



THE TRUE TEACHER

THE TRUE TEACHER NO. 20

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CALLED TO BUILD

- BLAZING THE TRAIL AT ANPS KPANSHEGU, NORTHERN GHANA
- HOW DID WE GET HERE?
- TEACHING LIKE THE MASTER

*“For every house is builded by some man;
but he that built all things is God” (Hebrews 3:4, KJV)*

ABOUT FACT

Fellowship of Africa Christian Teachers (FACT), a ministry arm of THE KINGDOM PROJECTS is a non-denominational organization with a mandate to help Christian teachers understand the centrality of their teaching profession to God's agenda for this end-time. We mobilize Christian teachers towards serving God with their profession; we train Christian teachers on how to combine the secular (job of teaching) with the spiritual (work of evangelization locally and globally); and we facilitate Christian teachers involvement in missions.

AIMS OF FACT

To mobilize Christian teachers towards serving God with their profession

To train Christian teachers on how to combine the secular (job of teaching) with the spiritual (work of evangelization)

To facilitate Christian teachers involvement in missions by helping those who are called into cross-cultural missions get to the unreached nations

MEMBERSHIP OF FACT

Membership of FACT is open to all. Prospective members can be tertiary institution lecturers, high school teachers, primary school teachers, computer school instructors, youth workers and church leaders, final year students of higher institutions, mission leaders, researchers, and born-again professionals. Please note that FACT is an interdenominational body. Hence, membership does not change your church identity rather it makes you more effective and fruitful in your church roles and duties.

WILL YOU GO AS A MISSIONARY TEACHER?

- We send some to government schools.
- We send some to private schools.

Our mandate in AFRICA CHRISTIAN TEACHERS (ACT) is to ensure that SALT (Christian Teachers) mix with the SUBSTANCE (Unsaved and Unreached pupils and students) in all the nations of the world!

QUALIFICATIONS

- Must be born again [John 3:3]
- Must be bearing the fruits that befit repentance [Matthew 3:8]
- Minimum of NCE. A higher qualification is an added advantage.

REMUNERATION

- Free accommodation
- Salaries that are commensurate with the particular rural community you are posted to
- Pastoral and shepherding mentorship from the leadership of the Fellowship of Africa Christian Teachers (FACT). It is purely a missionary work.

Ambassadors Nursery & Primary School, Kpanshegu needs Missionary Teachers. Are you sensing God's call?

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www.tkpmission.org/teachers-in-missions

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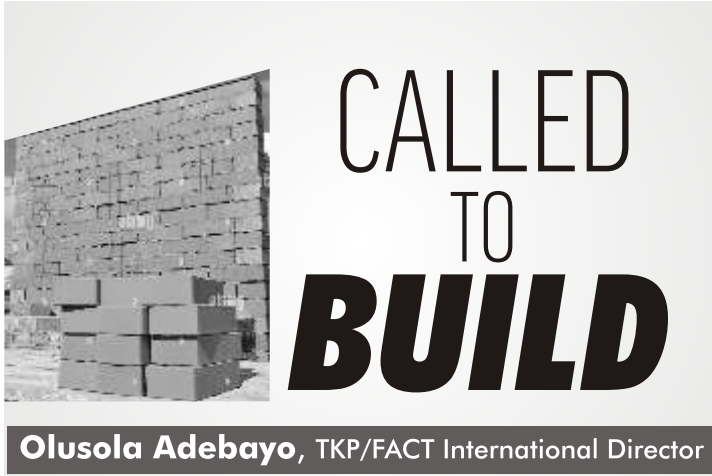
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Engrave this vision in your heart so you will not miss the purpose for which GOD has made you a teacher. You are called to build.

1. To build the destinies of young ones
2. To build the Kingdom of GOD by making disciples for CHRIST out of your pupils and students
3. To build the future of those you are teaching by investing heavily into their future
4. To build the love of GOD into the minds of the young ones by wiping tears away from the faces of your audience that are going through tough times
5. To build a correct country/nation we will be proud of tomorrow by raising achievers in various fields of endeavors

For we are labourers together with GOD; ye are GOD'S husbandry, ye are GOD'S building.

