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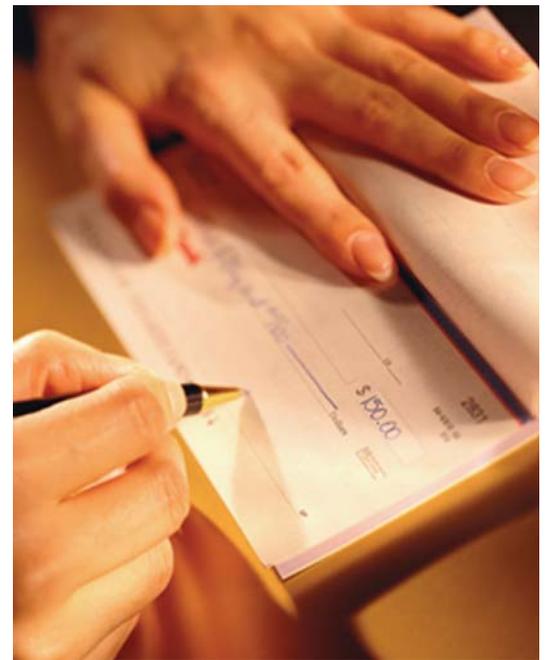
# why not just give?

by Gerry Ebbers  
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*If anyone wondered if donors, when asked, would respond to a compelling need, the recent response of Canadians to the tsunami disaster answers that question conclusively. No gimmicks, no give-aways, no sales; just pure charitable intention has resulted in gifts beyond anyone's expectation.*

Unfortunately, there have been those businesses that have used the opportunity to win business away from competitors: "Buy your coffee here and we'll give all the proceeds to charity" is no different from offering free coffee for some other reason in order to get customers into your business. Still, directors of aid agencies are amazed at the charitable response and say that they have never seen anything like it. Their concern now is whether or not Canadians will continue to support relief efforts once the story has lost its attention in the media and in our hearts and minds.

Giving in response to a compelling 'need' and 'ask' is not new for Christians. That is how we have supported our churches, Christian schools, and agencies for decades. However, increasingly boards and fundraising committees have felt the need to raise support through activities and product sales. In the previous issue of The LINK, I asked the question, "Why not just 'ask'?", and suggested that our school supporters are getting tired of the constant barrage of products-for-sale through our schools. I suggested that boards should just 'ask,' but boards wonder if supporters will just 'give.'



That's a legitimate concern and deserves some consideration.

Our reluctance to give is, I believe, tied more to our lack of discipline than to our lack of commitment. For a lot of reasons, we seem to have lost the spiritual discipline of stewardship. For one thing, our churches have neglected both preaching and teaching it. Few Christian schools have 'stewardship' anywhere in their curriculum, although that is beginning to change in BC with curriculum recommendations that SCSBC and others are making in light of new guidelines for high school life-preparation courses. However, for most of us, not having been taught stewardship means most of us don't practice it.

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# The Heart of Being a Professional



by Robert Koole,  
Director of Curriculum  
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**Teaching is a profession that requires advanced education and training and involves developing the requisite intellectual skills.**

Teaching is also a vocation that requires ongoing professional growth – developing personal and collective understanding about children and young people’s learning and about subject content and skills. (see the excellent suggestions in the article “On Being a Professional...” by Jeanette Berkenbosch in the January CTABC Newsletter).

It is important that we continue to encourage, stimulate, and support each other to keep ourselves up-to-date in our work as teachers and principals. Professional learning has personal, interpersonal, and organizational dimensions. Personally, we stay focused on what we can learn from today’s experiences in order to improve what we will do tomorrow. Interpersonally, we challenge each other to teach well every day and support each other by being alongside, by listening, and by offering a helping hand. Organizationally, we arrange schedules, shape meetings, and offer financial support in ways that foster professional learning. How can we make sure that the professional activities don’t become ‘busywork’? We long to find meaning in the experiences of life, to see how things relate to each other and how things hang together (*A Vision with a Task*, p. 131). What, then, makes our professional learning meaningful?

Professional learning becomes meaningful when it connects us to something larger and wiser than ourselves: “...the true

**A true professional makes a profession of faith in a reliable truth that puts the human heart at rest – it is not really about us.**

professional is a person whose action points beyond his or her self to that underlying reality, that hidden wholeness, on which we all can rely.” (P. Palmer, *The Active Life*, p. 44) A true professional doesn’t hide behind illusions of technical expertise, broad-based subject competence, or high quality relationships with children and young people. A true professional makes a profession of faith in a reliable truth that puts the human heart at rest – it is not really about us. Rather, “God is building a home. He’s using us all ... in what he is building. He used the apostles and prophets for the foundation. Now he’s using you, fitting you in brick by brick, stone by stone, with Jesus Christ as the cornerstone that holds all the parts together.” (Ephesians 2:20-21, Eugene Peterson, *The Message*)

In order for it to have lasting impact, our professional learning needs to be rooted in faith in what God is doing in this world. Our professional learning is inspired by and reveals the hope that is within us because of what Jesus has already accomplished and is even now continuing to fulfil. Our professional learning is modelled through our daily walk of love, our weekly Sabbath rest of dependence on God to enable us to live in relationship with him.

