

ATLANTIC UNION CONFERENCE
PASTORS AND TEACHERS

MANUAL



TOGETHER
In His Calling

PASTORS AND TEACHERS YOKED TOGETHER
WITH CHRIST FOR SERVICE

ATLANTIC UNION CONFERENCE
PASTORS AND TEACHERS

MANUAL



TOGETHER
In His Calling

PASTORS AND TEACHERS YOKED TOGETHER
WITH CHRIST FOR SERVICE

Atlantic Union Conference Pastors and Teachers Manual

Published By

The Ministerial and Education Departments

Atlantic Union Conference

400 Main Street

PO Box 1189

South Lancaster, MA 01561

(978) 368-8333

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without prior written permission of the publisher.

Copyright © 2009

Printed in the Unites States of America.

Table of Contents

Purpose of the Pastors and Teachers Manual	4
Chapter 1: The History and Philosophy of Adventist Ministry Expressed in Pastor-Teacher Ministry	5
Chapter 2: Evangelism: The Combined Strength of the Church and School.....	8
Chapter 3: Team Building	23
Chapter 4: Customer Service	26
Chapter 5: Resources	29
Chapter 6: 27 Ways Schools Can Support Their Pastors.....	35
Chapter 7: 25 Ways Pastors Can Support Their School	37
Conclusion	40

Purpose of the Pastors and Teachers Manual

The purpose of this manual is to provide pastors and teachers with the tools for a team approach to integrating Adventist education into church life as a means of preparing children and youth to be Christ's disciples on this earth and for eternity.

It is the hope that as pastors and teachers, churches and schools, unite their efforts in evangelizing the community in which they are located, a stronger, healthier relationship will result in the winning of many souls for Christ and the finishing of the work on this earth.

Please notice that we have prepared this manual in a looseleaf binder format for ease of future revisions and additions.

By Donald G. King and Astrid Thomassian

It is significant that both the Seventh-day Adventist Church and its educational system began in the Atlantic Union Conference territory.

CHAPTER 1

The History and Philosophy of Adventist Ministry Expressed in Pastor-Teacher Ministry

A HISTORY

The Seventh-day Adventist Church has the largest Protestant educational system in the United States. This is due to the remarkable connection between the Adventist perspective that education is inclusive in its mission to the world and that “in the highest sense the work of education and the work of redemption are one (White, 1910).¹

Seventh-day Adventist schools have always existed to serve the major purposes of evangelism and nurture, thus creating a special relationship between the work of the pastor and that of the teacher as the main proponents of Adventist education.

The Seventh-day Adventist educational movement began ostensibly with higher education at Battle Creek College in 1872. Emphasizing the classics, Battle Creek promoted a seven-year course of study. As the system developed and elementary schools were included in the 1890s, Adventist education promulgated a present reality of preparation for work and opportunity in a secular world and a future reality of redemptive power. In 1891, at Harbor Springs, Michigan, Ellen White declared an all-out war on the classics, arguing that the Bible was the center of the Adventist educational thrust (George Knight, *JOURNAL OF ADVENTIST EDUCATION*, vol. 48, no. 4, April-May, 1986).² Whereas Battle Creek was symbolic of the

opinion that classical education was the way forward, Avondale College was the symbol of the true and right education. Today, that earlier antecedent of classics and the Bible emphasis has become the foundation of liberal arts colleges that integrate faith and learning.

The movement of Adventist education overseas, in the form of training colleges, paralleled the large context of the imperialistic thrust that other de-

nominations and the European countries made worldwide as Adventist schools became the arm of the church for a witness to the world. Meanwhile, in the United States, each union conference established its own college. By the early 1920s the entire question of accreditation had arisen as opinion differences between church leaders led to discussion as to whether Adventist institutions should be accredited and whether

The Bible forms the central core of Adventist thought and philosophy. Thus, the purpose of the church’s educational system must always be redemptive and related to the overall mission of the church.

Adventist higher education should promote graduate education. The anti-accreditation and accreditation movements were heralded by Sutherland and Magan respectively and finally led to a decision that Adventist higher education institutions should be accredited or face closure by the authorities. It had become impossible to gain appropriate recognition without accreditation. Adventist education now developed in the direction of liberal arts rather than the Bible-training college emphases, as the denomination inculcated the perspective of the liberal arts contemplated from a Christian, Seventh-day Adventist biblical world view.

Financing the educational system proved to be more problematic. The question arose as to how the church could finance a system of education for six or more students at a time. Ellen White provided an answer that recommended a comprehensive system of support for education based on her earlier philosophy and premise of the unity of the nurture, evangelism, and education as one work (Haloviak, 1989, quoting Ellen G. White).³ Whereas church schools were locally controlled without any relationship to the conference, and teachers were not paid by the conference, “a 1903 convention concluded that the salary and expenses of the teacher should come from parents, gifts from church members, a second tithe, and local conference funds, thus enabling teachers to be placed on the same denominational footing as pastors—Adventist education identified sources of financial support through the formation of “industries” to create work opportunities on or off campus for students. The central focus of work has been a recognizable feature of Adventist education (Haloviak, 1980).⁴ Al McClure, former president of the North American Division, termed Adventist education as expensive, but priceless,⁵ an embodiment of present Adventist philosophy (NAD Education Summit, Tucson, Arizona, 1995).

As the Adventist educational system matured, the development of overseas universities and supervision by divisional committees of the General Conference ensued. In all areas of the church where there has been massive growth, there has also been the corollary development of Adventist education. Along with this growth came the faith-integration movement to ensure that the faith of the church and scholarship could work together in a harmonious manner. The integration of faith and the adherence to central mission has always been a factor by which Adventist accrediting groups measure and evaluate the efficacy and value of the educational system to the overall mission of the church.

Present Adventist school systems in the United

States have been largely impacted by technology, immigration, and urbanization. These forces have ushered in an era of tight financing and a re-evaluation of the existence and form of Adventist education. In some areas, less than 40 percent of all Adventist students now attend Adventist schools and at many elementary schools in urban areas, the percentages are even lower. Adventist education has become consumed with questions of enrollment, finance, and relevance as parents and supporters desire to evaluate schools based on the results of comparable scholarship with public schools. At a time when members continually question the quality of education, the church in the North American Division has demonstrated the value and performance of Adventist education through a three-year study called Cognitive Genesis.⁶ Cognitive Genesis is a comprehensive K-12 study of academics in the North American Division of the Seventh-day Adventist Church. The 2006-2009 longitudinal study surveyed the factors that are related to Adventist student success in grades 3-11. Interim results now point to the superlative performance of the Adventist student on the Iowa Basic Skills tests when compared with public counterparts. What part then might philosophies play in the further development of Adventist education?

THE PHILOSOPHY

Philosophy generally answers three questions—What is real (metaphysics)?, What is true and of knowledge (epistemology)?, and What is of value (axiology—ethics and aesthetics)? Adventist education’s philosophical center is based on a reality of faith and Bible principles expressed by an imperative of “carrying the gospel to the entire world” (Matthew 28:19-20). Such an imperative implies a collaborative venture of pastor and teacher working together to complete this grand vision.

What is real (metaphysics) determines the boundaries of reality for Seventh-day Adventist

education. Whereas other philosophical schools of thought promote the prominence of ideas, nature, the experience of the community, or even of the personal self as the core of reality, Seventh-day Adventists believe that reality is based on a God who has created man in His image so that the purpose of man's life on earth is to reconcile and bring back man to his original state of being in God's full image. God then becomes the pre-eminent Cause, the beginning and the end (Cadwallar, 1954; Hook, 1998; Greenleaf, 2005; Knight, 2006).⁷

What is true and of knowledge derives from the reality of an omniscient God who knows all, sees all, and who is the absolute source of all knowledge, the final referent point of all knowledge and yet the giver of free choice. Truth and knowledge are ultimately derived, not from logical proof, or from the ideas of great scholars handed down from time immemorial, or experience of an existential reality but from God because all truth is God's truth. The Adventist educational center, therefore, is always spiritual and biblical, and the purpose and reality of Adventist schools calls for support that rests on the pillars of the pastor and the teacher. Truth and knowledge are ultimately revealed "a priori" rather than derived "a posteriori."

The axiology and values of Seventh-day Adventist education are ensconced in a world view that places integrity, character building, and ethics at preeminent and prominent levels. Our values are reflective; we are concerned about conduct and deportment as outgrowth of a value system that is based on biblical principles.

The Bible forms the central core of Adventist thought and philosophy. Thus, the purpose of the church's educational system must always be redemptive and related to the overall mission of the church. The nature of the teacher, the student, and the implications for learning and teaching are based on the philosophy that individuals should be creative and original thinkers, and that the stakeholders are of high intrinsic value. Adventist edu-

cation calls for the balanced development of the whole person where churches cooperate together with schools to prepare learners for citizenship on earth now and in heaven later.

