



A quarterly publication of the Society of Christian Schools in BC



www.scsbc.ca

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Power or Servant? Which Leadership Model are Boards, Principals & Teachers Using?

Henry Contant · SCSBC Executive Director

Is your school board a *boss of* or a *servant to* their Christian school community? Is your principal *boss of* or a *servant to* his/her staff? Is the teacher *boss of* or a *servant to* their students? How each leader answers this question will make a profound difference in how they approach their work within our Christian schools this coming year.

According to the *power* model, leadership is about how to accumulate and wield power, how to make other people do things, how to attack and win. It's about clever strategies, applying pressure, and manipulating people to get what you want.¹

In his seminal essay, *"The Servant as Leader"*, Robert K. Greenleaf coined the well known phrase *servant-leadership*. Greenleaf defined servant-leadership this way:

*"The servant-leader is servant first... It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. That person is sharply different from one who is leader first, perhaps because of the need to assuage an unusual power drive or to acquire material possessions. The leader-first and the servant-first are the two extreme types. Between them are the shadings and blends that are the infinite variety of human nature."*²

"The best test of a servant-leader is to ask the following question: Do those around you grow and flourish as persons?"



Board Members, how does your school community observe you exercising your governance power? Do they observe individual board members pushing forward personal agendas or do they see a collective governing body serving the greater school community and the long term interests of the school's stated mission and strategic plan?

Principals, how do your teachers and support staff perceive you using your administrative authority within the school? Do they see you as self-serving and manipulative, wielding power by virtue of your administrative position? Or do they see you as a principal that is characterized by service, busy caring for and establishing support structures that allow your staff to grow and flourish in their teaching profession?



Teachers, how will your students view your actions in the classroom this year? Will they feel you are more concerned about achieving your own teaching and curriculum goals than their individual learning needs? Will you consider low test grades, unmotivated students and superficial class discussions as a poor reflection of your teaching or simply dismiss it as a mediocre learning attitude of your students'?

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Which Leadership Model are Boards, Principals & Teachers Using?

The best test of a *servant-leader* is to ask the following question. "Do those around you grow and flourish as persons? Do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants to others?"³

What exactly is a servant-leader? Jesus said that he did not come to be served, but to serve. A servant-leader is simply a leader who is focused on serving others. A servant-leader loves people and wants to help them. The mission of the servant-leader is therefore to identify and meet the needs of others.

Boards, are you looking out for the long term interests of the school's mission to provide Christian education in your community? Will the school you govern be a better Christian school in 5 years, 15 years, or 50 years because of the board decisions you make this school year?

Principals, are your teachers and support staff developing into better teachers and support workers because of your leadership?

Teachers, is your instruction helping to "produce students that will grow and mature into perceptive and caring Christians and to produce citizens who will have a transforming influence in the world", to quote a Christian school's mission statement?

Being a servant-leader does not mean abdicating power, authority, or even anger. Certainly a servant-leader can accumulate and exercise power. A servant-leader can even become angry and enter the fray and do battle. What is important is that the servant-leader accumulates power or becomes angry on behalf of others. A servant-leader acts in response to the way others are treated, not in response to the way he or she is treated. The servant-leader knows that the power is only a means to an end. It is only a tool.⁴

There is an old saying, "It's amazing how much we get done around here when nobody cares who gets the credit." That's what servant-leaders are like. They are focused on the work, not the credit.

Donald Walters stated that "Leadership is an opportunity to serve. It is not a trumpet call to self-importance." He goes on to state that the best leaders have a genuine love for the mission they serve and a deep appreciation for the people they partner with. Even though leaders are in the spotlight, and leaders seem to be out in front of the people who are following them, most great leaders view themselves as serving a greater good.

The idea that in order to serve one must be less than those being served doesn't fit some leaders. Leaders with a service mentality understand their job is to gather and guide a group of people who might otherwise never know or care about each other. The factor that joins them all together is the mission or goal.

Albeit few, unfortunately there are still some people serving on school boards, in principalships and in front of classrooms

that lead from their personal desire to feel important, to impress others with their intelligence, or to maintain maximum control over what happens in their lives. These are often the people who describe themselves as leaders while those they work with describe them as tyrants, incompetent, domineering or difficult to work with. They describe themselves as leaders but they have few followers or supporters.

Great board members, principals and teachers understand they can't achieve the school's mission or goals alone. They work together to achieve a common mission or goal. This school year ask yourself this question: How am I being of service to the school's mission and to the people in our school?

