

CHURCHES: Your school should have a contact (a current parent) in every church from which you receive students. These contacts can arrange for your school to be part of a worship service or host dessert socials for parents interested in learning about your school; they can place brochures in mail boxes of parents who might be interested. Posters are not too effective: they must compete for attention with all the recruitment posters from Christian colleges, universities and mission projects. Nor is putting out a stack of brochures effective (check the brochure rack in your own church—there’s so much there that nothing stands out). Don’t forget the importance of getting the key staff of a church (senior pastor, youth pastor, children’s ministry director) to know enough about your school that they will recommend it.

OPEN HOUSES: These are a great opportunity to show off your school and share your school’s vision, but the challenge is to get people to attend. Personal invitations work best. Make sure that the people who are doing the inviting also attend to welcome those they have called.

INCENTIVES FOR CURRENT PARENTS: Some schools give tuition reductions for current parents who bring in new parents. Effectiveness varies, but a better option might be to give tuition incentives to the new parents. Graduated tuition rates are appealing to many since jumping from paying no tuition to paying \$5000 a year is a big adjustment to any family’s budget.

TELEPHONE ENQUIRIES: Who answers the phone when a prospective parent calls? Is it the school secretary who is typing up a newsletter, helping little Johnny to find his lost mittens, and giving directions to the Hydro guy to the furnace room all at the same time? Do you wonder why the secretary gives as short an answer as possible to the enquirer? Whoever handles telephone enquiries needs the time and the training to do it. If not, all the advertising is a waste of money. If the person responsible is not available, get the phone number of the enquirer and promise that (name the person) will be calling back within a specified time.

If you’re the person who handles telephone enquiries, your mission (“should you choose to accept it”) is to tell the enquirer just enough so that he or she will agree to



For details, see www.scsbc.ca
Developing
Christian Schools

8th Annual Development, Finance,
Marketing, Stewardship and
International Education Conference

APRIL 14-
16, 2004

visit the school. Preferably the visit will occur during school hours so you can show off not just your great facilities, but more importantly Christian education in action. Take parents into classrooms. Let them see your angelic students and talk to your caring teachers. Do NOT sit them in an office and preach the gospel of Christian education. You have years to do this once their children are enrolled: it is an ongoing process and can not be completed in one indoctrination session. Also, do NOT mail out packages of information. Instead hand them out after the visit.

FOLLOW UP: This is crucial. It’s called “making the sale” or “closing the deal” and every salesperson knows that if you don’t do this, you’re going to go hungry. (If we can have altar calls in church, surely we can ask parents to make a decision about the education of their children.) Either at the end of the school visit or in a subsequent telephone call to the prospective parents, ask them if they are ready to enrol their child. Get a commitment or the right to call them to ask for a commitment. Explain the enrolment process clearly and assist with any documentation that your school may require.

So let’s assume the prospective parents are ready to enrol their child: what are the barriers to enrolment that exist in your school’s admissions policy? Must the parents be Christians? Both parents? Must they be members of a church? Do they need to subscribe to specific theological doctrines? Does the school require a reference from a pastor? What if a Christian teen with non-Christian parents asked to enrol?

These questions are too complex to explore in this article, but if your school needs help, ask one of the SCSBC staff to do a workshop with your board. Better yet, attend the Development Conference where these issues are considered in workshops, panel discussions, and informal fireside chats. Come and find out what other schools have learned and implemented.



serving a community of Christian schools



the **LINK**
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Development Issues *then and now*

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www.scsbc.ca/services/finstew/finstew.html

Development: programs and practices that sustain and extend the operations of a school including public relations, marketing, fundraising, recruitment, retention and admissions.

There was a time when school boards could calculate their future enrolment by looking at the number of infant baptisms in their supporting churches. If those projections did not materialize, preachers were asked to sermonize on the necessity of Christian education and church elders made visits to parents who were delinquent in sending their children to their local Christian school. There was also a time when all mail went via Canada Post, copying was done with carbon paper, and my T-Bird had a 454 cc engine (which cost me more in speeding tickets than it did in maintenance).

Today school boards, committees and administrators spend mega hours and sometimes mega bucks on development initiatives. How can a board be sure it is getting value for the time and money expended? What works; what doesn’t? What can be learned from other schools?

The best way to find these answers is to send a team of board, committee members and senior staff to the annual Development Conference put on by SCSBC each April (brochures/registration forms should have arrived in your school).

