



SCEE CONNECT

Vol 1 no 3



Southern Cross
EDUCATIONAL ENTERPRISES

- Academic Excellence - Values - Faith - Happiness - Christian Character - Friendship - Support - Kindness - Servantship -

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Train up a child in the way he should go



REDWOOD College



**CONNECT
Ministries**

SCEE Ministry Devisions:



SouthEast
Home Education



Southern Cross
Home Education



1ACCORD
Publications

EDITORIAL

Anna-Marie Pretorius



Anna-Marie Pretorius is a workshop facilitator and motivational speaker with qualifications in Theology and Business Administration. Anna-Marie has experience in training, counselling, ministry and business management. She is the wife of Slabbert Pretorius, the Managing Director of Southern Cross Educational Enterprises. She became involved in Accelerated Christian Education in 2006. As a motivational speaker her aim has been to train, encourage and motivate staff of Christian Schools. She is passionate about understanding each school's unique circumstances, assisting and facilitating improvement and counselling those staff members whose value are not always fully recognised.

Our mission statement: SCEE is a ministry that offers Biblical Educational resources to equip people for their God ordained role in Life

We have developed a clear Elevator speech. We are a ministry that offers:

- A Biblical Worldview
- Character enriched
- English Medium
- Internationally Benchmarked
- Individual and personalized
- Mastery Based
- Learning System

PRAYER POINTS:

- ACARA Application
- Certificate Integrity processes
- Upskilling staff
- SCEE Board Meeting
- Global Representatives meeting, Canada
- All team members with health challenges

Editor: Anna-Marie Pretorius
Graphic Design: Solet Prinsloo
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Train up a child in the way he should go
by Mr. Slabbert Pretorius M.D.

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

For this SCEE article the key term from our team verse is **"the way"**. The following is a true story and relevant to this article.

South Africa Trains up Its Young Elephants

Officials have introduced adult bulls to a national park in a bid to curb juvenile pachyderms that have killed rhinos and terrorized visitors.

September 18, 1998|DEAN E. MURPHY | TIMES STAFF WRITER

PILANESBERG, South Africa — Some teenagers are wreaking havoc in the untamed bush here, tormenting the wild animals and giving tourists a terrible fright. Such rowdiness may sound typical for adolescents, except these delinquents are running amok in one of South Africa's most popular game reserves. They have killed rhinos. They have charged cars of safari-goers. And to make matters worse, they are elephant-sized--well, to be precise, they are elephants.

"There appeared to be a discipline problem among the young elephant bulls," said Douw Grobler, "There is a missing link in the elephant population at Pilanesberg. There is a need for the presence of adult elephants. They act as the disciplinarians."

Pilanesberg National Park is Africa's biggest experiment in man-made nature, and like most things human, there was

a margin of error when it was conceived nearly 30 years ago. Zoologists now suspect that Pilanesberg's human creators paid too little attention to nature's supervision of the young elephants set free in its grassy plains. The transplanted juveniles were the orphans of elephants culled by park authorities at Kruger during the 1970s, '80s and early '90s. Now, as the young elephants start to mature, the effects of their broken home life are becoming dangerously apparent.

Authorities are so concerned about the ill-tempered elephants that in March they introduced half a dozen adult bull elephants from Kruger in hopes of sorting things out. The bulls, all more than 40 years old, imposed some fatherly discipline on the upstarts, they became difficult probably because there were no older bulls to serve as role models. "The adult bulls have put these young elephants into their place,"

"We now know that introducing elephants as a group of youngsters is very detrimental to their social development," said Markus Hofmeyr of the Madikwe reserve. "Elephants are highly social and intelligent animals that learn from older and experienced animals throughout their life"

PAUL - The way

Acts 24:14. Paul said, But this I confess unto thee, that after **the way** so worship I the God of my fathers, believing all things which are written in the law and in the prophets:

APOLLOS - The way

Acts 18:24-28. And a certain Jew named Apollos, born at Alexandria, an eloquent man, and mighty in the scriptures, came to Ephesus. This man was instructed in **the way** of the Lord; and being fervent in the spirit, he spoke and taught diligently the things of the Lord, knowing only the baptism of John. For he mightily convinced the Jews, and that publicly, shewing by the scriptures that Jesus was Christ.