Albert Einstein wisely said, "Not everything that counts can be counted, and not everything that can be counted counts." Board members must remember that school budgets and financial statements are important, yet they can't always determine the *bottom line* decision. Principals must realize that staff evaluations are crucial, yet be mindful of the fact that it may be difficult to measure the impact a teacher has on the faith development of a student. Education Committee members must remember that although Foundation Skills Assessment (FSA) scores have validity, they certainly don't tell the whole story of what students are learning.

Teachers must realize that most school evaluations define students as *being smart* as being linguistically and logically-mathematically smart. But how do teachers measure those that are builders or inventors, creators, problem solvers, collaborators, critical thinkers, and justice seekers? As Gardner once remarked, "It is not how smart we are, but how we are smart" that really matters. Conversely, it is not simply that we hold positions of leadership, but that we are servant-leaders that really matters.



**"Leadership is an opportunity to serve.
It is not a trumpet call to self-importance."**

The Gift of Hospitality

Marlene Bylenga · SCSBC International Student Program Coordinator

The servant-leader does not ask, “How can I get power? How can I make people do things?” The servant-leader asks, “What do people need? How can I help them to get it? What does my school need to do? How can I help my school to do it?” Thus rather than embarking on a quest for personal power, the servant-leader embarks on a quest to identify the needs of others. It is this daily quest that results in improving schools and the lives of the people they serve; it is this daily quest that lifts communities and societies for the benefit of all.⁵ *Power or Servant*—what kind of a leader are you?

Henry Contant (contant@twu.ca) is the Executive Director of SCSBC.

1. *The Case for Servant Leadership*, by Kent M. Keith, 2008 – page 19
2. Page 9

3. Page 9
4. Page 24
5. Page 24

DISCUSSION QUESTIONS:

For Board & Education Committee Members:

1. How does your community observe your school board exercise its governance authority? As boss or servant? Explain.
2. What evidence of servant leadership exists among the Board and the Education Committee?

For Principals & Teachers:

1. What support structures are in place to allow your staff to grow and flourish in their profession?
2. What evidence of servant-leadership is found among the administrative team, teachers and support staff? Explain.

I was reminded this summer how important it is to practice hospitality. I do not only mean offering hospitality to those who we are in relationship with but also extending our hands and hearts to the stranger who is within our midst. Scripture has several passages which remind us not to forget that we were once strangers needing hospitality. Leviticus 19:33-34 says “*When an alien lives with you in your land, do not mistreat him. The alien living with you must be treated as one of your native-born. Love him as yourself, for you were aliens in Egypt. I am the Lord your God.*” This scripture and others like it remind us of our responsibility to open ourselves to the stranger. This reminder is not only for individual believers but also challenges communities of believers.

Our Christian schools are also communities of believers who ought to offer hospitality to strangers. As we enter into a new school year, it might be wise to take some time to reflect on and discuss how we might become more hospitable. It might be a good exercise in a Board and/or staff meeting to ask each other how newcomers to your school are shown hospitality from the time they enter into community with you. Are your classrooms hospitable places of learning where each individual is valued and encouraged to share their God-given gifts? The scripture quoted above states that we must include the newcomer as “*one of your native-born. Love him as yourself.*” Are we loving the strangers as ourselves?

As our schools become increasingly diverse we need to be intentional in finding meaningful ways to include newcomers. How do we do that? One important way is by having the necessary supports in place for the English Language Learner.

Support programs need to be in place to enable these students to be successful in their new environment. Does your school have an English Language Learning Program? Are your teachers aware of the differing cultural values and norms of the various cultures represented in your school—it is no longer safe to assume that every student in your classroom understands the Western perspective and worldview. We should be challenging ourselves to look at our curriculum through the differing eyes of our students and make the necessary changes so that the students are able to share their perspectives and experiences. Are we enabling our students to develop the skills to become discerning disciples of Jesus and challenging them to search out God’s will for all of His children?

The schools within the SCSBC community are incredibly diverse but yet we share similar visions in the way we want to put Christ first in every endeavor. I encourage each school to be intentional in not only welcoming the newcomer but wholeheartedly including them in every aspect of school life.

Marlene Bylenga (ieprogram@scsbc.ca) is the SCSBC International Education Coordinator.

“Not everything that counts can be counted, and not everything that can be counted counts.”

Visit our website, www.scsbc.ca, for more info on our International Education Program resources for Coordinators, ELL teachers, and administrators.

Enrollment Projections: Wishful thinking? Guesswork? Market Research?

