



## Introduction

The vision of New Hope International (NHI) is to bring hope to people through effective education, sustainable community development and transformational leadership training. Effective education must address all of a person and not just the cognitive area; it must aim to change in the way people live and act and not to just give them information and skills. The only hope for people is found in a relationship with Jesus. He spoke of the implications of this hope when he said, "The Spirit of the Lord is on me, because he has anointed me to preach good news to the poor. He has sent me to proclaim freedom for the prisoners and recovery of sight for the blind, to release the oppressed, to proclaim the year of the Lord's favour" (Luke 4:18 - 19). Since education must be holistic it should lead to sustainable and ongoing community development. If this is done faithfully the vision of Jesus will be accomplished.

Paul teaches that people to live lives that are worthy of their calling to be God's people (Ephesians 4:1-6). NHI is developing an approach to education that is called the Effective Teaching and Learning Series (ETLS), which aims to help students to do this and become responsive disciples of Jesus Christ who are well educated and effective members of their community. It seeks to equip teachers to teach students in a Christian learning community (or shalom community) where they can put the truth of the Bible into practice in all areas of their lives and thus grow up into Christ (Ephesians 4:15). The goal of the ETLS is that Christian teachers will be disciplined to embrace a paradigm of education where they learn in a shalom community which is understood as God-fearing (Proverbs 1:7), Christ-centred (Colossians 1:18-20), Spirit-led (Romans 8:14-16) and grounded in the truth revealed in the Bible (2 Timothy 3:16-17).

## Training Approach

The NHI educational mission and strategy is to train educators who will train others. Those trained will be involved in a discipleship process of training other teachers in their schools. This discipleship methodology is similar to the methods of Jesus (Mark 3:14) which were also used so effectively in the early Church. (2 Timothy 2:2). Just as the Word became flesh and lived among people (John 1:14) so effective teachers must be disciples of Jesus who live out their teaching and are models for those they teach (1 Corinthians 11:1).

## The Methodology of the ETLS

The ETLS approach is, at its heart, a matter of discipleship training; the trainees do not become more effective teachers simply by gaining new information. Each of the three series contains ten sessions which should be taught over a term or a semester or even a year or two because trainees need time to grapple with the implementation of classroom practice based on the new learning. Though there is a strong emphasis on instruction in the training seminar, the presenter aims to build the trainees into a learning community where presenter and learner work together under the guidance of the Holy Spirit. Each session involves a number of practical exercises where the focus is on the trainee and their practice which will lead to the transformation in their students' lives. It is important for trainers to provide opportunity for constructive feedback to the trainees during the training process and for trainees to have time and opportunities in their schools for reflective practice with colleagues. In all of the training it is vital that trainers and trainees pray together and learn together.

## The Accreditation of ETLs Trainers

In order to train teachers in a variety of cultural and language settings the ETLs aims to train four groups of trainers: Approved School-based Facilitators, Accredited Facilitators, Accredited Trainers and Master Trainers:

- **Approved School-based Facilitators** - once approved can train teachers in their school. They will have access to training materials at subsidized prices. Teachers trained will not have any accredited status but they will be eligible to undertake courses offered by NHI leading to one of the four accredited courses listed above.
- **Accredited Facilitators** - once accredited can train teachers in schools other than their own. They may be invited to assist in national training courses. Those they train can become Approved School Based facilitators. They will have access to training materials at subsidized prices.
- **Accredited Trainers** - once accredited can train teachers who can become either School-based Facilitators or Accredited facilitators. Accredited Trainers will have access to training materials at subsidized prices. They may be invited to become members of National Training Teams or teams training in another country.
- **Master Trainers** - are the highest level of trainers and have authority to train at all levels. They may be invited to train at International training seminars.

## Training courses

Training may be conducted at four different levels, school-based training, regional training, national training and international training.

- **School-based training** can be conducted by Approved school based facilitators in their own schools. The trainees would normally be trained teachers employed at the school where the training is taking place. Those who complete the course satisfactorily will be issued with a National certificate and records of their achievement will be maintained in the National office. The course should be taught over a semester or longer. Each of the ten chapters should be covered in two session totalling two hours to two and a half hours in length. Trainees would be expected to do some work in reflective journals between lessons. Training will be monitored by the National Coordinator
- **Regional Training** will be similar to School-based training except it will be organised at a central place so that more than one school can be trained. The trainers will need to be Accredited Facilitators and the course may be completed in one term. The course will normally consist of ten two hour sessions conducted after school once a week or once a fortnight in a regional centre.
- **National Training** will be organised by the National Office in consultation with the NHI Education Director. Trainees who wish to undertake the National training will normally have studied the course through at least two of the three series at either School-based level or Regional level. The National training course will be an intensive training course since the trainees already have had considerable exposure to the teaching material and the concepts involved and have had time to put these into practice. The sessions will normally be conducted in Capital cities or major regional cities by accredited trainers. National and regional training may in some circumstances be offered together.
- **International Training** will be organised by the NHI Education Director. Trainees wishing to undertake International Training should have completed at least two of the three levels of trainings at National Training and have achieved at least Accredited Facilitator level prior to commencing International training. National and International Training may in some

circumstances be offered together. International trainers will normally be taught by Accredited Trainers or Master Trainers.

## **Support Material**

NHI is developing a range of material to support its training. Currently there are three types of material being developed.

### **The Textbooks**

Three books Introduction to Effective Teaching, Approaches to Teaching and Learning and Implementing an Effective Curriculum have been written. These are designed as resource books for teachers who are being trained. They are written for people who speak English as a second language. Technical terms are kept to a minimum and where used are explained in a glossary. The language level is kept as simple as possible without becoming simplistic and they are intended to assist teachers improve their standard of English by providing a suitable model.

Where English is not the teaching language the textbooks will be translated into the appropriate language

### **Reflective Journals**

These are designed as E-books and it is intended to adapt these to the various countries where they are being used. They may be translated into the first language or a well-known language. They are designed to assist teachers in their understanding of the concepts; to help them reflect on and process the ideas and to apply these ideas in their classroom situations. They are intended to be used in the learning session and in the teachers own classroom after the session. They cover only the Key ideas in each chapter. The Reflective Journal is designed to be used alongside the teachers own journaling

### ***Trainer's Manual***

The Trainer's Manual is being developed to provide additional information and resources for trainers. It is written at a professional educator's level. It will be published as an E-book and will be continually added to and improved.

NHI recognises that there is a need to develop other material including training material to assist those whose language ability may need strengthening and additional support material to help teachers in the application of these ideas.

## **Long-term Goal**

The long-term goal is to appoint a NHI National Coordinator in each country or region where NHI is working. Where necessary the training material will be translated into local language. The goal is to have all training except International training taking place in the country.

Further information is provided in the Accreditation Policy and the Philosophy of Training Policy on the NHI Website.

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