PARENTS - The way

Learning from these two great men and raising a standard, we need to train our children up...in **the way**

CHILDREN - The way

Our children must be trained:

To worship God

To believe all things in God's Word

To be fervent in spirit

To speak out publicly

To teach the things of the Lord diligently

To be mightily convincing

To use Scripture

To preach Christ

We also know that Jesus is the Truth, the Life, and **the WAY**. It is therefore our responsibility as parents and as educators to teach children about Him as **the way**. We need to help them on **the way**, showing them how Jesus lived and to follow His example.

Jesus said: "Suffer the little children to come onto me"

We need to guide young children on **the way** to Jesus. We need to explain to them that He is **the way** and that He is the door to eternal life. Anyone or anything that will stop little children to come to Jesus, to get on **the way** and to go through the door, should not be tolerated.

Training our children up in **the way**, should be about securing young souls, and set them on a way where they will worship God and serve God's people.

To take our lead from Gen 1:1, we should understand that in the beginning a child is formless and the future is uncertain - let God speak and create through us and let the result be good. Show them **the way**, show then Christ in everything and train them up in **the WAY**.



*From the
Chairman*

Mr. Trevor Phillips



Dear Friends in our ACE Community around the South Pacific.

I welcome you to another great issue of SCEE Connect.

If you are reading this you will most likely be an active participant in achieving the ACE goal of Reaching the World one child at a time and I thank you so much for your involvement. For many of us it can be easy to recite the goal but how does it look on the ground in our everyday lives. It will never happen if we do nothing. On the contrary, if we are to achieve the goal we have to be active in reaching out and we have to purpose to nurture those we reach out to.

Proverbs 22:6 says "Train up a child in the way he should go" and many of us will attest to the benefit of the training we have received as a child ourselves. It is important however that we make sure that the life we live out correctly supports the training and instruction that we give our children. We must not be saying one thing with our lips whilst setting a different example in practice. I often say 'more is caught than taught'.

Friends, each of us have only one life in which to make a difference. I honour you all in what you are doing.

*With much prayer
Trevor Phillips*



Teaching Character – Raising children up in the way they should go

by Dr Geoff Bongers (Director (PhD, B Sc. (Hons), CPCChem, MAICD) experienced manager, technical energy specialist, SCEE board member, workshop facilitator and executive consultant. He is currently running his own consulting business Gamma Energy Technology Pty Ltd. Leads parenting classes for Growing Families Australia and using A.C.E. resources to educate their 4 children since 2003.

It is an Olympic year, and I am constantly amazed by both the gifting and natural ability of athletes as well as the determination and dedication to their chosen sports. Being able to compete with the best doesn't just happen because we decide one day we want to – there are layers and layers of effort that go into being an Olympic athlete.

Teaching, training, coaching, mentoring and encouraging parents has been a long time passion (as well as raising our own children) – with Character Training being one of the many layers that requires effort on behalf of the parents. It should be noted with caution that teaching character to children should always be considered a marathon and not a sprint. While sprints get you

somewhere quickly and potentially out of a sticky situation – you don't get far. The teaching of character traits is a long-term race.

In our family, we have used several methods and resources over time as our children grew and matured. We would typically have devotion around the meal table after desert (children fed and content...). When our children were smaller, we helped them understand the very basic definitions of a character trait – typically with a tangible example – a whale shows enthusiasm (as opposed to apathy) by leaping out of the water or the security (as opposed to anxiety) offered by a kangaroo with its safe pouch for its joey. We would then, for the rest of the week focus on encouraging an enthusiastic or secure / non-anxious response that any of the children exhibited.