Gerry Ebbers · SCSBC Consultant for Stewardship & Development

Now that the new school year is underway, the question you may have had about your enrollment this year has been answered. Hopefully you are pleased with your numbers. Whether you are or are not, **this is the time to reflect on your enrollment trend and what that means for your marketing program and long range planning.**

One or two schools may be in the enviable location where their school-age population is increasing, but most schools, public and Christian, are located where the demographics show a continuing decrease in the number of children entering school. That's a situation you can't do anything about. However, Christian schools have always felt that as long as there are children of Christian parents in public schools, the Christian school has the potential for growth. That is true, but information from many schools is showing that that potential is shrinking. There will always be Christian parents who believe their children should be in public schools; there are parents who are unwilling to make the financial sacrifice; and there are parents who believe their children need the special programs that their local public school offers. Your school may have already penetrated its market as far as it can.

What you should do early this school year is review your **marketing program**. Most schools do not have a program that is as targeted, effective and efficient as it could be. Making changes in your marketing program and/or putting more resources of people and money into it is obvious. But you also have to track what you are doing year by year to see what is producing results. Where are your new parents coming from? Why are they coming? How did they hear about you?

More importantly, **long range planning** for facilities, staffing, and programs all depend in part on being able to project your enrollment for the next 5-10 years. Looking at the trend of the past five years is helpful, but does not provide enough evidence to make significant planning and financial decisions. The question remains: do you know how many students you will have in kindergarten in five years? Taking into account that these students haven't even been born yet, is there any way of making a projection?

There is, but it depends on how good your connections are to the churches your parents attend. So this is also the time of year to review your church relations program: In what ways do you work with your churches? Do you have liaisons in most of the churches your students attend? Assuming you do, here's the information you should be gleaning and analyzing from each church each year.

RESEARCH QUESTIONS:

1. The demographics of the church: Is it growing? What segments of its population are growing? Is it gentrifying?
2. How many couples got married? How many babies were born? Is that an increase or decrease compared to other years?
3. Is the percentage of children in that church who attend your school increasing or decreasing?

Tracking this information, analyzing it, and adding to it the information you track from your marketing program will give you a much better idea of your enrollment potential rather than basing it on what has happened in the previous five years. Projecting enrollment will help all schools with their long range planning, but it is crucial for those schools which have already been experiencing enrollment declines. Improving your marketing program is essential, but even that won't help if the children don't exist.

Gerry Ebbers (geraldebbers@shaw.ca) is the SCSBC Consultant for Stewardship and Development.



Initial Ponderings on the Topic of Gender (and how it affects education)

Diane Stronks · OCSTA Executive Director

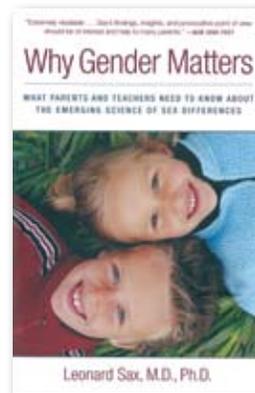


When my children were young and we spent time on a lake in the summer, they loved to fish. Buying a dozen worms from a vendor in town was always met with excitement. One year, my parents came to visit and my mother expressed interest in going fishing with the children. I will never forget my boys incredulity and their profound awe for their grandmother as she explained that cutting the worms into halves or thirds was a way to “stretch” (quite literally) their supply of bait. They discovered that day that their grandmother loved nature, especially exploring ponds and streams as much as they did.

I tell this story because I often wonder about the categories in which we place people. We say that boys do this and girls do that. And yet... My experience and now the research tells us that there are some distinct gender differences between females and males. These findings may not surprise some of us who may have tried experiments with their daughters by only buying red or royal blue or yellow clothing for them to wear or buying gender “neutral” toys and finding that when confronted with a choice, pink was the hero and dolls were the prize.

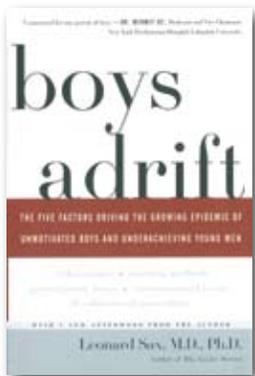
I had the opportunity to hear Dr. Leonard Sax at a conference called *Boys Adrift*, sponsored by the Peel County School Board. Dr. Sax, in his two recent books, *Why Gender Matters* and *Boys Adrift*, has studied gender and its implications in education, family and society. He encourages us to adjust our thinking about boys and recognize that one cannot make “girls’ ways of doing things” the standard, just as in the 1960’s and 1970’s it was unhelpful to measure women’s ways of doing things to men’s.

