



2024/2025 VOLUNTEER APPLICATION AND CONTRACT

Prior to signing this application, please read ALL the documentation contained in this package to familiarize yourself with the program, tasks to be performed, the culture, area, rental contract, and expectations.

APPLICANT (VOLUNTEER)			
Full Name:			
Date of Birth:		Passport Number:	
Gender:		Nationality:	
Address 1			
Address 2			
Cell (w/ Dialling Code):	+	Home Phone:	+
Email Address:			
EMERGENCY CONTACT			
Full Name:			
Relationship:		Nationality:	
Address 1			
Address 2			
Cell (w/ Dialling Code):	+	Home Phone:	+
Email Address:			
GENERAL / OTHER INFORMATION			
Anticipated Arrival:		Anticipated Departure:	
How Did You Hear About Crosspoint Academy / The Crosspoint Foundation?			
Are You in Good Health?		Any Food Allergies?	
Do You Smoke or Drink?		Do You Use Drugs?	
REQUIRED DOCUMENTATION TO BE SENT WITH APPLICATION			
	Signed Application.		Copy of Passport.
	Valid and Up-To-Date Police Clearance (No More Than 90 Days Old).		
OTHER REQUIREMENTS			
	Necessary Travel Visa / Permit.		Applicable Vaccinations.
	Comprehensive Medical Insurance for Length of Stay.		
	International Driver's License if Intending to Personally Rent a Car / Drive.		
Applicant's Signature:		Date Signed:	
Guardian Signature (If Under 21 Upon Arrival):			

- Applicants (volunteers) may be no less than 16 years of age when applying.
- All applicants (volunteers) must be at least 18 years of age at the time of arrival to the location.
- It is understood that any false or misleading information provided on this application form shall be considered sufficient cause for the disqualification of the applicant.
- You will be renting out a flat / room that is not owned by the organisation and has separate rules and regulations. Costs for the rental of these living quarters will be determined on availability.
- You are not required to have a covid vaccination (by us or the government), but it is highly recommended.
- Please note any travel restrictions that may be in place by your country or South Africa—including any connecting flight locations.
- **IMPORTANT:** Visa's for stays longer than 90 days must be "in respect of voluntary or charitable activities". You must give ample time to acquire your Visa. And note, this Visa must be a VISITOR'S VISA—*do not apply for a study or internship as you will be rejected.*

Initials:

2024 / 2025 VOLUNTEER PACKAGE & APPLICATION

THIS PACKAGE CONTAINS ALL THE RELEVANT INFORMATION REGARDING VOLUNTEERING WITH US HERE IN SOUTH AFRICA. PLEASE READ THROUGH THIS ENTIRE PACKAGE BEFORE APPLYING.

FILL OUT AND SIGN ALL APPLICABLE AREAS OF THIS PACKAGE, INCLUDING YOUR INITIALS ON EACH PAGE.

WE LOOK FORWARD TO YOUR INVOLVEMENT WITH US!

ABOUT THE ORGANISATION

The Crosspoint Foundation welcomes you to South Africa. We are a Non-Profit Organisation established in South Africa with world-wide sponsorship. Our purpose is to open and establish low-fee, holistic, independent schools in South Africa, bringing good quality education to impoverished children. These schools are branded under the name: *Crosspoint Academy* with Grades RR & R (pre-kindergarten & kindergarten) and Grades 1-9.

As a volunteer, you will be assisting in *Crosspoint Academy – Strand*. This is an urban school located in the heart of Strand, Cape Town, South Africa in a business district along the beach.

We have been incorporating a Volunteer / Intern Programme for over 10 years in connection with *project:help e.V.* in Germany—truly helping these children and educators in the school.

The school serves the Strand, Somerset West, Gordon’s Bay, and surrounding communities, bringing children from the impoverished townships of Lwandle, Nomzamo, Zola, and others. With our low-fees, we are able to reach children and families that cannot afford many other private schools, nor are able to get into the overcrowded government schools.

Though *Crosspoint Academy* is one of the lower fee schools in the area, many parents are in such dire financial difficulties, they still need help paying school fees for their child. Where there are legitimate reasons for their situation—like parental disability, death, or adverse destitution—we connect them with sponsors locally and globally. These sponsors also help the school and organisation directly.

To assist us in establishing these schools, and assisting the families / children at a personal level, we have connected with other outreach organisations and individuals. Our biggest supporters are in Germany and the United States. They have been helping in many areas, including fundraising, acquisitions of books, learning material, child sponsorships, and more.

We are blessed to have such strong, caring groups of individuals and other organisations supporting this goal to help provide education to children in need.

In this package, you will discover more about *Crosspoint Academy*, and the role you will play volunteering at the school. We know that when you come, you will be greatly blessed and will go home with a positive and enlightening experience you will never forget.

Feel free to reach out to me with any questions you may have.

God Bless,

Chris Badenhorst
Chairperson / Director of Operations
THE CROSSPOINT FOUNDATION
CROSSPOINT ACADEMY - STRAND
Strand@CrosspointAcademy.co.za
+27 72 331 6523

Initials:

WELCOME TO SOUTH AFRICA

The following is a list of some orientation items to help you familiarize yourself with where you will be living.

Firstly, if you have not been to South Africa and the Western Cape, welcome to a new land. As such, you must be aware that there are countless climate, cultural, and behavioural differences you will discover. Thus, you will be blessed by these experiences; yet understand that there are safety measures and precautions that you must be cognisant of.

The Beauty:

The Cape Town area is of exquisite beauty, combining ocean, mountains, winelands, and farming within a relatively small area. And not only is there great open grasslands, but strong metropolitan areas. There are ample sights to see: from Cape Point and Table Mountain, to that African environment of wildlife and Game Reserves; from outdoor activities, to downtown art and theatre. There are many activities that you may find enjoyable: hiking, surfing, swimming, shopping, fishing, sports, whale watching, shark diving, and a variety of weekend getaway travels.

Climate:

The climate here can vary from day-to-day and even during the day, in all four seasons. Typically, winter is the wet season and is cold and wet with strong winds that can last weeks at a time. However, the temperature rarely gets to below freezing. For summer, it is hot and dry with temperatures in the upper 30's C. It can also be windy for long periods of time, although a warm wind. Yet, a cool wind can blow in from the ocean at times that can drop the temperatures. Spring and Fall are a mix at times, so be prepared for cold, hot, or mild temperatures.

Culture:

The history of South Africa has produced a wonderful mix of cultures that can be seen in the towns, food, and arts. With the variety comes many languages that are either tribal, of different countries, or a blend of them all. However, with the differences, tensions between them can be seen—either from the political past here in South Africa, or just because of being from a different culture or country. Many of these groups can suffer xenophobia from other groups and cultures.

Local Area:

The area that you will be located in is in the heart of Strand, Cape Town, South Africa. It is along a beautiful beach—the name Strand meaning beach. There are shops, stores, restaurants, and more to visit and walk to. Outside of this area, the Strand is surrounded by impoverished Townships and Villages that our children and families live in. These are often not the safest environments for them, but also for yourself. If not careful, they can become dangerous and easy to get lost in if trying to visit on your own (which is not recommended). Group outings can be arranged to visit some of these Townships and Villages with the Management Team. Through this experience, you can better get an understanding of the life so many live and have lived in over generations. But do keep in mind that these are the areas the children at the school are living in and coming from—this is their home, and some do have and show pride for where they live and how they live. So please be extremely respectful of this as to never offend the child or family, even in jest.

