



# NEW E-Link

## September 2009

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## Message from the Chairman

1 John 3:18 says, "Dear children, let us not love with words or tongue but with action and in truth."

I am delighted to be elected and to serve as the chairman of the Nazarene Educators Worldwide (NEW) organization. I am joined by gifted individuals who are serving in specific designated education strands and liaisons from Nazarene Compassionate Ministries and the

International Board of Education. We stand ready to resource and encourage all Christian educators associated with the Church of the Nazarene and provide a network of partnerships that enrich the various ministries of all educators.

Nazarene Educators Worldwide is an official organization of the Church of the Nazarene and is sponsored by the Children's Ministries International/Sunday School and Discipleship Ministries International Department. At the February 2009 meeting of the General Board, the constitution for the Nazarene Educators Worldwide was approved. This replaces the Nazarene International Education Association (NIEA), an action approved by the votes of the NIEA Executive Council and the NIEA membership. The expanded focus will continue to help Christian educators at all levels of teaching. Nazarene educators in public schools, private schools, Christian schools, homeschools, child cares/preschools, college/university education departments, and global and international schools could number over 100,000 educators!

As a Christian educator, you have a vital role to play. The calling God has placed in your heart is met with the day-to-day challenges that face all educators. I hope you sense the "oneness" that can only come from a collective group of educators praying for each other worldwide.

Each of you brings a wealth of teaching experience and talents that I know are being used by God to further His kingdom work! At the heart of the Nazarene Educators Worldwide organization are people united to a commitment of being a servant and seeking ways to grow professionally. Over the next four years, we welcome your input and encourage your active participation in NEW!

My prayer for you and myself is to follow the scripture passage found in Psalm 90:12. "Teach us to number our days aright..." JOIN with us! And, may God bless you as you TEACH to change lives!

Submitted by [Dr. James D. Upchurch](#), Chairman of Nazarene Educators Worldwide

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## As You Plan for the School Year ...

### **Bring Encouragement to Others.**

*I'm eager to encourage you in your faith, but I also want to be encouraged by yours. In this way, each of us will be a blessing to the other (Romans 1:12).*

Teachers usually enjoy the first few weeks of school. Who can resist newly-sharpened pencils, a freshly-cleaned classroom, and blank lesson-plan pages to complete? One of the unique aspects of being an educator is the new beginning available every year. This new beginning offers a chance to re-try a teaching strategy that didn't work as well as you wanted, an opportunity to teach a different course or grade level, or the time to form new relationships with some students and renew relationships with others.

For those educators who work in public schools, we also have a new chance every year to point others to Christ through our actions, demeanor, and speech. However, it can feel like a lonely journey at times. This year, remember to include in your beginning-of-the-year planning some time for encouragement. As you pray each day, ask God to bring to your mind the name of another teacher to whom you should speak or pray for that day. Seek out other Christian teachers, and arrange to meet for prayer and encouragement on a regular basis outside of contract time. Resolve to be an encouragement to others and know you, too, will be encouraged!

## Resolve to Be Thankful.

*Be imitators of God, therefore, as dearly loved children and live a life of love, just as Christ loved us and gave himself up for us as a fragrant offering and sacrifice to God. But among you there must not be even a hint of sexual immorality, or of any kind of impurity, or of greed, because these are improper for God's holy people. Nor should there be obscenity, foolish talk or coarse joking, which are out of place, but rather thanksgiving (Ephesians 5:1-5).*

There are some days when it is very difficult to maintain holy behavior, especially in the teacher's lounge or when talking with other teachers in the hallway. Sometimes the conversation with coworkers can move in an uncomfortable direction, whether it involves criticism of administration or other teachers, gossip about someone in the building, or a rumor about a student's family. Sympathizing with negative or even impure conversation can sometimes be tempting, especially when you think you might agree with some of the statements! However, Ephesians offers a way to handle the negativity and impure conversation – thanksgiving.

Decide in your mind and heart that this year you will be Christ to those around you through cheerful, contented, love-filled, and thankful statements. Pray over this commitment, and watch as God provides the words for you when difficult conversations are brought to you. Make your classroom a haven of peace where students and coworkers alike know they can find peace and acceptance with no intrusion from impure behavior or speech. It would be exciting to positively impact our schools nationwide as we:

- Work as God's children against discouragement and impurity!
- Multiply the number of classrooms where impurity is tightly guarded against and God is invited to reign through holy behavior!
- Stand out as Christ's example in a public venue!