I have now been teaching long enough to remember being told that girls don’t do math and science. You may remember the Barbie that actually said “Girls hate math.” We were also told that gender was a social construct and that children were born gender neutral. Parents and society, we were told, shape them into girls or boys. Now the research points to something innate in our children which defines what it means to be a girl or a boy. That does not mean that there is not a wide variety among females and males as to what they like or dislike, but it is clear that there are true differences. Sax suggests that single gender classrooms or schools would be **one** way to address the difference, but he points out that the teacher who teaches a single gender class needs training in **how** the differences matter.



Sax lists five areas of concern about the experience of boys in our society. In his book he addresses education, video games, medications, endocrine disruptors and societal attitudes toward what it means to be male. He claims that one factor is not more important than another but the combination of the five factors has produced a generation of boys who are apathetic and lack motivation.

I found Dr. Sax to be full of good, practical advice and I highly recommend his books. The issues presented are of concern to parents, educators and I would say to society at large.



Log on to our website, www.scsbc.ca, and request these books from the SCSBC online resource library today!



Diane Stronks is the Executive Director of the Ontario Christian School Teachers Association (www.ocsta.org).

SCSBC Appoints New Consultant to Join SCSBC Team

Irwin DeVries
SCSBC Special Projects
Consultant



Welcome, Irwin DeVries!

Irwin has entered into a consulting contract with SCSBC. His primary focus this year is to work alongside Surrey Christian School and Fraser Valley Christian High School as they proceed with the merging of their two societies. Irwin’s previous involvements with SCSBC include membership on the Leadership, Policy and Governance Committee, and provision of mediation services. Irwin’s background is in professional education and educational technology. He is currently working on his PhD in Education at Simon Fraser University.



Fraser Valley
Christian
High School

Re-Viewing Your Educational Program

Joanne den Boer · SCSBC Director of Learning

The week before the school bell rang, administrators welcomed back returning staff and introduced new staff. They were brought up to speed about newly-enrolled families, handbook updates, new resources, and changes to the facility. Curriculum coordinators met with colleagues to discuss some new initiatives. Teachers pulled out the bins of colourful learning materials; brought out rolls of bulletin board paper to create a welcoming environment; labelled student desks and cubbies. Last year's recommendations from the Education Committee began to be implemented. Certainly, everyone was busily preparing for the rush of students on that first day of school.

What about curriculum? Teachers probably double check their *year-at-a-glance* before submitting it to the principal. Consideration will be given to the order of units or topics being taught and learned; perhaps a unit is moved from one month to a different month. New units might replace old units. The *year-at-a-glance*, however, does not indicate whether a unit of study has been updated, revised, or overhauled. Course outlines will show this.

Course outlines ought to include a Biblical thematic statement and essential questions that help give shape to the units of study within a subject. Course outlines also delineate the content, the provincial Ministry of Education prescribed learning outcomes, achievement indicators, and assessment strategies. It is important to show these four elements as being clearly linked to each other, to create an integral whole to the educational program. But most importantly, course outlines need to indicate a distinct Biblical framework, and this can be woven into the content, pedagogy, and assessment, not just the Biblical thematic statement in the preamble.

At your first Education Committee meeting, it may be worth asking some questions:

- How is the educational program meeting the needs of all of our students?
- How is the educational program helping our students to be responsive disciples of our Lord Jesus Christ in the 21st century?
- When is the last time the principal or curriculum coordinator examined the course outlines and met with teachers to discuss the updates and revisions made to the course outlines? It is fair to ask, "Is this the same course outline as last year (or previous years), with the only change being the date on the cover?"
- When is the last time the Education Committee received a report regarding the current Bible program? Language Arts program? Math? Second Language? Learning Assistance? Applied Skills?
- How do the principal and staff develop and revise curriculum in terms of a Biblical framework?
- How is the curriculum in the course outlines experienced by students in the classroom? Is the Christian distinction coming through clearly?

These are big questions. Perhaps your school has wrestled with questions like these when you had to add a new course to the program last year. Perhaps your school is still relatively young and the curriculum was shaped only a few years ago. Perhaps your school viewed its curriculum when it first came into existence, and that was twenty-five years ago without an intentional, *re-view* since then. Or your school has been updating the curricular programs but the process to document the changes is more random than organized.