Part of your role with us is to be a positive role-model for the children and to help nurture them into a strong future. With all this in mind, the team at *The Crosspoint Foundation* and *Crosspoint Academy* welcomes you to a wonderful season in your life!

CANCELLATION POLICY

We understand that emergency situations can happen prior to your arrival that may cause you to cancel or reschedule your volunteering time with us. As such, we will work with you on a case-by-case basis. However, our standard policy is as follows:

- If you cancel before paying, there is no penalty, and nothing owed to us. We do not charge an admin fee.
- If you have paid but cancel, then we keep one month’s rental (not more than 50% of the total paid). This is due to us reserving your spot in the volunteer accommodation.
- If you cancel after arrival, there is unfortunately no refund.
- If you have paid, but reschedule for a different time, we will hold your monies for the new time you schedule with.

VOLUNTEER RULES & REGULATIONS

The primary focus of you as a volunteer at Crosspoint Academy is to help guide the children in the school with the Management Team and Teachers. We hold the roles of the volunteers in high regard; they are not only integral to the vision of the school, but also to the future of the children. As such, it is vital to establish criteria for the duration of your stay—not only for their benefit, but for yours as well. We want you to be able to learn about helping others, experiencing new cultures and a new land, but also to shape your future. This is the positive view we have of your value as men and women here.

ROLE

1. As a volunteer at Crosspoint Academy, you have the ability to interact in many levels of a child’s education development. Your role is to assist with the staff, teachers, management, and team for the children; and in the process, learn about the functions of a school, classroom, curriculum, and education.
2. During your time volunteering, you will be placed in several different areas to assist. These daily activities include:
 - a. Learning in a classroom from teachers regarding curriculum and teaching styles.
 - b. Becoming familiar with curriculum in varying grades (English Home Language, Mathematics, Reading & Writing, and Life Skills).
 - c. Providing support to children with their studies.
 - d. Giving extra help to children with special needs or learning differences (intervention).
 - e. Attending meetings and training sessions as laid out by school manager.
 - f. Helping with school events, trips and activities.
 - g. Library Aid.
 - h. Admin Assistant.
 - i. Art Class Assistant.
 - j. Music Class Assistant.
 - k. Physical Education (PE) Class Assistant.
 - l. Computer Assistant.
 - m. Familiarizing with the Behaviour Management System in place.
 - n. Monitoring children during pick-up and drop-off, as well as break times, lunch, recess, and outings.
 - o. Assist with the screening of children for signs of sickness that could relate to covid.

Initials:

3. A typical daily schedule, rotation, and activity for a volunteer is:
 - a. Arrive at school by 7:00am to assist with the children arriving to school during drop-off times.
 - b. Coordinate with your assigned teacher in his/her lesson preparation for class.
 - c. Assist the teacher during the day with activities.
 - d. Plan and submit weekly lessons (specifically Art, PE and Technology Class interns).
 - e. Assist the teacher with tutoring of the children during breaks or group study time.
 - f. Help monitor the children during breaks, recess, lunch time, or play time.
 - g. Take personal notes regarding teaching practices and styles in the classroom.
 - h. Assist with tidying up the classroom at the end of the class.
 - i. Help monitor the children during pick-up times.
 - j. Assist the teacher in his/her lesson preparation to the next school day.
 - k. Be finished around 3:0pm (or when the last child leaves).
 - l. Join in with staff meetings as applicable.
 - m. Assist the teacher and Admin with copies.
4. Volunteer-Specific schedules, rotations, and activities will be assigned upon arrival.

RULES & REGULATIONS

1. Please be respectful of each other as volunteers and with the abilities each individual demonstrates. We are working as a team and want everyone to be able to support & build each other up in their capabilities, as well as emotionally.
2. The Volunteer Quarters are Co-Ed (male & female), please value one-another’s privacy, and requests for alone time.
3. Please note that all of you share gender-separated sleeping rooms. Males and females are required to sleep separately, even if coming as a couple.
4. There are bathrooms shared among you all (both genders); please schedule out routines for use.
5. The Volunteer Quarters must be kept clean & tidy at all times. Current volunteers are a representative to not only new volunteers coming in, but also visitors and donors viewing the school and your living accommodation.
6. Dress Code:
 - a. All volunteers are expected to conform to an acceptable standard of dress code to ensure that the image as presented to fellow colleagues, learners, parents and associates is in keeping with the proper professional approach of the organization and the school and to be an example to the learners.
 - b. Ladies must take care that their clothes are presentable with no short skirts /shorts or overly tight pants.
 - c. No open / bare breasts nor extremely low-cut tops are permitted.
 - d. No sweatpants or gym attire unless the volunteer is assisting in Physical Education (P.E.) or sports.
 - e. Jeans are acceptable.
 - f. Men & woman can wear casual-style shorts; however, tight or loose and revealing shorts are prohibited.
 - g. ‘Leggings’ may be worn under shorts, dresses, and skirts.
6. *The Crosspoint Foundation and Crosspoint Academy will not be held liable for the loss or damage of the volunteer’s personal property. It is your responsibility to look after and care for your belongings and making them safe & secure (including laptops, phones, electronics, jewellery, passports, money, paperwork, etc.).*

7. The volunteer is responsible for their own medical coverage. Government Hospitals are available, but do not offer the same level of service and medical attention that private facilities do. There is a nearby private Medical Clinic & Practise:
 - Busamed Paardevlei Private Hospital, 4 Gardner Williams Avenue, Somerset West, 7130, South Africa.
 - Private Practise: Doctor Offices, 90 Beach Road, Strand. Next to school above Essential Health Pharmacy.
8. Please notify the school Business Manager of any food or other allergies. We will notify the other volunteers and will do the utmost to accommodate.
9. Unless required on-site or at the school for training or meetings, you are free to enjoy weekends, school holidays, & public holidays.
 - a. Make sure that when leaving the premises, you return on time for your next scheduled class or activity.
 - b. On free days, group activities may be planned in advance for those who wish to participate.
10. Both the school property and the volunteers accommodation are a non-drinking, non-drug, and non-smoking property. Any such activity are grounds for immediate dismissal from the program.
11. Seeing that we work with children; volunteers are asked to be careful with certain means of play:
 - a. No child is allowed to lie on top of your body, or climb on you, in any circumstance.
 - b. No child may play with a mobile/Cell phone, camera or other electronic equipment.
 - c. No sharp or heavy objects (even sticks) are allowed in the children’s hands.
 - d. Younger children must be supervised when they do cutting with scissors and pasting.
 - e. Wear gloves when administering to an injured child.
 - f. Some children with learning differences require extra patience or assistance.
12. Children are not allowed to be naked at any stage. Volunteers are not allowed to be naked with or around the children (including topless sun-tanning by the females). Nudity or pornography is forbidden.
13. The children are NOT ALLOWED inside the volunteer accommodation at all.
14. Relationships with learners of any age are forbidden (even if the learner is 18 years of age or older).