“Lord, watch over Your dearly loved teachers as they begin a new school year. Help them to be strong and holy influences as they move through their schools, spreading a sense of thanksgiving out of gratitude and love for You. Grant them discernment as they work, so they will recognize impure conversation and behavior for what it is and respond in a loving fashion to encourage and remind others we have many reasons to be grateful. Thank You for giving us these opportunities to point others to Christ.”

Submitted by [Cindy Alsip](#), Nazarene Educators Worldwide Representative for Public School Educators

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## Good News from Gateways to Better Education

A child can organize prayer groups and religious clubs and announce the meetings at school. Here's what the United States Department of Education (USDOE) says:

“Students may organize prayer groups, religious clubs, and “See You at the Pole” gatherings before school to the same extent that students are permitted to organize other non-curricular student activities groups. Such groups must be given the same access to school facilities for assembling as is given to other non-curricular groups, without discrimination because of the religious content of their expression.

“School authorities possess substantial discretion concerning whether to permit the use of school media for student advertising or announcements regarding non-curricular activities. However, where student groups that meet for nonreligious activities are permitted to advertize

or announce their meetings—for example, by advertising in a student newspaper, making announcements on a student activities bulletin board or public address system, or handing out leaflets--school authorities may not discriminate against groups who meet to pray.

“School authorities may disclaim sponsorship of non-curricular groups and events, provided they administer such disclaimers in a manner that neither favors nor disfavors groups that meet to engage in prayer or religious speech.”

(Text taken from Gateways “Free to Speak” pamphlet, as quoted from the USDOE’s document on students’ and teachers’ civil liberties.)

To help students, parents, and educators understand what the United States Department of Education says about the religious liberties of public school children, visit [www.gtbe.org](http://www.gtbe.org) to obtain a “Free to Speak” pamphlet. Gateways also has a 10-topic Bible study that shows how public schools can lawfully and confidently teach students about the Bible and Judeo-Christian history, thought, and values—all within state and federal guidelines.

Submitted by [Beula Postlewait](#), Coordinator of Nazarene Education (birth—secondary) Office and Liaison to Nazarene Educators Worldwide

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## Stewardship and Financial Lessons for Our Children

The national news reflects a great need for wisdom and education in regard to money, finances, and economics. Education about money extends beyond how kindergarteners learn to identify and value coins. The home, church, and school have a great opportunity to teach the younger generation a scriptural foundation for financial matters.

Ecclesiastes 7:12 tells the value of wisdom, but it also acknowledges the importance of understanding the value of money:

Wisdom is a shelter as money is a shelter, but the advantage of knowledge is this: that wisdom preserves the life of its possessor (Ecclesiastes 7:12, NIV).

We can pursue the academic value of mathematics and money. Specifically, national math standards are available from the National Council of Teachers of Mathematics (NCTM) at <http://www.nctm.org/standards>.

Spiritually, the most effective way to develop a church of generous givers is to begin teaching biblical stewardship at a young age. Children have the capacity and interest to learn about stewardship and put that learning into action. Adults must provide resources to teach children how to use their gifts in service to God and how to take care of what God has given to them.

The Stewardship Ministries of the Church of the Nazarene provides a variety of resources: Children’s stewardship teaching activities, children’s sermons, project ideas, and videos. There is also a DVD/CD, “*The Case of Stuart’s Ship*,” with a set of four lessons about stewardship that includes four lessons, activity sheets, PowerPoint presentations, and video segments. For more information, check out:

<http://www.nazarene.org/ministries/NFS/stewardship/education/children/display.aspx>

WordAction publishes an inexpensive eight-page booklet, “So . . . You Want to Give to God?” This booklet helps children understand stewardship concepts. It is available at

[www.wordaction.com](http://www.wordaction.com). There is a free, downloadable leader's guide at [www.wordaction.com/go/GIVE](http://www.wordaction.com/go/GIVE).

My local church has been working with Dave Ramsey's "Financial Peace University" program to expand the financial understanding of our congregation and community. It is a great blessing to learn Biblical principles and practical applications that can be used with our everyday finances. Furthermore, there is an entire website for children and teens that is devoted to the promotion of financial knowledge and responsibility. It is called "Junior's Clubhouse," and it is found at <http://kids.daveramsey.com>.

If you need additional resources, a quick "Google" search shows there are many more resources and programs available to help children and youth understand and use wisdom in the area of finances.

Submitted by [Lance Howard](#), Christian School Representative for Nazarene Educators Worldwide

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## Available Position

### Fulltime Montessori Preschool Director Needed

A church needs a preschool/kindergarten director for a large (120 students) Montessori preschool/kindergarten, starting in June 2010. This person should have experience in preschool administration and either be certified to teach Montessori or be willing to pursue certification. The director will coordinate with a preschool board under the direction of the church board and pastor. The salary is commensurate with the director's experience and the cost of living in the Washington, D.C. area. Relocation expenses will be reimbursed.