As the children aged, the same character traits were revisited, but going beyond the surface level of a definition and 'how to show' good character. We would focus on biblical examples that demonstrated the character trait in focus, as well as understanding all the elements of the definition. Using Character First material for example when concentrating on enthusiasm we would cover a series of "I will..." statements. For example: I will be an

energy giver, I will smile, I will put my whole heart into what I do, I will not be discouraged by failure.

We would even break down the definition of enthusiasm word by word so that we could develop a sound understanding of all of the definition and discuss how it would look in our own family during the coming week.

Sometimes, to shake things up a bit (and yes, its outside our comfort zone...) we would: act out a Bible story or role-play an example of what the character trait looks like. You could even play Pictionary, or more simply, ask and discuss with the family who in the Bible showed that trait and what were the results of being characterised by a particular trait.

And as always – be warned – when teaching a character trait, we have found that this is often an area of testing in our own lives – and our children are watching. More is typically caught than taught – so pay attention to the lessons you are teaching your children so you may know how to apply those principles in your own life too.



Bongers Family



HOMESCHOOLING

Raising Home-grown students

Greg and April Simon run the SouthEast Home Education ministry of SCEE supporting homeschooling families. They have extensive homeschooling experience with formal teaching qualifications and they supply Dyslexia and Dysgraphia help to registered SEHE members.



In modern life, it is common practice to 'outsource' for most of our daily needs. How many of us sew our own clothes, grow our own veggies, grind our own flour, bake our own bread or service our own cars? Many people who have the opportunity and the inclination will take back some of these responsibilities and use their own resources, to 'insource'.

Not every person has the time or the skills to insource any or many of these activities, but there is a certain satisfaction that comes with growing your own, baking your own, making your own, or maintaining your own.

INSOURCING EDUCATION

What may be surprising is that a growing number of parents have decided to apply this to their own children: to insource education and raise their very own crop of home grown students. In 2014, there were 12,784 students registered for homeschooling in Australia, with Queensland accounting for 1,379 of them.

Why would anyone want to do that? Isn't that the school's job? Well aren't fresh vegetables the farmer's job, or making bread the baker's job? Whose job is it to teach how to tie shoelaces, or how to eat and dress, or the difference between right and wrong?

All parents will insource some of these responsibilities, but is there a firm limit of where the parent's responsibilities

end and paid experts must take over? In regard to education, our Western culture has long conditioned us that others will "take care of that".

Many parents consider that, for a variety of reasons, they themselves would like to take care of the education of their children. This is the rapidly growing phenomenon known as homeschooling. This is a legal and viable educational alternative in Australia.

WHY HOMESCHOOLING?

- The academic advantage of meeting the child at their level and allowing progression at their own pace, with individual attention;
- Concern about what is being taught;
- Concern about how things are taught;
- Ability to more closely monitor social interaction and peer pressure;
- Elimination of the need for long distance travel;
- Significant relief from the financial burden associated with private schooling;
- Reduction of the stress and anxiety often associated with heavy work load and homework pressure;
- Protection of family values and relationships.

The question of how to best educate one's children is surely one of the most

important considerations a parent will face. There are so many things to think about, and ultimately we all want the best opportunities for our children in the workplace, in further studies and, in society.

Hundreds of homeschooled students have progressed on to university courses such as Law, Medicine, Nursing, Engineering, Teaching, Veterinary Science and every other university course or career you could name. Hundreds have moved into trades, traineeships, business, and self-employment.

There is no one size fits all in education, and no one pathway to the career of choice. But with homeschooling, a committed parent and a willing student, there are no obstacles only choices.

www.australiahomeschooling.com.au



BOOK REVIEW: *Download God... Upload Obedience*

Carolyn Pearce



Download God...Upload Obedience was written in 2005 and while the technological content of the book may be slightly dated, the information about the necessity to challenge our young people to consider their online behaviour and use of technology is a timeless message. Ken Evers approaches the topic with humour and grace. Throughout the ten chapters, he explores the common pitfalls and areas of temptation that all of us engaging with technology may struggle with and offers sound Biblically based advice and suggestions about how to avoid falling into temptation. The approach to the topic of Christianity and technology is conservative, but without condemnation. Ken simply challenges us to examine our own



technology-related practices in light of what the Bible teaches.

