

1. The Privilege of Teaching*

What does the Bible say about teachers? How can we as teachers follow the Master Teacher?

2. Bursting Boredom's Bubble

Is boredom a necessary evil when it comes to some things we must do in school? What are some practical ideas of how to keep learning and education fresh and interesting without losing our overarching goals for education?

3. Promoting Concentration

How can teachers help a student to concentrate? Is it more than just a quiet room? Sometimes we may think that it is all up to the student to figure out how to concentrate on their work, but is that true? Come to this workshop to hear pointers that teachers can use to enhance the ability of their students to concentrate on their work and maintain their focus.

4. Inspiring Motivation

Does motivation come naturally or is it up to the teachers to make sure that their students are motivated and remain motivated? Is motivation a shared responsibility of the teacher and the student? Do the parents enter into this picture at all? Come to hear some guidelines for ways that teachers can inspire and maintain the motivation levels of their students.

5. Eliminating Distractions

Here you will find some practical tips for how you as a teacher can eliminate things that so easily distract the focus on our students. This could be tips for what a teacher can do and tips for what the teacher could have his students do to help eliminate things that distract students from learning.

7. Preparation*

Am I prepared to teach school? Where do I start? What is most important? If you feel like an elephant that has been dropped into the ocean, this class will give you some techniques and strategies to help keep your head above water!

8, 24, 41 First Grade

These workshops will be focused on first grade

9,10,11, and 25, 26, 27 will be "simulated teaching" workshops.

In these interactive workshops, participants will observe a class being taught and be given an opportunity to critique. The goal is to provide a comfortable, open environment where effective teaching skills can be identified and developed.

12. Presources*

Help! I've agreed to teach and feel totally unprepared. Do first-year-teachers have pre-existing sources of experience that are useful in the classroom? Where should new teachers look for ideas? Inspiration? Tools?

13. Healthy Boy/Girl Relationships

Students need to learn to respect each other physically. Boys need to learn to be gentlemen and to lead out. Girls need to respect the boys in their attempts at gentle-manliness and leadership. Can you keep cliques from forming? And just be kind.

14. Disobedience or Disability

How do we know if we are dealing with a student's carnal rebellious nature or if the student is lacking the necessary tools to be able to do what we're asking of them? What are some of the signs of the more common differences/disabilities we might see in children that could affect their learning?

16. Time Management

Does a teacher have the time to manage his time? Sometimes the demands of teaching can be so great that a teacher focuses more on simply keeping the fires out rather than considering how to better use the time he has. This workshop will provide you with tips and principles that will help you be more in control of your time in all areas related to teaching.

17. Procedures*

What is the difference between a procedure and a rule? How do procedures help me have a disciplined classroom? What are procedures that can help me teach in a multi-grade classroom? Come to this workshop that helps us understand how procedures are foundational to learning.

18, 34, 46. Elementary Music Culture

Singing is an important part of worship in our communities. Come to this three part series of workshops to learn practical ways to inspire and teach young students to sing.

19. Practical Discipline (lower grades)

Is it important to have a disciplined classroom? When we think of discipline we can tend to think of it as punishments. Are there ways to manage a classroom so you as a teacher are ahead of the curve instead of coming along behind and “smacking hands”?

20. Practical Discipline (upper grades)

Sometimes discipline in the upper grades can present some dilemmas for the teacher. What discipline is effective and works? Should a teacher tailor the discipline to each student or should all suffer the same punishment across the board? Should all students suffer for one student's misdemeanor? These and other questions often can create headaches for the teachers of older students. We would like to hear practical guidelines for discipline and principles that should direct whatever discipline is administered.

21. Conflicting Interests

“I’m chairman, my brother-in-law (whose son is causing trouble at school) is secretary, my daughter is a teacher...How can I involve myself objectively? Oh, and I’m also a father, busy business owner, trustee at church, Sunday morning superintendent, etc. I hardly have enough leftover mental space to give to the school. But I was voted on by a trusting brotherhood.”

23. Presentation*

How do I “catch” my student’s attention? What do I do once they are “on the hook”? What is the purpose of a presentation at the class table?

28. Principles for Grading

Grading - isn't that the teacher's responsibility? Many board members feel like they don't know the first thing about grading a student's work in school. Sure, it needs to be graded, but how to mesh the daily work and the tests so as to gain an accurate grade is about more than they can figure out. This workshop will deal with principles that you can take home and implement in your school so that the efforts by the teacher to grade and to grade well are directed by something larger than the personal opinion and understanding of the teacher.

29. Board Meetings and Beyond

“Chairmen and schoolboard members, come learn and share. What are the components of a culture of healthy communication between board members, parents, and teachers and how can we promote these? What questions are asked in effective board meetings? Is there a board meeting template I should follow? How often should a board member visit school or visit with the teachers?”

30. Healthy Student/Teacher Relations

What do healthy student/teacher relations look like? Are you, as a teacher, the student's buddy? Mentor? Dictator?

33. Avoiding Teacher Burnout

It was a long week; in fact, every week is a long week. It seems the energy tank is constantly getting more and more empty. Will you be able to make it to the end of the school year? And then, after multiple years in the classroom, how do I drum up the energy and vision for a new year? Running on an empty tank is not a long-term solution to success. This workshop with outline important things for you to remember and to embrace so that you tank never gets to empty.

34. Pitfalls*

Everyone makes mistakes. But we don't need to repeat all the mistakes of our predecessors. Come to learn about the common pitfalls that teachers can fall into and how we can avoid them. The first step in avoiding a pitfall is seeing it before you fall in!

36. Teaching Sportsmanship

Being a good sport is a learned art, something that doesn't come naturally in most people. How can we as teachers exemplify and encourage how God wants us to respond when we lose at something?

37. Managing a Multi-grade Classroom

Many of us find ourselves in a setting where we must teach more than one grade in one room. Come to this class to find tips on how to be a good time manager while connecting with each student in your class.

38. The Bible in Our Classrooms

One of the primary reasons for our Christian day school is to be able to teach the Bible to our students. How can we maximize this opportunity that we have?

40. The Seven Laws of Teaching*

Why are successful teachers successful? Whether they have read these principles of the art of teaching or not, they are practicing them. Don't let the title mislead you; this class goes beyond teaching theory and gets so practical that you can use what you learn here on your first day of school.

47. Teaching Critical Thinking

Is it really true that students need to learn how to think? Does that come naturally for every individual as they grow up and mature? Sometimes a student can seem to be bent on criticism rather than critical thinking. As a teacher, how can you provide your students with a framework that allows them to develop the ability to analyze a statement or a principle in a way that furthers their understanding of it.

* Indicates Novice track