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IntraVic

How can anyone put his faith in Christ if he's never even heard about Him? How can he hear about Him if no one tells?

Romans 10:14 (Clear Word)

share it because we can

because we can because we can

BER Update....



Eco-science and gym at Gilson



EAPS multipurpose art room and the

new administration block

Henderson College students are enjoying their newly completed Multipurpose Centre. And the last of the BER projects is underway at Heritage College, Narre Warren South. The new multipurpose centre will give students a gymnasium with full-sized basketball court, two practice courts, two classrooms, amenities and a canteen. The project is expected to be completed by the end of August 2011.



Henderson College multipurpose centre...



Work at Heritage has begun



...completed and in use



NCC multipurpose gym- official opening early in July

Guest Editorial



In his role as South Pacific Division President, Pr Barry Oliver gave a presentation not long ago, on the purpose and mission of our education system. So IntraVic asked him to prepare this month's editorial...

Recently, education leaders, primarily from Australia and New Zealand, met together for the biennial Education Leaders Conference held in Adelaide. The theme of the conference had to do with "partnerships." There are many partnerships that make for a successful education system: parents, students, teachers, ministers, the church, the conference, government agencies, to name a few. It was emphasised that we should do all we can to be mutually supportive in each partnership so that the maximum value can be obtained for our students. It was also stressed that we need to continue to work to ensure that our education is special: that it contains all the elements that ensure a quality Adventist education for our students.

It is particularly important that church and school leadership cooperate together in close partnership. Both pastoral and teaching ministries are unique and essential if the Church is to fulfil its mission, so there needs to be a healthy respect for the uniqueness of both of these ministries and there must be an open door policy between church leadership and education leadership. At the same time it needs to be clearly stated that the agenda of education is not to dominate or supplant the other aspects of our mission, but rather, to stand alongside the other methodologies core to the mission of the Church. A strategic focus which includes education is needed by leadership at every level within the Church. We all need to talk up the potential of our education system.

Education is not a "second class citizen" when it comes to the essential nature and mission of the Seventh-day Adventist Church.

"I believe that education is core mission for the Seventh-day Adventist Church, but it is only so, if we ensure that our education is, at its core, Seventh-day Adventist education."

Notice I do not say that education is core mission if it is good quality education. Our education *must* be of the highest quality. We must excel in teaching the basic body of knowledge. But that in itself does not make our education core mission. Others offer good quality education which shares knowledge. Also, I do not say education is core mission if it is good moral and ethical education. Our education *must* be both moral and ethical. But that in itself does not make education core mission. Others offer highly moral and ethical education. I do not say it is core mission if it is Christian education.

Our education *must* be Christian education. But that in itself does not make education core mission. Others offer Christian education.

We must do all of these things well - to conduct our education system in this manner is indicative of the values of the Seventh-day Adventist Church. But if this is all we are doing, we are not engaged in core mission. Why would we bother to operate an education system that is being duplicated by others?

Rather, it is the privilege of the teacher in the Seventh-day Adventist school classroom, with the support of all who are engaged in the mission of the Church, to show in every way the joy and discipline of being a Seventh-day Adventist Christian disciple.

That is core mission. To show the advantages of being a Seventh-day Adventist Christian, in the context of all we know about what it means to be a Seventh-day Adventist Christian - that is core mission.

To demonstrate the attractiveness of being a Seventh-day Adventist Christian; to recommend a way of life that connects who we are with what we do as Seventh-day Adventist Christians; to live the fullness of the gospel of Jesus as understood by the Seventh-day Adventist Church; to share in a contextualised manner the fundamental beliefs of our Church in their fullness as positive, relevant, exciting foundations of faith; that is core mission.

Pr Barry Oliver

In this issue...

...we are looking at the education system within our church system. Our purpose is to challenge readers to see the important mission of this part of our church. Through our schools we have the opportunity to provide a good quality education for our children in an environment consistent with our beliefs. But more than that, we have the opportunity to share what we have with the community, within the context of our Adventist worldview. Our education system allows us yet another way to share with others



the reality of Christ in our daily lives, just as He has asked us to.

Pr Wayne Stanley

Front photo courtesy
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Why We Have Adventist Education

Dr Malcolm Coulson is the Director of Education for the South Pacific Division and he firmly believes we have good reason to be enthusiastic, optimistic and committed to our education system. Our schools across the South Pacific are providing quality Seventh-day Adventist education, made possible through careful alignment of its identity and purpose with the mission and commission of our Church.

From the inception of the Seventh-day Adventist Church our schools and the organisational system which supports them, have been a core identifying ministry of the Church. What commenced with mixed success and a developing sense of how to achieve its purpose is now a world-wide system of education catering for over 1.67 million students attending over 7,800 educational institutions. This is an indication that a great amount has been accomplished; it is also a reminder that growth within systems of this size calls for a focused sense of identity and purpose. For Adventist education this means a continued reflection on our theological and philosophical foundations.

Foremost among the foundations of Seventh-day Adventist education is to intentionally seek to restore humanity to a relationship with Jesus Christ.

Foremost among the foundations of Seventh-day Adventist education is to intentionally seek to restore humanity to a relationship with Jesus Christ. In our restored lives we are to know and to live as people who are in a saving relationship with Christ and who value the fullest understanding of justification by faith.

Among many other founding principles the Adventist School system both espoused and implemented ideas ranging from lifelong learning, service learning, faith integration and a designed Bible curriculum. Practical and agricultural skills were to be developed alongside academic course work. A knowledge and practice of health and hygiene principles was important. While not an exhaustive list, these ideas illustrate the central axiom of a system of education preparing people for now and for eternity.

The relevance of these principles has not diminished over time and our schools continue to develop quality programs to sustain these ideas. The more recent work providing descriptive links from our theological and philosophical heritage to the present context of schools illustrates how actively system leaders at the unions, conferences and missions are working to ensure we remain a system with historical and contemporary integrity.

THE SOCIAL RESPONSIBILITY OF SEVENTH-DAY ADVENTIST EDUCATION

Dr Floyd Greenleaf, writer of *In Passion for the World: A history of Seventh-day Adventist Education*, in describing Ellen White's early conceptualizing of church education, wrote: 'Expressed in the vocabulary of her time are ideas about mentoring, the democratic nature of education demonstrated by a policy of open admissions, and the social responsibility of Adventist schools in preparing people to enter private society'. Greenleaf's book title alone suggests that Adventist education is a service and ministry to the world.

This presents one of the more significant challenges for school, system and church leaders in balancing what George Knight refers to as the conserving role (sharing Adventist doctrines and values while protecting Adventist students from the negative influences of secular institutions) and revolutionary social role (evangelistic and open to non-Adventist students) of schools. Knight adds, 'The life of Jesus can best be seen from the perspective of change rather than conservation. He was the Reformer of reformers, and His lever for reform was the revelation of God's plan for humanity, which we find in the Bible.'

While we want to offer Seventh-day Adventist children a safe, faith-based learning community we are also confronted by, and empathise with, many people who seek this same opportunity for their children.

The extent to which each school may facilitate broader community access is reliant on the capacity and resources available for the assured delivery of Seventh-day Adventist education. This requires the integration of a number of factors, usually under the leadership of the Principal.

Adventist education is a service and ministry to the world.

KEY FACTORS TO IMPLEMENTING THE REVOLUTIONARY PURPOSE WITH CONFIDENCE

SCHOOL LEADERSHIP: All leadership roles are challenging. The Principal's challenges include articulating vision and constructing teams to achieve home-school-church partnerships. There is no doubt that this is a heavy responsibility, deserving our prayers and support.

CLASSROOM LEADERSHIP: For students the embodiment of Adventist Special Character is the classroom teacher. Therefore it is at the level of each individual teacher that our system seeks to mentor and support the spiritual and academic development of those who will have a daily interactive role with students.

CHAPLAINCY: Though still being developed to its fullest potential this program is a good example of a whole-of-church approach to meeting the needs of students through social-emotional learning, spiritual emphasis series and Bible and baptismal studies.

BIBLE CURRICULUM: The newly introduced Encounter Bible curriculum is based on a sophisticated and well researched process of faith development. The Encounter curriculum combines in depth Bible study and engaging learning experiences to challenge students toward a relationship with Jesus Christ.

LIFE SKILLS: In order to achieve the sustained attention and determination to succeed academically, many students need to develop social-emotional learning (SEL) skills. These enable students to make thoughtful decisions, resolve conflict and express themselves appropriately and successful development in many areas is often reliant on these skills. Many of our schools offer SEL programs within their pastoral care plan while others develop a whole-of-school SEL process.

A related issue is the effect of technology, which rates as one of the most momentous agents of social change, with potential for both positive and negative effects in classroom and household contexts. While the benefits are not disputed there are consequences for students living in an increasingly virtual world, including disconnection from human interaction, loss of experiences in nature (becoming known as nature deficit disorder) and lifestyle illnesses such as obesity.

Schools offering agricultural and horticultural programs report that these programs assist students in developing responsibility, self-reliance, service to others through food production and collaborative work habits. Recent research by Tony Robinson and Gilson College suggests that students engaged in outdoor education experience a range of social, emotional and spiritual benefits. Experience in nature generates a new sense of wonder at creation and the Creator.