At only 93 pages, the book is not an exhaustive treatise on the development of a Biblically based worldview about technology, but it is a fantastic discussion starter for parents with their children,

or teachers with their classes about the ethical dimensions of using technology in a Christ-honouring manner. Ken does not shy away from the difficult areas associated with the use of technology and while the facts and figures reflect a world of a decade ago, the reality is that those facts and figures have only worsened, particularly the statistics related to pornography and piracy.

On a personal note, this book caused me to examine my own interactions with technology because Ken asks genuine questions to provoke thought about behaviours rather than pointing an accusatory finger and moralising about how wrong it is to behave in such a manner. His acknowledgement of our sinful humanity allows the suggested boundaries to be thought about and personalised without ever feeling condemned.

I would recommend Ken Ever's Download God...Upload Obedience to anyone who engages with technology. It is an excellent foundational book for the formation of a Biblical worldview about the use of technology, and as it is not a large book, it would be particularly non-threatening for reluctant readers.

\$8 (AU) while stocks last!

Students from **BETH CHRISTIAN ACADEMY, in Arawa (Bougainville)** submitted by the School Principal Fridah Buibui.



Learning Centre Help - Finishing Goals

Some students need more motivation to work than others. The key is to identify the reasons for incomplete goals. Once this is uncovered, the problems and issues of life can be addressed in a positive manner. Each educator should seek ways to encourage students to thrive and push for greater and more challenging goals. Finding out why a student is not accomplishing goals takes discernment on the behalf of the educator. Procedures Manual I (P. 91) poses the following question regarding incomplete goals: “Was it due to carelessness, daydreaming, inability to understand a concept, or having set goals too high?”

Our individual nature may mean a different solution or approach is needed for each student. A.C.E.’s individualized approach allows creative ways to handle each situation. Consider the following reasons that a student might find difficulties in setting and completing goals.

1 LACK OF MOTIVATION

Without an incentive to work hard, many adults would fail to give their all for a task. Finding satisfaction in tasks done, earning a means to care for family, or serving the Lord can give a sense of accomplishment. Many students have the ability to complete their goals but do not want to put forth the required effort. Finding ways to get them interested in their work can bring them great satisfaction. Procedures Manual I (P. 91) provides the following suggestions: student is required to learn with thoroughness and consistency, he will learn self-discipline and will build confidence and responsibility, which will affect his potential and his eternal rewards. Building lives and Godly character is the school’s greatest responsibility.”

Perhaps large quantities of homework could include attempts to circumvent the system. Procedures Manual I suggests, “sometimes a student learns he can get help (or use a calculator)

at home, and so he wastes time in school. To break the cycle, it may be necessary to have him stay after school until his work is completed.”

Also consider the possibility that distractions, home problems, or fatigue could be hindering the student’s motivation. The student could be defeated and discouraged after repeatedly not meeting goals. A word of encouragement or small incentives could spur confidence. Once a student experiences success, he will be motivated to achieve.

2 CHALLENGING THE CHALLENGED

Require him to set adequate goals and then finish his work. Encourage or challenge him to do his best. Require him to complete one goal before the next break or lunch. While true learning disabilities are not to be taken lightly, the student should not be made to think that he cannot overcome certain limitations.

Stating “sometimes when we begin to study learning limitations, we make the mistake of believing that the child who has a disorder will be impaired for life.” Nelson Rockefeller, Winston Churchill, Albert Einstein, and Thomas Edison were all diagnosed with dyslexia. Helen Keller was both blind and deaf. President Franklin Delano Roosevelt contracted polio and was paralyzed from the waist down. While their limitations may have hindered them in some areas, they excelled in others and overcame their difficulties.

