in order, to understand these truths, the deeper questions regarding the meaning and purpose of life cannot be ignored. The curriculum as presented in public education cannot guide students through these deeper questions of life, and therefore a teacher needs to submit to the Word of God as the **standard of truth**.

Our Christian educators seek to equip students to recognize the **Lordship of Christ** in all subject areas of learning, and to respond in obedience to His call to be transforming influences in society. Secondly, not only does an educator shape a child's mind, but one also cannot ignore the impact that the teacher has on the **heart** of a child. We believe that Christian educators provide hope for the future of our nation. With thoughtful prayer-filled planning and mentoring we navigate a path for each student that springboards us into **rapid expansion of the Kingdom** through the vehicle of Christian educators in public and private schools.

Since 2014,

- **42** Student teachers have been enrolled in our academy and been mentored, trained, shaped and equipped to be released as change agents in South African schools.
- **23** Public and private schools have partnered with More than a Teacher giving us access into helping shape the Christian ethos in these schools, develop an enhanced culture of teaching and learning and providing human resource into their area of need.
- Each student commits at least 40 hours per week over 3 years to the Academy. These hours include:
 1. 20 hours in a classroom with a mentor teacher at the host school (5 hours per day, Monday to Thursday).
 2. 3 hours of extramural activities at host school (Monday to Thursday).
 3. 7 hours of professional and spiritual development at The Kings School West Rand (every Friday).
 4. 3 hours of community service with an approved NGO (Monday to Thursday).
 5. 7 hours of study/assignment time with peer students (Monday to Thursday).
 6. Weekends and evenings are reserved for studies.

With God's grace and provision,

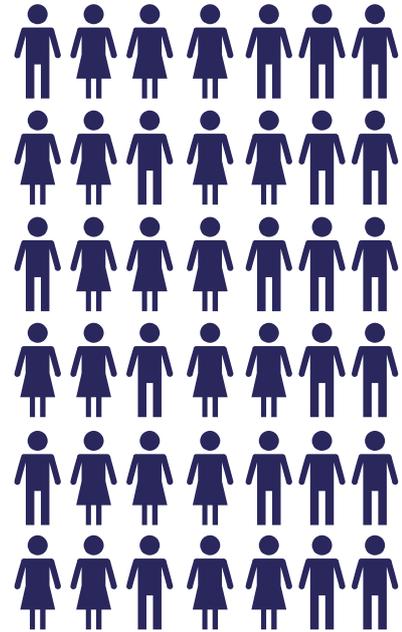
- We dream of graduating **100** student teachers **per year** into the market place, fully equipped with a Biblical Worldview and empowered as change agents with a mission to transform learners, schools and systems within the next 5 years.
- We dream of expanding into multiple provinces within South Africa, starting with KwaZulu Natal, Limpopo and the Western Cape in the next 24 months.
- We dream of developing a More than a Teacher campus with dormitories, study space and technology, library (digital and paper) within the next 18 months.
- We dream of developing Kingdom partnerships that accelerate the growth of this Kingdom vision.
- **We dream of changing the unhelpful narrative of a lost generation by inspiring young people to pursue formal education and develop themselves as local role models.**



Achievements

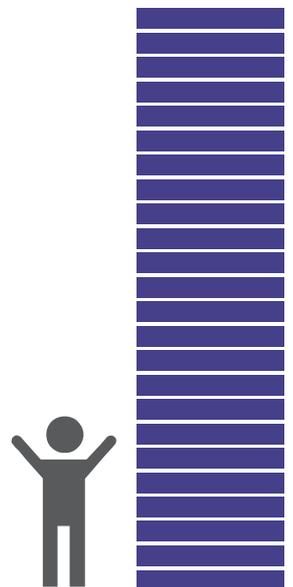
In the past 3 years

Placed **42** student teachers in **13** public and private schools as transformed educators.



Engaged **40** Christian master teachers as educator mentors in committing to daily development of our student

Enrolled and empowered **32** previously disadvantaged South Africans into a professional pathway of becoming a fully qualified educator, operating in a “miracle space” of learning and teaching.