In conclusion, Adventist educational history emphasizes the primacy of the Bible in the development of its educational system and Adventist educational philosophy calls for the same. This primacy drives our curriculum, our finances, our purpose, goals, mission, vision, objectives, and strategy. It also gives the recipe of who shall be included in the thrust of education, who comes to the table. Teachers and pastors are at the focal point of Adventist operational endeavor. Without our pastors as leaders in churches and our teachers in the schools, Adventist education would be meaningless. Our history and philosophy expect that both pastors and teachers, and administrators should work together deliberately and purposefully to promote and strengthen Adventist education (North American Division Working Policy, 2007).⁸

By Jeffrey Brown and Sylvan Lashley

- 1 Ellen G. White, *EDUCATION*, Mountain View, CA.: Pacific Press, 1903.
- 2 George R. Knight, *A SYSTEM IN SEARCH OF IDENTITY—HISTORICAL PERSPECTIVES ON SDA HIGHER EDUCATION*, *JOURNAL OF ADVENTIST EDUCATION*, vol. 48, no. 4, April-May 1986.
- 3 Bert Halowiak, *LOVE, AFFECTION, AND \$1.60 A MONTH: EARLY ATTEMPTS TO FINANCE SEVENTH-DAY ADVENTIST CHURCH SCHOOLS*, *JOURNAL OF ADVENTIST EDUCATION*, Summer 1980.
- 4 *Ibid.* Adventist education quickly identified sources of financial support through the formation of "industries" to create work opportunities on or off campus for students. Thus, the central focus of work has been a recognizable feature of Adventist education.
- 5 NAD Education Summit, Tucson, Arizona, 1995.
- 6 *Cognitive Genesis* is a comprehensive study of academics in the North American Division of the Adventist Church. The 2006-2009 longitudinal study surveys the factors that are related to Adventist student success in grades 3-11. Interim results now point to the superlative performance of the Adventist student on the Iowa Basic Skills tests when compared with public counterparts.
- 7 There are several other helpful sources: Edward M. Cadwallar, *A HISTORY OF SEVENTH-DAY ADVENTIST EDUCATION*, 1954. The fourth edition was most recently published by Leaves of Autumn Press in 1978.
- Floyd Greenleaf, *A HISTORY OF THE SEVENTH-DAY ADVENTIST EDUCATION—IN PASSION FOR THE WORLD*. General Conference Department of Education, 2005.
- Milton Raymond Hook, *AVONDALE: EXPERIMENT ON THE DORA*. (Coorabong, NSW, Australia: Avondale Academic Press), 1998.
- George R. Knight, *PHILOSOPHY AND EDUCATION: AN INTRODUCTION IN CHRISTIAN PERSPECTIVE*, 4th Edition. Berrien Springs, Michigan: Andrews University Press, 2006.
- 8 *WORKING POLICY, NORTH AMERICAN DIVISION OF THE GENERAL CONFERENCE, 2007-2008*. Maryland: Review and Herald Publishing Association, 2007.

Evangelism: The Combined Strength of the Church and School

First, we will look at the way that the pastor encourages evangelism. Second, we will look at the way the teacher encourages evangelism. Third, we will look at ways the pastor and teacher can work together to help children and youth to become fully functioning, well-rounded church members.

USE OF THIS CHAPTER: This chapter is written as a pastor/teacher user guide to actually involve children, schools, and youth in evangelism.

THEREFORE, THE ORDER OF THE CHAPTERS:

- Section 1: Detailed Implementation Instructions
- Section 2: Philosophy
- Section 3: Practical Overview
- Section 4: Resources

THE GOAL:

1. Reaching the next generation with the gospel of Jesus Christ.
2. Church and school assisting every student to proclaim Jesus every year.
3. Students proclaim by preaching, singing, acting, and helping their church and school in public and private evangelism.

Section 1: DETAILED IMPLEMENTATION INSTRUCTIONS

First, we will look at the way that the pastor encourages evangelism. **Second**, we will look at the way the teacher encourages evangelism. **Third**, we will look at ways the pastor and teacher can work together to help children and youth to become fully functioning, well-rounded church members.

(Please note: Since public evangelism is often neglected, it is emphasized first, followed by general church membership suggestions.)

FIRST—How does the pastor encourage school/church evangelism?

- Supplicating the throne of grace
 - ❖ Investing time in personal prayer and study to discover God's leading for the church and school.
 - ❖ Praying with and assisting the school in developing an evangelism statement which grows out of the spiritual foundation.
- Pastor praying for the teacher(s)
 - ❖ Regular times of prayer with the teacher(s) as part of the church's evangelism ministry allows for the Holy Spirit to give a unity of ministry in the church.
 - ❖ It is suggested that this be scheduled weekly as well as spontaneously when special needs arise. In the days before an evangelism event, additional prayer will give the power for success.
- Pastor getting to know the students—so students can see the pastor as a person
 - ❖ Relationships are developed with time. Children and youth generally like their pastors or adults who spend time with them.

- ❖ Experience has shown that spending weekly time at recess with church school children provides the best opportunity to build relationships later in study, prayer, outreach, and problem solving.
- ❖ Weekly chapels
 - Include personal speaking appointments.
 - Bring guest presenters/visitors to the school.
 - Features, including reports of travel and personal study/hobbies.
- ❖ Yearly Bible studies that may be combined with evangelism or Weeks of Prayer
- ❖ Pastor involved in school service and mission
 - Local community service.
 - Invite to school mission trips.
- Pastor training students in public speaking and presentations (Note: vocal coaches practice tips at the end under resources.)
 - ❖ The pastor is the church community's public speaking specialist. The church schools curriculum includes instruction and practice in public speaking. The pastor is the natural person to lead in this activity.
 - ❖ Public evangelism is an excellent laboratory for practice.
- Pastor reaching out to teacher
 - ❖ As the church's community leader, most teachers will look for the pastor to initiate or set the pace for the pastor/teacher evangelist relationship.
 - ❖ The pastor should consult the teacher in order to facilitate their involvement in the church's program
 - Work to preserve the teachers strength by judiciously scheduling the teacher's time in church functions.
 - Realizes the awesome responsibility of younger children 6+ hours each day.
- Pastor personally inviting students to be part of worship services
- ❖ Children and youth should be part of every worship service. They can be co-partners in every aspect.
- ❖ Children and youth will take ownership as they participate in church functions. These functions should be behind the scenes service as well as public ministry. Youth need to know the joy of service as well as publicly speaking for Christ.
 - Youth representation on the church board and planning committees.
 - Helping the deacons with the physical plant in cleaning, picking up, repairing, and collecting the offering or holding the towels at a baptism.
 - Shadowing church leaders.
 - Sharing in reading scripture, praying, and sermonettes.
- Pastor assisting students in developing a personal testimony
 - ❖ Help students realize, visualize, and speak about their walk with Christ.
 - ❖ Allow for a natural forum for sharing spiritual growth.
- Pastor facilitate budgeting and funding of events/evangelism
 - ❖ If the teacher/principal is part of the evangelism/outreach planning committees, then the inclusion of the school in the plans will be natural.
 - ❖ Inquiry into the financial needs of the school for evangelism should be made on a yearly basis. This would include applying for conference evangelism funds.
 - ❖ If it is felt that church subsidies are the church's contribution to church and school evangelism, then study should be given at the school budgeting process to see that evangelism/outreach funds are available for this purpose.
- Pastor incorporating the teacher into the ministry team of the church

- ❖ While this may be taken for granted, there are many ways to signal this unified ministry team for the church. Some suggestions:
 - Listed in the church bulletin, phone list, bulletin board, etc.
 - Participate in yearly planning sessions/church board retreats etc.
 - Include the education ministry when describing the church ministry from the pulpit.
 - Incorporate the teacher into the celebrations of the church such as baby dedications and baptisms.
- Pastor facilitates new members coming into the church
 - ❖ In effect, the pastor opens the doors of the church to both the teacher and children/youth to participate with them in evangelism and then accepts the fruits of their combined labors as new members into fellowship.
 - ❖ The pastor determines when a member is ready for baptism. The pastor does the physical baptizing. The pastor also recommends them for church membership. The new member's involvement and inclusion into the church life is guided and processed by the pastor.
- Pastor assists in developing a joint accountability in implementing the school's evangelism goals
 - ❖ Work together to develop realistic benchmarks.
 - ❖ Balance dreams with reality.
 - Report to church and school boards.
 - ❖ Celebrate successes with the school and church.
 - Baptisms
 - Baby dedications
 - Graduations
 - Award chapels

CAUTIONARY NOTE:

- While tradition may lean toward the pastor-ate in leadership, it is vitally important that the pastor/teacher relationship be level.
- Additionally, it is also imperative that the pastor realize the legal **confidential responsibilities** that being involved with students and their teachers entails. Their lives cannot be shared. Without permission, this includes the church or school family. The pastor will hold a sacred place in assisting the teacher and helping students as a friend, counselor, guide, and coach. The rewards for this balance are eternal!

SECOND—How does the teacher encourage school/church evangelism?

- Visibility of the teacher at church functions
 - ❖ The school teacher is a central member of the church's professional team. While it may not be physically possible for them to be at every function of the church, the teacher should intentionally participate in the total church program.
 - ❖ Joy of service is the key to teacher involvement in church life. If attending church functions is a burden, then the teacher should consult with the pastor, pray earnestly, or take a personal retreat to allow for God's spirit to bring joy into the professional responsibilities of the calling of minister of education.
 - ❖ As a professional, make note of each responsibility and, if it is impossible to be at church or special meetings, give the pastor notice. If you take it seriously, they will too!

- One of advantages of church school is the teacher is a whole person that students know outside of school. They see them as a spiritual person in the community. Students know the teachers outside of school, consequently the teacher can introduce them to the real world of the church.
- Feel like part of ministry of church and school
 - ❖ The teacher intentionally and regularly is involved in the church ministry where their gifts can be most effectively used.
- Work with the pastor and church team to be careful that the teacher is not too tired to also do church ministry. If the burden of the classroom is so great, that additional church ministry is not possible or not enjoyable, then steps must be taken to alter or lighten the load.
- Pray for the pastor. This is a key element of educational ministry. The teacher should reach out to the pastor, inviting him/her into the classroom, staff worship, or private time for prayer.
 - ❖ There are many occasions that call for formal pastoral prayers in the classroom:
 - Beginning of the school year
 - Blessing on new students
 - National holidays or emergencies
 - Weeks of Prayer
 - Special prayer request from students or community
 - ❖ Pastors carry heavy burdens. They receive heavens blessing when others pray for them.
 - ❖ Invite the class to adopt the pastor or other church leaders.
 - List them in prayer time.
 - Make cards for the pastor(s) and/or church leaders.
 - Plan a special celebration for the pastor perhaps his/her birthday, the anniversary of their local pastorate, the national clergy day, or Thanksgiving.