1st Corinthians 3.9

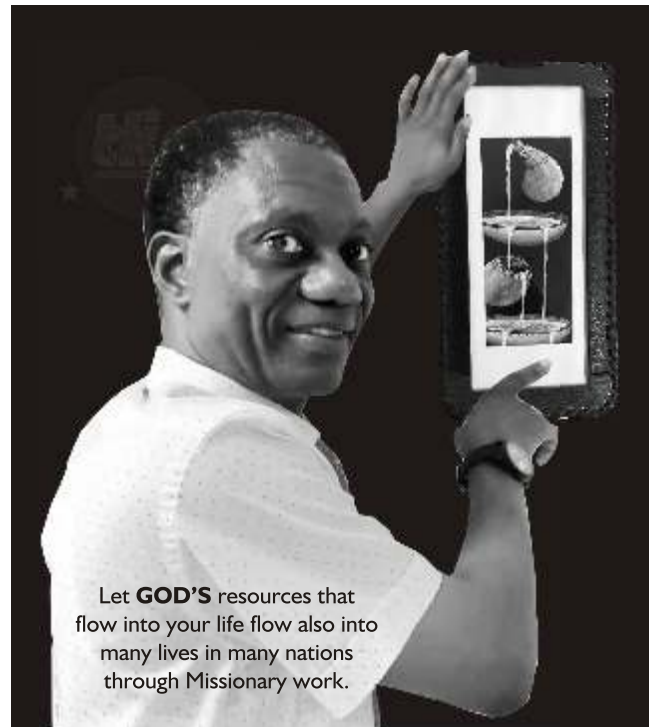
For every house is builded by some man; but he that built all things is GOD.

Hebrew 3.4

I stumbled across this write-up listed in bullets below on the internet. It made so much sense to me and I decided to use it to introduce the burden I have in my heart for teachers:

- Nothing makes life sweeter than making people happy
- The people you help today become your soldiers in the battle of life tomorrow
- To invest in properties is good but to invest in people is far better
- Try to make money, but try to make people great
- Your greatest trophies are the tears you wipe away from people's faces, not the things you acquire
- Our greatest achievement should be raising achievers
- People will defend, stand by you and honour you when they realize you value them
- Don't let an ingrate stop you from making others great

Fellow Christian Teachers, you are called to build. In building a physical structure, you place one block at a time. The same way you are expected to build the lives and the destinies of the young ones that GOD has connected with you through your profession.



HOW DID WE GET HERE?

Olusola Adebayo

- ❖ Burning a girl alive in a Tertiary Institution!
- ❖ Could it be that this seed of violence and jihadist activism was sown while men slept?
- ❖ You retorted: 'But we are praying.'
- ❖ I will ask you: 'Are we really praying aright?' 'Is it in sync with "Thy Kingdom Come"?"
- ❖ I'm just thinking and trying to connect the dots: Does the solution still lie in your PVC?
- ❖ I encourage you to vote and exercise your civic right

and duties. But it's high time you got out of lopsided mentality. The fact is: Your PVC plus your vote, minus GOD-factor will land you and the entire land in a mess like the one our country is going through now!

- ❖ Christian Teachers, where are you? Wake up! Let's join our hands together in prayers. Let's meet once a month to call upon the LORD.

BLAZING THE TRAIL AT ANPS KPANSHEGU, NORTHERN GHANA



A Segment of ANPS Children, Kpanshegu

The story of The Kingdom Projects (TKP) under the leadership of Pastor Olusola Adebayo cannot be told without the work that God continues to do through the missionary teachers in the various locations of the Ambassadors Nursery & Primary School (ANPS). Truth be told, living overseas doing missions work can

be a life changing experience and the full scope of what God does in a missionary's life cannot be fully covered in the limited space of the pages of a magazine. However, in this chat with Betty Ige, Bolaji Salami (B.S) shares his missionary experiences and the diverse impact of cross-cultural service. Bolaji and his wife Oluwafunsho coordinate the work of TKP Ghana. Their base is in Tamale where they work among the Dagomba people group and other unreached people groups in Ghana. Have a great read!