Critical changes, impacting focus and strategy

In the past 3 years



1. The King's School West Rand appointed a full time programme director in 2015.
2. Student teachers gather on a weekly basis for personal and professional development since the beginning of 2017.
3. Monitoring and evaluation take place 3x per year. Student teachers receive a performance review in the format of a progress report. Students also complete a learning log to capture their growth.
4. Partnerships with like-minded organisations grew significantly and much time and effort is put into maintaining existing relationships.
5. Mentor training became vital; training is now presented twice a year to grow the skill set of the handpicked mentors.

CORE VALUES

CHRISTIAN PHILOSOPHY OF EDUCATION



We implement a Christian philosophy of education, which is devoted to growing God-filled and God-purposed graduates. We believe our learners are all image bearers of Christ and should therefore be treated with respect all times. We also believe in God's design for family as understood in the Scriptures

POWER OF PRAYER



Acknowledging God as the head of our school, we remain committed to sincere and fervent prayer for our schools and the children and for direction in our own lives. We are humble dependants on His grace and mercy.

THE ROLE OF THE BIBLE



We hold the Bible as pre-eminent in all school operations, develop Bible knowledge within the academic curriculum and integrate its truth into different subject area within the school. Biblical instructions are the standard for both the personal and professional lives of teachers.

COMMUNITY IMPACT



We strive to engage with the broader community, developing our students to be mission-minded, compassionate and pro-active, and partner with others in order to be effective in our operations.



LIFE-LONG LEARNING

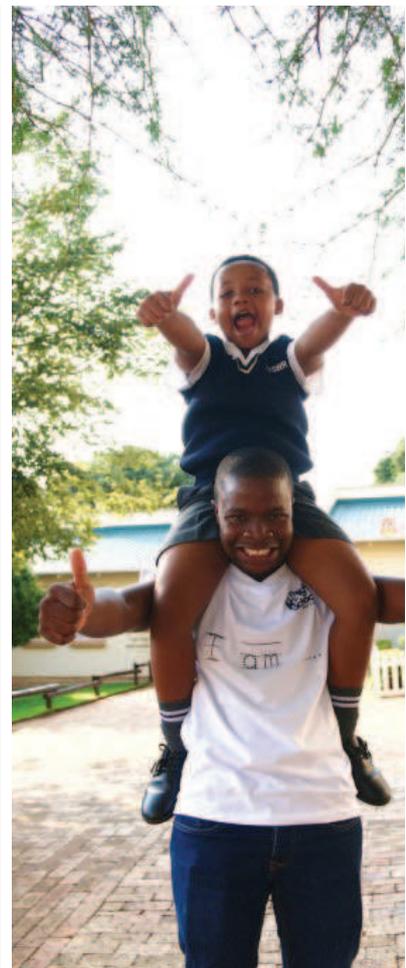


We are dedicated to the concept that life is an ongoing series of experiences leading to growth and maturation and the building of our faith - for staff and student teachers through professional development that takes places in community, for learners through education that equips them for life's challenges, and for parents through active parent guidance.

RELATIONSHIPS



We value positive and professional relationships among colleagues and fellow students. We believe that learning takes place best when there is a positive relationship between the teacher and their learners. This is also true of the mentor/mentee relationship. Our parents have the primary responsibility for the education of their children and they choose to consciously delegate this trust to the school. We believe is important to take hands with the parents in raising our children.



CORE VALUES



PROFESSIONALISM



Teachers and learners are taught to be accountable for the choices they make and are expected to take appropriate responsibility for determining positive outcomes in every situation they may encounter. Teachers need to be honest and self-controlled in applying workplace procedures consistently and respectfully.

STEWARDSHIP



God has entrusted us with more than enough resources to be able to do what is required – we will always encourage our students to be good stewards. This includes responsible use of paper, encouraging minimum wastage, recycling and using time wisely. Added to this is also the wise giving away of skills and talents that each person is blessed with as well as the responsible handling and



SERVANT HOOD



Service is at the heart of the kind of teacher Jesus was and a quality that we would like to instill in our student teachers. Student teachers will be required to do a variety of tasks (some of which may seem mundane) that will prepare them for servant leadership.