GENERAL EVANGELISM SUGGESTIONS:

- Conduct joint church/school board—yearly or biyearly
 - ❖ In some schools, there may be an overlap of members that sit on both church and school operating boards. However, in some situations, there is little interaction of the two boards.
 - ❖ When meeting together each year or more often as needed, the spirit of collegiality can be fostered.
- Yearly tours of each facility
 - ❖ A walking and narrated tour by board members of both church and school can go a long way to demonstrate what is actually occurring at each facility.
 - ❖ Special presentations by children at the church board and school board will show in the most vivid way the experience of Adventist Christian education.
- Plans—share all objectives
 - ❖ Realize that the church and school have the same long-term objectives.
 - ❖ Share goals, triumphs, and challenges each envision and experience.
 - ❖ Do not become so preoccupied with short-term operation that you miss the big picture.
- Share communication including newsletters, Web sites, publicity
 - ❖ Both church and school are doing regular and special communication.
 - ❖ Church and school newsletters, whether both written and electronic, can share information that involves each operation.
 - ❖ The church and school can link their individual Web sites so that members and guests can easily get all necessary information such as:
 - Hours of worship service or school operation
 - Services offered

- Contact information for leadership
- Delivery of messages
- ❖ Special local- and area-wide publicity can maximize church and school advertising.
 - Evangelism mailers can include notices of the school choir or teacher presentation.
 - School notices can include a pastoral presentation or times for special church events.
- Make joint evangelism plans (Notice the suggested calendar at the end under resources)
 - ❖ Share and compare calendars of optimum times to reach out to the community.
 - ❖ Dialogue regarding the impact on the school day and academics.
 - ❖ Plan together the use of resources including:
 - Facilities
 - Personnel
 - Teachers-speakers, special features
 - Students-speaking, choir, assistants, child-care
 - Parents- support of students
 - Volunteers—cautious not to overwork
 - Advertising
- Share in assisting students in developing their personal testimonies
 - ❖ This can be done formally as part of the curriculum.
 - ❖ Models can be shared from heroes of the local church or conference.
 - ❖ Alternately this can be done as a culmination of baptismal class.
- Involve teachers in the baptismal ceremony of their students
 - ❖ Teachers, as ministers of education, look forward to their students making decisions to follow Jesus in baptism.
 - ❖ Preferably, teachers should be involved with the baptism.
 - Planning with the pastor if possible.
 - Notified well in advance if not part of the planning.
- Participating in the baptism as appropriate.
- Possibly standing with the candidate.
- Reading/sharing in the vows.
- Reading a statement of faith.
- Teaching ministry noticed by the officiating pastor.
- Recognition of co-ministry.
- Adopt the students of the church and the school.
- ❖ Each year the church can adopt the middle school and academy students.
- ❖ Students that do not attend the church school should be included.
- ❖ Carefully screened sharing of names as permissible.
- ❖ Adults can
 - Pray for their student.
 - Write them a card.
 - Share a small educational gift as appropriate.

SCHOOL SUPPORT OF THE CHURCH'S PUBLIC EVANGELISM

- Teacher visibility
 - ❖ The teacher influence by attendance cannot be stressed enough.
 - ❖ The teacher may not be able to attend every meeting but it is possible to make the attendance noticed and appreciated.
- Music—choir
 - ❖ Schools have performance music available.
 - ❖ School music is of interest to the public and relatives.
 - ❖ Elementary choir, handbells, bands, and signing music.
 - ❖ Solos and small group instrumental music can be additional features.
- VBS—youth evangelism in conjunction to support the meetings

- ❖ Fall, spring, and summer breaks offer times for Bible schools for community children.
- ❖ Many parents will not attend meetings that do not have features for their children.
- ❖ Youth evangelism adds energy and additional purpose to the church's meetings.
- Encourage student participation
 - ❖ Prepare students to do scripture.
 - ❖ Students and children do special music.
 - ❖ Assist in child care.
 - ❖ Offer testimonials of Adventist education.
 - ❖ Be able to display the good things that God has done for our children.
- Pathfinders
 - ❖ Coordinate calendars so that the Pathfinder club compliments the school.
 - ❖ The Pathfinder honor system and class system can compliment the school.
 - ❖ The school can offer scholarships based on Pathfinder honors or involvement.
 - ❖ Pathfinder clubs can assist in parking cars, giving scripture reading, having flag and honor guards.
 - ❖ Pathfinders can preach!
- ❖ Talking with children and youth about what is being done as a church member and allowing participation as appropriate.
- ❖ Openness in church membership.
 - Taking away the notion that church membership is a secret society.
 - Involving children heightens the need for gracefulness in dealing with church members and helps to sanctify conversations.
- Examples:
 - ❖ Five-year-old child walking up the aisle of the church with parent as they take up the offering.
 - ❖ Riding along to deliver food baskets to those in need.
 - ❖ Helping set up chairs, clean a room, wipe down tables, put out decoration.
 - ❖ Demonstrate the joy of service . . . even when tired.

THIRD—How do pastors and teachers work together to help children and youth to become fully functioning, well-rounded church members?

GENERAL MODELING—Pastors and teachers show what church membership means to them by the lives they live.

- The stories they tell, the joy they show or do not show for church membership functions preach and teach more than the spoken word or curriculum.
- Involving children and youth in church membership functions.

SIMULATED MODELING—Middle school and academy students like to try on adult roles. A simulated model church or “micro-church” allows students to try different church roles in a safe environment of the classroom or youth group. (Note: the 7th and 10th grade curriculum regarding the church is particularly adaptive to this model. If there are students of other denominations, the discussion can be rich in culture and background. While the model will be Adventist, the students can learn a great deal more about their own faith.)

- A four or six week classroom simulation can give students a feel for what it is like to participate in a local church. (The simulation can be as little as one class period a week or more as incorporated into the curriculum.)
- Assignments can be given to interview church officers and pastors.
- The organization of the church is explored.
- The process for nominating church officers is discussed and simulated.

- The students set up their “micro-church” with its name, officers, and simulated church services.
- Don’t forget the potluck or fellowship dinner! The students will cook and assist. They will also learn that potlucks can be unlucky and a lot of work!
- In larger classrooms, two micro churches can be set up so more students can be involved and the advantages of comparing and contrasting occurs.
- Student preaching of sermonettes and encouraging other students to participate are valuable learning experiences.
- Pastors and other teachers can be invited to observe (Note: Learning what students think the church is like, can be just as great a learning experience for the adults!)
- Participating in adult Sabbath School can add life to both the youth and the adults.
 - ❖ Opening and closing prayers
 - ❖ Mission stories
 - ❖ Drama/illustrations
 - ❖ Teaching the Sabbath School lesson
 - Assisting an adult
 - Teaching a portion
 - Teaching the adult or youth lesson when prepared

SABBATH SCHOOL TEACHING INSTRUCTION—Weekly opportunities for public teaching are available through the Sabbath School. The Sabbath School is a training ground for teachers, public speaking, and thinking. These are all part of the church’s objectives and the school’s curriculum.

- Invite children and youth to assist in all areas of Sabbath School
- Give explicit instruction and examples in the classroom
 - ❖ The pastor can be invited as an expert to describe and instruct.
 - ❖ Adult Sabbath School members can be guest instructors in the classroom and youth group.
 - ❖ The teacher can be invited to give teaching instruction in church Sabbath School workshops.
- Many children and youth enjoy working in the smaller children’s departments. Working beside an adult, helping a small child, telling a story are ways to begin participation.

OUTREACH BIBLE STUDY INSTRUCTION—Helping others learn about God’s word is one of the most effective ways of learning to understand the Bible.

- Children must understand what a gift and responsibility they possess in having God’s Word and sharing the Bible with others.
- Discuss and model developing an outreach Bible study from the Bible instruction in the classroom.
- Use the student development of an outreach Bible study as one way of assessing a classroom Bible/Religion Unit.
- Invite the pastor and/or Bible workers, elders as expert outreach Bible study classroom or youth group instructors.
- Include outreach Bible study as one of the community service activities for each year.
- Team up the pastor or other church members to transport and assist children and youth in giving outreach Bible studies. (Do careful screening and field trip permission in the process.)

- Children and youth can begin outreach Bible study by sharing the Sabbath School lesson with shut-in church members. This engages and energizes both the student and the shut-in. The shut-ins feel they are doing a service. The student is also doing a service.
- Outreach Bible study is preparation for public evangelism. Students, children, and youth get to observe the whole cycle of evangelism.

CHURCH STEWARDSHIP

- The children and youth can discover the joy and protection from unselfishness by learning about church finance.
- Tithe and offerings are natural parts of the math curriculum.
- Learning how God blesses and extends finances in church life and evangelism.

(Note: If being a church member is a joyful experience, wanting to be one, will be a natural outcome. Wanting to share that experience will be unavoidable.)

Section 2: PHILOSOPHY

THE GOAL:

- Reaching the next generation with the gospel of Jesus Christ.
- Church and school assisting every student to proclaim Jesus every year.
- Students proclaim by preaching, singing, acting, and helping their church and school in public and private evangelism.

THE FOCUS

Jesus said, “Let the children come to me” and “a little child will lead them” (Matthew 10:14, Isaiah 11:6, NIV). This imperative by our Master and Savior leads us to not only work for children but also to work with children. Children, teenagers, and youth listen to their peers. When youth and adults work together, they form the strongest outreach of the gospel.

Research shows that most people are evangelized when they are young. Note the statistics gathered by the Barna Group. The probability of accepting Christ, segmented by age

- Nearly half (43%) of all Americans who accept Jesus Christ as their savior do so before reaching the age of 13 (2004).
- Two out of three born again Christians (64%) accept Jesus Christ as their savior before their 18th birthday (2004).
- One out of eight born again people (13%) made their profession of faith while 18 to 21 years old (2004).
(www.barna.org/barna-update/article/5-barna-update/196-evangelism-is-most-effective-among-kids)

Adventism must be passed to the next generation. Public evangelism to adults is essential. Experience shows that adult evangelism is the most difficult and the most costly. School and youth evangelism both reach the public, but it also transfers the “message” to the youth. Monte Sahlin in *TRENDS, ATTITUDES, AND OPINIONS* describes research depicting the population of the Adventist Church as “solidly middle class” resulting in a generation gap showing, “The result is a community increasingly influenced by an entrenched majority.”

(www.creativeministry.org/site/1/docs/Trends.PDF)

THE MOTIVATION

The youth will do something with their overflowing energies. Youthful talent, well organized and well trained, is needed in our churches. Unless these energies are directed into right channels, they will be used by the youth in a way that will hurt their own spirituality, and prove an injury to those with whom they associate—*GOSPEL WORKERS*, p. 211.