But, because your school is already implementing recruitment strategies, here are some pointers to keep everything in focus.

ADVERTISING: Ask yourself who your school is targeting, where they are, and how you can get material in front of them. What’s the best bang for your buck? Avoid the large daily newspapers; ads are too expensive and get lost in all the other ads. Smaller regional papers are a better option, but don’t go cheap on your ads: use color; go for half and full page ads (smaller ads get lost on a page); and use pictures. Don’t preach the whole gospel of Christian education in your ads. All you want to do is to get people to call your school to find out more.

TV AND RADIO SPOTS: These are generally too expensive, but community TV stations are an option to consider as it is relatively cheap to develop your own ads. One school has used a billboard ad which resulted in one new admission. That may seem expensive, but the school did their calculations and found it to be cost effective.

WEBSITE: Hopefully your school has a website. Keep it up to date and engaging. Make it very clear how a parent can find out more information: you want prospective parents to talk to a real person from your school and visit the school so your school’s website is the hook, not the meal. (There will be a workshop on websites at the Development Conference.)

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EXPANDING OUR UNDERSTANDING OF UNDERSTANDING

One of the better professional resources for expanding what we know about curriculum development and what we know about teaching for understanding is the material produced under the name *Understanding By Design*. One particular aspect of the UBD approach that enhances the biblical perspective and unit development done in Christian schools is the idea of “enduring understanding” and the incorporation of “essential questions.” Enduring understandings link well with developing thematic statements and bringing the purpose of learning something more to the fore. Essential questions are an excellent way to draw teachers and students into a collaborative exploration of a topic and a source for multiple areas of research. UBD’s approach to establishing curricular priorities can also assist teachers in making curriculum choices. Biblically-based curriculum is, first of all, “rooted in faith,” it also seeks to help students come to understand that some things are more significant or enduring than others, it sets out to identify what is important to know and be able to do given a particular setting, and finally may also demonstrate that there are many things in creation and culture that are worth being familiar with.

John Bron, Principal of Surrey Christian School states the following about their experience with UBD ideas:

“We have used the essential question and enduring understanding concepts to focus our curricular updates in the last two years. It has proved to be very effective in helping us focus on what we are to do as Christian educators. Our staff is now beginning to plan with essential questions and basic understanding in mind. It helps them clean out past units that were becoming unwieldy with all the potential information and activities that were 'worth being familiar with', but cluttered up the educational landscape. By focusing on the ‘enduring understandings’, we are getting a fresh look at what our students really need to know. We are also hearing less the lament of 'there's not enough time to do the curriculum!'.”

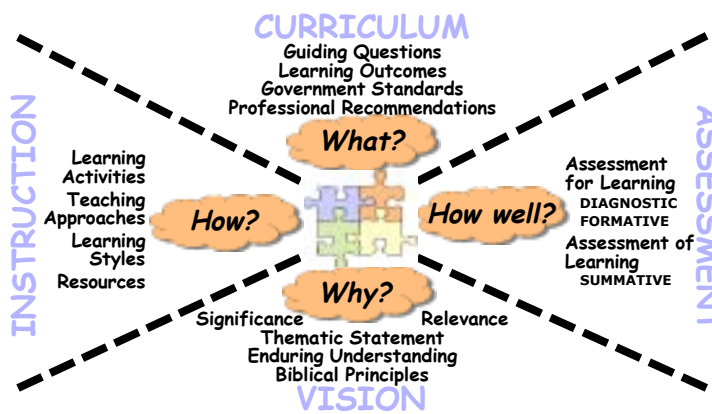
UBD resources were reviewed in the September 2003 LINK. For further information about *Understanding By Design* materials see their website at: www.ubdexchange.org/resources.html, purchase one of the books, or borrow one of the videos from the SCSBC library.



REVISING SCSBC CURRICULUM PLANNING

In 1998, SCSBC produced *Curriculum Planning*, a resource to assist teachers, curriculum coordinators, and principals in developing school-based curriculum. *Curriculum Planning* introduced new ideas and made available sample materials from many schools. Many schools have incorporated and adapted various parts for their school’s curriculum. In keeping with changing needs in curriculum and in schools, SCSBC is revising and expanding *Curriculum Planning* and will publish it as a new publication this Spring 2004.