The vision and establishment of the TKP Ambassadors Nursery/Primary School in Ghana

B.S The vision was to plant the seed of the gospel in the hearts of the community by raising literate and godly children who will also be able to defend the faith of the gospel in time to

come. The realization of the vision has been a gradual experience. We can see hardened hearts soften; there is change in negative attitudes for the better as well as the hearts of the community being receptive and more open to missionary work. Also more souls are being added to the few Christians in Kpanshegu. There was the testimony of a Muslim man who having seen the establishment of the school in his village came during one of the church services and said to me "Pastor, me too want to become a Christian".

The school and mission work/activities in Ghana

B.S Through the school, we have more laborers raised for mission work as well as the advancement of the community church. More so, a new church has been planted in the neighbouring community. All these happened because of what God is doing in the community through ANPS.

Challenges and prospects encountered with regard to running a mission school

B.S Our foremost challenge was at the commencement of the school. We had opposition from the Education office which was fueled by some who were against Christianity and the church. We were advised by the Education director to close down the school but with divine wisdom, courage and utterance, we defended the cause of establishing the



Right to left: Pastor Bolaji Salami and Mrs. Funsho Salami (TKP Missionaries, Ghana), Pastor Olusola Adebayo (TKP International Director), Mrs. Funmi Adebayo (TKP Deputy International Director), and Prof. Joshua Omotosho (A lecturer at the University of Cape Coast) during a training in Missions & Tentmaking at the University of Cape Coast.

school which was even evident by then. Other challenges are inadequate number of teachers, the need for class rooms, means of transportation for the teachers (the location of the school is not commuters' route) etc.

Milestones as evidence of the existence of the school

B.S The presence of the Ambassadors Nursery and Primary School has made the immediate community and environs more open to us, Christians. The people have become less aggressive. In fact, the chief Imam who was once against us is now our friend and has brought his children to ANPS. Generally, the school children are gradually learning to read and communicate in English.

Specific ways the Missionary teachers key into the vision and how they help to solidify the vision

B.S Yes, the teachers are working in line with the vision. They are exemplary to the children in their conduct and speech. They carry out scheduled visits to the parents of the children and as well hold their daily after-school prayers and weekly fellowship. Sometimes they go the extra-mile for the sake of the gospel by bringing initiatives in line with the vision of TKP.

Impact of the school on the mission work, the children and the Community

B.S The mission work is advancing. The news about the school is spreading in various communities around our base. The children are more literate, godly and have more exposure to their environment. The community is more receptive and less aggressive to Christians and the gospel.

What the future looks like

B.S The future of Ambassadors Nursery and Primary School, Kpanshegu is very bright as our daddy, the Int'l Director would say. We see hope for the children of the community through the light that is shone on them.

MEET THE DAGOMBA OF NORTHERN GHANA

- The **Dagombas** are a Gur ethnic group of northern Ghana, numbering more than 2.3 million people. They inhabit the Northern Region of Ghana in the sparse savannah region below the sahelian belt, known as the Sudan.
- The Dagombas migrated from around the areas of Lake Chad after the breakup of the Ghana Empire at the end of the 13th Century.
- They speak the Dagbani language which belongs to the Mole-Dagbani sub-group of the Gur languages. There are around 1 to 2 million speakers of Dagbani. The Dagomba are historically related to the Mossi people. The Mohi/Mossi now have their homeland in central present-day Burkina Faso. The homeland of the Dagomba is called Dagbon and covers about 20,000 km² in area.
- The main settlement of the Dagomba is Tamale, which also serves as the Northern Region's capital.
- The religion is Sunni Islam, with several Christian minorities.
- Dagomba has a sophisticated oral tradition woven around drums and other musical instruments. Thus, most of their history, until quite recently, has been passed down via oral tradition with drummers as professional griots.
- One of the major features of Dagomba society is chieftaincy. Their system of chieftaincy is very hierarchical, with the Yaa-Naa, or paramount chief, at its head and a tiered system of rulers below him. In Dagbon, chiefs traditionally sit on a stack of skins.