ARRIVALS & DEPARTURES

1. Arrival & departure dates will be finalized with the contract and available space in the Volunteers Quarters.
2. Please inform the Director of Operations at least 72 hours in advance (not more than one week) of your arrival and departure dates.
3. Additionally, please inform the Director of Operations in advance regarding any scheduled time off for family visits or holiday time. All time off must be requested for approval prior to arrival.
4. Please note the exchange rate for Euro’s, Dollars, or other currency prior to arrival. There is no money for exchange on site; however, ATM’s are available at the airport or nearby in town.

TRANSPORTATION:

1. For your transport from the airport and back you have to contact Monty Pelsler 72 hours in advance. He is also available for transport to & from the property to various location in & around the area.
Monty Pelsler info@spfss.co.za +27 72 248 8508
2. Additionally, you can hire an Uber car for taxi service around town.
3. Rental cars are available through many companies like Avis and Hertz; or local businesses.

LOCATION:

1. The school address is: [12 Pickle Street, Strand, Cape Town, South Africa.](#)
2. Driving directions from Cape Town / the Airport:
 - Follow all road-sign directions to Somerset West on the N2.
 - Take Exit 43 Somerset West: the R44 Broadway Blvd / Stellenbosch exit.
 - Turn right onto the R44 / Broadway Blvd.
 - Continue on Broadway Blvd past Somerset Mall and past the Sanctuary Mall.
 - Turn right onto Coast Road / Beach Road. There is a sign on the corner of this intersection for the Strand Golf Club.
 - Continue on Coast Road / Beach Road past Busamed Paardevlei Private Hospital (which is on your right) and past the Strand Golf Club (which is on your left).
 - Stay on Beach Road until you get to the round-about between the KFC & San Francisco Spur restaurants.
 - Turn left at the round-about.
 - Take your first left on Wesley Street after existing the round-about.
 - Your drop-off location is next to the PEP store on Wesley Street, and the entrance into the building is through the passage next to the PEP store.

VOLUNTEER ACCOMMODATION

1. Volunteer accommodation is rented out by outside agencies and are not owned or operated by *The Crosspoint Foundation* or *Crosspoint Academy*. We have, however, found locations for you near the school. The rental you pay is based on the availability of the flat / room at the locations we are able to acquire.
2. You will be renting out a flat / room that is not owned by the organisation and has separate rules and regulations.
3. The typical living arrangements that are made can vary, but on average:
 - a. Are co-ed spaces with separate sleeping rooms for men and women with toilets & showers.
 - b. Self-Catering: a refrigerator, stove, microwave, bread toaster, and water kettle for use.
 - c. Water utilities are included. Please use these sparingly to help reduce these expenses.
 - d. Electrical meters are pre-paid. You and your fellow volunteers/interns will share in the expense of paying for the electricity usage.
 - e. A TV, but not with satellite connections (DSTV).
 - f. Internet is available for use at the quarters and the school.
4. Anticipated Everyday Living Expenses:
 - a. Food is the sole responsibility of you and your co-habitants. You must purchase your own food. And you may prepare your own meals or work out meal plans that includes multiple people. Please be considerate of food allergies or dietary restrictions / choices of the other volunteers. You will need to bring your own food to school for lunch / break.
 - b. Personal expenses include food, snacks, bottled water, toiletries, cleaning supplies, trash / rubbish bags, batteries (for TV remote & the like), tissue & toilet paper, personal notepads / paper / pens / pencils / colouring pencils, in-quarters entertainment (board games, cards, DVD's, etc), umbrellas, beach towels, and picnic blankets.
 - c. Costs for Uber / Taxi / Driver services for transportation into town, to and from the airport, and destination travel.
5. Refer separate Volunteer Accommodation documents for more information, including rental flat costs.

ABOUT THE SCHOOL

Crosspoint Academy – Strand is a Christian-based low-fee, non-government, mainstream school that exists to provide good quality education with support to low-income families; and students with Learning Difficulties. School fees start at R15,400 (€760 / \$825) per annum, making it one of the lowest fee private schools in the area—affording schooling for children of families in poverty. Many of these families live in the poverty-stricken townships of Nomzamo, Lwandle, Zola, and Khayelitsha; as well as around Strand, Gordon’s Bay, Somerset West, Macassar, and Grabouw.

Located in the Central Business District of Strand (Cape Town, South Africa), the school is situated in an urban location occupying over 1000 meters square of office space to accommodate over 330 learners.

We employ 33 staff, including: 1 Principal, 1 Director, 1 Head of Student Support, 1 Exec Admin, 1 Bookkeeper, 3 Assistant Admin, 2 Janitors, 2 Kitchen, 2 Monitors, 15 Teachers, and 4 Teaching Assistants. With the small class sizes, the learner-to-teacher ratio of no more than 24:1; providing for better one-on-one time with the children—including children with learning differences who have ADHD, FAS (Foetal Alcohol Syndrome), Dyslexia, or are on the Autism Spectrum. The school is all-inclusive with female and male staff and learners from various ethnicities, countries, and religions.

The School is set up with Grades RR and R (Pre-K and Kindergarten), as well as Grades 1 thru 9. All classrooms use the government approved Curriculum Assessment Policy Statements (CAPS) educational standards as the chosen curriculum, plus additional curriculum sourced internationally. The School offers English Home Language and Afrikaans as a First Additional Language. And follows the standard government school year: January to December.

As an urban school, we have safely adapted the Secondary School rooftop into a 400 square meter play area with artificial sport grass and a 2,5-meter-high fence. And have a separate Jungle Gym for younger learners.

We also provide AfterCare for learners in Grades RR, R, and 1 – 6 on school days until 17h30.

VALUES | VISION | MISSION

VALUES: The compassionate Heart of God is at the core of *The Crosspoint Foundation* and *Crosspoint Academy*; encompassing honesty, accountability, humility, and an energetic/proactive approach to life—impacting the diverse lives of the children, parents, teachers, staff, and all who pass through our door. We are “guiding hearts and minds” into altruistic leaders of tomorrow.

- **Heart of God / Compassion:** We exist to grow both the heart and mind. We create children who care for one-another, their community, their culture, their country, and the world. We are moved by the needs of others to act in making a positive difference in their lives (even in the little ways).
- **Energetic / Proactive:** Every day is a new day to begin fresh, excited, and ready to participate in the environment around us. We place our energy into being proactively ready for the school day ahead; and then energetically giving it our all as the facilitators of learning our students need.
- **Accountability:** We hold ourselves accountable for our own actions, admit when we make mistakes, and strive to be our best selves for our fellow staff and our students.
- **Honesty:** It is vital that honesty be held in high regard in all communications with each other, students, and parents. Even when faced with the vulnerability of expressing the truth and asking for forgiveness, honesty shows our students that the RIGHT way to handle life situations is always in a truthful way.
- **Humility:** This allows for selflessness and dignity. We have and show humility by listening to and accepting others. Humility allows each one of us to be “great” in the hearts of others (a mentor). Humility creates an open mind and recognition of the strengths in ourselves and others.