THE MEANS

- We have an army of youth today who can do much if they are properly directed and encouraged.
- We want our children to believe the truth.
- We want them to be blessed of God.
- We want them to act a part in well-organized plans for helping other youth—*GENERAL CONFERENCE BULLETIN*, vol. 5, no. 2, p. 24.

REMEMBER

When the youth give their hearts to God, our responsibility for them does not cease. They must be interested in the Lord's work, and led to see that He expects them to do something to advance His cause. It is not enough to show how much needs to be done, and to urge the youth to act a part. They must be taught how to labor for the Master. They must be trained, disciplined, drilled, in the best methods of winning souls to Christ. Teach them to try in a quiet, unpretending way to help their young companions. Let different branches of missionary effort be systematically laid out, in which they may take part, and let them be given instruction and help. Thus they will learn to work for God—*GOSPEL WORKERS*, p. 210.

GENERAL COUNCIL

Let the kindness and courtesy of the minister be seen in his treatment of children. He should ever bear in mind that they are miniature men and women, younger members of the Lord's family. These may be very near and dear to the Master, and, if properly instructed and disciplined, will do service for Him, even in their youth—*TESTIMONIES*, vol. 4, pp. 397, 398.

Let not the youth be ignored; let them share in the labor and responsibility. Let them feel that they have a part to act in helping and blessing others. Even the children should be taught to do little errands of love and mercy for those less fortunate than themselves—*TESTIMONIES*, vol. 6, p. 435.

Parents should teach their children the value and right use of time. Teach them that to do something which will honor God and bless humanity is worth striving for. Even in their early years they can be missionaries for God—*CHRIST'S OBJECT LESSONS*, p. 345.

Section 3: PRACTICAL OVERVIEW

THE PLAN

Let all (youth) be so trained that they may rightly represent the truth, giving the reason of the hope that is within them, and honoring God in any branch of the work where they are qualified to labor—*GENERAL CONFERENCE BULLETIN*, vol. 5, no. 2, p. 24.

THE ADVANTAGE OF SCHOOL INITIATED EVANGELISM

- Teacher can give continuity from year to year
 - ❖ The church school teacher works with the children and youth consistently for several years. This continuity allows for a consistent evangelism program.
- Teacher can put evangelism on the calendar every year

- ❖ The school calendar has little flexibility because of the educational requirements. Many of the parents' schedules are built around the school program. When the church and school schedule evangelism together, many conflicts can be eliminated.
- If the school has a Bible teacher or chaplain, they can lead or assist in evangelism
 - ❖ Larger schools with a religious education specialist have additional resources for evangelism. The Bible teacher or chaplain as well as the school teacher have training in Bible study. They are educational evangelists! If they do not become involved with the local church program, where will they use their talents and calling?
- Give students who are not attending church school an opportunity to join in evangelism
 - ❖ School evangelism is not only for the children and youth attending the church school, it is also for those who are not attending. The combining of all the church's youth give an opportunity for unity in youth outreach. It also gives an opportunity for friendships to be made between attending and non-attending youth. The parents are able to see the advantages of religious education.
- Home and School can help to facilitate the meetings
 - ❖ The school often has a force of volunteers which can also be involved in evangelism. If this is part of the school program, many times those who don't attend church will also participate to help their children be successful in public speaking and community outreach.
- Parents and church members have opportunity to see the major benefits of Adventist education

- ❖ Many parents will see for the first time, the dramatic difference in Adventist education. Since pastors, teachers, students, and parents are working together toward a common goal, the witness of this unity is a powerful motivator to participate in the future, often by enrolling their children in school.

Section 4: RESOURCES

SUGGESTED TIMELINE FOR SCHOOL CENTERED PUBLIC EVANGELISM:

August: Pray as you choose a coordinating team.

September: Pray and select a date in the spring.

October: Pray and download materials. Read and rewrite sermons, choose prayer warriors.

November: Pray and identify speakers and venues.

December: Pray and do a read through of the sermons with students in class or chapel.

January: Pray and meet regularly with pastors.

January and February: Pray and coach students (in Bible or other classes) and identify guest soloists.

Two weeks before the meetings: Pray and have a dedication service with the whole team.

March, April, or May: Pray as you hold the series.

Continually: Pray and praise God for the results!

(www.atlantic-union.org/education5.html)

SPEAKING COACHING NOTES

VOCAL COACHES PRACTICE TIPS

WHEN TO PRACTICE

- There are several times that work well

- ❖ In Bible class is the best time. It is part of the yearly curriculum. It is a regularly scheduled time. As the meetings draw closer other meetings can be added to involve everyone.
- ❖ The Adventist youth meeting is another excellent time.
- ❖ Special weekly sessions—with refreshments and Bible study/prayer time
- Speaker prep with chaplains/Bible teachers/staff member, plus pastors of host churches. You may wish to have class time practice once per week, and another evening at the church.
- Parents may also coach, if agreeable.
- Students should practice on their own in addition to what is done during class—particularly if the formal prep is only once per week.

WHERE TO PRACTICE

- It is likely that the classroom will be too small to accommodate multiple speakers all practicing out loud at once. You need a bigger space/spaces to rehearse.
- At a school, music rooms, chapels, gymnasiums, hall ways, etc., may all be employed for this purpose. In a church, several Sabbath School rooms, the main sanctuary, and speakers in different hallways will work.
- The main thing is that during practice there is space for all to have a podium for their notes, be able to stand on their feet, and to be actually speaking the sermon out loud for the majority of the time.
- The practice spaces need to be close enough together so the vocal coaches can move from one speaker to the next listening and giving suggestions. More than one coach means more personalized attention to each speaker.
- Spaces for practice should be identified and set up as much as possible in advance to allow fullest use of rehearsal time.

HOW TO PRACTICE

Each training session gives stand up practice on a single essentials of presentation from a manuscript. One new skill is taught per session, with former skills referred to as needed in later sessions. A key matter in all sessions is the ongoing reading of the manuscripts aloud until they become familiar. If a manuscript is too long to be completed in a single session, take up the reading by section in later sessions so that all is covered.

The skills necessary for public speaking which should be taught one essential per session include:

SESSION ONE: SPIRITUAL PREPARATION AND GETTING STARTED

- Preaching a sermon is more than giving a speech. It is consciously working with unseen powers for the salvation of others.
- We have a part to do that no one else can do—not even angels. That is to speak the Word of God to others.
- The Holy Spirit and the angels have a part to do that is beyond our capability. They impress our hearts and the hearts of our listeners with the importance of the message presented.
- Ellen White notes that normally we each have a guardian angel. But when we gather as a group to work to win people to Jesus, we are each assigned an extra angel. As we take up this work, we need to understand we are working with unseen powers.
- Similar to an angler fish that lives in a coral reef. It looks like a chunk of coral and has a small bit that jigs in the water in front of its eyes and mouth. A small fish coming to investigate is suddenly swallowed. God and the angels are the fish, the unseen part of the team. We are the little bit that is visible. We play our part, but far more is going on in winning people than what we do ourselves.

- Part of spiritual preparation is reading your manuscript thoroughly enough so that you understand it and can communicate its contents.
- In addition to prayer before practice, you may choose to do something symbolic to invite God's presence and acknowledge your need of His help while you practice. Taking off your shoes and preaching in your socks is a concrete and biblical means of acknowledging and inviting God's presence. Moses and Joshua both employed this as a sign of reverence in God's presence.

TASKS:

- Get your own copy of the sermon in a folder you will preach from.
- Stand behind a pulpit/podium and begin reading through the manuscript aloud.
- Begin marking with a pencil any words you are unfamiliar with the meaning or pronunciation of.
- Be sure you have identified all words and found their proper meaning and pronunciation by next session—ask anyone you wish for help.
- Make sure you have your personal copy of the sermon manuscript with you at class every time.

SESSION TWO: PROPER PRONUNCIATION—KNOWING WHAT YOU ARE SAYING AND HOW TO SAY IT PROPERLY

- Read through your manuscript out loud from beginning to end.
- Make sure you know how to correctly pronounce every word and understand its meaning.
- Underline any words you need to look up or ask someone how to pronounce.
- Some words in a person's reading vocabulary are not in their speaking vocabulary.
- Minor adjustments to manuscript are acceptable.

- Coaches and listeners note mispronunciations and words that need work where speaker may miss them.

TASKS:

- Complete reading through your entire manuscript from beginning to end.
- Identify all words and know how to pronounce them.
- Know the meaning of all the words.
- Make such minor adjustments as are needed.

SESSION THREE: PROJECTION—SPEAKING LOUDLY AND CLEARLY ENOUGH TO BE HEARD EASILY OVER A DISTANCE

- Coaches and listeners sit close to begin with, then move back progressively.
- If they cannot clearly hear the speaker, they clap their hands to signal that the speaker needs to increase their volume.
- Speaker increases volume and projection until they can be heard clearly the full length of a hall, across the gym, or from the back pew of the church sanctuary. They should be able to be heard without a microphone for a distance of 60-100+ feet.

TASKS:

- Learning to speak loudly enough to be heard easily at a distance.
- Learning to speak clearly enough to be heard easily at a distance.
- Responding to clap signals of coaches in increasing volume and clarity.

SESSION FOUR: EYE CONTACT

- Eye contact with your audience is essential to maintaining a connection with them throughout your presentation.
- Eye contact is only possible as you practice your manuscript often enough to know it well.

- You may put your finger on the place on the page where you are reading from to allow you to find it again easily when you glance down.
- Eye contact should be directed to various places in your congregation.
- Eye contact should occur regularly, every sentence or two.
- To begin with, eye contact must be intentionally practiced, particularly when you are still becoming familiar with your manuscript.

SKILLS:

- Pick two or three places you will glance toward during your presentation. All in that area of seating will feel as though you are looking at them.
- Listen for the coaches/listeners. They will snap their fingers to remind you to look up at them if you have not done so in a few sentences.
- Keep one finger on your place on the page so you can glance up and find your spot again when you look down.