The Chief of Kpanshegu (seated) in a chat with TKP International Director at the Palace while (left to right) Pastor Salami, the Chief's son, a TKP Missionary and Dr. Demola (TKP East Africa) watch.

PRACTICAL DISCUSSION

TEACHING LIKE THE MASTER

Rev. Prof. Samuel Peni Ango

Introduction

Jesus is the Master Teacher. He came as the Lamb of God to take away the sin of the world (Jn.1:29). Yet He was recognized by the teachers of the Law as a Teacher come from God (Jn.3:2), because of the great signs and wonders that accompanied His teaching, no doubt, but also because He taught with authority, unlike the Pharisees and Sadducees (Matt.7:29; Mk.1:22).

1. Master of Content

Even before Jesus began His public ministry, He displayed an astonishing mastery over the content of Jewish faith. At the age of twelve, He accompanied His parents to Jerusalem for the annual feast of the Passover, and He stayed behind to discuss with the experts in Jewish Law. He spent no less than three days, astonishing everyone with both His questions and His answers (Lk.2:41-50). In His humanity, He was committed to learning and mastering content as part of His humiliation to experience humanity and represent humanity at the Cross. In the process, He taught us the important lesson of diligent study, no matter how anointed we feel ourselves to be.

Jesus displayed His mastery of content during His temptation, because Satan tried to use the Word of God to tempt Him. But Jesus knew that Satan was quoting the Scriptures out of context, as he usually does, and Jesus quoted the Scriptures appropriately to rebuff Satan's enticement (Lk.4:1-13). Many heresies and errors today, including the teachings of cultic groups, lead people away from God to Satan. Teachers after the Master Jesus should master content in order to effectively rebuff heresies and errors. The Word of God was the sustenance of the teaching ministry of Jesus. The teacher following Jesus must master the Word of

God to impact the young for God, for faith comes only by hearing the Word of God (Rom.10:17).

When Jesus taught His disciples on Mount Olives (Mathew 5, 6 and 7), He quoted copiously from the Word of God and then gave the ultimate heavenly intentions for prayer, alms giving, fasting, forgiveness and the love of enemies. Whatever is our subject, we must master that subject as good teachers. But above that, we must be able to teach our students God's ultimate intention for our use of language, science, mathematics and technology. That is how to resemble Jesus the Master Teacher in knowledge of content.

2. Master of Method

Ever before modern educationists came to articulate the best approaches to teaching today, and even hint at some that are just being explored, such as the greater efficacy of outdoor settings for learning in many contexts than indoor classrooms, Jesus did most of His teaching outdoors, on hilltops, along the road, on the sea, by the sea shore, etc. Good teachers should explore nature as much as possible, arrange excursions to zoological or botanical gardens, factories or simply nearby hillsides and forests to teach some of the natural sciences, and to relate science and technology to God's creation and His requirement of stewardship of the environment from us. Such settings are also very powerful for the teaching of the Word of God.

Metaphors are considered some of the best tools for gaining understanding because they help us to describe abstract or new ideas in concrete or familiar terms through comparisons. Jesus used metaphors and similes copiously to illustrate His teaching, such as the parables of the Kingdom of God. A good teacher should use these whenever appropriate to make meaning clearer in similes or metaphors.

Jesus told stories to illustrate His teaching. Young and old people love stories. A good teacher will use African stories, such as "Why the Tortoise Has a Rough Back" to illustrate that cheating does not pay, etc. A mastery of Bible stories and stories of brave Christians like Richard Wurmbrand, Mary Slessor, Samuel Ajayi Crowther, etc., could illustrate service to God.

