

## BIBLICAL FOUNDATION

Education worldwide, including South Africa, started in its earliest form as an outflow of the Church. Every private school in this country had its roots and foundations laid as a Church or denominational school. All these schools had a distinct Christian character. Over the years, Godly, spiritual character and values were pushed into the background, and replaced either by diminishing or excluding God, and exulting man's humanistic values. Wisdom and knowledge start with God, and it does not end in this life, but has an impact on eternity.

Martin Luther, the Reformer, made the following statement: *"I am much afraid that schools will prove to be the great gates of hell, unless they diligently labour in explaining the Holy Scriptures, engraving them in the hearts of the youth. I advise no one to place his child where the Scriptures do not reign paramount. Every institution, in which men are not unceasingly occupied with the word of God, must become corrupt"*.

The beginning of all godly education is ... the FEAR OF THE LORD.

### **Psalm 111:10**

*"The fear of the Lord is the beginning of wisdom, all who follow His precepts have good understanding". (NIV)*

### **Proverbs 1:7**

*"The fear of the Lord is the beginning of knowledge, but fools despise wisdom and discipline". (NIV)*

### **Proverbs 14:26,27**

*"He who fears the Lord has a secure fortress, and for his children it will be a refuge. The fear of the Lord is a fountain of life, turning a man from the snares of death"*.

The **fear of the Lord** means to honour, respect, love, and obey God, and in so doing, we reap the benefits in life. If we exclude God from education, we exclude the source of all true knowledge and wisdom.

## DESCRIPTION OF THE "SCHOOL OF TOMORROW" CONCEPT BASED ON ACCELERATED CHRISTIAN EDUCATION

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We follow the School of Tomorrow **Accelerated Christian Education Curriculum** (A.C.E.). This trend setting educational model is revolutionary in that the focus is not on a teacher lecturing a large group of Students, but rather on the individual needs and abilities of each child. Hundreds of schools through Southern Africa and many thousands more worldwide have adopted the A.C.E. philosophy and curriculum, with this number growing daily.

There is no discrimination on any basis, even religious persuasion. In fact, the school is absolutely non-elitist, striving to make a quality private education available to any child.

As an A.C.E. school, Jahari Christian Academy offers the following unique educational benefits:

## **INDIVIDUALIZATION**

Each Learner has his own private “office” learning area where he/she works on a full scope and sequence curriculum with advancement attained *only* through learning. The Learner completes self- instructional PACE (Packet of Accelerated Christian Education) activities, scores the activities, and completes a test. Computers are used for enrichment and enhancement through integrated academic software. This academic software reinforces math concepts and principles as well as language and spelling skills. At every stage the learning is supervised and assisted by Educators (called Supervisors). Whether the child is a high-achiever or a moderate-Paced Learner, the A.C.E. education process begins at the exact level determined by the child’s ability. Learners progress through the curriculum based on their individual ability. This ensures that they are always on their optimum performance level. This is what is meant by individualization. Individualization makes it possible for each Learner to begin at his/her actual level of achievement and master the subject matter before proceeding. Such mastery is the foundation upon which all future learning is built.

## **ACADEMIC EXCELLENCE**

Individualization produces academic excellence. A.C.E. School of Tomorrow Learners continue to demonstrate above-average achievements. Moreover, these Learners go on to higher education, and into business and professional pursuits with confidence and a superb educational background.

Excellence is achieved because the Learner is on a level of curriculum where he/she can best perform. Furthermore, Learners receive personal, individual attention from their Supervisor. The educator: Learner ratio is an average of 1:10. Every group of 20 Learners has an adult Monitor, in addition to the Supervisor, who helps with non- academic matters.

## **CHARACTER TRAINING**

Character training received as part of this learning experience prepares Learners to welcome and accept challenges and future opportunities that come their way. Elements that develop character traits such as honesty, diligence, punctuality, mutual respect, etc. are built into the curriculum.

## **LIFE-SKILLS DEVELOPMENT**

Concepts considered foundational to meaningful interpersonal relationships and productive living are conveyed throughout the curriculum in such a way as to become life-shaping influences. Learners are taught to see life from God’s point of view and to walk in wisdom.

The beauty of this educational model in the South African context is that the curriculum conforms to the individual Learner, and not vice versa. All Learners are therefore on an equal footing in spite of differences in language, background, personality, intellectual capability, etc. They are taught self-discipline and the ability to think for themselves, and given room to progress at their own pace which affirms their individuality.