If you have a student with a true diagnosed disability, find out as much as you can about his or her condition. Look for activities and techniques to help the student. This could include word games, puzzles, computer programs, or physical activities. Seek the Lord’s guidance to help this student achieve his studies. Let each student excel as far as he can.

3 RESISTING THE STATUS QUO

Another category of students may not seem as obvious but needs equal

attention—those who seek the status quo. These students seek to put forth as little effort as possible to complete goals. They set small goals or load up on pages in easy subjects so they do not have homework very often. In doing this, they could be hurting their academic career as they fall behind in their academic projection.

These students, especially high school students, need to be urged to set more aggressive goals that will be balanced and challenging but within their capabilities. This could include granting extra privileges for increasing the number of completed PACEs in a quarter or spot-checking their Goal Cards to help them adjust the appropriate number of pages in a subject.

4 MOTIVATING THE MOTIVATED

Another category of students that may seem puzzling includes motivated students. They want to take as many courses as possible, squeeze in every last elective, and graduate a year early.

While these may be noble goals, these students can become overburdened with homework. As course material becomes more difficult, these students may find that they are not completing as many PACEs in a year. To compensate, they set aggressive goals that tie them down with a lot of homework. They are wise to cut out sports and extracurricular activities to meet their ambitions.

These eager students may need to have their goals adjusted to meet a more manageable path to graduation. Embrace their enthusiasm, but help them make their goals reachable. Encourage them to meet certain goals and allow an extra course to do when goals are accomplished at school.

Remember that each student is an individual. While no two approaches may work the same, by working within the individualized nature of A.C.E.’s program, you can help students regularly complete their goals.



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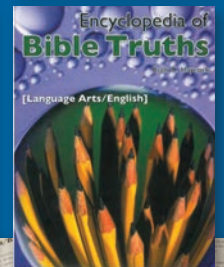
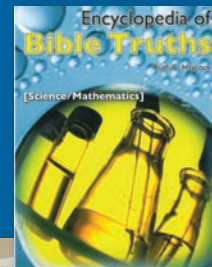
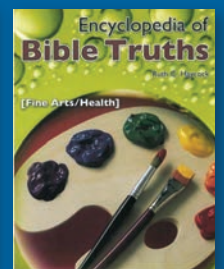
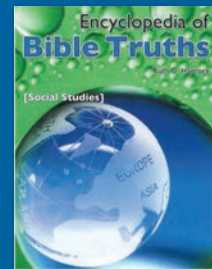
DO THE RIGHT THING!

A list of approved Papua New Guinea A.C.E. Schools with valid registration from SCEE is available online and will be advertised on Facebook. These schools have attended training and are using purchased original legal authorised educational materials (PACEs). This means that the PACEs (workbooks and Activity PACS) being used are not photocopied or previously used and written in. We encourage all schools to register, attend staff training and Educators Conferences. Unregistered schools will not have access to the SCEE A.C.E. Graduate Certificates.

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stocks last!

SCEE NEWS

Meet the Warehouse Team

In the Distribution department at SCEE



by Justin Croome

Meet the warehouse team who are responsible for picking, packing and shipping your orders. Whether they are picking an order with a few items or thousands of items they are always attentive and diligent. They work closely with the Orders team to ensure your orders are dispatched as quickly as possible.

Orders are released by the Orders team to the warehouse, then picked by one of the team and checked by another team member. Orders are then packed, weighed and invoiced (by Orders team) before being collected by the carrier.

Mr Armando Perrone is the Warehouse Coordinator who leads the team, he is

responsible for maintaining an efficient and safe warehouse.

This team serves diligently, is a key part of the SCEE team and is an asset to the ministry of SCEE.



Phil



Armando



Rachel



Jono

The friendly faces of Philip Meech, Rachel Potgieter, Armando Perrone and Jonathan Albrecht from the Warehouse Department.