Jesus also used questions. He asked His disciples, "Who do men say I am?" (Matt.16:13-20). This was to tell them more about Himself. He challenged the Samaritan woman by asking her for water, so as to reveal Himself to her as Messiah (Jn.4:6-26). A good teacher does not just spoon-feed students with information, but will challenge them with questions, or pose problems for them to tackle, such as asking them to explain their understanding of a Bible passage or a Christian concept like salvation, so as to get them thinking, before coming in to clarify or explain. That way learning is more involving and things learned are retained.

3. Master of Relationship

The best teachers in all of history are those who served as mentors to their students. This means they were not only sources of information, but their own lives served as examples of what they taught and how their teachings were to be put to best use. In the Bible, this process is called discipleship. That is why Jesus kept telling His disciples that He was not just their Master but their Friend (Jn.15:12-15). In the passage just cited, He revealed to them that the ultimate relationship is the love of one who lays down their life for their fellows (Jn.15:13). The best teacher is the one who will love the pupils and will do anything legitimate to help them learn.

The first thing Jesus did with His apostles was to call them to Himself, and take them to the mountain top of His spiritual

experience. A student should see the reality of what the teacher is teaching in the teacher's life. This can only happen if, beyond the classroom, the teacher allows the student to see his or her life being lived naturally. The teacher's love should be genuine, not exploitative or hypocritical. The teacher should be firm, just and fair; truthful at all times and about all matters; and willing to go the extra mile, beyond legitimate emoluments, to help the students in their needs. This is radically different from greedy teachers who demand payment from students or exploit them sexually. Jesus also broke all known protocol to serve His students. A good teacher should consider himself or herself as being there to serve the students

Jesus referred to Himself as the Good Shepherd who gives His life for the sheep (Jn.10:11). The good teacher must be concerned about the intellectual, physical and spiritual well-being of the students. He or she must make sure that he or she prepares extremely well to ensure that the pupils learn, going the extra mile to not leave any learner behind. He or she must do all it takes to ensure the learner undertakes the necessary lifestyle habits that make for health, including hygiene and exercise, as well as avoidance of substance abuse. He or she must help learners to cultivate Bible study, prayer and fellowship habits that will make for steady spiritual growth.

4. Master of Teachable Moments

Teachable moments are those incidents that are conducive for learning which a teacher might take advantage of. For example, when a child observes the dust raised by a duck taking off in flight and asks why the dust is raised, it becomes a teachable moment for a parent or teacher, to explain the functions of the wings of a duck, and the way air waves are created to aid flight of birds and machines. Jesus masterfully used circumstances to teach lessons to the disciples, including when disciples asked Him questions; when He asked disciples questions, or when natural phenomena occurred.

When Jesus came across a man who was born blind, His disciples asked Him who

sinned that the man was born blind, the man himself, or the parents. Jesus replied that it was neither the man nor his parents who sinned, but that the grace of God might be revealed in the man's life. It also became an occasion to teach about the urgency of the work of God before night falls when no one could work (Jn.9: 1-5). The lessons included the need to focus more on God's care for the helpless, than judgment about the cause of helplessness. It is as well the need to do God's work with all urgency in view of the relentless passage of time (Eccl.9:10).

A good Christian teacher will be alert to teachable moments in two ways: by waiting on God in prayer to discern the best teachable moments for lessons that need to be learned; and also by watching out for such moments as may occur due to incidents of personal encounters or natural phenomena.

5. Meeting Students Needs

In almost every teaching encounter, Jesus endeavored to meet students' spiritual, physical or material needs. He met needs on request, by His observation, or incidentally. In meeting needs, He would often go beyond what His listeners were actually asking to what they really needed.