Our mission is to provide a Christian oriented education to as many children as our resources allow. Therefore, school fees are kept as low as possible. Fees are based on a

sliding scale with variable discounts allowed for families of more than one child. Limited scholarships are available and are assigned purely based on financial need. The emphasis on individuality in the school necessitates a very labour intensive approach (a ratio of 2 Educators per 20 Learners). This is obviously very costly, and only the willingness of our staff members to accept low salaries makes this approach financially viable. Staff members see their work as a labour of love and service.

Jahari Christian Academy has overcome many obstacles in order to succeed and provide excellence in education. Nevertheless, it is the goal of Jahari Christian Academy to continue to grow and provide Christian education to the community of Benoni.

Our future vision is for a school of approximately 150 Learners with a Grade R ECD facility, in adequate facilities set on ample property.

### **Controlled, Motivated Learning through the Five Laws of Learning**

#### ***LAW #1: The Learner must be on a level of curriculum where he/she can perform.***

1. Learners who are in grades 2 – 9 who are interested in enrolling at Jahari Christian Academy, are diagnosed and placed at a level of learning according to mental maturity age and not chronological age.
2. The mastery of concepts is emphasized.
  - a. In the *Preschool with Ace and Christi* programme (Grade R) the emphasis is on preparing the Learner to LEARN TO READ. This programme will be offered in the near future.
  - b. The *ABCs with Ace and Christi* programme (Grade 1) teaches the Learner HOW TO READ. Thereafter he/she READS TO LEARN.
  - c. Supervisors/teachers pay close attention to ensure that Learners are mastering the work.

#### ***LAW #2: The Learner must set reasonable goals that can be achieved in a prescribed period of time.***

1. The curriculum is divided into PACES – bite-sized, achievable material.
  - a. Numbered 1 – 144 per subject (from Grade 1 to Grade 12).
  - b. Colour-coded per subject.
2. Learners set daily goals.
  - a. Each Learner has a goal card displayed in his/her office.
  - b. Average Learners will complete 12 PACES per year per subject. - 3 PACES per term. - 1 PACE every 3 weeks.
  - c. Remember: Completion of work is individually determined based upon individual ability and achievement!

#### ***LAW #3: The Learner must be controlled and motivated.***

1. Each Learning Centre has certain controls and motivational procedures in place.

- a. Learners work in their own offices to avoid distractions.
- b. Learners use flags to call for assistance from Supervisors and/or Monitors.
2. Every PACE incorporates activity controls and motivation.
  - a. Daily goals are set and completed in EACH subject.
  - b. Work is scored regularly at the score stations which are carefully monitored by Monitors.
  - c. Each PACE has Checkups, Self-Tests and Pace Tests which ensures continual assessment of learning outcomes.
3. Work completion is controlled and motivated.
  - a. REASONABLE goals are set each day.
  - b. Goals that are not completed during school hours are taken as homework.
  - c. This is recorded in the homework book.
  - d. Parents' signatures are required.
  - e. Monitors assist Supervisors and keep goal check report cards updated on a daily basis.

**LAW #4: *The Learner's learning must be measurable.***

1. Checkups in each PACE measure mastery of a section of the PACE.
  - a. The Pass mark is 80% or checkups are redone.
  - b. A Supervisor's signature indicates that the Learner is ready to move on to the next section of work.
2. Self Tests – Learner's measure of his/her mastery of the PACE.
  - a. The pass mark is 90% to ensure that the Learner is ready to take the unseen Pace Test.
  - b. Reviewing for Self Tests is done at home and Parents are required to help the Learner in this regard.
3. PACE Tests – Supervisor's measure of the Learner's mastery of the PACE.
  - a. The pass mark is 80% (for gr. 4-12) and 90% (for gr. 1-3).
  - b. If the pass mark is not achieved, the Learner is required to repeat the PACE to ensure that the concepts in the PACE are mastered.

**LAW #5: *The Learner's learning must be rewarded.***

1. Each Learner has a *Learner Progress Chart* on which stars are placed when PACE tests are passed.
2. Congratulation slips are sent home to Parents weekly together with PACE test results .
3. Quarterly Progress reports with all PACE test and CASS evaluations are sent home at the end of every term.
4. Supervisors and Monitors use Blessing slips, notes, etc. to communicate praise to Learners.
5. Learners are given Merits for achievement, diligence and positive attitudes and exchange the merits for various rewards at the Merit Shop once a term.
6. Discipline is conducted in private and employs counseling to encourage good behaviour. Punishment includes demerits and detention slips.
7. Privilege trips and Honour Roll trips are organized for various achievements.