SESSION FIVE: GESTURES AND PROPS

- There are two kinds of gestures: 1) appropriate gestures that add to your meaning, and 2) inappropriate nervous mannerisms that detract from your speaking.
- The larger your audience, the broader your gestures need to be in order to be visible.
- Look for places in your manuscript where gestures may prove helpful and write those gestures in the margin, or draw pictures to help remind you of them.
- Some will use more gestures than others naturally as a part of their personality. All should use some gestures, and those gestures should enhance the meaning of specific things you are saying.
- Nervous gestures may include tossing the hair from your eyes repeatedly, pushing up your glasses, tapping a finger or hand, rocking back and forth.

- The use of props may be indicated in some presentations. In others, you may see opportunity to enhance your presentation through their use. Prepare them carefully. Practice their use.

SKILLS:

- Identify any nervous gestures you may have and eliminate them with the help of your coach/listeners.
- Identify several places in your manuscript where planned gestures may enhance the content of your message.
- Write in gestures you intend to employ in pencil and practice them.
- Determine and prepare any props you may need to enhance your presentation.

PACING AND INFLECTION—SPEAKING LIKE A RIVER FLOWS

- To avoid sounding monotonous, you need to intentionally alter how fast you speak, and how high and low your tones are when you speak.
- A river doesn't flow the same pace continuously. At times it goes quickly over rapids. Other times it moves more placidly. At times, it may even thunder over a waterfall. Consider the pacing of the various parts of your presentation to reflect what is being said.
- Allow voice to rise and fall to avoid "drone."
- Over pronounce words.
- Consider places where pauses are most effective and appropriate.
- Turn up the "drama" by use of your voice to reinforce the meaning of the words you are saying.

SKILLS:

- To add variety and modulation to the voice.
- To make sermon sound "told" rather than "read."
- To use appropriate pacing and pauses.

USE OF MICROPHONE

- This may require more than one session to allow all presenters to participate.
- Consider the appropriate placement of the microphone to allow it to pick up the voice of the presenter/presenters.
- Need not to be “afraid of the mic.” It is your friend, lean close to it. It will allow you more control over inflection and greater ease in being heard.
- If possible use a microphone in the location where you will be speaking—adjusting it as needed.
- Do not fear speaking too loudly, as the sound people can always turn your microphone down as needed.
- Be sure you have a place to stand that will allow you to see and be seen and to be close enough to the microphone to be easily heard.
- Make whatever adjustments are needed to allow a clear sound for speaking.
- You have something important to say. You must be heard clearly. Do all that is necessary for this to occur, with the microphone as an aid.

SKILLS:

- Adding the use of the microphone to the already practiced projection of the voice.
- Becoming familiar with speaking into the microphone you will actually be using in making your presentations, if possible.
- Making sure you are close enough to the microphone to be heard clearly.

STAGE DECORUM: PEOPLE START JUDGING YOU AS A SPEAKER BEFORE YOU EVER BEGIN TO TALK

- Consider dressing appropriately for your presentation—you represent your school, your church, your family, and God Himself.
- Normally the speaker should be dressed a little more formally than the audience.

- Consider and practice entering and exiting the platform.
- Remember you are “on stage” and being observed from the time you arrive until the time you leave your speaking location.
- Consider modesty, cleanliness, and grooming.
- When sitting on the platform, sit up straight, don’t cross your legs. Don’t fidget. Look at the speaker or singer. Participate in what is going on.
- Make sure you are not a distraction from what is going on.

SKILLS:

- Decide what you will wear during your presentation.
- Discuss any basic requirements for dress to allow all speakers to be appropriately attired.
- Practice getting on and off stage.
- Identify appropriate and inappropriate decorum while entering and sitting in front of your audience.
- Consider overall deportment from arrival at the presentation site until you leave the session—appropriate entry/exit, clothing, behavior before and after meetings begin.

FINAL NOTES:

The success of the meetings will be determined to a large degree by the preparations made in advance. A pint of sweat before the battle saves a gallon of blood during battle. To a great measure, the success or failure of the students’ presentations will be determined before the first ever speaks from the pulpit.

In addition to the weekly training session, all students should be encouraged to read through their sermon aloud once per day—or as often as possible. They may choose to record their presentation and listen to it. The more often each presenter goes through his/her material, the more familiar and natural it will be to present it. Where a Bible class is being used for prep, additional time

devoted to live practice is most helpful—in fact, daily practice as the primary use of class time is most helpful if possible—particularly the first year a school does a series.

www.atlantic-union.org/pdfs/LFR_vocal_coaches_practice_tips.pdf

NAD Spiritual Resources: <http://sdaedspiritualresources.org/spiritual.php?view=school&category=39>

Andrews University Center for Youth Evangelism: www.adventistyouth.org

Children's church: <http://www.childmin.com/eng/programs.php?index=24>

NAD Youth Evangelism Manual: <http://www.plusline.org/resource.php?id=101>

ShareHim Evangelism materials: www.sharehim.org

GC-Youth Elijah Project: <http://gcyouthministries.org/Ministries/AdventistYouth/ElijahProject/tabid/175/Default.aspx>

RECOMMENDATION

- Special Small School Evangelism Grant by Churches, Conferences, and Union.

Special Small School Evangelism Grant- (union-wide perhaps few schools each year)

Application that shows the cooperation of pastor/teacher with board support

Show special need and solution to the need

Union-wide offering to raise funds to match money for the need

Union leadership to give focus to assist in meeting the special needs

EXAMPLE:

Audio-visual materials for evangelism

Enrollment assistance for a school that is struggling with numbers

Struggling school

Repairs

Other needs

With such an army of workers as our youth, rightly trained, might furnish, how soon the message of a crucified, risen, and soon-coming Savior might be carried to the whole world!—EDUCATION, p. 271.

**By Jerrell Gilkeson
and Bernard Penn**

CHAPTER 3

Team Building

It is a great privilege to be among those who make up God's team of gospel workers in this important time in earth's history. Pastors and teachers are on the front lines of the struggle for the hearts and minds of boys and girls. It is crucial that these gospel workers understand how to serve together as a team.

PASTORS

Pastors need to understand that the school is God-ordained, an essential part of His plan for His people in this time. Because the school is God's, pastors must give their full support to it. It is very important that they serve on the school board, attending all its meetings.

Pastors should be known as the biggest fans of the school. They should promote the school, referring to the high quality of education at the school and the successes of graduates of the church school from the pulpit in sermons, in church board meetings, and in all church activities. They must see that they are the channel of information and inspiration flowing from the church to the school

and from the school to the church. As an example to all members, they should have a constant attitude of supporting the school.

Pastors should be known as the biggest fans of the school. They should promote the school, referring to the high quality of education at the school and the successes of graduates of the church school from the pulpit in sermons, in church board meetings, and in all church activities. They must see that they are the channel of information and inspiration flowing from the church to the school and from the school to the church.

Pastors who have led their congregation in catching the vision that God has given them as a church can help teachers understand that God has a vision for the school as well. They can help the teachers learn how to go through a visioning process, how to share the vision with constituents, and how to incorporate accountability as to the implementation of the vision. In all this the pastors must know how to support and not take charge. Leave the leadership of the school with the teachers.

Pastors need to understand that they bring to the school and the school board meetings a spiritual tone. In a special way the children see them as the representatives of Jesus. They must preach and teach and act in a way that is full of the grace of the Lord. Righteousness by faith should be their theme in the classroom as well as the pulpit.

It is crucial that pastors conduct weekly chapels, Weeks of Prayer, and other spiritual activities at

the school. They can schedule for the church two sermons a year that uphold the Lord's plan of Adventist education. They can organize church education rally days. These are excellent Sabbaths to conduct the baptism of students. Some worship services may be given fully to the school to conduct and other worship services can make room for school presentations. Pastors should make the teachers feel that they are part of the worship service and are worship leaders. From the pulpit pastors can affirm students and teachers on their accomplishments.

The pastors' direct contact with the church school students has a tremendous impact on them. They need to know the students from their church by name and call them by name at school, at church, and even during the sermon. Conducting baptismal classes is essential, but they should also play, rejoice, and celebrate with the students and teachers. They can offer counseling for students, parents, and teachers.

The pastors need to know the teachers and have positive relations with them. They should pray with and for the teachers. They should lead out in presenting tokens of appreciation to teachers. It would be well for pastors to seek ways to relieve teachers of their burdens. In a larger school perhaps they could adopt a classroom and relieve needs there. They must be aware of the school's schedule when they are involved in school activities. They may promote academic and spiritual workshops for teachers and staff, prayer breakfasts, etc.

Pastors' participation in school community service projects is very important. At these times they can help students to apply Jesus' method of soul-winning as stated in *THE MINISTRY OF HEALING*, "He mingled among men as one who desired their good, He ministered to their needs and won their confidence, then He invited them to follow Him." Joining with the children in their school fundraising events will also leave a lasting impression. Traveling with them on mission trips will provide

for special bonds between pastors and children.

Pastors must help with improving enrollment at the school. Central to this is joining with teachers in visiting all families in the church with school and pre-school aged children.

TEACHERS

Teachers need to understand that their teaching is a calling and a ministry. All church activities are part of that ministry. They should attend the worship service, Sabbath School, prayer meeting, socials, and other church meetings and activities. Those activities involving youth should be given special attention because the teacher is always an example to all the children and youth of the church. To form a team with the pastors, the teachers should be available to attend church board meetings to get acquainted with church leaders.

The teachers can use their gifts for the edification of the church by getting involved in teaching aspects of the church, even preaching at times. They should teach, discipline, and lead by grace, not disgrace. What a blessing when the teachers intentionally strive to be edifiers in the church as well as in the school!

Teachers need to know the pastors and have positive relations with them. They should pray with and for their pastors. Whether in settings with individuals or in groups, they should be supportive of the pastors. They can look for ways to alleviate the pastors' burdens. They can take advantage of opportunities to verbalize the rich blessings they have received from the pastors' ministry. They may be able to take the lead in presenting tokens of appreciation on pastor appreciation day.

With the pastors, teachers should promote the school to the church. Teachers must be available to give counsel, guidance, and information as it relates to educational needs of members and visitors. It is crucial that teachers be acquainted with all the school aged and pre-school aged children and

their parents. They also must accompany the pastors in visiting these families.

