



# Beacon Education

Supporting Christian schooling worldwide

**Some practical issues**

# Creative learning

Our vision for learning is:

- To make learning interesting
- To raise the interest level so that students are motivated to learn
- To help students to think creatively

# In practical terms:

- We do not encourage lots of *copying* from the board or copying from sheets of paper stuck on the walls.
- We avoid long sessions where the teacher does all the talking.
- We encourage discussion, we ask questions and we encourage the children to ask questions

# Be prepared!

- We are prepared, with good planning and preparation of work in advance.
- Our Beacon Media model schools will set the example for other schools.

# A beautiful learning environment

- The appearance of our classroom is interesting, colourful and stimulating
- It reflects the children's work
- We do not have anything on the walls that is irrelevant, not looked at, or out-of-date
- The children's current work is the priority

# Group work

- We make it possible for students to work at their own ability level
- This may mean working in groups for some subjects, rather than every students working on the work. (Prepare simpler work for students of lower reading levels.)
- Working in ability group, means it's not “one size fits all”.

# Floor space

- Why do the early years classes need a “mat’ space as well as desks?
- Which year levels?

# Beacon Media resources

- Reading cards Levels 1-11 are laminated in sets of 5 or 6, and stored in manila folders and baskets
- Reading resources Levels 12 and up should be copied and placed in A4 folders or made into small books
- Research cards to be laminated and stored correctly
- Maths cards the same
- Curriculum documents in folders, well organized



# End of year organization

- At the end of the year, stock taking should be done of all books and reading cards
- Teacher's curriculum folders must be in perfect condition, ready to pass on the next year's teacher
- The pages should be checked against the data base, and if any are missing, added or replaced
- The curriculum folder should not contain additional photocopies. Any of those go in the "additional sheets" folder.

# End of year organization

- The **unit plans** must be kept in the school for use by the next teacher.
- The **weekly plans** can be kept/taken by the teacher if moving on.
- All student reading levels and maths test results must be recorded and passed on to the teacher of the following year.

# Certificates

- There are some examples on the data base
- Who should receive certificates?
- For what achievements?

# Photocopying/Printing

- We are an example to other schools
- We will try to be as environmentally friendly as possible
- Copying of single-use work sheets should be limited. (i.e. sheets that are written on by the students and thrown away)
- We look after our printed resources and store them properly

# Photocopying/Printing

- A Beacon Media school aims to provide education at relatively low cost
- We must cut expenses wherever possible
- Resources that can be laminated or made into booklets can be used over and over again
- It's better for students to write answers to questions in exercise books – not on a printed sheet handout sheet.
- Worksheets (not written on) can be collected after use and stored for future use.

# Composite classes

- For God-centred thematic curriculum, work on ONE year level across 2 grades.
- e.g. Composite 3 / 4, the whole composite class works on Year 3 curriculum 2022 and Year 4 curriculum 2023
- For maths and English, provide several sets of work to cater for different levels.

# Use of the white board

- The white board (or black board) will be of utmost importance in a Beacon Media school.
- This is because we don't encourage oodles of waste, as in throw-away photocopies.
- So one whiteboard may not be enough.
- An easel, on which you can peg large sheets of white paper, is an excellent compliment the white board space. You can write up work in large writing using a felt pen.

# The easel (or board for pegging paper sheets)





# Books

- **Reading books** in levels sets (as for reading cards – manila folders and baskets)
- **Take-home books** – single titles – in levelled baskets
- **Non-fiction books** – stored alphabetically according to topic. Use for GCC themes. Teacher can read to the class or use for student research if they are doing a project. Not to be taken home.

# Books

- **Picture story books** – for teachers to read to the class; students can also use these for buddy reading or quiet reading times at school.
- Students must be taught how to care for books. Good books are not easy to get!
- **Teachers resource books**, such as maths, English etc. These should be kept with the teacher in the classroom – not mixed with student books in the library.

# Take-home books

- Students each have a folder and take a book from the “take-home” basket at their level
- How is the system monitored?
- Do parents sign?

# Parent assistance in hearing reading

- One-on-one reading is vital.
- Even in a small class of 16 there may not be enough time for the teacher to hear each child read individually, (except for guided reading)
- Even good readers need to read aloud to someone who is better at reading than themselves
- Parents can volunteer to give an hour or so, e.g. once a term. They do not have to “teach” reading – just hear and help the student read.

# Buddy reading

- You can pair a lower level student with a higher level students. They read to each other.
- Students need to have a reading book at hand, at their desks. This saves a lot of fiddling around and wasting time finding books for everyone to read.
- Quiet reading time after lunch half an hour each day is a good practice.

# Fund raising

- A Beacon Media school is a community school where families have involvement in the education of their children.
- All families could agree to give some hours or work when they enrol their child.
- Parents should indicate their area of assistance on a form with suggested areas of work, e.g. gardening, hearing reading, making things if they have special skills, and FUND RAISING!

# Fund raising

- A parent committee should be formed to think of ways to implement fund raising.
- Fund raising should not be left to the teachers.
- What fund raising ideas do you have?

# Testing: Literacy

- At the end of each term a **spelling** test will be given: a selection of 10 words taken from the words learnt during the term. When testing, give each word in a sentence
- **Reading Level:** a Running Records test should be given to monitor and record student's reading level.
- **Maths** test at the end of each term
- **English** test at the end of each term
- **Thematic subjects** assessment each term



# Reporting

Standard report format

One report per term

Categories for assessment:

- Above average
- Satisfactory
- Still developing in this skill

# Vernacular language

- How will we approach this?
- Will it be more than a cultural experience?
- Will students learn to read and write in the vernacular?
- How can this be achieved?