Interested persons may go to [www.naznew.org](http://www.naznew.org) and click on the Members Only section. Under Other Blogs, click on Open Positions. Or, contact Beula Postlewait in the Nazarene Education Office at 913-577-2825.

Submitted by [Beula Postlewait](#), Coordinator of Nazarene Education (birth—secondary) Office and Liaison to Nazarene Educators Worldwide

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## Workshop Information Available

The people who attended the Sunday School and Discipleship Ministries International Convention in Orlando, Florida, had the opportunity to obtain valuable training through the workshops that were presented. Children's Ministries International conducted 39 workshops on June 25 and 26. The workshops featured great presenters and a variety of topics.

Handouts and PowerPoints are available for most of the workshops through the Nazarene Media Library. Go to [www.nazarenejournalibrary.org](http://www.nazarenejournalibrary.org).

- Search for Children's Workshops
- Log in with a user name and password.
- Click *continue* to pull up the screen with the types of workshops.
- Click on the Children's Ministries Workshop option. It will take some time to download the files, since there are many workshops on the file.
- You will receive a list of titles. Click on the workshop title you want to view.
- Look at both the handouts and PowerPoints for the selected workshops, if available. (Sometimes the PowerPoints have the answers for the handouts.)

Just a few of the workshop titles are:

- Wiggles, Giggles, Chaos, and Learning—Early Childhood by Carol Gunstream;
- Giant Steps: A Plan for Moving Children from Greed to Generosity by Tom Felder;
- Special Kids in the Classroom: A Blessing and a Challenge by Janice Vanderpool;
- The Culture of Today's Kids by Leon Blanchette;
- Creative Secrets to Bible Memorization with Kids by DaVonne Lee;
- Holiness on Training Wheels by Randy Calhoun;
- Service Projects Made Easy for Kids by Mark Lingle;
- Serving the King on a Jester's Budget by Joshua and Katie Crowe.

Submitted by [Beula Postlewait](#), Coordinator of Nazarene Education Office (Birth—Secondary) and Liaison to Nazarene Educators Worldwide

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## Prayer Request

Richard St. John, age 49, passed away suddenly on Thursday, August 27, following a sudden illness. He was a dialysis technician for St. John West Shore Hospital.

Richard's wife, Anita, is a teacher at the Parkside Day Care in Westlake, Ohio. She is a former director at Kiddie Kountry in North Ridgeville, Ohio. Richard and Anita have two teenage daughters, Brianna and Erica. Anita's parents are Rev. James and Patricia Brown from Tipp City, Ohio. Anita and her parents have participated in the Nazarene International Education Association/Nazarene Educators Worldwide events.

Richard was an active member of Calvary Ridge Church of the Nazarene where he was a past president of the youth ministry, a member of the praise team, taught a Sunday School class, was a board member and head trustee, and went on mission trips to Guyana and Hawaii. He also enjoyed coaching youth athletics, including softball, track, football, basketball, and track. He was a member of the National Athletic Trainers Association.

The funeral was Tuesday, September 1, at the Calvary Ridge Church of the Nazarene.

Several Churches of the Nazarene and several Nazarene child care/preschools have been impacted by this loss. Let's surround this family and these facilities with our prayers.

Submitted by [Beula Postlewait](#), Coordinator of Nazarene Education Office (Birth—Secondary) and Liaison to Nazarene Educators Worldwide

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## Sow in Tears, Reap with Songs of Joy

*"Those who sow in tears shall reap with songs of joy" (Psalm 126:5, NIV).*

I have a dream....I mean, well, it's really a fantasy. Let me share it with you. It is morning, the sun is shining, and I jump out of bed bright and early. I float through my perfectly-clean house and have devotions and coffee. After I've done a few minutes of tidying and starting laundry, I enjoy a two-mile walk with the dog.

When I have showered and dressed, my children wake up to a lovely breakfast I have prepared for them. We have our family Bible time, and then my husband goes off to work in his previously-ironed clothes. The children whip cheerfully and quickly through their chores.

We start our school day promptly at 8:30. We enjoy our math and language arts. At noon, we sit down in our clean kitchen to a yummy pot of chicken soup that I whipped up during their drill work. We quickly load the dishwasher before we start our science experiments and history lesson. As the kids dress up, I pop a casserole in the oven. We then act out a scene from history, and our school day is done by 3:00.