VISION: In “guiding hearts and minds”, *The Crosspoint Foundation* and *Crosspoint Academy* focus not only on the academics for the child, but also their mental and emotional wellbeing. Much of a person’s health and learning is directly related to their psycho-social state. This wholistic approach embraces the connections of Spirit, Heart, Soul, Mind, and Body to fulfill the potential of the individual in a social context. With this, the child can excel in who they are without limitations to who they can be.

MISSION: To develop a wholistic child that grows into a young adult ready to face the world around them. Taking with them the energy, passion, and strength to overcome anything they face through embracing the values and vision engrained in them at *Crosspoint Academy*. This, with our Teaching Methodology, make our school unique.

Teaching Methodology: At *Crosspoint Academy* we use an International-Style of teaching using “Active Learning”. The instruction given by teachers engage with students on their level allowing them to be active participants in their own learning process. Active learning is exciting and looks like everything from changing worksheet to a fun activity, pausing to reflect to role playing, small and large group discussions, hands-on tech, brainstorming, and case studies. Our teachers are always circulating the classroom to gauge student understanding of the topic. Formative assessment is our assessment of choice, using things like exit tickets, clip-board cruising, and classroom polls. However, we do follow the CAPS the curriculum and must take the formal assessments as required by the WCED. We feel our teaching methods prepare our students for these summative assessments more than any other type of teaching.

Biblical Studies: To delve into the Spiritual Wellbeing of the individual through a “non-religious” style Christian-based teaching; creating, not a “to-do” list, but understanding that each individual can have a one-on-one personal Relationship with God as their Father—“*Trusting the Father*”.

TEACHING METHODOLOGY: The intention of *Crosspoint Academy* is to guide young hearts and minds into cultivating a love for lifelong learning. In our classrooms, it becomes “I want to” instead of “I have to”. There are three main proponents that make us different – which we call the Crosspoint Method:

1. **We Embrace Learning Differences** - We recognize that some students have learning differences and we embrace them. We never label a student as "slow". We help each student to succeed, no matter how quickly or slowly we think they are grasping a concept. We try our utmost best to ensure that all students understand a concept before we move on. We utilize colour coded learning groups to help mediate those students who take longer to understand. We use all available resources to help students with learning differences including in-class volunteer assistants, management, and after-school tutoring programs.
2. **We use PBIS Techniques to Manage our Classrooms** - Positive Behaviour Intervention and Support (PBIS) is the #1 way that we manage our classroom. We understand that PBIS is the most effective form of behaviour management and we utilize it all day long in our classrooms. We never punish, belittle, yell at, mock or swat (hit) a child. We use positive verbal praise, rewards, school-wide token economy and student of the week to keep our students motivated to learn at their first level possible.
3. **We Use Active Teaching and Interactive Response Methods** – We utilize active teaching methods that require the student to be interactive with our lessons. Our lessons are planned and include an attention grabber, group practice, and individual practice. We are not lecturers, we are facilitators. We are constantly checking for understanding and asking probing questions that cannot be answered with a Yes or No. We utilize group work, partners, personal white boards, digital white boards with document cameras, group discussion, and other methods to ensure our students are actively engaged and learning. <http://www.opencolleges.edu.au/informed/features/21-ways-to-check-for-student-understanding/>

PARTIAL LIST OF FACULTY & STAFF

NAME	POSITION
Mr. Chris Badenhorst	Director of Operations (including Volunteer oversight)
Ms. Ghafeetho Abrahams	Principal
Ms. Claudia Spann	Head of Student Support
Ms. Jurina Varley	Executive Administrator
Ms. Bridgette Adams	Bookkeeper

2024 & 2025 SCHOOL YEAR CALENDAR

Note: No personal vacation / holiday time can be scheduled during days school is in session. You are required to be here to perform your duties during your scheduled school hours. Time away or with family and friends can occur after school hours, on weekends, term breaks, school holidays, and government holidays.

During the weekends, term breaks, and holidays, the volunteers have free time. They are not required to be on the school property—unless required for scheduled training or meetings. During their free time, they may travel as they please, or continue to stay in the Volunteers Quarters on the Property. The *Crosspoint Academy* calendar is a modified version of the Government / Public School calendar. The school shifts term breaks or adds/subtracts school days as deemed necessary.

Calendars for each year on the following pages:

2024 SCHOOL YEAR CALENDAR

Weekend Term/Summer Break Public/School Holiday Teacher Workday (No School) School Day

The Crosspoint Academy calendar is a modified version of the Government / Public School calendar. The school shifts term breaks or adds/subtracts school days as deemed necessary. **Learners start school on 17 January 2024.**

JANUARY S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31							FEBRUARY S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29							MARCH S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31						
APRIL S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30							MAY S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31							JUNE S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30						
JULY S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31							AUGUST S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31							SEPTEMBER S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30						
OCTOBER S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31							NOVEMBER S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30							DECEMBER S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31						

Length of Terms: Term 1: 10 Weeks Term 2: 11 Weeks Term 3: 11 Weeks Term 4: 9 Weeks

Public and School Holidays 2024			
01 January	New Year's Day	01 May	Workers' Day
21 March	Human Rights Day	09 May	Day of Ascension
22 March	School Holiday	10 May	School Holiday
29 March	Good Friday	16 June	Youth Day
01 April	Family Day	17 June	School Holiday
27 April	Freedom Day	09 August	National Women's Day
23 September	School Holiday		
24 September	Heritage Day		
29 November	Last Day Learners		
16 December	Day of Reconciliation		
25 December	Christmas Day		
26 December	Day of Goodwill		

Initials:



2025 SCHOOL YEAR CALENDAR

Weekend

Term/Summer Break

Public/School Holiday

Teacher Workday (No School)

School Day

The Crosspoint Academy calendar is a modified version of the Government / Public School calendar. The school shifts term breaks or adds/subtracts school days as deemed necessary. **Learners start school on 15 January 2025.**

JANUARY							FEBRUARY							MARCH						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4						1							1	
5	6	7	8	9	10	11	2	3	4	5	6	7	8	2	3	4	5	6	7	8
12	13	14	15	16	17	18	9	10	11	12	13	14	15	9	10	11	12	13	14	15
19	20	21	22	23	24	25	16	17	18	19	20	21	22	16	17	18	19	20	21	22
26	27	28	29	30	31		23	24	25	26	27	28		23	24	25	26	27	28	29
														30	31					

APRIL							MAY							JUNE						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5				1	2	3	1	2	3	4	5	6	7	
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28
27	28	29	30				25	26	27	28	29	30	31	29	30					

JULY							AUGUST							SEPTEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5						1	2		1	2	3	4	5	6
6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20
20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27
27	28	29	30	31			24	25	26	27	28	29	30	28	29	30				
							31													

OCTOBER							NOVEMBER							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31			
							30													

Length of Terms: Term 1: 11 Weeks Term 2: 11 Weeks Term 3: 11 Weeks Term 4: 7 Weeks

Public and School Holidays 2024			
01 January	New Year's Day	29 April	School Holiday
21 March	Human Rights Day	30 April	School Holiday
18 April	Good Friday	01 May	Workers' Day
21 April	Family Day	02 May	School Holiday
27 April	Freedom Day	29 May	Day of Ascension
28 April	Freedom Day Observed	30 May	School Holiday
16 June	Youth Day		
09 August	National Women's Day		
24 September	Heritage Day		
16 December	Day of Reconciliation		
25 December	Christmas Day		
26 December	Day of Goodwill		

Initials:

VOLUNTEER ROTATION INFORMATION

VOLUNTEER POSITIONS

Below is a list of the positions available to volunteers. During the year, some of these positions free up or get filled as volunteers come and go. When you arrive, we will look at placing you in a position you desire, but unfortunately, we may not have that position open at the time of your arrival. We will do everything we can to put you in a position where you can excel and best help the school. Direct all questions and concerns regarding your position to Ms. Badenhorst.