**Teach them how to live, not just how to make a living!**

*"Train up a child in the way he should go; and when he is old, he will not depart from it." Proverbs 22:6*

## HISTORY OF A.C.E. SCHOOLING SYSTEM

The concept of Accelerated Christian Education was started by Dr. Donald Howard in 1970 in Garland, Texas. Since then, ACE has spread to over 142 countries around the world with warehouses located in the USA, Australia, U.K., Canada, Philippines and South Africa.

The office located in Durban has been operating since 1988 and serves all schools using the ACE system in African & Scandinavian countries. Since its beginning, Accelerated Christian Education has launched over 3700 schools in total, of which over 750 schools and 1 200 home schools are currently active in South Africa. There are presently over 26 500 students in Africa/Scandinavia involved in this system.

This educational system has been widely accepted by universities and other academic institutions around the world and is registered with the local Departments of Education.

## SCHOOL METHODOLOGY

ACE offers a full learning system from Preschool to Grade 12. All learner and teacher support materials are self-instructional. The system covers the critical outcomes and minimum standards of the National Curriculum Statements as prescribed by the Department of Education in South Africa. The following concepts are incorporated into the ACE system:

- Diagnostic Testing and academic prescription per child.
- Mastery-based learning: frequent reviews in the material (i.e. 3 Checkups per PACE, Self Tests and PACE Tests) ensure that the learner learns all the necessary skills in a given subject before moving on to more advanced material.
- Goal Setting: A learner learns to set realistic goals on a daily and weekly basis. This becomes a life skill that is beneficial to a learner for the rest of his life. Learners take responsibility for the learning process.
- Bible Based Material: Biblical values, morals and character integrated into every module.

One of the greatest life-skills of the ACE system is goal setting and completion. From as early as Grade 1 learners are taught how to set goals and effectively achieve them. A practical goal card is used to forward plan for each day and then strike off goals on completion. An academic projection is a high school plan of the course of study a learner will follow.

Together with the parents and teacher, the learner will project his majors and elective courses at the end of Grade 9. He will then set annual and quarterly goals so as to complete the projected courses through Grades 10 to 12.

Jahari Christian Academy offers its Learners an approved National Department of Education curriculum (RNCS), using the A.C.E. programme learning materials. This educational system has been widely accepted by universities and other academic institutions around the world, and is registered with the local department of education.

The following are the learning areas offered:

- Mathematical Literacy and Mathematics
- Language, Literacy and Communication: LLT English
- Language, Literacy and Communication: First Additional Language Afrikaans
- Human and Social Studies: Earth Science, World History, Geography
- Natural Sciences: Physical Science, Chemistry, and Biology
- Life Orientation: Health, Nutrition, Physical Education, Biblical Studies
- Technology: ITSI School Computer programme
- Arts and Culture: Music Appreciation and Art
- Economic and Management Sciences: EMS, Accounting

Jahari Christian Academy currently does not implement the Common Tasks for Assessment in Grade 9, as our Learners do not leave the school at the end of Grade 9. Our Learners complete their education at the end of Grade 12.

Jahari Christian Academy currently offers the educational programme ITSI for senior school Learners. Through this programme Learners can obtain the “National Certificate in Information Technology: End user Computer.”

ACE grade 12 Learners have various graduation options open to them. Please discuss these options with the staff in the Senior Learning Centre when your child enters high school, or with the Principal.

## ACCREDITATION FOR UNIVERSITIES AND COLLEGES

Learners who have completed the ACE Programme have been successfully accepted at South African and International Universities. Learners wishing to be accepted at universities write either the Scholastic Aptitude Test (SAT), or the Alternative Admissions Research Project (AARP) test from the University of Cape Town. Universities base their acceptance of Learners on previous results, SAT and AARP results, entrance test results and finally confirm admission to universities once they have received a recognized certificate of exemption or conditional exemption, i.e. Grade 12 College Entrance Certificate. This certificate will only be received on completion of their course of studies and the submission of their SAT or AARP results to National Office.

School of Tomorrow will liaise on behalf of a prospective graduate for study along the Senate's Discretionary Route of the relevant tertiary institutions. Parents must not contact any tertiary institution or the Matric Board directly regarding requirements relating to School of Tomorrow. All liaisons must be channelled via the school office to National Office.

The following tertiary institutions have accepted graduates who have graduated with the Accelerated Christian Education Grade 12 College Entrance Certificate.