More and more, social commentators are raising concern about the effects of growing up in the absence of fathers or father figures, and our schools have helped fill that void - an important role linked to a biblical commission, as described in Malachi 4: 5,6 'See, I send you the prophet Elijah before that great and dreadful day of the Lord comes. He will turn the hearts of the fathers to their children, and the hearts of the children to their fathers ...' We suspect it is not coincidental that these were the last words of the Old Testament - to be followed by the arrival of the Messiah.

EDUCATION IS A PARTNERSHIP

Ideally child development, especially in the domains of social, emotional and spiritual development, should not be perceived solely as the province of schools and teachers. To ensure families have a voice in shaping their child's character and development we seek effective ways to build partnerships between home, school and church. Partnership models such as *Kids in Discipleship* (K.I.D.) developed by Pr Don MacLafferty, are known to be very effective. The K.I.D. program, presented to school leaders at the Educational Leaders Conference, draws together parents, teachers, school leaders, chaplains and pastors. The aim of this team is to help equip 'parents to spiritually nurture their children to have a personal, meaningful and fruitful relationship with Jesus Christ' (kidsindiscipleship.org).

Kids in Discipleship aims to forge a partnership which will equip parents to spiritually nurture their children to have a personal, meaningful and fruitful relationship with Jesus Christ.

LOOKING TO THE FUTURE

The similarity between Adventist education and church mission is clear but there are more improvements underway on all fronts. The leaders at the Australian Union Conference are reviewing many aspects of the quality assurance processes which are currently implemented. Reviews of chaplaincy, special character and what we mean by Adventist education are ongoing. We are looking with great interest at the Cognitive Genesis research coming from the North American Division and the education system of Finland, known for its very high student learning outcomes without the competitiveness of many education systems. Within our church structure there is good collaboration across ministries resulting in a greater degree of integration and shared strategic development, promising even greater benefits ahead.

References:

Greenleaf, F. (2005). *In passion for the world: A history of Seventh-day Adventist education*. Nampa, Idaho: Pacific Press. Pg 48 quoted.
 Knight, G. R., (2006). *Philosophy and Education: An introduction in Christian perspective 4th ed.* Berrien Springs, Michigan: Andrews University Press. Pg 256 quoted.

MICROSOFT CLIP ART

Devotional...

Concrete Thinking

In this devotional, Pr David Edgren, Director of Sabbath Schools and Children's Ministries for the Victorian Conference, takes a creative look at the way we think. It is not hard, after considering his analogy, to see why the educational choices we make for our children, both at home and school, are so important.

We humans are like concrete! As adults, set in our ways, change is difficult. A reformation of character or faith takes a near death experience, relationship breakdown or some other personal crisis.

Changing solid concrete is possible but it takes a jackhammer!

Children, on the other hand, are like wet concrete. They are being poured into and shaped with every conversation, relationship and example. They are open to ideas, practices and new realities – trusting that the adults in their world have it all together and know where they are heading.

In childhood, the spout is spewing wet ready-mix in any direction the adults around us care to direct it. Because children spend the majority of their time with Mum and Dad, the formation of faith and values primarily happens in the home. Until the age of around ten years old, children receive and replicate what they see and hear.

They literally become what they witness: Dad laughs at a joke, they laugh; Mum bakes a cake, they bake; parents go to church, they go.

The maxim, "Do what I say, not what I do" lives and breathes every day but never really works. I watch, I try, I become. This is discipleship in its purest form.

Children are disciples, their parents are disciple-makers. The four steps of discipleship – I do, you watch; we do, I teach; you do, I watch; you do, I go – is active in every home on the planet, intentional or not. The great news is that children are very malleable. If we change, they will too. If we become something new, so will they.

But, we don't like change, do we? Jackhammers are scary!

Between the ages of 10 and 12 the concrete is beginning to set. The core moral and spiritual identity of a child has been established but they are still open to detailing and shaping. The questions asked in this stage combine physical reality with heart stuff. What does honesty have to do with homework? When can I be baptised? Why do I have to wear a helmet?

As a child moves through upper primary school, they are ready for

We humans are like concrete...

Children are still wet, while adults have set, and teens are somewhere in between...

Bit by bit, the Holy Spirit can change us, and those dependent upon us and less set in their ways, will follow

Therefore, since we are surrounded by such a great cloud of witnesses, let us throw off everything that hinders and the sin that so easily entangles. And let us run with perseverance the race marked out for us, fixing our eyes on Jesus, the pioneer and perfecter of faith. For the joy set before Him He endured the cross, scorning its shame, and sat down at the right hand of the throne of God. Consider Him who endured such opposition from sinners, so that you will not grow weary and lose heart.

Hebrews 12:1-3

Paul invites us – implores us, even – to look upon Jesus. And the ever-fixed mark of Unshakeable Love will shape us bit by bit as we in turn shape another into His image. This is disciple-making. This is parenting.

Pr David Edgren





Adventist Schools: Core Business

Dr Daryl Murdoch is our National Director for Adventist Schools Australia. In this article, he looks at the concept Dr Barry Oliver puts forward in our editorial – that the teaching ministry is core to achieving the mission of the Church, and explores some of the ways this can be so.

We have many valuable things we should be offering to the community in a contemporary manner, no strings attached...
...because we can.

Our schools represent an unparalleled opportunity for outreach. I may be a little biased but I would go as far as to suggest that it our best opportunity to engage with families from a broad section of society.

Steadily, over the past decade, the clientele of Adventist schools has changed. Today, over sixty-five per cent of students attending our schools come from the broader community. These families entrust their children to our teachers to provide a safe, values-based learning environment. They greatly appreciate the caring warmth our schools provide and they are open to learn more about what we have to offer.

At a time when there is a growing distrust of organised religious life in Australian society (Hughes 2010), could it be that Adventist schools present a window of opportunity for us as church members, to meet the needs of the community in which we live?

In 2010, statistics indicated that over 160 non-churched parents of students in our schools were choosing to worship in Adventist churches. That is great news!

As Dr Oliver suggests, the bottom line is that Adventist schools require extensive partnerships between principals, teachers, chaplains, pastors and Adventist church communities to be an effective core ministry - the possible combinations are limited only by imagination and resourcefulness.

While every church/school community will bring their unique skills and services to the fore, there are some key opportunities for stronger partnership between these communities that readily come to mind, as the Adventist church has many excellent programs worth sharing which would be highly valued by our communities, if offered as a gift.

Our Pathfinder program is such a one. Families are looking for ways to provide socialising and life skill development opportunities for their children, rather than allowing them to be absorbed in cyber land and drawn into the nature deficit mentioned earlier by Malcolm Coulson.

Could it be that our Pathfinder program is a way of engaging with community parents and their children more strategically?

Seventh-day Adventists have long been known for their stand on healthy living and vegetarianism as a lifestyle choice is well established within the community. A recent documentary emanating from America extols the Adventist lifestyle across the world.

Could it be that we have a gift to offer students and their families through school canteens, health seminars and cooking demonstrations?

Binge drinking among young people is of real concern to many families. The sexualisation of both boys and girls in our society is reaching frightening levels. Parenting is a challenge in our society and many families are looking for support and direction.

At this challenging time, is it possible that our church/school communities may have sound advice and support for families through a range of school and church sponsored family-friendly programs in non-threatening contexts?

School gardening programs appear to have caught the imagination of the media of late. Their interest revolves around educating children about where food comes from and what constitutes healthy eating. Contact with nature and the object lessons associated with the growing fruit and vegetables were encouraged by Ellen White in her book *Education*.

Wouldn't it be great if green-thumbed members of our church communities worked with our schools to share their knowledge with eager young minds through gardening projects within our schools?

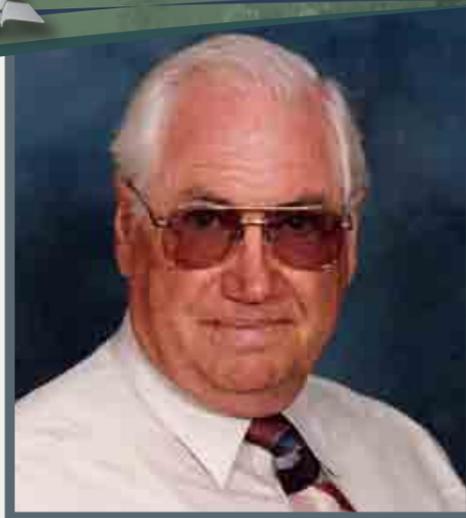
The Adventist Church and its schools have many more gifts to offer. It is a matter of offering them in contemporary and engaging ways. Gifts should not have strings attached. If we are genuine about engaging with our communities and meeting their real life needs, opportunities to witness will follow naturally.

It is time to do more than 'rearrange the deck chairs' in the way we endeavour to reach hearts and minds for Christ through our schools. Australian society is rapidly moving away from organised religion yet it remains open to spirituality and our schooling system. Adventist schools represent a wonderful opportunity for church/school ministry teams to engage with communities and to support them in raising young people in challenging and complex social settings. Why not plan a meeting with your local Adventist school and get the ball rolling?

*Daryl Murdoch National Director
Adventist Schools Australia*



**ADVENTIST
EDUCATION**



The History of Adventist Education



Arnold Reye has spent many years working in our education system, including here in Victoria. In this article, he looks at the history of our education system: why it came about, what was its original purpose and whether or not that purpose has changed over the years.