Grades R & RR (Kindergarten & Pre-K) Teaching Assistant

Responsibilities:

- Becoming familiar with Curriculum Assessment Policy Standards (CAPS) for Foundation Phase specifically grade R (English Home Language, Math and Life Skills) as per above requirement.
- Providing support to children with mathematics, reading and writing on an individual, class or small group basis depending on teacher need.
- Giving extra help to children with special needs or learning differences.
- Motivating and encouraging pupils (always using Positive Behavior Intervention and Support Techniques – PBIS) <https://www.pbis.org/school/pbis-in-the-classroom>
- Assisting with marking and correcting work
- Attending meetings and training sessions as laid out by school manager
- Helping with school events, trips and activities.

Grade 1 Teaching Assistant

Responsibilities:

- Becoming familiar with Curriculum Assessment Policy Standards (CAPS) for Foundation Phase specifically grade 1 (English Home Language, Math and Life Skills) as per above requirement.
- Providing support to children with mathematics, reading and writing on an individual, class or small group basis depending on teacher need.
- Giving extra help to children with special needs or learning differences.
- Motivating and encouraging pupils (always using Positive Behavior Intervention and Support Techniques – PBIS) <https://www.pbis.org/school/pbis-in-the-classroom>
- Assisting with marking and correcting work.
- Attending meetings and training sessions as laid out by school manager.
- Helping with school events, trips and activities.

Grade 2 Teaching Assistant

Responsibilities:

- Becoming familiar with Curriculum Assessment Policy Standards (CAPS) for Foundation Phase specifically grade 2 (English Home Language, Math and Life Skills) to help the teacher with creative teaching ideas. [http://www.education.gov.za/Curriculum/CurriculumAssessmentPolicyStatements\(CAPS\)/CAPSFoundation.aspx](http://www.education.gov.za/Curriculum/CurriculumAssessmentPolicyStatements(CAPS)/CAPSFoundation.aspx)
- Providing support to children with mathematics, reading and writing on an individual, class or small group basis depending on teacher need.
- Giving extra help to children with special needs or learning differences.
- Motivating and encouraging pupils (always using Positive Behavior Intervention and Support Techniques – PBIS) <https://www.pbis.org/school/pbis-in-the-classroom>
- Assisting with marking and correcting work.
- Attending meetings and training sessions as laid out by school manager.
- Helping with school events, trips and activities.

Initials:

Grade 3 Teaching Assistant

Responsibilities:

- Becoming familiar with Curriculum Assessment Policy Standards (CAPS) for Foundation Phase specifically grade 3 (English Home Language, Math and Life Skills) to help the teacher with creative teaching ideas. [http://www.education.gov.za/Curriculum/CurriculumAssessmentPolicyStatements\(CAPS\)/CAPSFoundation.aspx](http://www.education.gov.za/Curriculum/CurriculumAssessmentPolicyStatements(CAPS)/CAPSFoundation.aspx)
- Providing support to children with mathematics, reading and writing on an individual, class or small group basis depending on teacher need.
- Giving extra help to children with special needs or learning differences.
- Motivating and encouraging pupils (always using Positive Behavior Intervention and Support Techniques – PBIS) <https://www.pbis.org/school/pbis-in-the-classroom>
- Assisting with marking and correcting work.
- Attending meetings and training sessions as laid out by school manager.
- Helping with school events, trips and activities.

Art Class Intern Instructor

Responsibilities:

- Working closely with the CAPS standards for each grade – Create weekly lessons plans for approval by Friday afternoon by Kelly Badenhorst for the upcoming week.
- Oversee the production of paintings, drawings and sculptures.
- Media used will depend on what we have in storage. It may include pencil, charcoal, watercolour paint and oil-based paint; projects may also involve tactile materials such as felt, Styrofoam, fabric or clay.
- May use recycled or refuse materials to teach eco-friendliness.
- Motivate the students to cultivate a love of art. Help them show their creativity and think outside the box.
- Please feel free to include any art history through profiling famous artists.

Computer Class Intern Instructor

Responsibilities:

- Utilize age appropriate websites to aid in student learning.
- Create a schedule for student use that best utilizes the computers and allows for as many students to use the computers each day as possible.
- Talk to each teacher to learn the best way that the computers can add to what they are learning that week.
- Use <http://interactivesites.weebly.com/> to find the best interactive activity for the student depending on what the student is studying that week.
- Make sure computers are in good working order and kept clean. Disinfect keyboards and mice daily.
- Manage the laptop charging cart (trolley), making sure laptops and iPads are charged and nicely cared for.

Physical Education Intern Instructor

Responsibilities:

- Working closely with the CAPS standards for each grade – Create weekly lessons plans for approval by Friday afternoon by Kelly Badenhorst for the upcoming week.
- Teach the importance of proper exercise and eating habits among children.
- Responsible for working with classroom teacher to maintain individual records for each student and giving a grade for Physical Education.
- Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
- Encourage safety habits in organized activities
- Assist in the maintenance and storage of equipment.
- Set up equipment for class.
- Use PBIS strategies to discipline students.

Initials:

Library Aid / Administrative Assistant

Responsibilities:

- In charge of all aspects of the school’s library and checking out books to the students. Help students to find the correct book for their reading level and interests. Talk to the students to find out what they like and then help them find a book they would like to read.
- Must use the required check out system and ensure the students know when they must return their books. If books are not returned a fee of R5 per day will be charged to the student until the book is returned. Books not returned for 5 school days will be charged to the parents account at R35. Communication with school administration on book fees and charges to parents. Sort books by reading level, keep it clean and orderly.

ATTENDANT POSTS

Everyone must serve in the following posts during their volunteer period. If for any reason you cannot attend to your post on a given day, it is very important that you let management know so that a replacement can be made.

Lunchroom Attendant

Each of the four lunch periods require supervision by both teachers and volunteers. Children must stay orderly, quiet, and cleanliness. Additionally, prior to and after lunch period, you will need to set up and take down the tables and chairs. The lunchroom is used as a multi-purpose and assembly room.

Drop off Morning Attendant - 7:00-8:00 am (2-4 Volunteers)

One person should be inside the assembly space, while the other stands by the entry door to ensure everyone is safe and that all students go directly to assembly or their classroom (Grades RR & R). Greet the students by name as you learn them and get to know as many students as possible. Communicate any problems with transportation to the student’s teacher and to management. This position can be rotated amongst the volunteers on a weekly basis. Please coordinate with each other and management.