TEACHERS ARE THE LIVING CURRICULUM



Teaching is a calling and commitment to those they disciple. Our primary calling is to follow in the footsteps of Jesus Christ in leaving a legacy that will make a difference to the learners we minister to. The use of textbooks and delivery of the curriculum are less important than the passion and character of the teacher. All learning should strive to transform hearts and not only minds of the learners. Our teachers are role-models and ultimately learners will follow their example before their instruction.

FAMILY



We believe in the value of family. The family and school should not be mutually exclusive or opposing influences in a child's life. In fact, each should support and reinforce the values of the other. The King's School believes that marriage is limited to a covenant relationship between a man and a woman. On occasion, the atmosphere or conduct within a particular home may be counter or in opposition to the biblical lifestyle the school teaches. This includes, but is not necessarily limited to, sexual immorality, cohabitation out of wedlock, homosexual sexual orientation, or inability to support the moral principles of the school (Romans 1:21-27; 1 Corinthians 6:9-20).

Oasis

Oasis South Africa concerns themselves with “**being and creating change agents**”. Oasis SA is a primary partner of More than a Teacher Training Academy.

- Oasis SA is a grassroots youth development organisation that activates young people in local and rural communities to become change agents within the education sector. Commitment to the development of outstanding educators in local and rural communities is the driving force of the work Oasis does.
- Oasis provides skilled facilitators, suitable candidates and a valuable Personal Development programme as well as placement opportunity for student teachers of More than a Teacher Training Academy

The King's School West Rand

The King's School West Rand birthed the More than a Teacher Academy and provided the seed capital for it to develop to where it is today. Although the ACSI More than a Teacher Training Academy has been able to establish other income streams and funding sources, The King's School West Rand remains its major funder at present.

FCE (Foundation for Cross Cultural Education)

More than a Teacher Training Academy collaborated with FCE Zambia in 2016 when we took 2 mentors and 5 student teachers for a 2-week visit to Koti N Eden. Students participated in the teacher training classes.

- This visit underlined the need for discipleship as a core value in our programme.
- In 2017, we made the Discipleship Mission Training a requirement for all our students who have not enrolled with UNISA yet. DCM is a course, which equips participants to live Christ-centred lives through the renewal of their minds.
- Much of the curriculum for a Christian based teachers' training has been developed by FCE and is available for inclusion during our Personal and Professional Development sessions.
- FCE also serves as an important soundboard and holds an important historical role in the training of Christian educators in SA.



Petra Institute shares God's desire that lost and broken children should be found and restored to healing in Christian families and communities. They build capacity by training leaders who include teachers and caretakers. Petra provided short-term training to 21 student teachers in 2015 laying important foundations for connecting with children. Two of our student teachers also attended the Walking with Wounded course at Petra Mountain in 2017. Twenty students attended the Creative Bible reading short course in July 2018. This provides an important skill for the integration of Bible teaching in the Life Skills programmes of both public and private schools.

Petra Institute

The Global Teachers Institute aims to strengthen teacher capacity in South Africa and across the world by changing the way we train teachers.

- More than a Teacher Training Academy is in the process of formalizing a partnership with GTI.
- Collaboration with them will allow sharing of resources e.g. access to online student portals, attending of teachers training conferences etc.

GTI (Global Teachers Institute)

New partnerships?