One of the revisions involves changing the Process for Unit Planning from a linear step-by-step approach to a model of four components – vision, content, instruction, and assessment. The process will allow teachers to begin curriculum planning with any one of the four



components. At the same time the model ensures that all aspects of curriculum are incorporated. The new model will also be an excellent vehicle for reviewing parts of existing curriculum. The illustration above provides a summary outline look.

Noteworthy

- **NEW HIGH SCHOOL:** Following an exciting name contest and decision making process, John Knox and Vancouver Christian School Boards are pleased to announce the name of their new regional high school: **Discovery Christian High School**. The JKCS and VCS boards and the five Task Force committees continue to provide vision, oversight and accountability. A high percentage (80%) of parents from both communities are willing to offer financial support for the Capital Campaign which kicks off in the new year.

- **PLAN AHEAD!** The Christian Principals Association of BC Spring Conference will be held on May 6 and 7, 2004, on the Trinity Western University campus. Be sure to make a note on your calendar.
- **AND DON'T FORGET:** The SCSBC Spring Annual General Meeting will take place on May 7, 2004, also at TWU.

What's happening in your community? Mail, fax or email your noteworthy items to us at the SCSBC: 7600 Glover Road, Langley, BC V2Y 1Y1, Fax: 604.888.2791, Email: scsbc@twu.ca,

PROFESSIONAL DEVELOPMENT for Board & Committee Members

1. Establish a board policy that budgets for all board members to attend the annual SCSBC Board Leadership Conference.
2. Attend/participate in the “Biblical Worldview for Board Members” entitled: “Which Story is shaping your School?”
3. Arrange for the following SCSBC Workshops to be conducted in your Community:
 - a. “Effective Board & Committee Leadership”
 - b. “Principal Evaluations & the Role of the School Board”
 - c. “Setting Educational Direction: The Role & Responsibility of the Ed. Committee”
 - d. “Promoting High Quality Teaching”
4. View and discuss the CSI video “Holding Christian Schools in Trust”. (A 5 part video series in which one part could be incorporated into the beginning of every board meeting).
 - i. Boards as Trustees
 - ii. The Board & the School’s Mission
 - iii. The Board Meetings
 - iv. The Board & the Administrator
 - v. The Board & its Future

Please contact SCSBC Executive Director, Henry Contant (contant@twu.ca) for more information on any of the above professional development opportunities, or see the SCSBC website for more information: www.scsbc.ca

SCSBC Calendar

(www.scsbc.ca/calendar.html)

FEBRUARY, 2004

- (Jan. 30-)
- 1 Missionsfest
 - 2 Pre-School Specialist Meeting - Surrey CS
 - 11 SCSBC Stewardship Committee Meeting
 - 16 Secondary Principals Meeting in Victoria
 - 20 Island CTABC Pro D Day - Victoria

MARCH

- 5 Lower Mainland CTABC Pro-D Day - Chilliwack
- 15-19 Spring Break (may vary locally)

APRIL

- 1 Northern CTABC Pro D Day - Houston
- 8 Interior CTABC Pro D Day - Vernon
- 9 Good Friday
- 12 Easter Monday
- 14-16 SCSBC Development Conference - Cedar Springs Christian Retreat Center, Sumas WA

- e. “Vision & Task of the Dev. Committee”
- f. “Vision & Task of the Com. Relations Committee”

- Gerri DeVos, currently Vice Principal at John Knox Christian School in Burnaby, will be taking over as the new principal at Delta Christian School.
- Surrey Christian School has appointed Helen Park as International Student Coordinator beginning January, 2004. Helen has been a member of the Surrey Christian School community for many years and will be able to provide a valuable service to the international students and their families as they adjust to Canadian life and school. Welcome Helen!
- Ground-breaking took place on January 13 for construction of Abbotsford Christian School's new Middle School Campus. ACS is restructuring, with a

a Preschool-5 campus (Dave Loewen, Principal), a new 6-8 campus (Berta denHaan, Principal) and the current Secondary School (9-12, Ed Noot, Principal).