The SCSBC Education Committee Members' Handbook suggests that a school "should set up a program review schedule over a three-or-four year period (p.13)." Some schools have a process for internal reviews, with each subject area going through a review at least once in a five-year cycle. Sometimes it is beneficial for a school to receive an unbiased, external review of the educational program.

The SCSBC supports its member schools in examining current programs in any subject area, at any level, by offering an external program review. The process involves:

- SCSBC meeting with administrators from the school and provides sample questionnaires and guiding questions.
- SCSBC seconding Christian educators within our society, with endorsement from principals, to serve on a Program Review Team (PRT) with the Director(s) at SCSBC.
- A school-based team distributing questionnaires to students, parents, and staff. (Online versions can also be created.) The information is compiled for the PRT.
- An on-site visit with the school.
- The PRT presenting its findings (commendations and recommendations) in a written report to the administrators and Education Committee.



“It greatly enables and encourages curriculum coordinators who generally see the big vision and can feel like lone prophets at times. It validates the importance of their role and highlights the great work they are doing in that role.”

Dave Loewen - Principal, White Rock Christian Academy

As a result of an external program review, SCSBC has observed several schools making significant changes to their programs. A Christian school exists because its supporting community believes that instruction should be distinctively Christian, therefore these schools have not only made changes to the curriculum, such as giving priority to building a solid Biblical framework, but equally important, made changes to *how* the material is used, taught, and learned. Through the process of an external review, schools have a keener awareness of aligning what is on paper to how it is implemented pedagogically.

An external program review is strength-focused. The PRT views the mission and vision statements, curriculum documents, and surveys presented by the school under review. The team inevitably is impressed with aspects of the school that showcase what the school is doing very well. During the on-site visit it is not unusual to see the PRT huddle and express their delight at what they have observed. Commendations are not only a joy to present, but also to receive. In similar fashion, the PRT may identify areas in the educational program that a school might wish to consider improving. When shared in the spirit of Christian love, this too can be a blessing to a school. Schools appreciate recommendations. These can be aids to strengthen the educational program for the next several years.

Schools that have endorsed a teacher secondment are also served well. It is one of the many valuable professional development opportunities available to our SCSBC schools. These teachers often go back to their own school with considerable introspection. We have heard them ask, “I wonder what commendations and recommendations *our* school would receive if we were to undergo an external program review.” One thing is sure: these teachers reflect deeply about their own teaching and student learning.

Hear what SCSBC administrators had to say about having an external program review at their school:

“One of the greatest benefits of the review is the educational stir it causes by having all staff discussing, questioning and simply engaging in issues regarding best practices in the program area.”

Dave Loewen - Principal, White Rock Christian Academy

“The program review has generated discussion surrounding assessment and reporting, given priority to resources needed for both students and teachers, expanded our library, and increased technology ability.”

Darryl DeBoer - Vice Principal, White Rock Christian Academy

“There’s nothing like looking at things through fresh eyes. I invariably feel humbled as I wonder how my own program would stand up to such a review! At the end of the process, I return to my classroom feeling invigorated, with a renewed resolve to address issues in my approach to curriculum.”

Andrea Wiebe - PRT Member / Vice Principal, Vancouver Christian School

“The intensive process initially promotes good reflection on the part of the teaching staff. The review team visit and subsequent report provides significant impetus for implementation of changes and refinement to our curricular programs. This review process is very beneficial for any school seeking to evaluate and improve their school programs and curriculum.”

Bill Helmus - Principal, Pacific Christian School

Does your school have a process by which to examine the current educational program, either internally or externally? Did you know that external program reviews are included in a school’s membership with SCSBC? Would you like to have one of your current programs re-viewed?

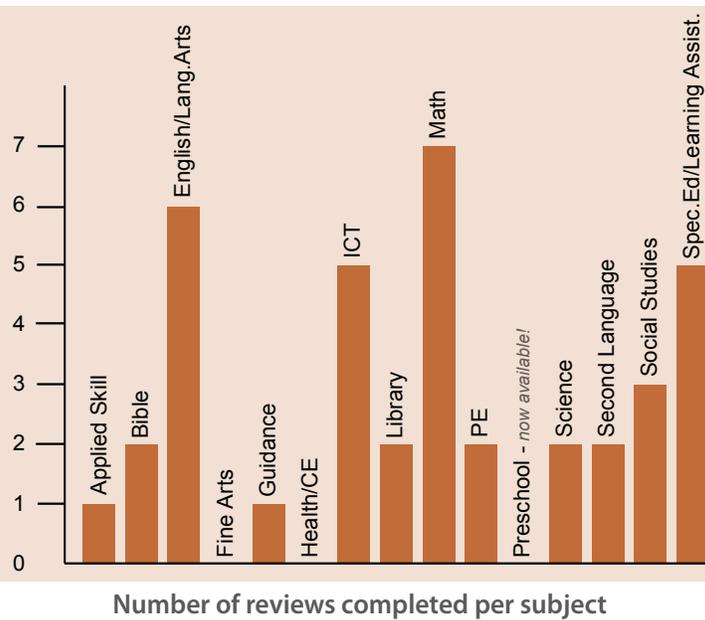
Joanne den Boer (joanne.denboer@twu.ca) is the SCSBC Director of Learning, focussing on Early Childhood - Elementary.