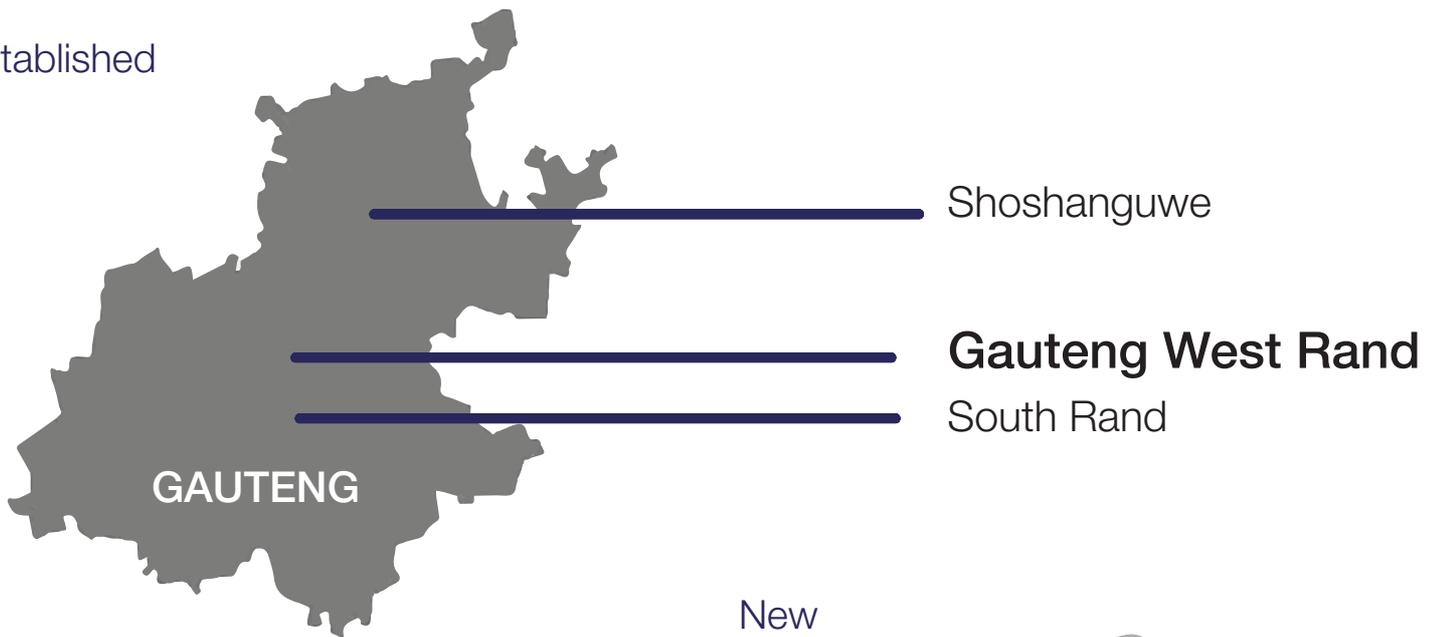
The ACSI More than a Teacher Training Academy would like to form partnerships with:

1. Tertiary teachers training institutions that can offer supplementary contact sessions for professional development of student teachers (NWU, UNISA).
2. Community transformation initiatives operating in the education arena.
3. Large corporates that can share our vision for redemption for education in our land and would be willing to provide CSI capital to scale the Academy nationwide.
4. Organisations that can provide local disciplines for More than a Teacher students on distinctive Philosophy of Christian education.



The geographical areas in which the organisation operates

Established



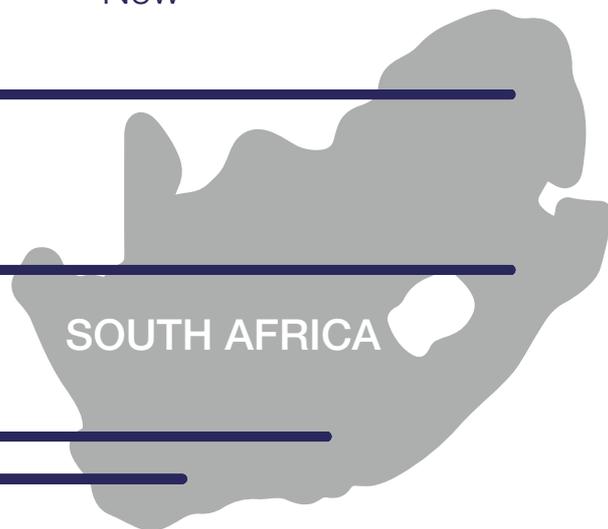
New

Limpopo

KwaZulu-Natal

Grahamstown

Western Cape (Delft)



More Than a Teacher Distinctive

What sets the More Than A Teacher Training Academy approach apart from other pre-service teacher training programmes is our holistic, integrated and person centered approach. Below is a list of unique offerings the More Than A Teacher Training Academy approach provides:

- Intentional focus on personal, social, emotional, spiritual and cognitive development of pre-service teachers.
- Using the Bible as the text for student formation (also called discipleship).
- Facilitates partnerships between the public and private sector. Together, strengthening each other's schools through their joint focus on the development of future graduates.
- Gradually developing a network for exchange –student teachers from schools, exposed to public and private contexts. Fostering a culture of diversity and tolerance of differences.
- Providing volunteer opportunities in townships, rural communities and informal settlements. Reinforcing the culture of young people providing solutions for South Africans' educational obstacles.
- Utilize the wealth of knowledge from experienced educators, retired principals, independent education consultants and field experts to shape learning processes.