BOTH PASTORS AND TEACHERS

Pastors and teachers should have an interest in youth and children of the church. They should know these younger members of the church family by name and relate to them in a humble and authentic way. Pray with the children, individually and in groups. Visit with them in their homes. Lead them to the Savior, teaching and preaching salvation by grace through faith.

Both pastors and teachers should consider themselves as spokespersons for the school and the church. They can refer to their own journey through the Adventist Christian educational system as appropriate. They can help create a Web site in the church to inform the church and community of school activities. Hav-

Teachers need to understand that their teaching is a calling and a ministry. All church activities are part of that ministry. They should attend the worship service, Sabbath School, prayer meeting, socials, and other church meetings and activities.

ing their own children in the school is important. As they are able, they should help sponsor children needing financial help and encourage others to do so. They should encourage a strong Home and School program.

Pastors and teachers should strive to be peacemakers in the church and in the school, understanding the importance of confidentiality as the two work together. The quickest way to break down trust is through a lack of confidentiality. The quickest way to build trust is for one to defend the other when the gossip mill seeks to discredit either the teacher or pastor.

When working together in harmony, pastors and teachers will be a powerful team that the Lord will use to accomplish great things for the building up of His kingdom and the saving of a multitude of His precious children.

**By Steve Cassimy
and Cliff Gleason**

CHAPTER 4

Customer Service

FOUNDATION

At the very foundation of customer service for churches and schools is the core value of treating all church members and students with utmost care and utmost satisfaction. Every customer is looking for value. In simple words: customer value is what the customer gets for what the customer pays.

Who are our customers? They are our youth, students, parents, church members, and visitors. What is our product?

Our product is a worship environment in our churches that is safe and inviting, and Adventist Christian education in our schools that is a safe learning environment for students. Our stakeholders are our parents, church members, community, alumni, and donors.

According to the research, a customer evaluates the values of a company/organization/school on two broad dimensions:

1. Relative performance—what the customer gets from the vendor/church/school relative to a competitor's offering;
2. Price—which consists of the payment/donation the customer makes to acquire the product or service.

Customer service (also known as client service)

is the provision of service to customers before, during, and after a purchase. Buyers are interested in suppliers who can increase the quality of Christian education at an affordable price.

According to one author, "Customer service is a series of activities designed to enhance the level of customer satisfaction—that is, the feeling that a product or service has met the customer's expectation." However, in most cases, customer service is more important if the "purchase" relates to a "service" as opposed to a "product."

Our goal is to be customer-oriented and to provide benefits to generate long-term satisfaction. Education is the experience of a lifetime. Adventist Christian education educates for the long term.

INSTANT FEEDBACK

Recently, many organizations have implemented feedback loops that allow them to capture feedback at the point of experience. For example, National Express, one of the UK's leading coach companies invites passengers to send text messages whilst riding the bus. This has been shown to be useful as it allows companies to improve their customer service before the customer defects, thus making it far more likely that the customer will return next time.

The concept of instant feedback could be very helpful in the church and school setting as well. Educators should seek feedback from students and church members rather than wait for problems to surface. Ask questions—how are we doing as your education-suppliers?

Our goal is to be customer-oriented and to provide benefits to generate long-term satisfaction. Education is the experience of a lifetime. Adventist Christian education educates for the long term.

Never take customers for granted. They are the life blood of your organization—whether it be church or school. Building a solid, trusting relationship with your parishioners/students is not just something on paper but is rooted in ethical, human relations.

The following are some important considerations for dealing with your customers in the church and school:

CARING

In 1943, Abraham Maslow developed a theory in which he said in other words, human needs are predetermined in order of importance.

With their physical needs relatively satisfied, the individual's safety needs take over and dominate their behavior. These needs have to do with people's yearning for a predictable, orderly world in which injustice and inconsistency are under control, the familiar frequent, and the unfamiliar rare.

Humans need to feel a sense of belonging and acceptance, whether it comes from a large social group, such as clubs, office culture, religious groups, professional organizations, sports teams, or small social connections (family members, intimate partners, mentors, close colleagues, confidants). They need to love and be loved by others. In the absence of these elements, many people become susceptible to loneliness, social anxiety, and clinical depression.

All humans have a need to be respected, to have self-esteem, self-respect, and to respect others. People need to engage themselves to gain recognition and have an activity or activities that give the person a sense of contribution, to feel accepted and

self-valued, be it in a profession or hobby.

In Maslow's hierarchy of needs, the need for self-actualization is the final need that manifests when lower level needs have been satisfied. When these needs are present in the church and school and are met with satisfaction, the customer-student, parent, church member will feel at home and not defect to somewhere else.

NURTURING

- The pastor and the teacher are the spiritual leaders in the community.

- Pastors and teachers need direct contact with students, parents, and church members.

- Pastors and teachers should learn the names of their children.

Building a solid, trusting relationship with your parishioners/students is not just something on paper but is rooted in ethical, human relations.

- Pastors and teachers will have a powerful influence when they tell the children's story in church.

- Children need to feel close to their pastor and teacher.

- The pastor should be engaged in the school setting.

- The teacher should be engaged in the church setting.

- The local church should give priority to the youth activities and not schedule on top of their time on Sabbaths.

EDUCATING

There is a dire need for emphasizing and educating regarding Adventist education.

The recent findings from the major research study known as Cognitive Genesis (www.cognitivogenesis.org) is a rich resource for understanding

the impact of Adventist education on youth today.

Churches can be training/marketing centers for the community and children by holding church and school fairs.

Basic user-friendly ideas for the church/school:

Telephone reception—The voice at the other end is critically important when a customer-parent calls. A warm friendly receptionist can disarm a multitude of angry complaints.

Web site—This is the face of the organization/institution in the community and the world. There's a reason why it's call the world wide Web. Keeping your site up-to-date and fresh is as important as the cleanliness of your physical plant.

E-mail—Send a message by e-mail to church members and parents on a regular basis to update them with newsletter type information. (This presupposes building a bank of e-mail contacts information).

Safety consciousness for children—Every parent's concern is for the safety of their children. Make sure your church and school environment is worthy of their expectations.

Create a "cool" committee—Ideas are born in an environment of creativity and uninhibited freedom to think and experiment. Have your children to be members and challenge them with coming up with ways to improve the life of the church and school.

Invite customer service experts—To help train personnel in churches and schools to be customer service specialists.

Prayer meeting—Add a children's prayer meeting and let them lead out.

Acknowledgement—Union and conference leadership can acknowledge the teacher and all church workers when speaking in local churches from week to week.

**By Donald G. King
and Roger Bothwell**

Resources

I. ESTABLISHING SEVENTH-DAY ADVENTIST SCHOOLS K-12

Care must be taken in considering the establishment of a school. Study must be given as to whether there is long-term commitment toward education. Below are a few questions and answers that may help guide this initial process.

Question: Is the desire for establishment of a school fueled by emotion or a true commitment to Christian education?

Is this project being driven by a rear facing vision of what Adventist education was a generation ago (large full schools and fond memories) or is this truly a realistic picture of what Christian education is today?

Answer: Initial financial commitment may get a school started, but the community continues to maintain the financial support with parents providing the day to day energy to support a viable school. Most families are not in a position to pay the level of funding necessary to support a school and a school operates on a high level of volunteerism. It is important that there is a good supply of committed parents and other friends that provide more than dollars.

Question: Is/Are the church(es) well established financially? Are all involved parties committed to long-term unwavering financial support of the school?

Answer: Before any serious discussion can take place about the viability of establishing a church

It is significant that both the Seventh-day Adventist Church and one of its significant institutions—education—began in the Atlantic Union Conference territory.

school, a certain amount of homework must be done to provide a basis for the recommendation. First and foremost a study of the church and surrounding community must be conducted to establish potential students, the level of support, and develop a stakeholder base.

Stakeholder base: This is any one person or institution that has an interest in the school. This not only includes interested parents, but other

individuals, businesses, and institutions. This will include the local public district, other private schools in the area, even the suppliers to the school such as fuel and paper products. Schools are a beacon within the community and have many stakeholders that are not directly related to the church or families of students. It is important

to ascertain exactly who stakeholders will be, the support that is available, and, of course, the community and financial picture that develops.

Question: Do the demographics of the church and surrounding area demonstrate a potential student base?

Answer: Not necessarily. Demographic information includes general ethnic population information, religious orientation, general income information, potential availability of students, and a general forecast of several years into the future. Many schools develop a commuter student base which is outside the local church area. This of course can change the picture of the demographic

makeup of the school. A frank discussion within interested churches and assessing local interest outside of the church is very important. Check out the U.S. Census Bureau (factfinder.census.gov) for further general information, the North American Division information at www.nadeducation.org/news_statistics, and, of course, your local conference information.

Question: Where will the school be established?

Answer: This is a really good question and can lead to some heated debates. If it is a singular church that is planning on adding a church school and the church facility is large enough, it is possible to start the school within the church facility. This is generally economical and is a good way to start out small. If there is more than one constituent church involved, both churches must seek a politically acceptable location for the school. It is not uncommon to have a multi-constituent school on a centrally located property that has no direct relationship with any constituent church.

Question: How large an area is needed for a school?

Answer: The property must be large enough to accommodate a school building, entry drive for ease of movement of cars and buses, adequate day to day parking for faculty and parking for larger events. ALSO there must be an open area adjacent to the building large enough for a playground and recreation area.

Question: How large a building is needed?

Answer: The building must be large enough to accommodate the planned school operation. School operations also must include storage of off-season items. It must meet local building codes, fire inspection codes, and health inspection codes. See the following:

For MA – www.sec.state.ma.us

For NY – www.dos.state.ny.us

For CT – www.ct.gov

For RI – www.fsc.ri.gov

For Bermuda – www.gov.bm

Question: What services and utilities will be needed?

Answer: SEWER AND WATER

The utilities for a school will vary as to location. However adequate water and sewer are a major aspect in planning.