As the children play quietly with educational toys, my friend and I drink tea and talk about God's blessings. I prepare a delicious dinner for my family, and we enjoy a quiet evening, reading and laughing. Aaaahaaaa...

I've been homeschooling for 16 years. I've never had a day like my dream day. I've had lots of days with one or more parts of that day, but not once did all of that happen in one perfect day. Adam, my youngest child, is only in second grade, so I have lots of days ahead to keep trying!

In spite of my disappointment of never reaching that fantasy, I keep plodding along. There are good days, bad days, unbelievably wonderful days, and then the just plain boring days. If I had waited until I "got it right" and met my own fantasy standard before I ever did anything, I'd be stagnant without a rich life behind me. Sometimes you have to forge ahead with a broken plow. You have to make lemonade with the lemons you have. You "sow in tears" so you can "reap with songs of joy."

There are some lemons in life. Not every homeschooling family looks like the ones on the cover of *Homeschooling Today* or the Abeka and Bob Jones catalogs.

- Sometimes the Mom cries on and off all day.
- Dads lose their jobs, and the Mom must work outside the home.
- There may be long periods of sickness.
- One or more of the children may be difficult.
- There may be difficulties in the marriage relationship.
- The house may never seem to be clean.
- Financial situations may cause great stress.
- You never seem to finish the lesson plans.
- Others may question your sanity for wanting to homeschool your children.

You need to keep plodding along. You buckle down, determine the most important things, and do them.

I can testify that Psalm 126:5 is true. As I look back over our school life and my walk with the Lord, there were at least two years I cried almost continuously and another seven years I spent climbing out of that pit. There were situations in my life I could not change. However, I wiped my eyes, prayed, read God's Word, taught my children, and used my gifts and talents for the Lord.

Little by little, day by day, God strengthened me. I kept making lemonade from my lemons. "Weeping may remain for a night, but rejoicing comes in the morning" (Psalm 30:5, NIV). I kept plodding! And morning came!

I'm reaping with songs of joy. My oldest daughter just graduated from MNU, and she has her dream job! My twin girls, age 17, are in college. All three are awesome, and they put God first in their lives! They have earned As in college—evidence they received an excellent education at home.

I have an incredible boy! God has been so good to me! I have the joy of looking back and seeing my attempts at ministry are bearing fruit. I kept the course. I endured, and I kept sowing seeds by God's grace and mercy.

Don't give up. Don't let the "less than fantasy" or even your "nightmare" situation keep you from serving God, using your gifts and talents, teaching your children, or whatever else God has for you to do. DO now those things you always put off, so you can clean the house and finish school. Have picnics, and go on field trips! Make special memories. Make lemonade! Reap with songs of joy!

Contributed by [Janine Wilkins](#), Homeschool Representative for Nazarene Educators Worldwide

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## News for Public School Teachers

Public school teachers have been invited to join the National Education Association. Through the years, the NEA has become more political in nature.

Public school teachers may want to read the following article, "It's Time for Us to Fly, Christian Teachers," by Peter Heck that gives statements from Bob Chanin, retiring NEA General Counsel.

Link: <http://www.onenewsnow.com/Perspectives/Default.aspx?id=610732>

Submitted by [Beula Postlewait](#), Coordinator for the Nazarene Education (birth—secondary) Office and Liaison to Nazarene Educators Worldwide

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## A Revival of Writing for the Teaching Repertoire

One often shunned subject area for many teachers is writing. The result of the avoidance is a generation of students who cannot adequately express their thoughts and ideas on paper. Education evaluators recognize this deficit and have begun to emphasize the necessity for proficiency in this area of communication by requiring essay sections for all aspects of standardized testing.

Even though we, as educators, know written communication skills are essential, we tend to neglect this needful skill for many reasons. One rationale is writing is a natural talent for some students and a necessary evil for others rather than considering it a skill that it is possible to develop. Other teachers assume evaluating this branch of learning is too subjective. But most educators would admit teaching this area of the curriculum and proper evaluation of the product is extremely time-consuming in an already stressed teaching and grading schedule. While I cannot give any advice on how to make extra time for developing this extremely essential skill, teachers can make the time they invest in this area more productive and find ways to help students surpass the status quo of their writing efforts.

I combine two writing concepts into one assignment. This is not to reduce the amount of time spent on writing but to be able to give more classroom time to a particular project. It is not how many writing assignments students complete that will improve their skills in this area; it is the amount of time they invest in enhancing the written pursuit and learning the process of proper reconstruction hone this skill.