Data Collected Since 1999:

33 SCSBC Member School Societies

11 have had an SCSBC External Review (small and large schools - see details below)

22 SCSBC schools have never used this service. Remember, it is a SCSBC membership benefit!



Contact our Directors of Learning to request a Program Review.



SCHOOL NEWS & EVENTS

WELCOME! ADMINISTRATORS IN NEW LEADERSHIP POSITIONS:

Tym Berger, Principal - Abbotsford Christian Middle School
Paul Still, Vice Principal - Abbotsford Christian Middle School
Adam Reid, Secondary Vice Principal - Duncan Christian School
Jeff Covey, Vice Principal - King's Christian School
Jan Neels, Elementary Principal - Mt. Cheam Christian School
Dan Oostenbrink, Secondary Principal - Mt. Cheam Christian School

PROVIDING CREATIVE OPTIONS FOR LEARNERS TO FLOURISH! Leadership Conference - November 7th, 2009

Plan to attend the SCSBC's 10th annual leadership conference. We'll provide you a creative space for your teams of administrators, board members and committee members to reflect, question and dream. Anticipate opportunities for your leadership team to provide input, to experience learners flourishing (video clips and story), and to be inspired with educational possibilities for your school!

\$59

Register at www.scsbc.ca

Location: Langley Christian Middle/High School



EDUCATORS LEADERSHIP DEVELOPMENT INSTITUTE (ELDI-Pacific)

18 participants (including 8 from SCSBC, 2 from Alberta, 3 from Ontario and 4 from the USA) participated in the week long Educators Leadership Development Institute at Cedar Springs Retreat Centre. Participants learned from instructors and practicing administrators as they explored their potential interests, abilities, and gifts in administration.

SCSBC teachers in this summer's program included Jim Costley (Cedars CS), Rozlyn Kerr (White Rock Christian Academy), Melissa Moore (Timothy CS), Dan Olydam (Unity CS), Denise Padgett (Vancouver CS), Adam Reid (Duncan CS), Mary Joan Visscher (Duncan CS), David Wlasitz (Northside CS).



Check out our new website!
www.scsbc.ca



TWO NEW PRESCHOOLS ADDED THIS YEAR!

We are excited to welcome two new preschools, now totalling 18 within the SCSBC family of schools.

Both Duncan Christian School and Vernon Christian School have added preschool to their campuses, now serving PreK through Grade 12.

If your school is starting discussions of adding preschool to your campus, feel free to contact Joanne den Boer, Director of Learning.

ENHANCING EFFECTIVE INSTRUCTION WITH TECHNOLOGICAL TOOLS

This summer we offered a hands-on technological workshop which 17 SCSBC teachers attended:

"When some Science units are so foreign to students, the SMART Board is excellent to 'take' the students and show them what they're learning."

"It was helpful to hear from practicing teachers who are using SMART Boards and blogs in their classrooms because they are integrating these tools into their classrooms in 'the real world'."



CALENDAR OF EVENTS:

[SEPTEMBER]

- 15: EBSCO Training
- 18: SCSBC Northern School's Regional Principal's Conference - Vanderhoof
- 21: EBSCO Training
- 22: SCSBC Fraser Valley School's Regional Principal's Conference - Chilliwack
- 24: SCSBC Greater Vancouver School's Regional Principal's Conference - Richmond
- 28: International Education Coordinators Meeting
- 29: SCSBC Okanagan School's Regional Principal's Conference - Vernon

[OCTOBER]

- 2: SCSBC Vancouver Island School's Regional Principal's Conference - Duncan
- 7: CPABC Fall Conference
- 8-9: CTABC Convention

[NOVEMBER]

- 6: Business Administrators Forum
- 6: Enrichment Focus Day (part 1)
- 7: Leadership Conference & Annual General Meeting
- 13: Distributed Learning Focus Day



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