Note – If your school operates a private water and sewer system (well and septic), the water well must be of adequate recovery to maintain the school operation and will need to be routinely tested (usually quarterly) at a lab specializing in water testing. Documentation must be maintained as to this operation. Private septic systems will be required to be larger than a normal house and need a minimum of a semi-annual inspection and maintenance (pumping) to insure proper operation.

See the following:

For MA – www.sec.state.ma.us

For NY – www.dos.state.ny.us

For CT – www.ct.gov

For RI – www.fsc.ri.gov

For Bermuda – www.gov.bm

HEATING

This must be planned by a professional as there are multiple options available. Heating is a major expenditure; therefore, it is wise to obtain the optimum operation out of the heating plant. Whatever system is chosen or in place should be placed on a time clock thermostat with a locked cover.

Note – It is important that heating plants be serviced regularly including boiler inspections as necessary.

Start with www.doe.gov.

PHONE SYSTEM

This must also be planned by a professional. In very small schools, one phone line may be adequate but beyond that a multi-line system is needed.

EDUCATIONAL TELEVISION (CABLE OR SATELLITE)

This is provided for free to schools public or private over a certain enrollment level (checked only at time of installation). Please contact your local company for information. Generally it is established within the school library and must be routed from there.

INTERNET ACCESS

This is a necessity. Almost all classroom operations today include some component of Internet usage. Normally this is provided for free to schools public or private over a certain enrollment level (checked only at time of installation). Please contact your local company for information. Generally it is established within the school library and must be routed from there.

Question: What about teachers?

Answer: In the Atlantic Union Conference education code there are guidelines established for the number of students per teacher. Generally speaking, a teacher is hired and is paid through the local conference. The conference superintendent of schools is responsible for teacher performance evaluations. There is a salary sharing arrangement between the local conference and the local school whereby the school is billed monthly for their portion of the teacher expense. For more information see PERSONNEL EDUCATION CODE K-12 (PDF) on the Web site at: www.atlantic-union.org/education2.html.

Local Hires – individuals who are hired to teach partial classes or specialized classes, (example: music) are locally negotiated and locally paid for, usually through the courtesy payroll system. For more information see personnel EDUCATION CODE K-12 (PDF) on the Web site at: www.atlantic-union.org/education2.html.

Question: What about textbooks, technology, and such?

Answer: Textbooks and other supporting materials are authorized through both the Atlantic Union and the North American Division. These materials have gone through an approval process and are found to be within acceptable Seventh-day Adventist philosophies. For further information see:

Atlantic Union EDUCATION CODE K-12 (PDF)

Textbook List at www.atlantic-union.org/education.html

Textbook List at www.nadeducation.org

Question: What type of technology must be planned for in a school?

Answer: Technology, next to personnel and utilities will be the largest ongoing expense within a school. Modern technology is essential for the education of the students and operation of the school. Basic parent communication operate on technology therefore it cannot be short changed.

For further information see www.nadeducation.org.

II. PREPARING A BUDGET

When planning a budget there are general guidelines available within the Atlantic Union education code. Access the code online at www.atlantic-union.org/education.html.

Within each budget the following must be considered:

PLANNED EXPENSES

- Personnel
 - ❖ Conference hired employees and local hired employees
 - ❖ Full-time teachers
 - ❖ Teacher's aides
 - ❖ Support staff

- Insurance Needs
 - ❖ See adventistrisk.org and your local conference for further details.
- Library
 - ❖ Must be a budgeted annual expenditure.
- Technology
 - ❖ Must be an annual expenditure.
- Transportation
 - ❖ Planned field trips etc., using both donated and chartered transportation.
 - ❖ See adventistrisk.org for further details on insurance requirements and contact your local conference.
- Facilities and utilities
 - ❖ Utilities are a straight forward calculation.
 - ❖ General capital improvements such as roof replacements.
- Maintenance
 - ❖ Vital for the longevity of the school plant and should not be skimmed upon.
 - ❖ Routine maintenance includes paint, carpet cleaning, light fixture repairs, heating plant repairs, driveway and parking lot upkeep, landscape maintenance including mowing, etc.
- Capital Expense
 - ❖ Major repairs and renovations only.
 - ❖ Depending upon the conference, there may be some cost sharing of expense.
- Depreciation
 - ❖ Planned retirement of existing material goods—the setting aside of dollars.

PLANNED INCOME

- Church Subsidy

- ❖ Generally one of the largest components of school budgets.
- ❖ Single constituent church.
 - Based upon a negotiated amount.
- ❖ Multiple constituent churches
 - A ratio based upon tithe, membership, and school enrollment.
 - Equity is sought between the churches based upon the ability to pay.
- Home and School Association
 - ❖ Can be a separate source of scholarship support.
- Creative income
 - ❖ Potentially an outside business providing economic support to the school.
- Worthy Students Scholarships from churches and potentially conferences
- Grants
 - ❖ Many large businesses have grant funds available for narrow areas of interest.
 - ❖ Examples that just scratch the surface
 - Target
 - Wal-Mart
 - Best Buy
 - Adobe

For additional information see:

- www.nadeducation.org
- Atlantic Union EDUCATION CODE K-12 (PDF)

SCHOOL ACCOUNTING BASICS

- Schools must maintain a separate accounting system from the church.
- A financial report should be presented at the monthly school board meeting.

- Schools must have regular school financial audits.
- The audited statement must be presented to the church (at a constituency meeting).
 - ❖ For additional information see:
 - www.nadeducation.org
 - ATLANTIC UNION EDUCATION CODE K-12 (PDF)

III. HUMAN RESOURCES

The Atlantic Union Conference Office of Education K-12 code outlines employment policies for certified and classified personnel. Refer to: www.atlantic-union.org/pdfs/AU_Code_Book_2009.pdf

The NORTH AMERICAN DIVISION OF THE GENERAL CONFERENCE WORKING POLICY section F35 outlines policies pertinent to school personnel.

Curriculum Resources

Question: What are the achievement levels in Adventist schools compared to national norms?

Answer: 30,000 students enrolled in Adventist schools, grades 3-9 and 11 in all conferences and unions across the North American Division were tested using the Iowa Test of Basic Skills, (ITBS), Iowa Test of Educational Development (ITED), and Cognitive Abilities Test (CoGAT) over a four year period. All students scored about half a grade level above what one would predict on average. Students at all levels of ability, on average, showed higher achievement scores than predicted by their ability. Overall achievement (composite) was above the national norm in all grades (3-9 and 11). It was also observed that students score higher in both achievement and ability the more years they spend in Adventist schools. The difference in achievement over ability also increases the more years they spend in Adventist schools. For further information refer to the following Web site: www.nadeducation.org/who.

Question: What other Seventh-day Adventist curriculum resources are available?

Answer: CIRCLE (circle.adventist.org)
 Teacher Bulletin (www.teacherbulletin.org)
 Spiritual Resources (sdaedspiritualresources.org)

IV. MATERIAL RESOURCES

- Philanthropic Expectations—Philanthropic Service for Institutions (PSI) serves the Seventh-day Adventist Church as the primary vehicle for philanthropic advocacy through educational opportunities, operational resources, and professional programs. www.philanthropicservice.com

- Home and School Association—an active Home and School Association maintained by parents and teachers of the community for the purpose of advancing the cause of Seventh-day Adventist Christian education in the home and school may also raise funds to support the school.

- Cognitive Genesis—a research project designed to assess academic performance in Adventist schools and provide answers to questions about the academic quality of Adventist educational programs. Cognitive Genesis is also studying various factors related to achievement, including those commonly associated with achievement, and others that may be unique to Adventist educations. For more information see: www.cognitivegenesis.org.

- Value Genesis—a study of Adventist youth which began in 1989 was an important landmark study carried out by the Seventh-day Adventist Church in North America. It was without question the largest and most comprehensive study ever made of church youth. It assessed their faith and values in the context of the most influential institutions: family, church, and school. It was possible to identify what it was in those venues that encouraged a mature faith, and positive values development. The impact of the study set in motion a whole series of events—planned changed conferences, vision-to-action focus groups, new con-

cerns, attitudes, training programs, priorities of the home, school, and church, and publications—that resulted in more effective ways to help youth to a life of commitment and loyalty to the Adventist church. www.lasierra.edu/centers/hcym.

- Church/School Relationship—educating a child involves the close working relationship of

the home, church, and school. Each has a role to play in the salvation of every young person who enters its portals. The entwining of these entities not only lends itself to support, nurture, and instill life-long characteristics in youthful lives but also ensures the continued strong existence of each of these entities.

**By Ron Huff and
Astrid Thomassian**

27 Ways Schools Can Support Their Pastors

Sometimes we ask what our pastors are doing for our schools, but shouldn't we reach out ourselves? The following is an adaptation from a list that has been around for some time, original author unknown. Good counsel for all of us!

1. **Be visible at Sabbath School and church.** Consider your talents and be open to volunteering. Even if you cannot perform regular duties, help out when and where you are able.

2. **Invite your pastor.** See if he/she can find time to have classroom worships and/or play games with your students on a regular or intermittent basis.

3. **Start of the year.** Invite your pastor to your school's dedication ceremonies. Organize a pastors breakfast. Have students meet with individual pastors and pray on school grounds. Warmly welcome new pastors.

4. **Tell others.** Tell others about the good things that are happening at your church. Let them know you appreciate the support of your pastor.

5. **Take your pastor out to eat or invite his family home to dinner.** Get to know your pastor outside of church or school. Enjoy a meal or other activity together.

6. **Befriend pastors' wives.** Pastors' wives are often great leaders and dynamic organizers, and they stand willing to be some of your best friends and supporters. Reach out, remembering that it takes a friend to make a friend

7. **Talk with your pastor.** Find out the history of your pastor. Ask your pastor about the vision he/she has for your school. Let pastors know you are interested in their lives. Pastors often make great friends!

8. **Pray.** Pray with and for your pastor every day. The position can be a lonely one. Could you establish a prayer partnership?

9. **Don't attend their church?** If you have several constituent churches, make an appointment to visit and tour all facilities and attend on Sabbath when possible. Stay for potluck and branch out by sitting with non-faculty. Build relationships with all constituent pastors.