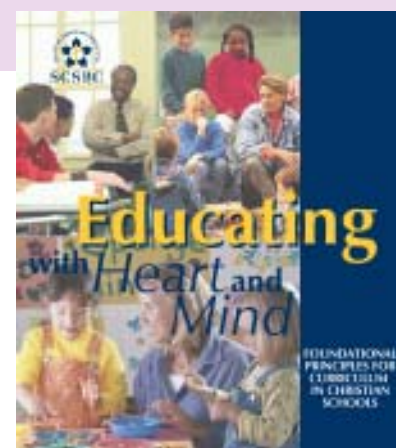


Abbotsford Christian Secondary

new RESOURCES

ANNOUNCING A NEW PUBLICATION

SCSBC has revised its 1994 *Core Statements* binder. ***Educating with Heart and Mind: Foundational Principles for***



(Working copy of cover art)

Curriculum in Christian Schools is a renewed collection of the biblical perspective statements that have been developed by SCSBC through the efforts of many people over the years. This resource publishes SCSBC's foundational perspective statements in an up-to-date format and includes titles of additional resources for biblical perspective for many of the topics.

These statements are a valuable resource for teachers, principals and boards as they discuss the purpose and direction of various aspects of Christian education. They may also be used to help parents and school society members reflect on the unique foundations of Christian education.

Educating with Heart and Mind will be available in three-ring binder format and as PDF files on the SCSBC website.

UNITS

God Shows Us How to Build (2003). *Lori Salverda and Dorothy Vaandering*. OACS – This Grade 1 unit of the Creation Studies curriculum of OACS introduces students to the way God has designed creation using many fascinating structures. People have learned from His creation design to build structures for human use. The Teacher's Guide provides teachers with a framework, teaching ideas, and instructional strategies. (Table of contents available from SCSBC)

BOOKS

Bridging Cultures Between home and School: A Guide for Teachers (with a special focus on *Immigrant Latino families*) (2001). Ed. *Elise Trumbull, et al.* Lawrence Erlbaum. ISBN 0-8058-3519-9 – This book is intended to stimulate broad thinking about to meet the challenges of education in a pluralistic society. It is a powerful resource for inservice and preservice multicultural education and professional development. Leads to specific suggestions for supporting teachers to understand differences between home cultures and school culture, enhance cross-cultural communication and much more.

Developing BOARD LEADERSHIP in our Christian Schools

www.scsbc.ca/services/leader/leader.html

“Leadership is not optional. It is the ingredient essential to the success of any organization. Take away leadership and confusion replaces vision.”

- Charles Swindoll

Much has been written and said about the role of the Christian school board. Essentially, however, boards are called to see the “big picture” as they:

- provide overall vision and direction for the school, and;
- set policy that governs the school.

In order to do so effectively, board members must have adequate training and a vision of its own job. A board member's role is neither volunteer-helper or watchdog, but trustee of a vision and a mandate.

Principals and board chairs are not supposed to ‘do’ all the work on the Christian school board, but effectively encourage the talent on their respective teams. Good school boards and administrative teams use every available gift and enjoy both unity and diversity.

There are diversities of gifts, but the same Spirit. There are differences of ministry but the same Lord. And there are diversities of activities but it is the same God who works all in all (1 Cor. 12: 4 - 6).

John Maxwell, in his book, *Leadership Promises for Everyday* considers the Apostle Paul's philosophy of team building. He notes:

- The team possesses a variety of gifts or positions, but pursues the same goal and God.
- Everyone has a contribution to make.
- God is the source of each gift, so he deserves the glory.
- God chooses who has what gifts, so we must not compete or compare.
- Team members are to function like the organs and muscles in a body.
- No team member is less important than the other.

- God's goal is team harmony and mutual care.
- Although members are equally important, they are meant to be diverse.

School board members and administrative teams should not compete with each other, but complete each other. (*Leadership* by John Maxwell, 2003)

It also surprises some new board members to learn that they have no individual power as a school board member. It is important to understand that the school board exists as a corporate body. The board is the legal entity, not its directors individually. Therefore, only a board, at a properly called meeting, can conduct the business of the school. Individual board members may be assigned duties and responsibilities on behalf of the board, but any actions of individual board members must be ratified formally by the board at a board meeting. If board members meet away from the board table to discuss or conduct business, they do so without authority: effective board members deal with matters at properly called board meetings where the board can discuss issues, receive and consider recommendations, and make decisions.

There is an old Chinese Proverb that goes like this: “If your vision is for a year, plant wheat; if your vision is for 10 years, plant trees; if your vision is for a lifetime, plant people.”