Pick up Afternoon Attendant - 1:00-1:30pm / 2:00-2:30pm (2-4 Volunteers)

Ensure that all students stay inside the assembly area until their transport arrives. The transport driver will report into the Admin. We will then call down the students via WhatsApp to line up in the assembly room prior to being dismissed to the driver in order to make sure all students are accounted for. Get to know the students by name and ask them if they have everything they need – Did they remember their homework? Their Jersey? What will they do that night? Once their transport arrives they must proceed in an orderly fashion to the vehicle. No student may leave the premises with anyone other than their designated transportation. If student has not been picked up within 30 minutes of the school letting out – alert administration so that the parents can be called. Do not leave the school area until all students have been taken home. This position can be rotated amongst the volunteers on a weekly basis. Please coordinate with each other and management.

Break Attendant

Each of the three break rotations require supervision by both teachers and volunteers. Once here, your break assignments will be given based on the grade you will be assisting. However, you will not be supervising all of the breaks, but will have at least one break free to have a break of your own.

During this time break time, feel free to create simple games (examples are Red Rover, Jump Rope, 4 Square, etc) to play with the learners during this time. Make sure no learners are bullying each other or disobeying rules of the playground.

Initials:

OTHER RESPONSIBILITIES

All volunteers have the following responsibilities regardless of position at school.

Becoming familiar with Curriculum Assessment Policy Standards (CAPS) for Foundation Phase / Intermediate Phase specifically in the grades and subjects you will be teaching to help the teacher with creative teaching ideas or to create lesson plans in P.E. and Art that are grade and age specific.

[http://www.education.gov.za/Curriculum/CurriculumAssessmentPolicyStatements\(CAPS\)/CAPSFoundation.aspx](http://www.education.gov.za/Curriculum/CurriculumAssessmentPolicyStatements(CAPS)/CAPSFoundation.aspx)

Familiarize yourself with Crosspoint Academy’s method of behavior management. We only use Positive Behavior Intervention and Support Techniques (PBIS). We do not yell at, belittle or hit the students at our school. Read the following information. <https://www.pbis.org/school/pbis-in-the-classroom>

PLEASE NOTE:

Students must refer to all volunteers in our school by Ms. or Mr. and the persons last name. Students may not refer to a teacher by their first name. Volunteers are addressed by their first name. Volunteers will also refer to teachers and other volunteers by Ms. or Mr. and their last name. This will be difficult at first, but you must correct them until it becomes a habit. Volunteers will refer to children as students or scholars.

Only one government workbook per child – if a child loses it, the parents must buy another one. Even though we have stacks of them we won’t be getting more soon.

It is the teacher’s and volunteer’s responsibility that the volunteer be engaged with the class or some other necessary activity like marking papers or planning lessons at all times. If you are not busy wait until a break and ask the teacher what you should be doing. Volunteers may not sit in the back of the classroom on their phones as this does not set a good example for the students. If a volunteer is not being asked to do anything by the teacher – please talk to the education manager immediately. You may use your phone as a watch only. Continued breaking of this rule will result in removal from the classroom for the sake of the students.

Communication and direction with the volunteers often takes place through a downloadable app for your smartphone or tablet called: WhatsApp. Please make sure to download this and provide your name and mobile phone number to us upon arrival to include you in the WhatsApp group. In WhatsApp, please associate your name with your number as to know whom we are communicating with.

IMPORTANT PERSONAL BOUNDARIES WITH THE CHILDREN

With volunteering at a school with children that seek love and attention in their everyday lives, it is easy to become attached to them and care for them. But they themselves need healthy boundaries and not just love and attention. As such, we do not want these children to see you as play-mates, but as an authority in their lives that they can look up to and respect.

When interacting with the children, we do not want them hanging on you, or brushing / braiding your hair, or sitting on your lap. These are wonderful ways the children like to spend time with you as a volunteer but is not always the best for them in their lives. We can still show them love and attention through other means. They need to view you as an adult and a teacher during the time you are here.



CHRISTIAN BELIEFS, UNDERSTANDINGS, & BIBLICAL APPROACH TO DISCIPLINE

Through a relationship with the Father, we as children of the Father continue to come to understand His Heart. As such, we see that He truly is a Loving Father that is beyond measure and time. His jealousy for all of us is so great and always so good—He really does only want the best for us in any and all situations of life. And this Love was demonstrated through the pure heart and ministry of Jesus Christ—Jesus embodied the Spirit of the Father and in all ways showed us the Heart of the Father. This is what we believe and hold true in our hearts.

The following are beliefs and understandings through scripture that share some of what we hold true about the Love of the Father, Jesus Christ, and the Holy Ghost.

- God the Father Loves everyone in this world. So much so, that through the sacrificial giving of His Only Son (Christ Jesus), He has Gifted us Forgiveness, Righteousness, Health & Healing, and a personal intimate relationship with Him as a Father.
 - [John 3:16-17](#). [Romans 3:21-22](#). [Hebrews 10:12](#). [1 Peter 2:24](#).
- God is Love. This type of Love is not of our own ability, but God's unique "Agape" Love as defined in 1 Corinthians 13:4-8. This Love, and no other, is what is demonstrated to all the world from the Father. And this is the Love we gain in and through ourselves when we accept Him into our hearts. And His only command to us is to Love Him and each other in that Agape Love which only comes from His ability in us.
 - [John 13:24](#). [John 15:12](#). [1 John 3:23](#). [1 John 4:7,16](#). [1 Corinthians 13:4-8](#).
- The Kingdom of Heaven / Kingdom of God is in us now. It is not a place yet to come (a future Heaven / Reign), or a ritual (religious activity); but Power and Righteousness and Peace and Joy in the Holy Spirit.
 - [Matthew 6:33](#). [Luke 17:21](#). [Romans 14:17](#). [1 Corinthians 4:20](#).
- Men and women are created equally and have always been so. We are all created in the likeness of the Father, Son (Jesus Christ), and Holy Spirit; not only from the beginning of Creation, but now. This was clearly demonstrated in the ministry of Jesus; and is demonstrated now through Christ, to us from the Father, and in the working of the same Holy Spirit with and in both males and females. The Lord is no respecter of persons.
 - [Genesis 1:26-28](#). [Acts 10:34-35](#). [Romans 2:11](#). [Galatians 3:26-28](#). [Colossians 3:9-17](#).
- Righteousness has been Gifted to all through the Completed Work of Christ Jesus. It has been Gifted to all of us by God's Grace through the finished Faith of Christ Jesus; not by our works (self-righteous acts), nor through the Law (which has been fulfilled by Christ). It is unto all, and upon all that believe.
 - [Romans 3:21-22](#). [Galatians 2:16](#). [Ephesians 2:8](#).
- Salvation is the God-Gifted deliverance and preservation of a person out from the ways of self, the world, and Satan; to live a Kingdom life now on earth. It exists for all, and becomes personal (manifests) upon believing in Jesus Christ as our Saviour. It is by God's Grace through Christ's Faith; which we in turn believe, and thus come into salvation. It begins upon believing, and is fulfilled when a believer dies; guaranteeing eternal existence with the Lord. There is no other way to obtain salvation but by believing in Christ Jesus.
 - [Luke 3:4-6](#). [Acts 4:10-12](#). [Romans 1:16](#). [Romans 10:9-10](#). [Romans 13:11](#). [Ephesians 1:13-14](#). [Ephesians 2:8-9](#). [Philippians 2:12-13](#). [2 Thessalonians 2:13-14](#). [Titus 2:11](#).
- The Holy Spirit has been gifted to every person on earth. He is with us all, and in all who accept His infilling. And this infilling does not differ from person-to-person (regardless of gender, age, status, culture, or nationality)—for the Lord is no respecter of persons.
 - [John 15:26](#). [John 16:7-11,13](#). [Acts 2:1-18](#) ([Joel 2:28-29](#)). [Acts 10:34-35](#). [Romans 2:11](#). [Galatians 3:26-28](#).
- The Holy Spirit does not condemn us of the sins of our flesh; He only brings to light the sin of not believing in Jesus Christ as our Saviour. When we do not accept the testimony of Truth from the Holy Spirit to believe in Christ Jesus, it is that sin of not believing that is not forgiven. However, when we are Born-Again through