10. **Attend non-Sabbath programs.** Enjoy a Christmas or other program. Get to know the young people of the church in a non-school setting. Sing in the choir, play in the orchestra, or join small group ministries.

11. **Church secretary.** Church secretaries are key persons. Be friendly on the phone and in person while speaking with church secretaries. Be prompt in getting out information for the church bulletin. Ask for help with calendar scheduling.

12. **Win-win.** Recognize that the church and school mission is essentially the same. As one prospers, so will the other.

13. **Matthew 18.** Read Matthew 18 and follow the principles outlined there if challenges with your pastor occur. Try to head off challenges in advance. Always being right is not most importance in the big picture.

14. **Include your pastor.** When appropriate, invite your pastor to participate in school outings, school athletic events, or social occasions,

15. **Recognize your school is a "Church" school.** Your school exists because of support from the "church." Refrain from playing to one end of the theological spectrum. As far as possible meet the needs of those living under the broad tent of Adventism. Keep in mind which flock God has assigned to you.

16. **Clear lines.** Establish and maintain clear lines of communication. For example, if your school has a field trip on a day when pastors traditionally visit classrooms, make sure you let them know well in advance.
17. **Adopt a pastor.** Encourage classes to adopt a pastor. Invite a pastor to observe a class. Pray for pastors and send notes informing them that you and your class pray for them regularly.
18. **\$\$.** Remember that the pastor and church want to be appreciated beyond the funding that they provide. Churches have a variety of needs. Encourage support of the local church family budget in your school newsletter and give personal financial support to your local church as well as the World Church.
19. **Work Days.** Participate in and encourage all students and faculty to participate in church work days. Give more than you expect to receive.
20. **Involve students on a small basis.** Large numbers of students going to a church to conduct a program may not always be the best idea although a couple of times a year it is nice to see all students up front. Investigate how the school can make small but frequent contributions to the Sabbath School or church program
21. **Baptism.** Besides encouraging pastors to offer baptismal classes, know when students are going to be baptized and “stand” for them as a friend.
22. **Reach out.** Reach out to youth attending church but not the school. Get the inside scoop from your pastor.
23. **Church news.** Be willing to include church news as appropriate in your newsletter.
24. **Joint ventures.** Invite the participation of the church/pastor the next time you make a marketing video. Market both the church and school.
25. **School board.** Publicly express appreciation for pastors and their churches during school board meetings and on other occasions. Keep board agendas tight—pastors like to go home, too!
26. **Evangelism.** The next time the church has an evangelistic series, find ways of participating. Support the series by music, attendance, or other means.
27. **Live and let live.** Realize that your pastor may not always agree with your understanding of school objectives, When all is said and done, learn to accept the differences. Your school and your church are ultimately in the Lord’s hands.

Reprinted with permission from Douglas Walker, Southwestern Union Conference education director. The article found in LEARNING TOGETHER, vol. 13, issue 2, April 2009, a curriculum newsletter of the Southwestern Union Conference.

25 Ways Pastors Can Support Their School

Pastor Mark hadn't been in town three full days when a delegation of students and parents showed up for an appointment at his church office. Boxes of books still cluttered the office floor, pictures and framed diplomas leaned against the walls, and Mark had to rummage through several Sabbath school rooms to find enough chairs for everyone.

But the new pastor also sensed the urgency of the meeting, so within a few moments, the entire delegation was seated in a small circle facing Mark. One of the eighth graders had been prompted to begin the session.

"We want to welcome you to our church," Cheryl said, "and let you know how much we anticipate your support of our school."

In the next half-hour, the visitors presented their new pastor with a list of 25 ways he could demonstrate the high value he placed on Christian education. It's a list that all of us should keep handy, adding to it whenever a new idea comes to mind, and sharing it with every pastor in our constituency.

Fortunately, most of us already experience the full support and encouragement of our ministers. But when we feel a weakening of support, or when such support is in question, here are a few creative ways to invite the tangible evidence of a pastor's good will.

Support Through Church Programs

1. Dedication Ceremonies. At the beginning of every school year, hold a teacher dedication service. Be sure the administration, faculty, staff, and board of the school are notified in advance and will be able to attend. Invite all those connected with the school to come to the front of the church or to be on the platform. Give the participants flowers or other tokens of your appreciation for their hard

work. Talk of the accomplishments of the past school year, the advances made during the summer months, and the challenges that will be faced this year. Ask a student and a parent to join you in a prayer of dedication.

2. School Groups. During the school year, be sure to invite school musical groups to take part in your worship services. Introduce the director, interview a couple of students, and thank the group publicly. After the performance, write a thank-you note to the director and ask him or her to read it to the group.

3. Church Communications. Feature announcements and notices of school activities in your church bulletin and in your newsletter. In fact, it would be great to have a regular column in your newsletter that talks about school life. Ask different faculty members and students to contribute to the column.

4. Bulletin Boards. Display pictures of school activities and outings on your church bulletin boards. Circle students who are members of your church, and note each name and year in school on the margins of the display. You might even want to leave space in the display for the students who are pictured to autograph the pictures.

5. Congratulations. Highlight the achievements of teachers and school groups. Announce awards and honors, the completion of advanced degrees, anniversaries ("10 years teaching at our school," etc.), and academic and athletic achievements.

Support Through Sermons

6. Sermon Illustrations. Use illustrations in your sermons that come from the school world of children, not just from the adult worlds of business, parenting, etc. Know when the kids are facing tests,

when dramatic occurrences (such as the injury of a classmate, the illness of a parent or teacher, or a school mission trip) are on the minds of the children, or when specific challenges are causing stress. Speak to those realities.

7. **Guest Speakers.** From time to time, share the pulpit or the responsibility for teaching a Sabbath school class with the conference education superintendent, the principal, or teachers from the school. However, reserve the sermon on your conference's Education Day for yourself.

8. **Quotations.** Occasionally during your sermons, quote the principal or a teacher, or even a portion of a conversation you had with a student. You could say something like this: "The other day while I was at the school talking to our principal, she said to me . . ."

9. **The Good Old Days.** Speak often about the good things that happened to you while you were attending Adventist schools.

10. **Core Values.** Whenever you discuss the core values of your church, be sure to include Christian education. Remember the VALUEGENESIS finding about the increase impact for faith maturity when the home, the church, and school work together.

Support Through Unscheduled Appearances at School

11. **Good Mornings.** Show up at school bright and early on a school morning. Stand at the curb and welcome the kids to school. Tell the students you just wanted to see them and wish them a good day.

12. **Sack Lunches.** Take a sack lunch to school some day and eat with the kids. Ask them if it's OK for you to offer the blessing for them, and then have a great time talking with the them about what's happening.

13. **Lunch Is on Me.** Announce ahead of time that you're going to provide lunch on a particular school day this week. Take pizza and salad, cookies and soft drinks for all the kids who are members of

your church. Encourage them to bring one of their friends to lunch.

14. **Tour Guide.** Serve as a tour guide for new families in your church. Make the school your first stop. Introduce the new family to the principal and as many teachers as you can. Enlist the assistance of your members who are students in the same grades as the children in the new family.

15. **Videotape.** Videotape interviews with kids at school. Use the tape to introduce your sermon, to be part of a video church directory, or just for good memories.

Support Through Scheduled Appointments at School

16. **School Worship.** Volunteer to provide worship at school. Try to give a worship in every classroom at least once during the school year (the smaller your school, the more worships you can give). Also ask the principal if you can give worship for teachers from time to time.

17. **Bible Class.** Talk with your school's Bible teacher about teaching a Bible class during the year. Explore the Bible curriculum to find areas of special interest to you. If you've visited the Holy Land, for example, you could talk about the geography of Bible lands early in the year.

18. **Baptismal Class.** Be sure to provide a regular baptismal class for students who are thinking about this important step in their life. Hold the class at the school and announce during a school assembly the names of the students who are going to be baptized.

19. **Adventists in Public School.** Arrange for a time and place at the school where you can hold a small group meeting for Adventist students who attend public school. You won't need to talk about Adventist education to this group; this is a time for spiritual growth, not marketing. But just holding the meeting at the school will help to break down some of the barriers these kids feel.

20. **Visiting Chaplain.** Ask your principal if you can set up regular times and use an office as a visiting “chaplain.” Two or three hours a week, go to the office, open the door, and be prepared to do some counseling. Walk in the hallways during class breaks and greet the kids. Before long, they’ll know why you’re there and come to see you with lots of questions.

Additional Personal Support

21. **Your Children.** Send your children to the school. You’ll take more responsibility for the excellence of the school program when your own children are affected.

22. **Home and School.** Be active in your support of the Home and School organization. Publicize the meetings at church, attend the meetings regularly, and volunteer to be part of Home and School projects.

23. **School Board.** Be faithful in attending school board meetings. Many pastors demonstrate their support by assuming the responsibilities of the school board chair.

24. **Raising Money.** Be a leader in the development work needed by your school. Help raise specific budgets for scholarships, mission trips, equipment, improvement, etc.

25. **Excellent Teachers.** Keep a list of excellent teachers whom you know personally. When openings occur in your school, recommend several names of people you feel fit the position and have the proper qualifications.

Reprinted with permission for Stuart Tyner, director of the John Hancock Center for Youth and Family Ministry at La Sierra University, Riverside, California.

Conclusion

From the very inception of the Seventh-day Adventist Church, the work of pastoral ministry and teacher education—like two rails on a railway track—have always been together. To this day, these are the two primary groups of employees that carry on the work of the church’s mission. However, sometimes the rails behave in so independent a manner, that it appears at times neither the twain shall meet. One of the goals of the Atlantic Union Conference Pastors and Teachers Manual is to help to create a monorail from these two distinct rails or services of the Seventh-day Adventist Church.

It is our hope that this manual for pastors and teachers will help to make a difference in creating a unity of purpose for the furtherance of God’s mission and the preparation of our children for the soon coming of Christ while training them for service in this life as well.

By Donald G. King and Astrid Thomassian

One of the goals of the Atlantic Union Conference Pastors and Teachers Manual is to help to create a monorail from these two distinct rails or services of the Seventh-day Adventist Church.