An example of this technique is that I never assign a typical "what happened in this novel" book report. Instead, I assign projects such as a character sketch after my students read *Silas Marner*, or I have the students defend a thesis about a character's actions after we read *The Scarlet Letter*. This approach evaluates the reader's understanding of the literary work as well as introduces a specific style of writing that is important to cover. By specifying a particular style

of paper, I also eliminate the temptation to “find” a report from other sources such as the internet or *Cliff* notes.

The next hurdle is to help students know where to start. I give my students what I call skeleton outlines to help them formulate their personal preliminary outline. The following is an example of a paragraph skeleton outline for a character sketch:

Topic sentence: make a statement about a major character trait of your chosen character.

- A. Give an example of an action this character performed in the story to illustrate this trait.
- B. Share an instance from the story to show what other characters thought about this character and his illustrated trait.
- C. Give a quote the character makes to illustrate this demonstrated trait.

Summary sentence: Tell why this trait is important to the development of the character or the plot.

\*\*A, B, and C need to be ordered for good coherence by using either time sequence or order of importance.

By giving students a pattern to follow, the process of knowing what ideas are best to select is easier for the student who struggles to develop connective thoughts. Once the preliminary outline is completed and approved, I have the students write the first draft of their essays. For most inexperienced writers, they assume the first draft is the final product. They must learn they are only at the beginning of the process.

The next step is the rewrite or revision stage of the draft. I use these improvements to also lessen the subjectivity of evaluation. Fifty percent of the students’ final grade is earned by making and marking their improvements on the rough draft. I have the students highlight their refinements and label them in the margin of the paper to earn points. An example of one required improvement is to add transitional words to connect thoughts. The students are required to add one transitional word from a list of connective terms to each of the five paragraphs of the essay. If I assign an extended paragraph instead of a five-paragraph essay, the students still earn five percentage points for the specified number of required transitional words. The students work through a given list of needed enrichments: thesaurus word choices, stylistic device additions, variety of sentence style, transitional topic sentences for every sentence other than the introductory paragraph, evaluative summary statements, and a creative title. If a student makes improvements but does not label them or marks them incorrectly, partial or no credit is given for that portion of the assignment. By allowing the students to earn half of their grade by learning to make needed improvements, a teacher helps to level the playing field between the talented writers and the developing writers.

After students finish their revision steps, I pair them up for a peer-critiquing editing process. Each student reads a partner’s paper for spelling and common grammar errors and gives suggestions to how the partner’s paper could be improved. The evaluating student makes two copies of the suggested improvements, one for the partner and one to turn into me for points on the essay grade. This aspect is the one area where I feel my grading is more subjective. I do expect more help to be given from a better writer than a struggling writer, but the points are given on effort versus ability.

I also have students keep a list of their own characteristic errors from past papers to review the final draft with those areas in mind. If students have problems with errors such as pronoun usage or run-on or fragment errors, they must look for those particular situations in their current papers and correct them. I always give bonus points for reducing the percentage of types of errors, a factor which encourages a developing writer to avoid the same types of mistakes. Accentuating the positive growth with praise *and* points usually increases the potential and possibility of improvement.

After all these steps are finished, I have the student complete the final draft and turn in the work, submitting all drafts of the assignment. Obviously going through a process such as the one described takes time and would eliminate numerous writing assignments. I choose to do a thorough job in what we write rather than in amassing many pieces where I cannot adequately critique each completely enough to accomplish adequate improvement. I also weigh the grade of this assignment to equal the amount of time spent, making the composition grade equal to a test grade rather than just a quiz score. Also, while looking at both the first and the final drafts to score the paper may take a little more time, it does allow me to make the evaluation process less subjective, an aspect of grading that I personally hate.

As a teacher of ninth through twelfth grade students, one of my greatest personal encouragements as a teacher is to save a copy of the student's first paper in ninth grade to attach to the student's final paper in twelfth grade. I find that looking at the metamorphosis between those two papers gives me the impetus I need to keep investing time into this important educational process and encourages the improved writer as well as the teacher.

Submitted by [Becky Ramsey](#), Nazarene Educators Worldwide Representative for Christian Schools

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## Dare to Discipline

Every teacher struggles at some time with classroom discipline. And, just when you have a class trained for your style of discipline, the students move on to another teacher!

Some children have not experienced good discipline methods at home. Some parents are not good with discipline. Children are not born with a parenting manual, so most parents rely on what they have experienced or have seen others do. Being a good parent is difficult and requires work. Being a good disciplinarian to a child requires patience and understanding. This is true for teachers too.