THE BEGINNINGS

In 1854, in an article on child rearing directed to parents, Mrs Ellen White slipped in a one-line piece of advice: "Parents, if you wish to save your children, separate them from the world."¹ It was, however, a further eighteen years before she again addressed the subject of the schooling, going on to write voluminously on the topic of Christian education in the ensuing years and playing a major role in defining the identity and scope of Adventist schooling.

During the last two decades of the nineteenth century there emerged three models or school-types in Adventist education.

Beginning in 1875, Battle Creek College was an example of the first model—the training school. The purpose of this type of school was to directly prepare young adults for roles in the various endeavours of the Church.

Adventist education developed around three models: the training school, the church school and the mission school.

The first Adventist school in the South Pacific was the Australasian Training School which opened its doors in St. Kilda in 1892, relocating five years later to a rural campus in Cooranbong, with the name Avondale School for Christian Workers.

This training school graduated seven young men and women in 1903 and these graduates helped meet the labour demand of the Church in Australasia.

Like Adventist training schools in other places, this school evolved over time as a place of research and learning and today Avondale College offers both undergraduate, and post-graduate courses to

doctoral level. It prepares people to work as professionals both within the Church and within secular society.

The church school constituted the second model. These were primary and secondary schools whose main purpose was the education and nurture of children of church members. The earliest Adventist schools were, in fact, home schools where a family or group of families combined their resources to educate their children using a family home and employing an Adventist teacher.

The true church school began in 1872 when Battle Creek Church sponsored a small school, offering both primary and secondary curricula. The church school concept, however, took a while to become the vision of the local church.

But, once caught, the vision exploded. Within 18 years, there were nine church schools and a mere ten years later, there were 220. By 1910, there were 594, not only in North America but where ever Adventist missionaries had established local congregations.

Australia was one such place and throughout the twentieth century, Adventist schools have been established where there have been committed parents and churches or groups of churches able to sustain the recurring costs of schooling.

The third model in Adventist education has been the mission school. These schools were established by the Church to both evangelise and educate and by 1907, our church had opened mission schools in Denmark, Rhodesia, India, Fiji, Tonga and the Society Islands. The student populations in these schools were principally non-Christian or nominally Christian.

Our denomination still operates many mission schools throughout the world, sharing our faith as well as education and contributing converts to the Adventist faith community.

EDUCATIONAL PURPOSES

The early educational efforts at Battle Creek tried to adhere to the purpose and curriculum of American public schooling. In 1874, General Conference President, George Butler enthused that Battle Creek College had recruited competent persons to teach a range of languages.² Ellen White was aghast and insisted that the study of the classics and classical languages was not the purpose of Adventist schooling, concerned that this classical approach to education focused primarily upon mental development, to the neglect of the other aspects of the well-rounded person. She wanted happy, healthy people living productively in the present, who were also candidates for heavenly citizenship. In an oft quoted, but pithy statement she declared:

True education means more than the perusal of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being and with the whole period of existence possible to man. It is the harmonious development of the physical, the mental and the spiritual powers. It prepares the student for the joy of service in this world and for the higher joy of wider service in the world to come.³

Implicit in this quote is the development of a worldview that is heaven-orientated. Adventist education — training, church and mission schools — has emphasised this distinctive educational perspective and the development of academically competent, morally sensitive and committed Christians continues to be the purpose of Adventist schooling.

The three school models have emphasised our distinctive perspective that our system encourages the development of a worldview that is heaven-oriented.

ADVENTIST SCHOOLING TODAY

If Adventist schools are to survive, there needs to be, at all levels of administration, sensitivity to changes taking place, both within the Church and the society they serve: changes such in expectations, educational standards, methodology and the very nature of current society.

There are, however, some things that should remain constant. The Adventist school should consistently offer an environment in which Christian nurture is encouraged and facilitated. You might call it the special character of Adventist education.

The curriculum, even those parts mandated by the State, should meet Ellen White's criteria that formal study contributes to the development of healthy minds and bodies, a commitment to contribute to society and the desire to become one with Jesus Christ.

The school should seek to develop a worldview, or personal philosophy, based upon the belief that God is the source of all truth, both religious and secular. Understanding is through observation and reason, but these intellectual tools are placed under the direction of the Holy Spirit.

Another key constant is the employment of teachers and support staff committed to the Adventist Church, its doctrines, and its ethos. These people are the key to maintaining the Christian values and Adventist identity that underpin our schools.

With sociologists describing Australian society as post-Christian, re-evaluation of the role of Adventist schooling became essential. Consequently, there has been a merging of two models—the church school and mission school. Whereas for most of the twentieth century it was Church policy to arbitrarily limit the percentage of non-Adventist pupils, today the school is seen as being an essential part of the evangelistic outreach of the Church, linking both Adventist and non-Adventist children, and their families, to Christ.

Thus it has become important our schools also consider their level of commitment to their special character, the level of support offered by their local Adventist community, the competency and availability of staff committed to an evangelistic thrust, and the use of effective chaplaincy support.

The purpose of Adventist schooling has not changed all that much from its heritage, but now it better reflects the centrality of the Gospel, with its commitment to offer Christ-centred education to everyone who wants it.

This ushers in a new and exciting period in Adventist schooling, where we can rejoice in God's promise:

All your sons [and daughters] will be taught by the Lord, and great will be your children's peace.⁴

¹ ELLEN G. WHITE, "DUTY OF PARENTS TO THEIR CHILDREN," *REVIEW AND HERALD*, 19 SEPTEMBER 1854.

² GEORGE I. BUTLER, "WHAT USE SHALL WE MAKE OF OUR SCHOOL," *REVIEW AND HERALD*, 21 JULY 1874.

³ ELLEN G. WHITE (1903), *EDUCATION*, MOUNTAIN VIEW, CA: PACIFIC PRESS PUBLISHING ASSOCIATION, P.13.

⁴ ISAIAH 54:12 (NIV).

PICTURED - THE FIRST ADVENTIST SCHOOL IN AUSTRALIA. IT WAS OPENED IN A LARGE HOUSE IN ST-KILDA RD, BY ELLEN WHITE ON AUGUST 24, 1892. SHE IS SEATED IN 2ND FRONT ROW, 5TH FROM LEFT.





Teachers: the 30% Variable

"Why should I send my children to Adventist schools?" Parents often ask this pertinent question, and in an age where competition for students is great, where parental expectations are high and the costs to educate a child continue to climb, this is a fair question to ask.

Brian Mercer, Director of Adventist Schools Victoria, addresses this relevant question in the following article.

It is very interesting to note the recent research published in a book by John Hattie¹ clearly articulates the role of the teacher in enhancing student learning. This analysis of over 50,000 studies conducted on many millions of students gives a clear picture of what many know already - teachers are the most crucial part of student learning and subsequent achievement. Findings include students themselves contribute to about 50% of the factors that influence their achievement, schools and principals about 5-10%, peers about 5-10% and teachers about 30%. I will now "unpack" these findings a little more. Students themselves make the biggest difference to their learning: their innate ability and creativity, their own self-concept, their motivation, the ability to control stress and even such factors as birth weight play a role. "...students not only bring to school their prior achievement, but also a set of personal dispositions that can have a marked effect on the outcomes of schooling."²

The home has a small but significant influence on learning, particularly with supplying resources to enhance learning and parental involvement in learning. Such involvement includes supervision of homework, monitoring progress, communication with teachers and aspirations for their children. "It is not so much the structure of the family, but rather the beliefs and expectations of adults in the home that contributes most to achievement."³

Peer influences can also have a moderate effect on learning. Where peers have a pride in learning, the effect is positive, conversely the effect is negative if there is a harmful learning culture.

This leaves around 40% which can be attributed to the school and teachers. The school can influence by providing an environment free from disruption, a clear set of teaching goals and high expectations of teachers. The study also finds that a positive classroom environment, where there are good relationships between the teacher and students, free from disruption has a positive impact on student learning.

Finally but crucially, the teacher in the classroom has the most profound influence on the learning of students. "It is teachers having strategies aimed at enhancing the learning... and who provide appropriate feedback to reduce the gap between where the student is and where they need to be."⁴

It is clear from the study that teachers need to set students challenging goals, provide the tools to succeed and then recognise when they have successfully achieved these goals. This leads to a sense of satisfaction, perseverance and willingness to further engage in learning.

I know the teachers in Victorian Seventh-day Adventist schools are using this research to change the way they teach and in doing so, improve the outcomes for the students in their care.

I also see that students in a Seventh-day Adventist Christian classroom are more likely to support the values espoused in the home and church.

This is the difference our teachers make. Teachers are the 30% variable – they can and do make the difference in our schools, not only academically but most importantly, modelling Christianity that leads our children into positive decisions about following Jesus Christ.

So, to return to the original question... Are our schools worth attending? I believe I would have to answer this with a resounding 'Yes!'

As the 30% variable, the difference teachers make in Adventist schools is not just academic - every day they model Christianity, and help lead our children into positive decisions for Christ

HATTIE, J. (2009). VISIBLE LEARNING. A SYNTHESIS OF OVER 800 META-ANALYSES RELATING TO ACHIEVEMENT. LONDON: ROUTLEDGE; 2HATTIE, 2009, p.40; 3HATTIE, 2009, p.71 4HATTIE, 2009, p.199.



Schools Fulfil Christ's Commission



In the next few pages, we are showcasing just some of the ways our schools here in Victoria contribute to the mission of our Church. Their spiritual programs cater to the needs of the students. However, the schools are also making an effort to touch the broader community - going out into it or bringing it in...