- University of Pretoria
- University of Natal
- Rhodes University
- Wits University
- University of Cape Town
- University of the Free State
- University of South Africa
- University of Zululand
- University of Stellenbosch
- University of Port Elizabeth
- University of Witwatersrand
- University of North West
- University of the Transkei
- Durban Institute of Technology
- Damelin
- Helderberg College
- Midrand Graduate Institute
- PE Technikon
- Pretoria Technikon
- Vaal Technical University & Satellite Campuses

In many cases the university candidates have had to meet specific requirements as laid down by different universities and individual faculties. Our tertiary liaison departments are equipped to provide the relevant information.

NB. Please be aware that while Jahari Christian Academy most certainly provides a pathway to a university education this does not mean that your child is **able** to attend university. God has blessed us all with different talents, and achievement in higher education is not given to all!

## CAREER GUIDANCE & COUNSELLING

Career guidance and counselling programmes aim to help Learners make more informed and better educational and career choices. Among other things, programmes offer information on available high school courses, career options, the type of academic and

occupational training needed to succeed in the workplace, and post-secondary opportunities that are associated with their field of interest.

From 2014, learners will be offered the opportunity to undergo a Primitive Reflex assessment, together with a Mind Dynamix profile and a career assessment with Career Mentor. This will accurately determine their learning profile and associated career opportunities.

Parents must be the primary source of human guidance as their child defines and develops his/her mission statement for life under the inspiration of the Holy Spirit. The church/school leadership is specifically called to “equip the saints for the work of the ministry” (Eph 4:11), which includes the Biblical guidance of a Learner into his/her ministry/career.

Each Learner ought to have a sense of ministry/career planning expectancy in order to determine what sort of vocational, technical, college and ministerial preparation is appropriate for his or her future ministry/career.

Activities associated with career guidance and counselling programmes typically include:

- Advising Learners and Parents about high school programmes and academic curricula, preparing them for application and admission to tertiary institutions.
- Planning and preparation for college admissions tests, such as the SAT.
- Informing Learners of post -secondary financing/bursaries that can be used to support advanced education and training.
- Developing career portfolios, which include test and grade results, examples of Learner work, résumés and cover letters to prospective employers.
- Arranging job shadowing, work placements, and community-based learning programmes to allow Learners to directly experience work place situations.
- Providing specialized counselling and intervention services to afford Learners individualized attention.

The tools used to assist in this process are:

- Career Mentor assessment
- Academic Projection – a plan of work that needs to be completed in order for the Learner to meet the educational requirements for acceptance into his/her career or tertiary education institution.
- Achievement tests.
- Developing a mission statement for life.
- Learner / Parent / Educator interviews.
- Personal testimony paper.
- Scholastic Aptitude Test (SAT) or (AARP) of National Benchmark Test (NBT).

## GED ONLINE CURRICULUM – ALTERNATIVE MATRIC OPTION

The school now also offers tutoring towards achieving the GED international matric.

### WHAT IS THE GED®?

The GED® credential originates in the USA and shows that the candidate has the same general level of academic achievement as a typical high school graduate. The GED® exam is internationally recognised as a high school leavers equivalent. This is good news for both adults or homeschoolers who did not get their Matric and allows them to seek employment or education both locally AND internationally.

### CAN I GET INTO A SA COLLEGE OR UNIVERSITY WITH A GED® CREDENTIAL?

Yes! You can apply to a South African University after completing your GED® credential and obtaining your foreign conditional exemption from Universities South Africa. Contact us for a list of universities and institutions who have accepted GED® candidates already. The GED® credential is considered a foreign Matric and equivalent to a South African Grade 12.

SAQA issues a Certificate of Evaluation for the GED credential as the equivalent of a NQF4 level or South African NSC. It is also recognised by Umaluzi and Universities South Africa (formerly HESA). To be accepted by UNISA or University in South Africa you will need to do SAT and GED® or just a GED® accompanied by a letter of admission from a US university. Once you have completed your GED® exams we will assist and advise you on how to obtain your foreign conditional exemption from Universities SA.

The GED® test is made up of four exams :

- MATHS
- SCIENCE
- ENGLISH READING/WRITING
- SOCIAL STUDIES

The official GED® Testing Centres are available around the country in over 37 centres and in over 3000 locations worldwide. The exams cost \$60 each and the minimum age in order to write the exam is 16 years. The exams are available all year round and can be written one exam at a time or altogether.

Exams are written at a Boston Business College testing centre once you have completed the curriculum and are ready to write. Pass each subject and receive your GED® credential.