I hope our Christian school classrooms and board rooms have “lifetime vision”. Our principals and teachers need to ensure investment in the lives of their students. Board and committee chairs need to invest in the lives of their fellow board members to ensure a vision for Christian education lasts a lifetime.

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IF YOUR VISION IS FOR 1 YEAR, PLANT WHEAT...



IF YOUR VISION IS FOR 10 YEARS, PLANT TREES...



IF YOUR VISION IS FOR A LIFETIME, PLANT PEOPLE.



Two DIMENSIONS of Culture

Making Sense of our Intercultural Interactions

by Marlene Bylenga
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Students at Vernon Christian School

Effective communication across cultures can be a challenge. Administrators, international student coordinators, teachers and support staff may come away from an intercultural interaction frustrated by the approach or behavior of the other individual. Increasingly, as we integrate international students into our schools, we are dealing with individuals from cultures uniquely different to our own.

In order to develop and maintain healthy relationships we need to gain an understanding of the reasons for our frustrations and obtain skills which will enable us to become effective communicators across cultures:

Before you can fully understand and appreciate cultural differences, however, you first need to understand what culture itself is and how it operates: "Culture is the shared assumptions, values, and beliefs of a group of people which result in characteristic behaviors." This definition captures two essential points about culture: that it has an invisible dimension (assumptions, values, and beliefs) and a visible dimension (behavior) and that these two dimensions relate to each other as cause and effect, respectively. Practically speaking, what this means is that behavior—the things people do and say—is neither arbitrary nor spontaneous. That is, people don't make up their behavior as they go along; they don't wake up saying, "I think I'll act like this today." Rather, behavior is a direct result of what people assume, value, or believe in. Indeed, when we say that someone's behavior "makes no sense," what we really mean is that that person's behavior is not consistent with what we know he or she believes in or hold dear.

Understanding the cause-and-effect relationship between the two dimensions of culture is essential to any kind of successful cross-cultural undertaking, for once you grasp that behavior is tied to values and beliefs, then it's not difficult to accept that people

*with different values and beliefs—such as a person from another culture—are going to behave differently from you. Nor should it be difficult to then go one step further and accept that that other person's behavior, no matter how different from your own, probably makes perfect sense to that individual and other members of his or her culture.'**

In the field of intercultural studies Stella Ting-Toomey has introduced the D.I.E. (Describe, Interpret, Evaluate) process as a tool to enable us to make sense of our



Students at Vernon Christian School

interactions. Instinctively we skip straight to 'Evaluate' when we encounter difference, without bothering to see if there might be a different interpretation of our experience.

By following the DIE sequence, we are more likely to 'make sense' of new, cross-cultural, situations.

The wiser course in any cross-cultural situation is to suspend interpretation or judgment, suspend the meaning until you can find out what any given behavior might signify in the other person's culture. Then you will at least be able to interpret the behavior "correctly."

This does not mean, by the way, that you will necessarily like or approve of the behavior at that point; it merely means that you will probably understand what lies behind it, the logic of the behavior in that culture. In some cases, knowing why people behave in a certain way may cause you to change your opinion of the behavior and the person. In another case, however, knowing why people behave as they do will not change your opinion. The point is not that you should always be able to like or accept the different behaviors of people from other

*cultures, but only that you should reserve judgment until you have understood them. Indeed, that rule applies to any kind of interaction, whether cross-cultural or not. But once you have understood, then you are in a better position to judge.'**

What an exciting challenge we face as we interact and learn from each other! Hopefully through our interactions we will develop an increased awareness and appreciation of the diversity with which the Lord has created us and gain a deeper understanding of the nature of our Heavenly Father who has created us all, with our unique cultural expressions, in His image.

* Storti, Craig. *Figuring Foreigners Out*. Intercultural Press, Inc. 1999. pgs 5, 6, 14.

INTERNATIONAL STUDENT COORDINATORS

Plan to attend the 8th Annual SCSBC Development Conference, April 14-16, 2004. The workshop offerings for International Education have been increased this year so that we are able to provide sectionals for the complete conference. Workshops will include:

- Communicating Across Cultures
- Implementing an International Student Program
- Facilitating Multi-Cultural Awareness in Your School Community
- The World at Your Door: A multi-cultural school
- International Education: Global village or cash cow?

Be sure to get your registrations in early and plan to enjoy 2 1/2 days of renewal and learning.