Chapels and festivals of faith - they do make a difference...

A very significant part of our school culture are the chapels and festivals of faith, or weeks of prayer. Within each school community, these occasions give the children opportunities to express their commitment to God in very real ways. Here are just two stories which could have come from any of our schools...



Wednesday is Chapel Day at Edinburgh and the students look forward to participating each week in all aspects of the program from the student band, song leading, drama, prayer and presentations. Each week the school newsletter invites parents to attend. "It has been very encouraging to see so many come along," commented one of the chaplains, Kerryn Ellis. Brenden Petersen, the main chaplain, has been active, getting the student band together and presenting some very inspirational messages.

The first term Bible Quiz resulted in quite a number of winners, including many non-Adventists. The ongoing quiz theme is Jesus' life, ministry, parables and teachings. Each week, the last questions call for student responses to love Jesus, follow Him, tell others of Him, be baptised - whatever relates to the topic of the day. The responses are amazing. The week Jesus' baptism was discussed, nearly the entire school chose the "I love Jesus and choose to follow Him" response, with 68 students from Yrs 1-6 saying they would like to be baptised one day.

Pr David Edgren recently presented the "I Want to See Jesus" evangelism series at Heritage College's Festival of Faith. "While we know that the majority of decisions for Christ are made before leaving primary school," he says, "it is truly amazing to see the statistical results of intentional programs targeting this demographic."

The five talks in this series were structured to introduce the students to the Christian lifestyle concepts of justice, mercy and walking with God in humility. The final talk described baptism as the entry point to this life of service and commitment, and invited the students to make a decision to take the next step in their faith journey.

- The end of week survey of the 165 students present at the 5 day program showed the following:
- 66 Students requested baptism
 - 84 Students asked for Bible Studies (35 of whom did not tick baptism – revealing a need for simple Bible studies with no baptismal 'agenda')
 - 69 Students asked to be mentored as Ambassadors (Active ministry to others on and off campus)
 - 51 Students asked for special prayer

"As you can imagine," he continues, "creating and running follow-up programs to meet these needs is a full time job. This is why it is so important that we have well-equipped, trained and empowered chaplaincy teams in our schools."

Our schools are one of the Adventist Church's most fruitful and effective sources for long term church growth and personal ministry training. All the spiritual nurture, mentoring and finance we invest into leadership, programs and resources for ministry to our primary students will result in empowered church leaders for generations to come.

In Ministry of Healing (pg 25), Ellen White says *The life of Christ established a religion in which there is no caste, a religion by which Jew and Gentile, free and bond, are linked in a common brotherhood, equal before God. No questions of policy influenced His movements. He made no difference between neighbours and strangers, friends and enemies. That which appealed to His heart was a soul thirsting for the waters of life. He passed no human being as worthless, but sought to apply the healing remedy to every soul.*

Our schools are no longer remaining within their fence line - they are reaching out to their communities, increasing awareness on both sides of the 'fence' and forging friendships.

SERVICE AT HENDERSON

At the beginning of 2011 staff and students in years 7-10 decided to use two chapel mornings per term for community service. To kick off the program they met for a leadership workshop which included teamwork activities which would prepare them for their work in the community.

To date they have taken their chapel program to a local nursing home and are now planning to assist local flood victims in practical ways such as cleaning up yards.



Service Projects

CHALLENGE PROGRAM

At NCC Yr 9 students participate in the Challenge program where Each student must find a placement in a nonprofit organization that benefits the community. They participate in that organization for one full day per fortnight throughout term 3. Students have volunteered at homeless shelters, charity stores, nursing homes, kindergartens, 'Men's Shed', and libraries.

Learning4Life

Year 9 Learning for Life program at Gilson College is an experiential education program which includes a component that gives students an opportunity to experience the 'joys of service' by giving something back to the community on a voluntary basis. This part of the program concludes with students sharing their journey and reflecting on their personal relationship with Jesus in a worship service at Warrnambool Adventist Church. A high percentage of these students have never been to church before.



AT HERITAGE COLLEGE...

Yr 9 students go on a service camp, where they participate in an educational program for primary children, which includes drama, puppets, crafts and games teaching skills to assist the children in dealing with bullying and gender issues.

And at year end, Year 7-9 students give two and a half days of their time to the community, visiting retirement villages, cleaning up local wetlands and putting together and delivering Christmas hampers and gifts for local residents.



OVER SEAS SERVICE

Each year LAA and NCC combine forces and send students from Yr 9 to Vanuatu, where they work at the Aore School, undertaking much needed repairs and maintenance, while interacting with the students there and learning about a simpler way of life. This year they are taking the biggest group yet, with eight students from each school.

Sabbath Worship

GOSPEL KNIGHTS

This worship program at Heritage College is now in its fourth year. Originally held on Sabbath afternoons and catering for around 20-30 teenaged students, it has changed to a Friday night program and has seen attendance triple to around 80 regular members. The program is not only attracting students from the school but also past students and children of non-attending members of the church. While the students are pastored, the program is essentially their responsibility to plan, produce and present. The program has also been influential in increasing the number of youth attending the local church.



INVITED IN

Each year, NCC Primary invites all mothers to attend a special chapel service where the job they do. The selfless and tireless hours they invest in their children, was acknowledged and affirmed.

Community Interaction



TRANSITION PROGRAM

The Yr7 students at Heritage have the opportunity to engage in meaningful conversations with elderly citizens in the local community. The stories they hear from residents are written into biographies by the students and presented back to the residents at the end of fourth term. The impact on both the students and residents has been amazing with both expressing how each generation has enriched the other through their visits.

ALPHABET ARK

This fun program brings preschool children and their families into the school community, for a morning of fun activities based around the letters of the Alphabet. Both NCC and Heritage College have hosted this interactive program, where older students from the primary and secondary campuses helped offer 26 activities including pony rides, an animal farm & African dance.

EATING WITH FRIENDS

LAA's Yr 10 Home Ec class will be providing one meal/fortnight at the cafeteria, for those in the community with limited social contact. Others will provide social interaction and musical items. A wonderful way to experience the pleasure of bringing joy to others.



THE KITCHEN GARDEN

Another new initiative for 2011 is the creation of a community garden by the Primary students of Henderson. The school and local community will be invited to be part of the program to grow and provide produce to those in need.

VISITING COMMUNITY

Each year NCC primary student's share their music with the residents of AdventCare Whitehorse, who expressed their appreciation. This year was extra special, as they celebrated "Aunty Flo" Goding's 100th Birthday with gifts and well-wishes.

SUNDAY FUNDAY

At NCC this is an annual school fair designed to provide a venue for the local community to engage with the school community in a family friendly day of activities.



SKIDZ ALIVE

"Imagine a church where the pastor was a clown, singing meant jumping for Jesus a lot, the windows had puppets appearing in them regularly, and instead of a sermon a group of people acted out a drama or it was a story that kept you spellbound until it finished. Imagine if everyone got a chance to discuss what they thought of the 'sermon' for five minutes and then make a craft that was on the topic for the day. Imagine a church where nearly all the leaders were under 18 and unchurched people often came to check it out. It sounds like a dream, but that's what we are creating with Skidz Alive," says Brian Boyland of the kids church at Gilson College.

Operating for three years now, a wide range of families from the school community are attending and come from Adventist, Christian, Buddhist, Muslim and Atheist backgrounds, and already there have been baptisms directly attributed to this program.

GILSON STUDENT DAY

To give the non-Adventist and non-Christian school community at Gilson College the chance to hear what we as Seventh-day Adventist believe a program was developed to give these groups an opportunity to experience Sabbath worship. Two to three times a term a class from both the primary and secondary school combine and along with their teachers and the chaplain take turns in putting together a program and presenting it to the community. Parents have expressed their appreciation for the program and some have begun attending church on a regular basis as well as participating in Bible studies.

A Different Perspective on Education...

MARTINA STANLEY shares with us some of her experiences mentoring in a minority community, and hints at a different perspective, a different way of looking at education in general. As you read, ask your self how could we, with a good education system, help in similar cases? Can we find ways to share what we have with those in need, just because they need it? After all, aren't we all 'linked in a common brotherhood - equals before God'...



Why would a Seventh-day Adventist Pastor's wife spend several hours a week in the home of a Turkish Muslim family in the outer suburbs of Melbourne? I asked myself the same question many times, but always came up with the same answer: I knew I could make a difference just by being there...

You see, Berna and Dilhan lived in a comfortable family home with their parents and four brothers. Their mother had her first child at 16 and had never received a formal education. Their father worked at the Ford factory in Broadmeadows. These girls had dreams. Berna wanted to be a policewoman. Dilhan, a doctor, like her uncle. But it was hard: their parents had no interest in their desire to have an education and they couldn't understand their daughters' career aspirations. So the girls were unable to even discuss their plans at home. In the world of their parents, education did *not* matter.

When I came into their lives as a mentor and tutor, I was the first educated woman, they'd ever met. Their small Muslim community was relatively diverse but female professionals were hard to find. For the first time in their lives they had a real life role model... A real life example of a woman who'd had the luxury of good education. Just by being there I could inspire. By being there I could show them that it could be done. They could talk about their dreams and I could support them in improving on their academic performance. Dilhan's grades soon shot up and she was getting top marks in English and Social studies. Suddenly there was hope that she *could* follow her dream.

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FIONA THOMAS is currently the Marketing Coordinator for Adventist Schools Victoria and shares her perspective on Adventist Education.