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The Importance of APOLOGETICS



by Mark Bromley

Mark Bromley Biography

IT Program Manager (BTh, Prince2, PMBOK, MCSE, OGG)

Mark Bromley is an experienced IT Program Manager working for one of the world's largest IT companies. He is at the forefront of the technology, management techniques and execution strategies required for the successful deployment of servers for large corporations onto the Cloud. Mark is also an expert in the fields of SAP, SCM, SRM and BIW. Mark is married, has 5 children and is actively involved at Emerge Church located in Brisbane, Australia. He is responsible for the preparation and presentation of various courses on Apologetics as well as a regular preaching and teaching ministry.

Apologetics is defined as the science and art of Christian persuasion. It is the defence of the Christian faith. It stems from the Greek word used in 1 Peter 3:15 - "Always be prepared to give a defence (apologia) to everyone who asks you to give the reason for the hope that you have."

As a brand new believer, I will never forget the impact that seeing a documentary supporting evolution had on me. For weeks I was in turmoil, as my mind and my spirit struggled to reconcile my newly found faith in Christ, with what 'science' was teaching.

Fortunately, about that time I stumbled across several books, by Christian authors, that finally provided reasonable answers to the questions swirling around in my heart and mind. 'Evidence that Demands a Verdict' by Josh McDowell and 'The Genesis Flood' by Henry Morris were a gift from God.

Over 40 years have passed since that time, during which I have seen evolution spread its tentacles into every facet of science, including cosmology, geology, psychology, archaeology, biology and sociology amongst others.

I have seen the rise of the New Atheist movement that promotes an aggressive stance towards a belief in God, and is determined to wipe religion from the face of the earth. Naturalism and Materialism are touted as both the cause and the answer to every question and religion is promoted as anti-science. These new apostles of atheism such as Richard Dawkins, Sam Harris, Christopher Hitchens, Daniel Dennett, Stephen Hawking and Lawrence Krauss are literally flooding our televisions, book stores and academic venues with their militant message, and are joined by an ever growing list of celebrities such as Woody Allen, Daniel Ratcliff, Brad Pitt and George Clooney who scoff at the idea of a designer. I have watched countless numbers of believers struggle, and even leave their faith, as slick documentaries and atheist websites have promoted their brand of 'scientific truth' everywhere. Even a casual reading of the many atheist forums will reveal the devastating impact that books such as 'The God Delusion' have had, both on the Church, and society in general.

The good news however, is that God is raising up a generation of gifted and

intellectually qualified believers such as Ravi Zacharias, John Lennox, CS Lewis and William Lane Craig, who bravely stand against the tide of untruth and seek to intelligently present the other side of the arguments.

As believers, we must understand that the heart cannot accept what the mind rejects. We need to know 'why we believe what we believe!' Every Christian must be able to at least provide intelligent responses to the questions of our day such as:

- If God is good, and all powerful, why is there evil and suffering in the world?
- What is the meaning of life and why are we here?
- What happens after death?
- How can someone be a scientist and believe in God. Science and Religion are incompatible?
- Hasn't evolution proven that we all evolved from simple organisms?
- Doesn't the Big Bang clearly prove that everything is created from simple gases?
- How can anyone possibly believe that the Bible is accurate and is to be taken literally?
- Aren't all religions merely man's attempt to control others and explain natural phenomena?

It is the Holy Spirit's job to convict, but it is ours to convince. Take time to understand why you believe what you believe and learn to present reasoned responses to those who enquire, in a prayerful, respectful and humble way.

It is vital that every believer understands that science does not have the answers to many of the questions of our day. Science is often able to address the 'when and the where' questions but falls short when it comes to the 'how and the why.'

For example, the big bang attempts to explain the beginning of the universe. However, what did it begin from and what caused it to begin?

Regarding the formation of life, Astrobiologist Professor Paul Davies states, "How did stupid atoms spontaneously write their own software? Nobody knows ... there is no known law of physics able to create information from nothing."