believing on Him, that sin is forgiven. All other sins (all the sins of the flesh) were forgiven once-and-for-all-time at the Cross, and we do not need to ask forgiveness of them.

- [Matthew 12:30-32](#). [Mark 3:27-30](#). [John 14:6](#). [John 15:26](#). [John 16:7-11,13](#). [Hebrews 10:12](#). [1 John 5:6-11](#).
- Gifts of the Holy Spirit are for all who believe as part of His Kingdom in us now. The Lord has blessed us with all Spiritual blessings and demonstrates Himself through signs and wonders; including miracles, healings, prophesy, words of knowledge, speaking in tongues, and more. Each one of us as believers can operate in all of the Holy Spirit's Gifts, just as Jesus Christ Himself demonstrated and more. They are both a testimony of Christ's accomplishment, and the Lord's Love to both believers and non-believers.
 - [Mark 16:16-18](#). [John 14:12](#). [Acts 4:29-31](#). [Ephesians 1:3](#).

These become a testimony in our lives and relationship with Him. This experiencing of Him is what makes Him so personal—this is His Love towards us and for us. He wants to demonstrate Himself to us, so we can fully understand His Love for everyone on this earth.

BIBLICAL APPROACH TO DISCIPLINE

As a school with many adults and children, we understand that we all have been disciplined in various ways. Because of this, we want to make clear how the school handles discipline in a Biblical way. We want to demonstrate to these children how God our Father raises us as His children. The following study and explanation is a Biblical understanding the school holds true in their approach to discipline.

Raising Children as the Lord Raises Us:

One of the approaches the school has adopted regarding discipline is called: [Positive Behavior Intervention and Support](#). In brief, what this entails is encouraging good behaviour through a focus on rewarding positive behavior; in lieu of a punishment system of bad behaviour—in a sense, focusing attention on the positive, not the negative. Oftentimes, the reason a child acts out is just for attention. If they are punished (being hit or spanked or demeaned) for what they have done, in the child’s eye, they have been rewarded with what they seek: attention. This often leads to worse behaviour as one type of disobedience for attention gets normalized, and they thus seek out other means of bad behaviour for attention. However, that same “attention reward” the child seeks can be achieved though the positive behaviours the child does or can be guided into doing.

This scientific and psychological approach mimics how God our Father guides and treats us (all people) as children. This is not the approach of: “spare the rod, spoil the child”—likened to this biblical passage:

Proverbs 13:24

He who spares his rod, hates his son; but he who loves him, disciplines him promptly.

This verse has often been translated to mean a “spanking”—whether by hand, a belt, a wooden spoon, hair brush, slipper, or by a cane / stick / paddle. But this is NOT how God our Father disciplines us—He does not have a punishing hand of discipline upon us!

From the Proverbs 13:24 verse, the rod being discussed is a shepherd’s staff. It is used to gently reach out and guide or direct a sheep that may be stepping away from the group as they travel—as [this video shows](https://goo.gl/4J9iHu) (<https://goo.gl/4J9iHu>). It is not used to hit or hurt the sheep, but just as a gentle boundary to keep the sheep with the group and where the shepherd is trying to lead them—often to “greener pastures” ([Psalms 23:1-2](#)). Exactly as the Lord does.

Secondly, the word “promptly” means early—early in the child’s life. But it also means diligently; for a parent must be diligent, having or showing care and conscientiousness. It is important to make sure we guide and direct children early in life. In doing so, it just saves us and them from having to correct behaviours later in life (including the removal of mis-taught / mis-learned strongholds) that may get rooted, making it more difficult to remove or correct.

But even if a parent does pass down to their children unintentional (or intentional) iniquities, God’s Grace is there for them as well. We know He never holds our faults or the faults of our parents against us. [He watches over and takes care of those handed-down iniquities of the children and of the parents \(https://goo.gl/VtJxLr\)](https://goo.gl/VtJxLr).

Unfortunately, a person can hold true for themselves the way the Lord had to deal with His chosen people in the Old Testament through strife, sickness, and death. But we do not live in the Old Testament—nor were we ever under the Law! None of us are under the Law. The Law was given to a specific group of people’s during a specific season (time-frame) that has since ended and never applied to us. His Grace has remained in existence from the beginning, even to those outside the Law during the time of the Law.

God is Agape Love and Grace. And what Jesus demonstrated while on this earth is the true Nature and Heart of the Father: a healer, a forgiver, and one who does not judge us. Everything Jesus did is what He saw His Father do; and none of it was putting sickness on anyone, stoning or physically punishing anyone, killing anyone, or judging anyone. This is His True self and how He treats us. These are the guidelines that the Lord follows with us.

God our Father cannot punish us, because His Wrath was poured out on Jesus Christ and all the [sins of our flesh \(https://goo.gl/GgC3bT\)](https://goo.gl/GgC3bT) were forgiven. Since we exist in perpetual forgiveness of our sins, how is He justified in punishing us...for He cannot break His Word and Covenant through Christ Jesus with us. He is no respecter of persons ([Acts 10:34](#), [Romans 2:11](#), [Ephesians 6:9](#))—in that He cannot treat anyone differently than anyone else. All are Righteous in Christ and therefore He cannot treat us differently. The only way He can treat us and does treat us is in His Agape Love and Grace.

Thus, the only way the Lord discipline us is through His Word. This is the ONLY way.

2 Timothy 3:16-17

All Scripture is given by inspiration of God, and is profitable for teaching and instruction, for proof, for restoration and correction, with regard to training by righteousness, that the man of God may be complete, thoroughly equipped for every good work.

Colossians 3:14-16

And above all these things put on [Agape Love], which is the bond of perfectness. And let [God's peace towards you] rule in your hearts, to the which also ye are called in one body; and be ye thankful. Let the Word of Christ dwell in you richly in all wisdom; [letting it] teach and admonish yourself with psalms and hymns and spiritual songs; singing with Grace in your hearts to the Lord.

Ephesians 5:18-20

...but be filled with the Spirit; Speaking to yourselves in psalms and hymns and spiritual songs, singing and making melody in your heart to the Lord; Giving thanks always for all things unto God and the Father in the name of our Lord Jesus Christ.