As a marketer, it's good to promote a 'product' I believe in. In the Record last August I read with interest the endorsement of Adventist Education by a marketing colleague of mine from the Greater Sydney Conference. In the opinion piece Claudia expressed how her own education in our church schools and college had prepared her for her role. "I promote something every day that I have experienced, truly believe in, love and respect". So what is this 'product' we call Adventist Education and what is it that we are selling? A student can't 'experience, truly believe in, love and respect' the beautiful grounds, or

fabulous technology room, or the awesome Mac Lab per se. These things are just the packaging, the eye-catching 'must haves' needed to conduct business. I believe the product is actually our people. Where would our schools be without staff who dedicate themselves to obtaining and imparting knowledge and commit themselves to sharing a Christ-centred life with the students in their care. This I believe is what my colleague is referring to and experienced. For me, my experience with Adventist Education has come not as a student, but as a parent and employee. Over the last eighteen years I have had the opportunity to conduct my own 'market research' and have observed Adventist Education not only through my own eyes but that of my children. Is it perfect? By no means. Do I believe in Adventist Education? Absolutely!

We sat on the bed in their bedroom - they didn't have a study desk of their own - and talked... As time went by we talked about religion and marvelled at the similarities between our faiths. While there were many apparent differences, we shared in the belief of the Old Testament God and realized that we all knew the stories of Abraham, Joseph and Moses. We even had some similar dietary habits. Although I could not speak to their mother, she became accustomed to my presence in their home - somehow she seemed to sense that the girls and I were doing something important. But when I suggested going to the town library down the road, I had gone too far. Girls must be girls and girls stay at home.

Knowing I couldn't stay in this family's life forever, and that I was the only non-Turkish, non-Muslim person in their lives, I offered perspectives and connections into the Australian community beyond the sheltered seclusion of their own cultural group. With the support of their highly educated uncle, the girls were accepted into Monash University and now have many options open to them. Their lives will provide opportunities that their mother never had.

When we bring education to a community we can make a difference. We open doors and build bridges. We create opportunity and hope. I am proud to be a part of a church that values, promotes and provides education for children from all walks of life.

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Boost Your Health!

Have you noticed that extra, unwanted kilos have started to creep on over the past couple of years? Is it getting harder and harder for you to maintain your ideal weight? You may not realise, but you could be suffering from Portion Distortion! Portion distortion is a term used to describe the upward trend in the size of snacks and meals we are consuming.

PORTION DISTORTION

Serving sizes have not only increased at restaurants and fast food chains, but also in the home, where the surface area of the average dinner plate has increased by 36% since 1960. Large portion sizes mean more calories and studies have shown that when people are presented with a large portion size of a meal or snack, they eat it all, but surprisingly, this increase in food intake does not lead to increased feelings of fullness!

In a study comparing a large meal to one reduced in size by 25%, the smaller portion size led to a 10% decrease in kilojoule intake. The effects on energy intake were sustained from meal to meal, so every time the smaller meals were served, people saved 950kJ per day. AND there were no differences in hunger and fullness levels, indicating that a slight reduction in portion size won't leave you starving.

Be smart with your portion sizes and food choices; save kilojoules and maintain a healthy body weight. Using your hands as a guide to portion size can really help...the palm of your hand (excluding fingers) and the thickness of your hand should equal the portion of protein on your dinner plate. A clenched fist should equal the amount of carbohydrate on your plate and 2 cupped hands should be the amount of vegetables/salad. Make smart swaps and start enjoying healthier and less calorie-laden portion controlled food choices.

SAVE 420kJ (100 CAL)
Have one crumpet with honey instead of two
Enjoy 2 cups air of popped popcorn instead of 2 cups of butter popcorn
Enjoy one chocolate biscuit instead of two

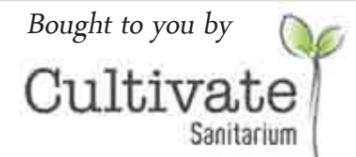
SAVE 1420kJ (340 cal)
Have a salad instead of hot chips
Have 1/2 cup boiled rice instead of 1 cup fried rice
Have 1 1/2 cups cooked pasta instead of 3 cups

SAVE 630kJ (150 cal)
Swap a regular can of soft drink for a diet variety
Switch to fun size chocolate bars instead of regular sized bars
Swap a 50g packet chips for a small 20g packet

FILL UP ON FREE FOODS:

Free foods are low in kilojoules and can be enjoyed at any time during the day to help you control hunger and boost your fibre intake. Enjoy vegetables such as lettuce,

tomato, cucumber, pumpkin, broccoli, green beans and zucchini; enjoy fruits such as strawberries, berries and passionfruit; enjoy condiments and spreads such as herbs, spices, lemon juice, mustard and vinegar.





health...
mind &
body



Blind Spots

If someone asked you ..."hey buddy what's your problem?" would you know? I believe we all have a number of problems, habits and addictions that we could work on and turn over to God. I know I do... mine starting years ago with a drug addiction and daily I am working on your 'run of the mill' things like workaholism, too much Facebook time, manipulation, exaggerating/lying, anger, and the list goes on!

In the next few months we are going to look at healing...from our "junk"! So, are you a good driver? When you take a road trip what kind of things do you watch for, when you drive? Other drivers, mechanical problems, weather conditions, road conditions, fatigue... There is one thing that many of us don't take into account and at times it gets us in trouble. It is our "blind spot." When you look into the rearview mirror or side mirrors you have to be aware that you have blind spots or you could hit someone. You may not even realize that you just pulled out in front of someone or made them swerve into another lane to avoid getting hit by you, because they were in your blind spot.

It's the same with some of our character flaws, emotional issues or spiritual wounds, whatever you want to call them. We can have 'blind spots' there too. Our blind spots are dangerous to others, but God is bigger and delights in healing all those hidden things. He is bigger than the things not so hidden too, praise Him for that.

The first step to freedom is to humbly admit to God that help is needed... from the obvious things and from the 'blind spots'. The Bible is clear that God delights in us, and our recovery. So start to beware of and surrender your 'blind spots' to God.

He led me to a place of safety, He rescued me (from my blind spots) because He delights in me. Psalm 18:19
He trust in the Lord." They say, "Let the Lord rescue him. Let Him deliver him, since He delights in him. Psalm 22:7
The Lord delights in those who fear Him, who put their hope in His unfailing love. Psalm 147:11
The Lord directs the steps of the godly. He delights in every detail of their lives. Psalm 37:23

PS: If you just can't see you blind spots ...most the time others know what the are! If you are brave enough ask God, a friend or your spouse if you have anything that you are not seeing about yourself.

Cheri Peters - Founder, True Steps Ministries



Training Our Children (and their Parents) in Health

Health Education Programs present a great opportunity to connect with school parents and to give them information on the importance of good nutrition for their children.

Growing children need nutritious food to keep them healthy, active, and mentally alert. Research shows that children's school work is dependent on good nutrition.

Unfortunately survey after survey has revealed that many Australian children have unhealthy diets. They fill up on salty snack foods and love fast food and often fail to eat enough vegetables and fruit (this particularly applies to adolescent boys).

A series of health programs were conducted at Gilson College during 2010. A lovely group of parents attended and showed their interest not only in the health information presented, but also in the cooking demonstrations.

If any school is interested in hosting health programs for parents, please contact Sibilla Johnson at the Conference Office on 03 9264 7777.



As We Reflect His Light...

...Stories of God's Grace

Last IntraVic issue we told you of Shaun's baptism at Hamilton Church. In his testimony he gave the church that day, Shaun spoke of God's persistent grace as He repeatedly reached out to a 'stubborn and self-centred' man. Here is some of what he had to say.

I can say with certainty, God never stopped reaching out to me with love and graciousness

It is not an easy thing to do, telling you how God has worked in my life over the years, as it is a personal attachment between the Creator and myself. I cannot truly express my joy as our relationship advanced, or the sorrow of failure I experienced when I disgraced God through my choices. But I can say with certainty that He never stopped calling to me, reaching out to lift me back up onto solid ground with love and graciousness beyond compare.

I was raised in a Christian home where we attended church regularly. I remember clearly giving my heart to Jesus when I was five – it was indeed my first love, but sadly, my spiritual life went on to become a roller coaster journey. Looking back now I can see where I went wrong and how I drifted through life not caring for anyone but myself. I drifted from church to church, relationship to relationship, coming and going and generally pleasing myself. And isn't that how mankind really is? Self takes on a whole new world as we grow up – it wants to take over and be in charge of every aspect, making every choice revolve around what it feels like.

By my late teens, I had been to many different churches searching but not knowing what it was I was looking for. I was smoking and swearing, stealing and much more. God, however, had not forgotten that five year old who had promised to be His, so long ago. Over the years, I occasionally heard someone call my name, in a voice clear and familiar, yet there was no one I recognised close by. So I would shrug dismissively... life went on.

When I was 18, the Lord miraculously intervened in a very small incident over petrol supply and I was overjoyed, yet surprised He had actually listened and answered. But again, my life continued...

By 19, I was on the road to marriage and a family that was doomed to fail through poor choices. God was still calling me to Him and I was still not really listening. I now praise Him for His patience, because I was (and am) real stubborn.