Programme Director

Riekies Huisamen is the programme director of More than a Teacher Training Academy. She is an activist for quality education in SA and has 25 years' experience of mentoring both adults and children through schools (Penryn College and The King's School West Rand) and NGOs (Petra Institute for Children's Ministry and Golang Educational Outreach). While working at Petra, she developed a contextualized curriculum for the training of laypeople in children's ministry. This curriculum was successfully implemented in various countries.



Riekies Huisamen

She also spent 7 years bridging the gap between the church and mission projects, both locally in the informal settlements in Gauteng as well as abroad, while working as the Outreach Director of a local congregation. For the last 5 years she has dedicated her time and energy to equipping and inspiring student teachers to fulfil their God-given destiny through sustainable partnerships with other mentors, schools and universities.



Kutloano Toko

Indigenous leaders

- We intentionally involve the leader of Oasis SA, Kutloano Toko, from Cosmo City in strategic and decision-making processes. He also facilitates the personal development sessions with the students.
- Mentor training is designed and facilitated by Anathi Phefile. He is another leader who emerged from the informal settlement and is now facilitating on a corporate level.
- Special care is taken to involve Christian role models for key training sessions. Wayne Gabelah, leader at Velocity Community church, was asked to facilitate a session on a Biblical view on marriage and family relationships.
- Ncazelo Ncube, Educational Psychologist, was contracted to present a session on Strengths and Resilience as an alternative for traditional aptitude tests.
- Ezra Karuppan is part of the pastor team who presents Alpha as part of the programme.

1

Teacher Training/ Professional Development

AUDIENCE - Who we reach

21 Student Teachers/11 Partner schools

GEOGRAPHY - Where we do it

West Rand /South Rand Gauteng/Shoshanguwe

STRATEGY - How we do it

Deserving candidates are entered into the internship programme, where they follow a strict regime that encourages diligent academic efforts and exposes them to practical experience through work experience placements in both public and private sector schools.

Access to tertiary education:

For the theoretical aspect of student teachers' learning, the program makes use of two of South Africa's distance learning faculties: University of South Africa and University of the North West. Facilitators are assigned to student teachers to support and monitor their academic development.

On a **weekly basis** educators and experts, in particular subject fields are involved in workshops and facilitate reflections on individuals' learnings. External contributors are critical to increasing student teachers' capacity through introduction to new knowledge and skills. This allows them to make links between professional learning and pupil learning, and to make the public knowledge base, theory and evidence of pedagogy, subject knowledge and strategies accessible to participants.

Topics include Christ Centred Education principles, Children's ministry, Didactics, and other professional development topics.

IMPACT - What results

Since 2015, 4 students have been successfully integrated in the workplace after completing their studies while studying part time with UNISA.

"The More than a Teacher programme helped me obtain my teaching qualification. It created a pathway for me to serve in a public school as a maths educator. The continuous drive for excellence which was instilled in me during my exposure to the programme, contributed to the fact that my Grade 9's had the top results in Mathematics in the region." Thabo Mtika

MEASUREMENT - How we know

"The course grew and developed me not only educationally, but personally and spiritually. Since being in the classroom, the learning that took place has proven invaluable and a huge blessing. I have been able to navigate several difficult situations because of the training I had whilst on the programme as well as been able to better connect with the learners I teach because of it. The excellent mentors, ingenious learning methods and strategies used and taught on the course should be included in all teachers training programmes across South Africa and abroad." - Angie von Drueten Graduated in 2017 Cum Laude with UNISA.

Attrition rate of student teachers in the More than a Teacher Training programme are 11% compared to the 65% drop-out rate of students in SA Universities without the support of an internship

EXPECTED GROWTH - Looking forward

We would like to see the programme expand to include a 100 students in the next 4 years enrolled in 3 different provinces.