### **Modeling**

The teacher's personality plays a big part in a discipline method. A teacher needs to be a warm and friendly person. A child wants a teacher who is professional and business-like, but not too strict or stern. The teacher needs to have a positive attitude. Although it is important to adhere to the rules, a good disciplinarian knows when to be flexible. A teacher with good discipline techniques knows how to control by tone of voice. Everyone has experienced the person who thinks you should out-shout the kids. Children do not respect this. Often a teacher controls children by modifying his or her tone of voice. The softer the tone, the more likely the children will be quiet in order to hear it.

Probably the most difficult trait of a good disciplinarian is consistency. Some days it would be much easier to give in to the whiny child and let him or her have his or her way. Consistency is the one thing that all kids respect, even if it means they don't get what they want.

The teacher's actions are also important. Some students know how to raise the hairs on the back of your neck. They know how to rile your temper. Teachers must be courteous to all students. Teachers must avoid sarcasm and humor or jokes at the students' expense. Teachers must show respect to every child. Behind a belligerent face is a child who is seeking help for a need that has not been met.

Listen to the children as they speak. Maintain eye contact while a child is talking. Show by your comments you have confidence that everyone wants to cooperate and will enjoy participating in the activity. Children can disappoint you when they fail to meet your expectations. Use your energy to figure out why the child failed. Find acceptable ways to handle your own frustration, disappointment, anger, and other negative emotions.

### **Reinforcement**

Concentrate on the good things that happen and announce these in a positive manner. Ignore as much negative, inappropriate behavior as possible. It takes experience to know what to ignore and what to address.

Develop a way to reward children who show positive behavior traits. Sharing, helpfulness, friendliness, courtesy, inclusion, generosity, obedience, etc. should be heralded and affirmed. Point out group successes as well as individual successes. At the end of the day (or the class period), affirm those who showed positive traits.

### **Correction**

When a child needs correction, emphasize what should have been appropriate behavior, so the child knows what to do in the future. Avoid a power struggle with a child who decides he must fight back in order to “save face” with his peers. Preserve every child’s dignity. Settle the problems, then forget them and move on. Do not recount old faults.

Use yourself as a therapeutic agent by recognizing the value of a teacher’s attention and relationship with the child. You can be a powerful force to create emotional growth in the child.

Match your choice of a correction strategy to the offense and the level of control the child needs. Use the least amount of correction that matches the offense.

1. Look directly at the misbehaving child as you continue to present the activity.
2. Ask the child a question by name to pull him or her into the group.
3. Use a non-verbal signal (shaking head, putting a finger to your lips, etc.).
4. Move nearer to the misbehaving child as you continue talking.
5. Make a gentle physical contact, such as a hand lightly on the child’s shoulder, to get the child’s attention.
6. Verbally redirect the group or make a general comment about disruptive behavior.
7. Direct a verbal comment or question to the child by name.
8. Ask the child to talk with you privately later about the incident.
9. Ask the child to temporarily leave the activity or the group.
10. Remove the child from the group or room.
11. Involve others—another teacher, principal, parents, etc.--if needed.

When discipline is well-managed, everyone enjoys the room atmosphere. Lack of discipline brings tension and stress, both of which are negative factors for learning. Keep these guidelines in mind as you establish a happy, productive learning environment.

I know these principles will work. I am the administrator/director of the Sonshine Learning Center in Greenville, South Carolina. I have been involved in the child care field for over 40 years.

# 2009-10 Kids Reaching Kids Mission Offering Project

Many of our Nazarene schools, preschools, and childcare centers plan a mission offering project sometime during the school year. If your school, center, educational group, or church is looking for a project, Children's Ministries International invites you to participate in the annual Kids Reaching Kids Mission Offering Project.

In the past few years, the money from the mission offering project has provided children with wells for water, Proclaimers to hear the gospel in the child's own language, and the translation of Bible quizzing materials into Spanish, French, Portuguese, and Korean.

The project for 2009-2010 is:

## **The Hope Project – Showing the Depths of Jesus' Love to Street Kids**

*"Yet not one of them is forgotten by God"* (Luke 12:6b, NIV).

The funds will provide help for children who live on the streets and struggle each day for the basic needs of life. Street children can be found in every world region. Children's Ministries International will work with the regional coordinators for the worldwide denominational emphasis, *Connecting a New Generation*, to fund holistic efforts for children around the globe. Children on the streets will know they are not forgotten. They will feel the hope that comes from Jesus Christ, and they will have access to the basic needs of life.