After the birth of my second child, I met my biological father for the first time. It turned out he attended the Adventist church in Wangaratta. Eventually my family and I moved there and become involved in the church and I felt I had finally returned to God and answered His calling. But as our faith increased, so did Satan's ferocious attacks, and finally I left Wangaratta, my marriage destroyed and my heart broken, with a great sense of loss. God was gone again, or so I thought. He wasn't visible, but He was still with me, I just didn't know.

I moved to Hamilton and resumed drifting – doing things my way, picking up old habits and lifestyles. My choices and actions undid all God was trying to do for me. And still, He did not give me up.

Eventually I gave in to His prompting and contacted one of the elders from Hamilton, who encouraged me to return to church - God was calling to me yet again. And this time, for the first time since my childhood, I answered with a humble heart, setting self aside and allowing Him to set the agenda. Old habits die hard, but God revealed how they offended Him and my heart broke. As I prayed for help, strength and courage to beat these habits, He made me realise that unless I actually took the steps, He could do nothing: to work with Him was a two way thing. I could not just drift, say "Yes God, fix me" without following through with action.

The war continues – Satan doesn't let go without a fight, but the victory is already God's. I am very aware of His presence; He has answered many prayers, affirming His love and support. This unity is what I have longed for for so many years – a oneness between Jesus and me – and to me baptism is more than a mere symbol, more than a public declaration or outward sign. It is a connection between my Saviour and myself that no man can sever or interfere with.

My aim is to be united with Christ in life now and then stay with Him for an eternity in His service. Nothing in this world can ever compare to Him – I know, because He is with me always.

My choices and actions undid all God was trying to do for me, yet still He did not give up

Shaun Keast

VBS in Drouin

WARRAGUL CHURCH

After much planning and prayer, church members worked together to run a VBS in Drouin, located 7 km from Warragul. Families living in the area delivered brochures to the four local primary schools.

Held in a secondary school hall, the program consisted of songs, stories, a meal together, craft and games, and was very well received.

32 children from the community attended and the parents were awe struck that the church would do this for their children. They reported their children were having a great time, and asked if the program ran every holiday!

They could not thank us enough, so we are planning



another program in the September holidays, and looking at running a follow-up program between now and then. Perhaps a cooking, craft and games day, one Sunday where we can then promote the next VBS.

Aloisia Haora

A Precious Dedication

BAIRNSDALE CHURCH

On May 21, the church family joined with Mark and Leeanne Llewellyn, as their church pastor, Matthew Hunter led out in a dedication prayer for little Anna-Lee Llewellyn. What an honour and challenge to lead such little ones to the Saviour, to guide and mentor them as they grow in their Lord.



Christ in the Old Testament

EAST PRAHRAN CHURCH

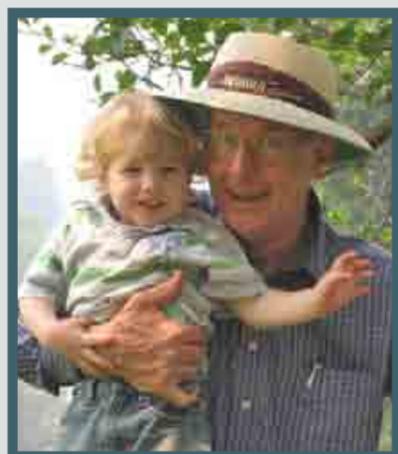
In early June, Pr David Riley took his listeners to the races, and showed how he found there was no 'sure thing', until he found the Bible and discovered it was like tomorrow's newspaper today, saying what was going to happen.

It was an enjoyable day - the children were well looked after in the hall, by Gaby Bujor and her team, and everyone enjoyed lunch together afterward.

On July 2, the series will continue with Morrie Kreig. He and his wife, Bernice, have worked in many roles and places - ministerial, pastoral, the youth department, teaching in the school system and running the boy's dormitory at Lilydale Academy.

Morrie says 'We little understand the

amazing Grace of God and His love for us humans. As we look at Jesus, we catch the marvel of His grace and mercy and fall down and worship our Lord and our God." His sermon, entitled "THE LEPER'S DILEMMA", is sure to be interesting and encourage a greater faith in Christ. The service will be preceded by John Waters at 10am taking a combined Sabbath School class and followed by a fellowship lunch.



A Recipe for Mother's Day Happiness

PLENTY VALLEY CHURCH

INGREDIENTS:

Take 70 bright Gerberas & happy kids

METHOD:

1. Walk along Centenary Drive, Mill Park
2. At each house: Knock on door

3. Smile

4. Ask if you can speak to 'The Mum'
5. Wish her a Happy Mother's Day
6. Give her a flower and thank her for what she's doing for her family and the

community. Exchange more smiles

7. Go onto the next house. Your smile will be stuck on - No need for step 3!

Gwen Pascoe

Happy 100th Birthday

NUNAWADING CHURCH

Mrs Florence (Flo) Goding (nee Mason) was born on May 11, 1911 and celebrated her 100th birthday over a weekend of special celebrations to commemorate the occasion.

An active member of the Nunawading Church, Flo's life and contribution to the church were acknowledged in a special Mother's Day feature. Another celebration was held for family and friends the following day and included her son and daughter, Len Goding and Jenny Bennett, as well as 33 grand- and great-grandchildren.

Flo and her husband lived in Oakleigh until Allan passed away in 1969. Flo then moved to Ringwood and now lives in an independent living unit at AdventCare Whitehorse. Her whole life has been one of service and she is the last surviving founding member of Oakleigh/Hughesdale Church. Jenny Bennett reminisces that her childhood home was always filled with people. "If someone needed a home



she (Flo) always took them in. She has been a mother to many others besides my brother and me." Jenny also reports that her mother has a keen and alert mind and that "no-one could ever win an argument with her." A dressmaker by trade, Flo still knits toys and blankets for charity and every new baby at the Nunawading Church is presented with a handmade gift from Nana Flo. We give thanks to God for a life well lived and look forward to continued health and happiness in the years to come.

Bronwyn Rowe

To Serve like Him

WARBURTON CHURCH

This year, instead of 'Big Camping' it in the dust of Elmore, I was in the smokes of Kathmandu, Nepal. It was a short trip, just ten days, but the experiences and memories will last a lifetime.

We were a bunch of very different people. But we shared one thing in common - a passion for photography.

Our 'mission' trip had a unique approach. We visited three villages in Nepal, spoke with the people, listened to their stories, and captured their journeys through photography and film. As a result more people will be able to see, and support the Adventist Development and Relief Agency's (ADRA) work around the world.

It was such an awesome opportunity to see how ADRA is changing lives for the better. As part of its Leadership and Good Governance (LeGGo) Project, Kavre village, situated in Banepa, was taught organic farming techniques, reducing the side effects of pesticides on people's health and environment.

Not only did the community agree that they felt better and had more energy since the project's completion, but the crops were tastier too. The benefits of organic farming are generally unknown in Nepal, so this village will play a key role in teaching others about organic farming in the future.

We also visited a village taking part in the second phase of ADRA's LeGGo Project. Nigale, in Dhading, has no human waste systems. Here, ADRA is helping villagers with basic hygiene education and working with them to establish clean toilets.

As you would imagine, many of the people living in these villages become sick easily. By building toilets, there will be less contaminated water and sickness will be reduced.



As a result, farms will be more productive and children able to attend school more regularly.

Despite their hardship, the people of Nepal are astoundingly beautiful. There are not many places in the world where people can't help but break out into big smiles as soon as you say 'Namaste' ('Hello' in Nepalese).

As Christians, I believe that it is essential for us to have a heart for helping each other. We are called to follow Jesus' example. We are told in Mark 10:45 that the King of the universe did not come to be served, but to serve. This is something that we can catch a hold of and implement into the way we live our lives. Thank you ADRA, for reminding me of this once again.

"And what does the LORD require of you, but to do justly, to love mercy, and to walk humbly with your God." - Micah 6:8

Krissie Hopkins

Twenty Eight Stories

With Pastor Dave

Mission Possible



God has given each of us a mission. A mission for which He may use family, church and even school to carefully train and prepare us. What is this mission? To be strong for Him, to stand up for His truth and to witness to others of His great love. It may not always be easy. There are times when it may seem impossible... like it did for Gideon, many years ago...

The army carefully moved through the rugged terrain, approaching the enemy encampment. They were greatly outnumbered, but Gideon and his 32,000 men knew God was with them.

"If God is for us, who can stand against us?" they reassured each other as they trudged toward the inevitable battle. They remembered how God had chosen Gideon to lead, how he had answered Gideon's prayer, proving it was what He wanted. Yes, as a result Gideon had called this army together and surely God would help them defeat the enemy. As the sun settled in the west, Gideon called a halt and the men set up camp for the night. Sombre, yet quietly confident, they settled down to get much needed rest.

As the first hint of dawn began to chase away the night, Gideon emerged from his tent looking ashen faced and bewildered. A murmured of concern rippled through the men by the nearest camp fire, as they looked at their leader. "Gather the men" he called to his second in command. As the soldiers came together, the air was electric. What was it? What did Gideon want to say? Were they to start the battle today?

Gideon stood on a rocky outcrop just above the men. "God spoke to me last night," he shouted, his voice echoing off the rocks around the army. They looked excitedly at each other. Every time God spoke to Gideon, something big happened. What would it be this time?

Again Gideon's voice rang out "He told me..." he paused, chewing his lip for a long moment as he scanned the masses of men, the echo dying away. "... Well, God told me that our army is to big!"