2

Teaching Practice/ Placement

AUDIENCE - Who we reach

21 Student Teachers/11 Partner schools

GEOGRAPHY - Where we do it

West Rand /South Rand Gauteng/Shoshanguwe

STRATEGY - How we do it



Professional Placement: South Africa's complex education history, founded on policies of segregation and inequitable/disproportionate distribution of resources, requires a learning process that encompasses a holistic understanding of this context.

The effective development of a competent professional requires a thorough understanding of the social dimensions of both private and public education. The placement program is designed to equip student teachers with a vast array of skills to allow them to navigate freely through multiple social contexts as educators. Student teachers are placed in local schools, both private and public, 4 days of the week to serve as teacher assistants.

Mentorship: The mentoring aspect of the programme is structured to assist the educators in their role as mentors. It aids mentors in their task by providing questions and discussions they can have with mentees, and encourages mentors to complete progress reports to provide feedback to both mentees and programme coordinators. Key staff and heads of departments are handpicked to fulfil the role of a mentor while relationships with principals are developed to provide accountability in the process. In addition to expert mentorship, there is a programme, which brings teachers together in a process of collaborative learning and practice. Student teachers need opportunities for collaboration by sharing best practice and learning from peers

IMPACT - What results

- We currently have 11 partner schools/organization where student teachers are placed. Student teachers provide professional teaching services at smaller Christian schools as well as at local, public schools.
- Hector Magagula teaches Zulu as conversational language at Avalon Steve Jobs school and has an opportunity to carry important Christian Education principles into the secular school system.
- Mosky Kabongo is serving at Batho Pele Christian school at Vastfontein, teaching Grade R, providing relief by teaching and serving as a change agent.

MEASUREMENT - How we know

Feedback of principals:

“Thank you ACSI for all that you are doing to bring out the best in the trainee teachers in your care. They are so enthusiastic, so bubbly, so motivated and so so refreshing! They are full of life. Seeing such energetic and professional young people just made us realise how our children will appreciate spending time with them. They are confident and have such a positive presence.” Kgethi Dlamini Principal, Kingsway Centre of Concern

“We are not interested in recruiting young people outside of the More than a Teacher Training programme. The Christian Education principles that are instilled during the internship makes them an invaluable asset to a small Christian school like Vineyard.” The principal, Vineyard Christian School. Phillip Theron

EXPECTED GROWTH - Looking forward

We would like to expand the number of schools who share financial responsibility for student teachers placed at their schools.

3

Personal Development/ Spiritual Formation

AUDIENCE - Who we reach

21 Student Teachers

GEOGRAPHY - Where we do it

The King's School West Rand



STRATEGY - How we do it

Personal development sessions are conducted on a weekly basis, focusing on student teachers' life skills development and providing psychosocial support and spiritual formation.

Student teachers form part of a professional learning community, which operates as a faith community with **care and share** groups that are encouraged to support and pray for one another.

Students are currently doing the **Youth Alpha course** and plan to do the modules on the Holy Spirit on a camp planned for 31 Aug – 1 Sept.

IMPACT - What results

Feedback from students, June 2018:

"It has been awesome building a stronger foundation in Christ with the help of Nalisa and Hennie. They encourage us to think deeper and it has been a wonderful experience. It is helpful in that you see that other people share your same views and you see that others are completely ignorant which encourages you to educate those around you and essentially do God's work"
-Yolanda Steyn, PGCE student, 2018.

MEASUREMENT - How we know

- 80 – 90% of students are integrated in their local churches where they serve in children's ministry/Sunday school.
- 70% of student teachers are involved in holiday programmes with their churches reaching up to five thousand children during the June holidays with the Word of God.

EXPECTED GROWTH - Looking forward

We would like to see the programme expand to include a 100 students in the next 4 years enrolled in 3 different provinces.

4

Community Engagement/ Service Learning

AUDIENCE - Who we reach

Children of local communities

GEOGRAPHY - Where we do it

Zandspruit/ Cosmo City

STRATEGY - How we do it

Making a Contribution

Integral to the learning process is giving responsibility to the student teachers to address educational challenges in their community. Student teachers should see themselves not only as learners, but also as agents of change in a society that needs young role models. Those in the programme are therefore assigned responsibility to volunteer and coordinate initiatives such as homework assistance, reading clubs, sports interventions and holiday art of the requirements of the programme is that students should be involved in community engagement activities (volunteer work) for 1 – 2 hours per week.