When Nicodemus came to Him, the concern of Nicodemus was not even clearly stated. He just said he knew that Jesus had come from God by the miraculous things He was doing. Jesus went to the heart of the matter and told Nicodemus about the need for a man to be born again before entering the Kingdom of God. That generated questions from Nicodemus about the process of a new birth, which he thought was physical. Jesus clarified that it was spiritual birth He meant. He then elaborated. This way, He met the unstated need of Nicodemus, which was the need for salvation (Jn.3:1-21). Nicodemus thus became a disciple of Jesus Christ, though he remained one of the Pharisees (Jn.7:50-51; 19:39). Sometimes, students may come with questions that do not reveal their true needs. The teacher must seek the spirit of

discernment to arrive at what the students really need and with God's help minister to their needs. Jesus also met the physical needs of people when they asked Him. A good teacher should do their best to meet the physical needs of their students because, sometimes such needs may distract from the lesson being taught, whereas meeting the needs may enhance concentration to the point of understanding.

6. Getting Students to Work

The evidences that learning has taken place include ability to display mastery of information (the cognitive domain), the manifestation of behavioral empathy for a lifestyle that the teaching-learning process had as a goal (affective domain), and the demonstration of skills and desirable activity as a result of the teaching-learning process (psychomotor domain). Jesus often ended his teaching activities by commanding behavior change that implied activity contrary to the previous lifestyle of the learner, proclamation of whom He is or what the learner has gained from encounter with Him, or behavior change in conformity with what the learner has learned from Him.

When Jesus called and trained His disciples whom He named Apostles, He empowered them to preach the Gospel and heal the sick along with other miracles (Mk.3:13-15). After His resurrection, He concluded His interaction with His disciples by giving them the Great Commission (Matt.28:18-20). When He finished discussing with the woman at the well of Sychar, without telling her to do so, she became a proclaimer of Christ as the Messiah (Jn.4:28-30). After illustrating the meaning of neighbor to the lawyer using the parable of the Good Samaritan, He instructed the lawyer to go and do like the Samaritan (Lk.10:25-37). Good teaching should end with a clear instruction of what the learning should do as a result of life change. In some cases, the behavior will follow automatically without instruction, as evidence that learning has taken place.



We are a body of professional Christian teachers who combine our secular teaching work with the spiritual responsibility of advancing Christ's Kingdom. We operate at different levels. These include local, state, national, and international levels. FACT has the mandate of helping Christian teachers understand the centrality of their teaching profession to God's agenda for this end-time.

WHAT WE DO

1. We provide a forum for fellowship, revival, and mutual edification among Christian teachers.
2. We provide resources (magazines, books, tracts, documentaries, CD messages) for Christian teachers' personal development.
3. We train Christian teachers on how to combine teaching with the responsibility of raising disciples for Christ Jesus.
4. We deploy teachers as missionaries to various unreached nations of the world.
5. We supply teachers where needs are most urgent.
6. We establish schools for needy rural communities.

HOW TO GET INVOLVED

There are three specific areas in which you can be involved:

1. You can become an ACT Missionary.
2. You can become an Associate.
3. You can become a Partner.

QUOTES

- It was my teacher's genius, her quick sympathy, her loving tact which made the first years of my education so beautiful. It was because she seized the right moment to impart knowledge that made it so pleasant and acceptable to me. ~ Helen Keller
- Teachers can change lives with just the right mix of chalk and challenges. ~ Joyce Meyers
- My mother was a Sunday school teacher. So I am a by-product of prayer. My mom just kept on praying for her son. ~ Steve Harvey
- As a former high school teacher and a student in a class of 60 urchins at St. Brigid's grammar school, I know that education is all about discipline and motivation. Disadvantaged students need extra attention, a stable school environment, and enough teacher creativity to stimulate their imaginations. Those things are not expensive. ~ Bill O'Reilly
- Seek not to grow in knowledge chiefly for the sake of applause, and to enable you to dispute with others; but seek it for the benefit of your souls. ~ Jonathan Edwards
- You never know what's going to happen. My mother was an English teacher. If someone had told her that I was going to write a book, she would never have believed that. So you can never say never. ~ Tony Dungy

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...Reaching the Nations Through our Vocations

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