"big... big... big..." mocked the echo. A few men laughed. It couldn't be true! God wouldn't say such a ridiculous thing. There were ten times as many well-armed men in the enemy army. They looked around them - sure, they looked big, 32,000 men took up a lot of room - but compared to the Midianite army - why just their camels looked like the sand on the seashore.

"I argued with Him," Gideon continued. "We are outnumbered as it is!" The men nodded and murmured agreement. "But God assured me there ARE too many men in this army - His army. He said He would win this battle, not us." Again Gideon paused, forcing himself to say what God required...

"The Lord said for all who are afraid for any reason, to... to go home."

Where yesterday, there had been bravado and cheer in their hearts, now a wave of panic swept through the men, pounding inside their chests and letting butterflies loose in their bellies. A sudden cacophony fill the air as 22,000 men dropped their swords and shields and fled for home. Gideon shook his head sadly and looked at the sky. Was this what God had planned? Only a third of the men remained to fight...

You can read the rest of this story in Judges 7 or in story 24 of 28 Stories. The situation got way worse for Gideon, but God ended up defeating the Midianite army with just 300 men! He gave Gideon what he needed, and took care of the rest Himself. How would you have felt if you were Gideon? How will you feel if God asks you to do a job that seems impossible? But the Bible says that with God, all things are possible. So if He asks us to do something, no matter how impossible it seems, He will give you what you need to make sure it can be done! Isn't that awesome!

T T R U M P E T N F D C I N A P A P A
I O T H D I N G O A S T R E A M R M O
R T G C I B N R D X V I C T O R Y C D
D D N L H E B P I S E T I N A I D I M
W D L E M E K N G S C A R E D R A E F
T S M Y T R S T H R E E H U N D R E D

Circle all the words, and then find the answer to the question using the remaining unused letters. Words run in all directions. (word list on page 26)
What did Gideon need to go from fear to victory?

WRITTEN BY DAVID EDGREN - PASTOR, AUTHOR AND DIRECTOR OF SABBATH SCHOOLS AND CHILDREN'S MINISTRIES, 28 STORIES IS DESIGNED TO STRENGTHEN ADVENTIST FAITH AS THEY EXPLORE THE 28 FUNDAMENTALS OF OUR BELIEFS. FOR A STUDY GUIDE FOR ALL AGES, TAKING YOU DEEPER, VISIT VIC.ADVENTIST.ORG.AU AND CLICK ON THE 28 STORIES TAB.

Presentation Night at Gilson College

An important part of the Learning4Life program is the special Tasmania trip Presentation Night. The Eco-Science centre was set up with student's posters and powerpoint presentations for parents, teachers and invited guests to roam around and view.

As well as the visual component, students had to answer any questions that people may have had about their display. They created fantastic work that showcased their experiences from the hike. Parents and friends were able to gain a greater insight into what it was like as they lived for almost a week in the wilderness.

Many of the students described how their lives had been changed by what they had achieved. A number expressed their trust in God had grown because of the difficulties they had faced and the obstacles that they had overcome. Part of the evening involved a past Gilson students sharing how their experiences in Year 9 had influenced their lives and that the values they had gained continued on into their future.



JAMES H WITH HIS DISPLAY

Cheers at Edinburgh Adventist Primary School

Cheers erupted in the assembly at EAPS in Lilydale when the Commonwealth Bank school banking officer announced that they had won \$8000 in a promotional competition.

Renee Hall, Yr 2 teacher and school banking coordinator, became aware of the competition and asked her father, Lindsay Ralph, to prepare a creative entry. A former primary art teacher, he suggested the prize money could be spent to fit out their newly-built but empty Art Room, which was funded with the Government stimulus package.

One essential piece of equipment was a 50-shelf drying rack for wet two-dimensional work such as paintings and prints. Valued at almost \$3000 new, Lindsay noticed one on eBay with a bid of just \$5.50. Only problem... it was located in Southport, on the Gold Coast! Quotes to transport a bulky, heavy steel item to Melbourne were prohibitive.

Not to be deterred, Renee's mother suggested that friends from Lilydale church, Lawson and Llevella Reid, often drove up north to visit their daughter and son-in-law so why not give them a call.

Doing so, Lindsay was amazed to find they were driving to Queensland at that very moment, and it 'just so happened' that they would be in Southport just after bidding closed and would be able to transport the drying rack back to the school in their utility.

Was this mere coincidence? Never! Our God had His hand over the timing and the price of just over \$400 for this near-new rack.

So the Art Room will be fitted out well and provide many opportunities for student's creative expression thanks to a little creativity. And that drying rack will forever be a reminder of God's providence.



LINDSAY & HIS STRONG HELPERS MOVE THE RACKS

'Cross Countrying' it at Gilson

Yr 3-6 students were very excited to participate in the regional Caroline Springs Primary School Sports Association Cross Country Carnival in May. With excellent performances, sportsmanship and enthusiasm,

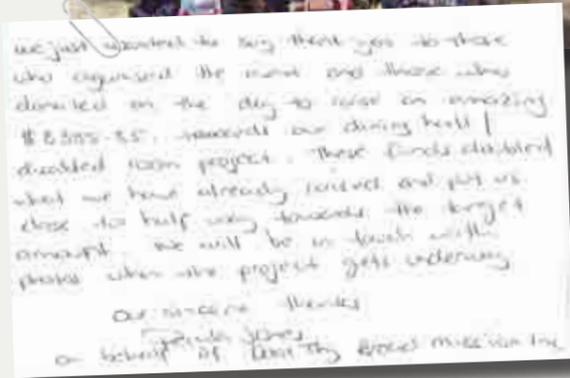
they were delighted to win the 2011 competition against nine other local schools, with a number of students achieved their personal best times and qualifying to compete in the next level of competition.

Giving Some Back

Each year Adventist Schools Victoria teachers come together for their annual conference. In what is now a tradition teachers donate funds to a preselected overseas mission project.

Last year the project selected was the Ian Castlemaine Orphanage in Kenya (known as Deal Thy Bread Mission). Over \$8300 was donated to assist Ian in building a dining hall for the students who currently eat at tables out in the open. The project will also include the construction of an adjoining room for the large number of disabled students who due to mobility problems need easy access for meals. Ian's daughter Paula was delighted with donation and sent the message pictured on the right.

IF YOU WANT MORE INFORMATION ABOUT THE ORPHANAGE GO TO:
WWW.DEALTHYBREAD.ORG.AU



Encounter at Ground Level

As more of the new Adventist Bible curriculum, *Encounter*, is rolled out to all schools in Australia and New Zealand, the writing team have had their ears to the ground, looking to see how the new program is really going at the grass roots.

While units have been trialled prior to release, it's exciting to hear the feedback from teachers and students alike has been overwhelmingly positive. We thought we'd share with you some of what is happening in our schools in regard to the core mission of Adventist Education – kingdom growth.

One of the goals of *Encounter* has been to provide teachers with a wide range of activities and ideas, which they can tailor to suit their particular student group. Secondary graduate teacher Rosanna Laredo, of Henderson College, shares her perspective about *Encounter* and, in particular, the framework in which these new teaching units are written in. She says, "What I find most useful about the framework is the strong direction and purpose it adds to each Bible class. I particularly enjoy the originality of the activities and the depth of thought and planning that has gone into it. I have also found that it has developed my own Biblical and professional knowledge. The framework works with the Big Picture and adds relevance to every lesson's content. Each time I teach the *Encounter* I'm amazed at the originality and organisation of it. Thank you again for your extensive efforts!"

Sandra Ferry, Principal at Henderson College concurs.

"I have witnessed a growing enthusiasm both from the teachers themselves and the students. With one voice, high school students have been assuring me that the topics discussed are more meaningful and relevant than ever, as they are being prepared for what is going to happen in earth's history. They don't just write, they debate and express their views."

Daily, those of us on the *Encounter* Team see God's mighty hand in this project and feel His blessing and guidance. More than anything, it is our desire that He will continue to bless the teachers as they use this new curriculum, as well as the students in our schools - that they may be open to God's presence in their lives at this pivotal time in our earth's history.

Nina Atcheson
Curriculum Officer (Secondary)
Adventist Schools Australia

Walking Safely to School at Henderson

Students, staff and parents participated in the Walk Safely to School Day on Friday, 20 May. It is an annual, national event where all primary school children are encouraged to walk and commute safely. A community event, it seeks to promote road safety, public transport and the environment and is an opportunity for parents and carers to promote safe pedestrian behaviour by informing them they need to closely supervise their young children, particularly those under 10 years of age, in all road environments, holding hands when near or crossing a road.

Walk Safely to School Day also promotes and informs parents, carers, teachers and children of the significant physical, mental and social health benefits which can be achieved through regular walking.



Sink or Swim?

In most school systems, it wasn't so long ago that beginning teachers were 'just thrown into the deep end' and expected to swim. And not just swim, they had to look and sound like they had been swimming at Olympic levels for years.

A tough ask when you think about it. In most professions, people cut beginners some slack, but we have always had high expectations of graduate teachers. The result of this was a sadly high turnover of graduate teachers with up to 30% leaving the profession within five years. This hurt the young teachers as they turned their backs on the effort they'd invested in training, and it hurt schools as they too had to continually rearrange themselves. Financially it was damaging to school systems as it's quite expensive to lose trained staff.