Today we find that science is actually producing more questions than answers, and increasingly we find that Atheists are having to postulate 'magical' theories, or invisible matter, in order to explain discrepancies. Today we have dark matter, dark energy and even dark light to prop up failing theories such as the big bang.

I leave you with some thoughts on the 'rationality' of much of the modern materialistic and naturalistic world view:

- It is ignorant and superstitious to believe that God made everything out of nothing, but it is rational and scientific to believe that nothing made everything out of nothing

- It is ignorant and superstitious to believe that God is eternal, but it is rational and scientific to believe that matter is eternal
- It is ignorant and superstitious to believe that the universe is designed, but it is rational and scientific to believe order arose from chaos
- It is ignorant and superstitious to believe that God created life, but it is rational and scientific to believe that life created itself

Atheists ask, that if God made everything who made God? While claiming it is rational and scientific to believe that matter made everything and nothing made matter

"Atheism is not a belief in which one believes in nothing, but it is rather a belief in which one is willing to believe in just about anything." - Ravi Zacharias



Inawati Budiono - Destiny Institute

Inawati Budiono is the principal of Destiny Institute, an ACE school located in the town of Salatiga, Indonesia. She first stumbled upon ACE in 2008 when she was in search of a good, Christian curriculum and proceeded to open her own home schooling community in 2009 with only one student enrolled: her son.

As an experienced educator, she developed Destiny Institute into one of the fastest-growing ACE schools in Indonesia while playing a key role in establishing several other ACE schools in the country. Currently, Destiny Institute possesses the most complete facilities among other ACE schools in Indonesia with a language lab, a sports complex, an auditorium, and a fully functioning library with an extensive collection of books.

Inawati's extensive teaching experience as a maths professor at the university level coupled with her unyielding passion for Christian education allowed her to expertly manoeuvre the incredibly complicated jungle that is Indonesia's education system, particularly the bureaucracy relating to permits. This experience allowed Destiny Institute to provide support and help for other ACE schools in Indonesia in regards to students on the verge of completing their Year 10 and Year 12 programs.

While serving her duty as the principal, she has also completed her Ph.D in Education Management and was awarded her degree earlier this year. Her dissertation delved into the development of integrative models for the management of home-schooling communities. But above all that she has achieved personally and professionally, she hopes to be remembered most as a servant of God who takes joy in the lives changed for the better through education.



Inawati Budiono



Staff from Destiny Institute in Salatiga

Reaching Australia for Christ

Nathan Searle is the principal of a school that uses the A.C.E. resources in Sydney, Australia. While he has a civil engineering degree, he and his wife have served at the school for more than 15 years. He was educated using the A.C.E. resources, from Kindergarten through Level 12. This past summer he visited the A.C.E. International Corporate Offices and shared his educational experiences in Australia. The following are excerpts from that interview:

Q: How did you come to use A.C.E.?

A: My journey with A.C.E. began back in 1976 when Dr. (Donald) Howard came to Australia with the burden to promote Christian education in our country. My parents were in that meeting at a church in Sydney. They were really convicted at that point that both my brother and I would only attend a Christian school. Then, when it came time for me to begin school in 1979, Mr. Arthur Roderick was commencing a school using the A.C.E. curriculum, and I started in that school as a four-year-old ABCs student, and that was the beginning of my journey with A.C.E.

Q: How did you transition to being a principal?

A: I graduated from a school using the A.C.E. curriculum in 1991. I went on to receive a civil engineering degree. The Lord really got a hold of my heart at a conference where the Word of God was being preached, and He called me to full-time service. I answered that call with full surrender: "Lord, whatever you would have me to do." Not knowing really what the Lord had in store for me, I just knew I wanted to give my life to Him, and I knew He had called me to full-time service. In the next few months, the principal of our school left. We were praying for another principal to come and for a high school (supervisor). So I

agreed just to fill in for a few months while I was looking to get some training in the area of church music, where I believed, at that point, the Lord was leading me. In that time of (serving) there for those six months, the Lord confirmed in my heart that this was where He wanted me to be. I had such a peace about it. My burden to minister to young people was growing. It gave me a real vision for the ministry. It was just two years after that I was appointed as principal of the school. It's been my 15th year as principal of the school.