In early September, Nazarene Christian schools will receive **The Hope Project** mission offering packet. The packet will include **The Hope Project DVD** and a full color 17" X 22" poster. The DVD will include:

- *The Hope Project* (video promo – long version)
- *The Hope Project* (video promo – short version)
- *Did You Know? Kid Friendly Salvation Message*
- *Did You Know?* (without prayer)
- Electronic version of *The Hope Project* full-color poster
- Five additional electronic posters

If you do not receive The Hope Project packet, contact Anya Motley at [amotley@nazarene.org](mailto:amotley@nazarene.org). More information can be found at [www.kidsreachingkids.com](http://www.kidsreachingkids.com).

The Nazarene Education Office encourages our schools, centers, and educational groups to participate in this offering project. Collect the offering beginning October 1, 2009. Send funds to the General Treasurer, Global Ministry Center, 17001 Prairie Star Parkway, Lenexa, Kansas 66220. Indicate the funds are for The Hope Project., the 2010 Children's Ministries Mission Offering. All fund MUST be postmarked on or before September 30, 2010.

Submitted by [Beula Postlewait](#), Coordinator of the Nazarene Education Office (birth—secondary) and Liaison to Nazarene Educators Worldwide

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Members of the Nazarene Educators Worldwide  
Executive Council for 2009—2013

In May, the members of Nazarene Educators Worldwide elected officers for the NEW Executive Council for 2009—2013. These educators will meet in Kansas City in October to share a vision and goals for the next four years.

## **CHAIR**

### *James Upchurch*

James Upchurch is the dean of the School of Education at Olivet Nazarene University, Bourbonnais, Illinois. He served for 33 years in public school education as a teacher and superintendent of schools. He has been at ONU for five years. [jupchurch@olivet.edu](mailto:jupchurch@olivet.edu)

## **CHILDCARE/PRESCHOOLS**

### *Midge Simpson*

Midge is the administrator/director of the Sonshine Learning Center in Greenville, South Carolina. She has worked in the childcare field for over 40 years. She enjoys helping preschools in the execution of high-quality childcare programs and curriculum.

[mustangmidge@gmail.com](mailto:mustangmidge@gmail.com)

### *Jan Wilton*

Jan has been the director of two preschools and one private elementary school. She is currently the director of Noah's Ark Preschool and Kindergarten in Tempe, Arizona. She also serves as the children's pastor at Scottsdale First Church of the Nazarene. [joyunlimitedcm@msn.com](mailto:joyunlimitedcm@msn.com)

## **CHRISTIAN SCHOOLS**

### *Lance Howard*

Lance worked for eight years in a private Christian school in the classroom and as principal/administrator. He has worked for over six years in a public and charter school in the classroom and as vice-principal. Lance is from Peyton, Colorado. [ldjlhoward@msn.com](mailto:ldjlhoward@msn.com)

### *Becky Ramsey*

In Christian schools, Becky has taught fourth grade, a fifth/sixth grade combination, kindergarten, seventh—ninth grade math, high school English, and twelfth grade Bible. She has taught high school English and Bible for the last 12 years. Becky lives in Columbus, Ohio.

[bramsey001@insight.rr.com](mailto:bramsey001@insight.rr.com)

## **GLOBAL/INTERNATIONAL SCHOOLS**

### *Matt Price*

Matt is a Christian Education professor at Mount Vernon Nazarene University, Mount Vernon, Ohio. He previously served the International Board of Education at the Global Ministry Center in Lenexa, Kansas. As a former missionary, he has traveled extensively and understands the needs of students and staff in the international schools. [matt.price@mvnu.edu](mailto:matt.price@mvnu.edu)

### *Stephen Gualberto*

Stephen is the Program Development Coordinator for Nazarene Compassionate Ministries. He is from the Philippines where he started his service with NCM. He coordinates the Child Sponsorship Program. He understands the needs of students and staff in the global schools and child development centers. He serves at the Global Ministry Center in Lenexa, Kansas.

[sgualberto@nazarene.org](mailto:sgualberto@nazarene.org)

## **HOMESCHOOLS**

*Brad King*

Brad lives in Olathe, Kansas, and is the Chair of the Division of Health and Exercise Sciences at MidAmerica Nazarene University. He and his wife were homeschool parents for their two children from grade 5 through high school graduation. In 2000, he started the Metro Academy Sports Organization for homeschooled athletes in the Kansas City metro area.