Things have changed in the last few of years with the realisation that we can get better outcomes by supporting new teachers. For some time now, Adventist Schools Victoria has provided support for induction and mentoring of beginning teachers. This is a great field to work in, and it gives me great pleasure to be involved in it. Our young teachers are a fine group of people, and I find them frankly an inspiration to mix with. The quality of their commitment to their students is a delight. These people really care for kids and their strongest hope is that the students will come to know Jesus.

There are many facets to my task. Induction is the process of introducing graduate teachers to their new profession and workplaces. There are many things that are assumed by experienced teachers, and many things that the workplace just 'expects' beginners to know. In reality these need to be spelt out clearly to make sure everyone understands the school community's expectations. Practical issues of compliance with state government teacher registration and Adventist Schools Australia accreditation require some guidance for most graduates. Mentoring is an ongoing process providing role modelling, advice and support, feedback on performance and someone to celebrate success. In some circumstances my role has

been that of an advocate for the graduate teacher in the school, interfacing between the young teacher and school structures.

If you are a young person thinking about a career, have a look at teaching. Teaching is a profession that is never dull, dynamically adapting to a rapidly changing society and workplace. Teaching has always been a great source of pleasure to me personally, and it just might for you too. You can study to become a teacher at Avondale, or at local universities. There are degree-length courses in Education, or alternatively those who already have a degree can add a teaching qualification and become a teacher with an additional year's study.

If you are currently studying to become a teacher and suspect that Adventist Schools Victoria doesn't know about you, get in touch with us. Drop in a CV. Who knows? We may just be able to offer you a rewarding appointment.

Margaret Fox

Schools Development Officer – Induction & Mentoring



SARAH MADRIE, MARG FOX & BRITTANY ROBINSON

Two Essential Appointments

One of the objectives at the Adventist Schools Australia Leadership Conference held in May, was to explore ways to partner with chaplains, pastors and parents to reach young people for Jesus Christ through Adventist Education.

School leaders were challenged to take the initiative, establishing a team approach to intentional discipling. First and foremost, people who lead others into discipleship must themselves be disciples. Don MacLafferty reminded his listeners that their daily appointment with God is foundational to effective leadership especially in this key area. Secondly he outlined that daily appointments with family are God's next expectation for workers in the Gospel cause. He emphasised that unless we spend time connecting deeply with our family and building faith within we will have little impact there, where it matters most. Once these two key appointments are met we are

then empowered to minister to the spiritual needs of others. Mentoring within our schools and churches is the most effective strategy to influence our young people to make lifelong commitments to God. Gary Hopkins, in his book *It Takes a Church* highlights that sometimes only one authentic relationship with an appropriate adult role model is enough to make such a difference. Dr Barry Oliver reminded the leadership group that we are all living stones, holy priests offering our lives as living sacrifices to the One Living Stone (1 Peter 2: 5-7).

Lyndon Chapman
Associate National Director
Adventist Schools Australia



Published!

Sandra England, our Schools Development Officer for Learning & Teaching, has written an article entitled "Multiliteracies Action Research at Gilson College: Our Journey," which was published in the Curriculum Leadership Journal in May. The Curriculum Leadership is an electronic journal for leaders in education. To view the article go to: http://www.curriculum.edu.au/leader/multiliteracies_action_research_at_gilson_college,33366.html?issueID=12407



The Rite Journey

LILYDALE ADVENTIST ACADEMY

"The Rite Journey is a unique educational program designed to support the development of self-aware, vital, responsible and resilient adults. Given the current lack of Rites of Passage in the Western World, young people are left to invent their own, which are often unhealthy and unsafe. The Rite Journey provides young people with the opportunity of experiencing rites of passage, created and guided by caring adults". (www.theritejourney.com.au)

This year LAA has embraced this program as part of the school's commitment to providing opportunities for students, encouraging them to grow and mature into the men and women that God created them to be. This unique program is targeted at the Year 9 level and is presented by Dustin Dever and Judy Howard-Bath.

To launch the program students, parents and staff met on top of Mt Dandenong on a chilly February morning to watch the beginning of a new day and to welcome the first stage on the Rite Journey. Divided into seven stages, each stage of the program incorporates a carefully crafted and unique ceremony (or celebration) with a Christian focus, leading the students to acknowledge their personal journey towards adulthood.

To date, the class has been challenged in a number of ways. Given that Dustin Dever is the school's outdoor education specialist, this has included an overnight hike to Mt Stirling as well as a four day 'Survivor' challenge that demanded teamwork, decision making, survivor skills and a spirit of adventure. Still to come are the two night bush walking and abseiling challenge and the much anticipated 24 hour solo experience.

Ample opportunity is also allowed for discussion of

current events, pressing issues and relationship building as well as the coursework to be considered and reflected upon. Additionally, each student has a mentor outside of school and family, who meets with them once a fortnight, providing another positive role model in their life as they work together on a project.

"Even though we are not even half way through, a change in the students is becoming more and more evident," observes Judy Howard-Bath.

'A successful and happy adolescence entails hundreds of conversations about what matters, who you are and what you stand for. Yet many (young people) are basically abandoned by distracted parents and the impersonal melee of large secondary schools.' (Steve Biddulph)

Quality input in our children's lives is invaluable, and this program is providing a defining moment for these young people as well as presenting a model of how young men and women should be.

Research shows that as a society, we underestimate the potential of our 15-year olds. At LAA we are optimistic that with the Rite Journey, our students can and will make positive decisions in their lives, embrace new change and do amazing things.



www.WordSearchMaker.com - words to look for...

ARMY BREAD CAMELS CAMP ENEMY FEAR GIDEON GOD HILLS MIDIANITES PANIC SCARED STREAM TENTS THREEHUNDRED TORCHES TRUMPET

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All funds raised will go towards
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JESUS who, what, where and how?

VicYouth Conference@
Nunawading Christian College
161 Central Rd
Applications available at www.vicyouth.com and close July 11 as workshop spaces are limited

Friday and Saturday Evening Worship with Eddie Hypolite are open to all - no registration required Friday @ 7:30 and Saturday @ 5:30

July 22-24 2011

IDENTIFY

Trust Services

Steve Whitson will be attending the following churches on these dates. If you would like to make an appointment to meet with him concerning Trust Services while he is in the vicinity, call the office on 03 9264 7777.

This is a free and confidential service.

July 2 - Macedon Ranges July 23 - Traralgon
July 16 - Hamilton July 30 - Nunawading Asian

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Mobile 0432 593 299
damir-posavac@bigpond.com
www.simplesite.com/TheBibleTour2011

Restore my Spirit

Visit www.vic.adventist.org.au for more information or call 03 9264 7777

July 29 - 31

Women's Conference 2011 - Victoria

Sunset times

Bairnsdale time is 10 minutes EARLIER & at Hamilton the time is 12 minutes LATER.

Sabbath	Opening	Closing
June 25		5.09
July 1,2	5.12	5.12
July 8,9	5.15	5.16
July 15,16	5.20	5.20
July 22,23	5.53	5.54

OFFERING SCHEDULE - JULY

- July 2 - Local Church Budget
- July 9 - World Mission Budget
- July 16 - Local Church Budget
- July 23 - Education/camping ministry
- July 30 - Local Church Budget



facebook

Katie Citizen*

Yeah, so my family is pretty messed up. Mum and dad live in Department of Housing Estates... different ones, cause they're seperated.

Mums in Richmond. Dads in Fitzroy.

Oh, and both my brothers are convicted drug dealers.

Just got back from 'Mighty Pirates'. Its the homework club I go to every week.

Might not sound cool, but its awesome!

They run Inner City Kids Choir too... one of my fav things eval

My tutor said something about my literacy and numeracy improving. Not 100% on what she means, but I know school is better.

I'm finding the work easier and the teacher seems to like me more too.

Discover more about Recon, offer your support or volunteer your time by calling Rebecca Auriat on 04 11 865 790.

ADRA
vic youth

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RETAIR RECLAIM RESCUE**

YOUTH MINISTRY SUMMIT

MWTP

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DR GILBERT EWING
Director of Youth Ministries
QUEENSLAND CONFERENCE

DR RYVETH WILLIAMS
Professor of Homiletics
ANDREWS UNIVERSITY
GENERAL CONFERENCE

PR JOSE ROJAS
Director of Volunteer Services
NORTH AMERICAN DIVISION

DR BAILEY CALLESPÉ
Professor of Theology and Personality
LA SIERRA UNIVERSITY
PACIFIC DIVISION CONFERENCE

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- > Pathfinder leaders
- > Adventurer leaders
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- > Outreach
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- > Tertiary Ministry
- > Leadership development

Watson Park Convention Centre
Brisbane, Queensland, Australia

For more information visit the [website](#) or contact your local conference/mission youth department.

A ministry event inspired by the South Pacific Division Youth department

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AUGUST 12 THROUGH 16, 2011

www.mwtp3.com



Adventist Singles Convention

Under the Sun

International Guest Presenter
Dr Kendra Valentine

December 28, 2011 - January 2, 2012
Naamaroo Conference Centre, Sydney

Contact
jbolst@adventist.org.au - 02 9847 3306



Date: 2nd July

Cambodian Fundraiser Concert

Proceeds will be used to build a community centre in Kampong Thom province for educational programs to upskill local villagers.

Venue: Dandenong Polish Seventh-day Adventist Church, 100 James Street, Dandenong

Melway: 90 C3

Free Entry
Fundraiser collection




Cakes and refreshments for purchase after the program
For further details call Samuel on mob: 0422 050 624



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