Q: What do you find to be the most beneficial aspect about the A.C.E. curriculum?

A: I love the fact that students who struggle academically are so successful in studying at their own levels. I love the fact that advanced learners are not held back with the class average, but they are able to go on and excel and have so many options of studying various electives. They can add such a great variety and expand a dimension to their education. I just love the fact that every PACE is saturated with Biblical truth, from memorizing Scripture to learning Biblical principles to learning the lives of great men and women who have gone before—Hudson Taylor and many, many others. Students can be challenged by their dedication, by their love for the Lord Jesus Christ, for their burden to share the Gospel, and to serve the Saviour.

Q: There are so many options out there. What did you find about A.C.E. as a student that made you want to continue as an educator?

A: I would never move away from A.C.E. because of its individualized nature. I have not seen other resources that are as Biblically saturated with such an



emphasis on character development and development of the relationship with the Lord Jesus Christ. Our resources are Biblical and are founded upon a wonderful translation of the Scriptures, which we wholeheartedly embrace and I am so thankful for.

Q: What advice would you give to another pastor, administrator, or other Christian who may want to start a Christian school?

A: I would say the price for having a Christian school is high. Commitment is needed. There are resources that need to be allocated. But the rewards are indescribable. It is investing in the next generation as a five-day-a-week discipleship program.

Q: Do you have any specific examples of how Christian education has positively impacted young people in your school or in your church?

A: There was one young man who was actually in kindergarten the first year that I started as principal. He gives a wonderful testimony now. It was after a chapel service in which I preached, that he, at seven years of age, came to understand his need of the Saviour—his need to turn from his sin and put his faith and trust in Christ. He trusted Christ right there in school. He was my first kindergarten student to graduate. Since then, I have taken him on three mission trips to Papua New Guinea to work with some schools that use A.C.E. and local churches there in New Guinea. He has a burden to serve the Lord.

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SEW & SET EXPLAINED

The Staff Enrichment Workbook (SEW) booklets will be offered in two Series. Series 1 includes four parts which will be used for the first year of the cycle. Series 2 also includes four parts and will be used for the second year of the cycle. There will be a total of two series and eight parts over the two year cycle. Once these cycles have been completed SCEE will update and repeat the series.

Connect Project

SCEE Up-skill Umbrella



We are currently busy developing more staff training resources that will better equip the monitors, supervisors and administrators that serve in our A.C.E. schools throughout the South Pacific Region.

These programs have been created to answer the educational needs of certain regions. We would like all staff to participate in the SCEE Connect Projects to sharpen their focus on their procedures, values, and benefits of the A.C.E. program.

To get full accreditation staff members must participate in weekly meetings by:

- Filling out the 80 self-reflection portions (8 booklets over two years with 10 units per booklet = 80 units).
- Keeping their own lever arch file with these 8 booklets in for easy reference in the Learning Centre and for personal accreditation purposes.
- Continue referring to the A.C.E. Procedures and Administrators Manuals as the primary resource.
- Fill out the 8 pull out pages in the middle of the 8 booklets and complete the mini assignments. One mini assignment is completed per term.
- Hand it in to the responsible trainer (Level 2 or Administrator/Principal/Senior staff member) to post back to SCEE.
- This will amount to about 120 hours of work and will result if all requirements are met, in a SCEE Qualification comparable to an Australian Cert 3 qualification.

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UPCOMING INFORMATION SESSIONS

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Coburg Baptist Church

298 Sydney Rd, Coburg Time: 2pm-5pm

SYDNEY - 15 OCTOBER 2016

Connect Church

4-6 Dora Street Hurstville

Time: 2pm-5pm

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