Students are required to do one month of Service Learning per year in a different educational setting. They also complete a theoretical assignment on the Biblical perspective on service according to the Gospels.

IMPACT - What results

- Valentine Momberumo is teaching chess in Zandspruit Informal Settlement.
- Three other students are involved at the aftercare in Zandspruit providing important literacy and numeracy skills to learners at Golang Aftercare Centre.
- Fernando Nhone is teaching Mathematics at a Saturday school at Velocity Community Church in Mulders drift.
- Important bridges have been built between the learners of TKSWR and Zandspruit through a friendly chess tournament at TKSWR.

MEASUREMENT - How we know

- Golang Educational Outreach in Zandspruit reports that student teachers add much value to improve the academic support to learners from underperforming schools, especially in the area of Mathematics.
- *“The Service Learning orientation at Monash University helped me understand what is expected of me when serving. It gave me an understanding that I am not there to solve the problem but to better the problem. Taught me to understand that I cannot serve if I do not understand the need”* Goitseono Manoto 2018
- *“Let us do home visits to learners and ask learners to pray with us and we also pray with them. Let us allow the learners that we mentor experience God like we did when we were in Zambia.”* Hector Magagula 2016

EXPECTED GROWTH - Looking forward

- Formalizing partnership with NGOs and ministries where student teachers are involved on a part time base.
- Service Learning policy is in place, which will empower students to take more ownership of, plan, and map their involvement in different educational settings.
Include more travel opportunities for all students to FCE, Zambia, GCX and Ubuntu Football Academy.

“Your team give us hope for SA schools. There is a freedom and a willingness to learn.” Jannie Compignon FCE Field Director Africa



5

Mentor Training



AUDIENCE - Who we reach

Mentors

GEOGRAPHY - Where we do it

All Partner schools

STRATEGY - How we do it

- Mentor training takes place 3 times a year and has been marked on the annual calendar of TKSQR.
- Independent consultants from Oasis have been contracted to facilitate the learning process during these meetings

IMPACT - What results

In-house mentors attend the training and testify of the growth in their mentor/mentee relationships.

MEASUREMENT - How we know

Mentors are more motivated after training. Engagement with mentees improve.

EXPECTED GROWTH - Looking forward

- We would like to recruit more of the mentors from the partner schools to attend the training. Future prospects are to get accredited training by Unisa or other service providers. This initiative with UNISA did not realize in the past because of instability at the university at the time.
- Mentor training should always keep an element of spiritual formation for the mentors. Possibilities to get mentors trained through SATS should be investigated.

Capacity building strategy



The ACSI More than a Teacher Training Academy would like to form partnerships with:

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3. Large corporates that can share our vision for redemption for education in our land and would be willing to provide CSI capital to scale the Academy nationwide.
4. Organisations that can provide local disciplines for More than a Teacher students on distinctive Philosophy of Christian education.

ACSI More than a Teacher Training Academy

Highway to Excellence in Education



R30000 PA
Full
Scholarships
available

Register with any distance learning tertiary institution (NWU or UNISA) to reserve a seat.



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Embark on an epic journey with ACSI



Jesus Christ
18-30
YRS
is Lord

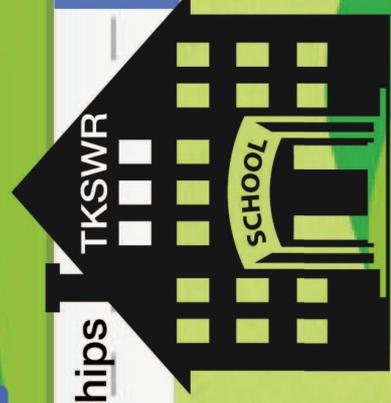
Life long learning

Practical on-site learning experiences with skilled mentors for 20 hours per week with any of our partner schools

Extra mural training and school participation



Relationships



One Month + Service learning experience

Servanthood

Partnership



Public



Public

Personal Development - Rhythm of Life -



More than just a teacher

Teachers are the curriculum

Part of professional learning Community in weekly Teachers Training Workshops

Community impact

Travelling opportunities to other ACSI schools (subsidised)



Stewardship

Receive a monthly stipend