Ephesians 6:9

And, ye masters, do the same things unto them, forbearing threatening: knowing that your Master also is [forbearing threatening] in heaven; neither is there respect of persons with him.

On a side note for what is translated in Hebrews 12:1-12 regarding the Lord “chastening” us as children; the words chastening used in those passages are the Greek words: *paideia*, *paideutēs*, and *paideuō*. These words are defined as training & educating (cultivating the mind), instructing, teaching, and to train & correct with words. In the context of God’s Agape Love and demonstrations of what Jesus did to others, “chastening” has nothing to do with physical punishment or scourging.

Hebrews 12:1-11

Wherefore seeing we also are compassed about with so great a cloud of witnesses, let us lay aside every weight, and the sin which doth so easily beset us, and let us run with patience the race that is set before us, looking unto Jesus the author and finisher of our faith; who for the joy that was set before him endured the cross, despising the shame, and is set down at the right hand of the throne of God. For consider him that endured such contradiction of sinners against himself, lest ye be wearied and faint in your minds. Ye have not yet resisted unto blood, striving against sin. And ye have forgotten the exhortation which speaks unto you as unto children, My son, despise not thou the ~~chastening~~ TEACHING of the Lord, nor faint when thou art ~~rebuked~~ GENTLY CORRECTED of him: For whom the Lord loves he ~~chastens~~ TEACHES, and ~~scourges~~ [even as a father the son in whom he delights] ([Proverbs 3:12](#)). If ye endure ~~chastening~~ TRAINING / EDUCATION, God deals with you as with sons; for what son is he whom the father ~~chastens~~ TEACHES not? But if ye be without ~~chastisement~~ TEACHING, whereof all are partakers, then are ye bastards, and not sons. Furthermore, we have had fathers of our flesh which ~~corrected~~ TAUGHT / INSTRUCTED us, and we gave them reverence: shall we not much rather be in subjection unto the Father of spirits, and live? For they verily for a few days ~~chastened~~ TAUGHT us after their own pleasure; but he for our profit, that we might be partakers of his holiness. Now no ~~chastening~~ TEACHING for the present seems to be joyous, but grievous: nevertheless, afterward it yields the peaceable fruit of righteousness unto them which are exercised thereby.

He does not hurt us! He teaches and instructs us through His goodness and kindness, not wrath. There is no fear in, of, from, and to the Lord.

Romans 2:4

...[do you not know] that the goodness and kindness of God leads [a person] to repentance?

1 Corinthians 2:12-13

Now we have received, not the spirit of the world, but the spirit which is of God; that we might know the things that are freely given to us of God. Which things also we speak, not in the words which man's wisdom teaches, but which the Holy Ghost teaches; comparing spiritual (worldly) with spiritual (Godly).

Thus, we are left with God leading us, training us, and educating us in and by His Word and the Holy Ghost in Goodness and Kindness. This is the most powerful tool He has for us, because the Word and the Holy Ghost delve into every aspect of our life physically & spiritually:

Hebrews 4:12

For the Word of God is quick, and powerful, and sharper than any two-edged sword, piercing even to the dividing asunder of soul and spirit, and of the joints and marrow, and is a discerner of the thoughts and [will] of the heart.

Because of what Jesus Christ accomplished for us, we have His ability to change our heart and change our life. We can achieve all He made us to be as New Creations in Him. But we can only achieve this when we don’t have a fear of God’s wrath, but live knowing He is Love and He is not angry with us. If we fear God (not talking about respecting Him, but a terror / fear of Him), we refrain from coming close to Him and creating a true, trusting, and open relationship with Him. He has adopted us as His children, never forsaking us into abandonment again!

Romans 5:1

Therefore, being justified by faith, we have peace with God through our Lord Jesus Christ.

Romans 8:15

For ye have not received the spirit of bondage again to fear; but we have received the Spirit of adoption, whereby we cry, Abba, Father.

This is the same kind of adoption parents and individuals must have with their own children, and any children in their lives. How someone treats a child, affects them (positive or negative) for the rest of their lives. This happens to everyone on this earth.

When someone physically or verbally punishes a child, it creates misunderstanding in the child’s soul; and inevitably, fear. This fear, though it may temporarily disrupt a behavioural pattern, creates a sense of abandonment, not closeness associated with God’s adoption. And moreso, fear never is an absolute deterrent.

We can plainly see this in the world today: neither jail time, death sentences, warning labels on alcohol / cigarette packages, or pictures of rotted teeth at the dentist has nullified all the behavioural problems associated with crime, abuse, addiction, and poor hygiene (self-care). We must never use fear, as this only provokes them towards wrath (their anger towards others or back to the source). It creates division, not unity.

Ephesians 6:4

And, you fathers (parents), provoke not your children to wrath: but bring them up in the training and exhortation of the Lord.

We must always use Love. And if there has been fear created, we eliminate that fear through Love, through His Spirit in us (God’s Agape Love):

1 John 4:18

There is no fear in Love; but perfect Love casts out fear: because fear hath torment. He that fears is not made perfect in Love.

This is the approach the school takes as a “parent” over the children here. And this often takes much Spiritual Patience—just as the Lord does with all humanity. This is the correlation between a person as a parent, and Him as a Parent.

When we see the children at school behaving inappropriately, or carelessly, we can foresee the consequences to their actions because we have either experienced ourselves personally, or just have more knowledge and experience in understanding than they have. And this is the revelation of Him as a Parent: because ourselves, as a child of God our Father, He knows more than us for us and our situation. Yet, we must remember that even though we mess up or don’t hear Him clearly as a person or parent, He never is angry with us, nor is out to punish us. We are like a child who does not always understand the how’s or why’s of life; but our Father does! And it is not our duty to know all the why’s or how’s; our duty is to believe Him and just do what He asks. Obedience.

And the only way we are willing to be obedient is if we trust Him. And the only way we can trust Him is knowing He is not angry with us. This is His True Agape Love for us: for God IS Love ([1 John 4:16](#)).

Fear also leads a child into self-condemnation. It creates an expectancy towards perfection; that when not achieved (to avoid punishment), the child then develops self-doubt, shame, and a sense of failure. They then condemn themselves as being not good enough. Yet, we need to establish a trust through Love that brings the child close, even when they make a mistake. That they feel they can approach us without feeling they are going to get punished. This is the same approach the Lord takes.

1 John 3:21

When we are confident towards God, we won't condemn ourselves in our hearts.

If we fear Him, how can we be confident towards Him. And if we can't be confident that He is NOT going to punish us, we fear Him and believe we are not good enough for Him. We then condemn ourselves in our hearts.

Likewise, if we fear Him, why would we obey Him? If your child, or any child fears you, why would they want to obey you as a parent? When we eliminate fear and establish trust, then all that is needed are words of guidance and insight to steer and guide the child.

The Lord gently stretches out His guiding hand to gently keep us (as His sheep) in the correct direction. And we, as sheep, also hear and understand our shepherd's voice to know where we need to be and the safe direction He is leading us. Now THAT is the gentle and kind Father we need to come to know! And this is the kind and gentle parent we need to be—at home, at school, and anywhere!

God Bless (as He always does),

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