[bking@mnu.edu](mailto:bking@mnu.edu)

*Janine Wilkins*

Janine Wilkins is from Ferguson, Missouri. She has been a homeschooling mom for 16 years. She started the Christian Home Educator's Cooperative at the Ferguson Church of the Nazarene in 2006. She is on a committee for the North County Christian School Board to help the school serve the homeschool community. [wilkinsfamily6@sbcglobal.net](mailto:wilkinsfamily6@sbcglobal.net)

## **PUBLIC SCHOOLS**

*Cindy Alsip*

Cindy is the assistant principal at J. L. Mann High School in Greenville, South Carolina. Before becoming an administrator, she taught business and computer classes at the secondary level.

[calsip@greenville.k12.sc.us](mailto:calsip@greenville.k12.sc.us)

*Marilyn Dominick*

Marilyn is the superintendent of schools for the Jordan-Elbridge District in Jordan, New York. Since 1993, she has been the superintendent of three different school districts. She has served in her present position since 2000. [mdominick@jecsd.org](mailto:mdominick@jecsd.org)

## **UNIVERSITY/COLLEGE EDUCATION DEPARTMENTS**

*Don Phillips*

Don is the Associate Professor and Coordinator of Educational Leadership Programs for Point Loma Nazarene University—Arcadia Regional Center. Don is a former principal of a high school, a middle school, and an elementary school. At PLNU, he coordinates administrative credentialing and degree programs. [DonPhillips@pointloma.edu](mailto:DonPhillips@pointloma.edu)

*Esther Swink*

Esther is the dean of the School of Education at Trevecca Nazarene University. She has been a public school teacher, school librarian for elementary, middle, and high schools, as well as district level director of library and technological services. She has oversight of undergraduate and graduate teacher education, eight master's degrees that prepare teachers and other school professionals, and a doctorate program in leadership. [eswink@trevecca.edu](mailto:eswink@trevecca.edu)

## **GLOBAL MINISTRY STAFF**

Ex Officio members of the council from the Global Ministry Center are:

*Lynda T. Boardman*

Lynda is a former public school teacher and Christian day care co-director. She served as WordAction early childhood editor for 20 years. Since 1998, she has been the Director of Children's Ministries International at the Global Ministry Center. Lynda lives in Olathe, Kansas.

[lboardman@nazarene.org](mailto:lboardman@nazarene.org)

*Beula Postlewait*

Beula is a former public school teacher. She has been involved in Children's Ministries for almost 29 years in writing and editing curriculum and articles and teacher training. She currently is the Coordinator of the Office of Education (birth—secondary) and the Liaison to the Nazarene Educators Worldwide. Beula lives in Leawood, Kansas. [bpostlewait@nazarene.org](mailto:bpostlewait@nazarene.org)

*Anya Motley*

Anya is the Associate Coordinator for the Office of Education (birth—secondary). She works with the NEW website and the *NEW E-Link* quarterly newsletter. Anya lives in Olathe, Kansas. [amotley@nazarene.org](mailto:amotley@nazarene.org)

*Woodie J. Stevens*

Dr. Stevens is the Director of Sunday School and Discipleship Ministries International at the Global Ministry Center, Lenexa, Kansas. He has been a pastor and district superintendent. At one of his pastorates, the church sponsored a preschool. [wstevens@nazarene.org](mailto:wstevens@nazarene.org)

Nazarene Educators Worldwide is an organization that resources, encourages, and provides networking opportunities for Nazarene educators in public school, homeschool, Christian school, international and global schools, preschools/childcares, and university/college education departments. For more information or a membership application, go to [www.naznew.org](http://www.naznew.org).

Submitted by [Beula Postlewait](#), Coordinator of the Office of Education (birth—secondary) and Liaison to the Nazarene Educators Worldwide.

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*The NEW e-Link* is a quarterly electronic newsletter with information and insights for teachers, parents, and pastors. *The NEW e-Link* is prepared each quarter by the Church of the Nazarene Children's Ministries International. You may reprint the preceding information for local school or church use. To contact us, please select a link below:

I would like to [subscribe](#) to this E-newsletter.  
Please [unsubscribe](#) me.

You may also contact:

Anya Motley  
Associate Coordinator of Nazarene Education (birth-secondary)  
Children's Ministries International  
17001 Prairie Star Parkway  
Lenexa, KS 66220  
(Toll Free) 888-644-4510  
[amotley@nazarene.org](mailto:amotley@nazarene.org)

*(The above links that are not necessarily affiliated with the Church of the Nazarene may contain doctrine and philosophy different from that of the Church of the Nazarene. We do not take responsibilities for these differences.)*

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Director of Children's Ministries International: Lynda T. Boardman  
Coordinator of Nazarene Education (Birth—Secondary) and Liaison to Nazarene Educators Worldwide: Beula Postlewait  
Associate Coordinator of Nazarene Education (Birth—Secondary): Anya Motley

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