At its core, professional learning is all about being rooted and grounded in the incredible love of Jesus Christ: “Reach out and experience the breadth! Test its length! Plumb the depths! Rise to the heights! Live full lives, full in the fullness of God. God can do anything, you know – far more than you could ever imagine or guess or request in

your wildest dreams! He does it not by pushing us around but by working within us, his Spirit deeply and gently within us.” (Ephesians 3:17-20, Eugene Peterson, *The Message*)

# Planning Next Year's Budget: Do budget priorities match the school's mission & vision?

by Henry Contant, Executive Director [contant@twu.ca](mailto:contant@twu.ca)

**Billy Graham once said, "A chequebook is a theological document; it tells you who you are and what you worship."**

Similarly, your school's budget is a reflection of what your school values and gives priority to. As boards, administrators and finance committees begin the budgeting process for the next school year, how many begin the process with a re-examination of the school's stated mission? As parents review the school's budget for the upcoming year, what messages will they receive?

Consider the dollar amounts allocated in the budget for staff professional development, technology, sports program, fine arts, Bible curriculum, ESL, library, special education, career and personal counseling, tuition assistance, and debt financing to mention but a few. What do these figures say about the real priorities of your school's mission and vision?

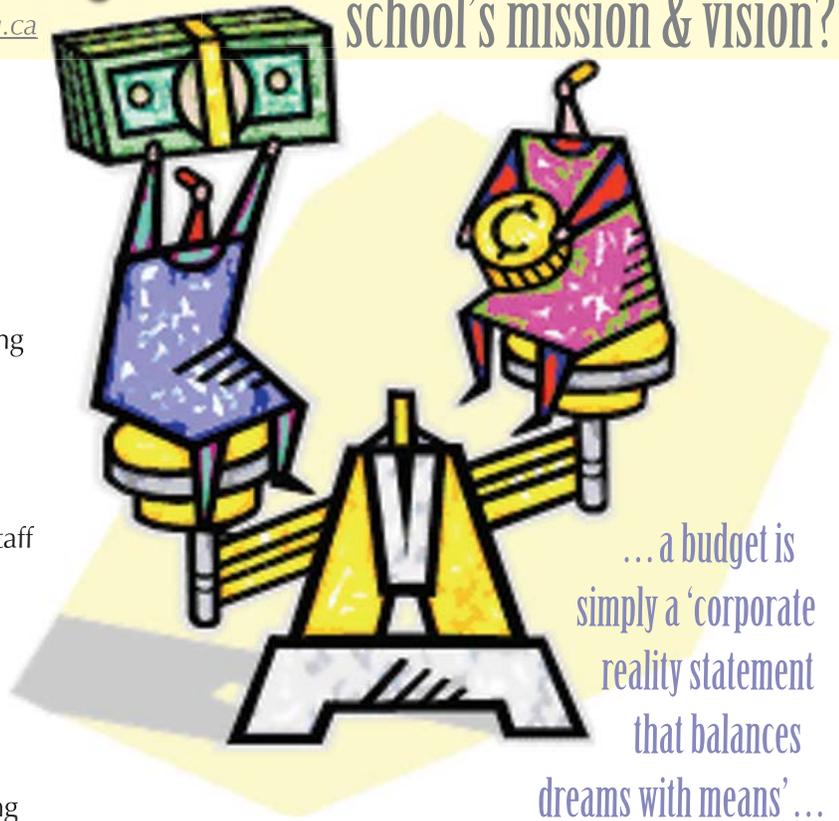
Many Christian school mission statements mention 'serving the whole child' or the 'needs of all students'. Yet do the budget amounts allocated to 'special education' students and to students traditionally labeled 'gifted' reflect that stated commitment? What about funds for fine arts or outdoor education?

If someone were to calculate the percentage of your school's budget allotted for tuition assistance, what would it say about your school's commitment to helping those Christian families in need? Is the dollar amount allocated for debt financing too high; is the amount spent on teachers' salaries fair? Are the expectations for fundraising revenue too low? Have other sources of revenue been fully explored?

Sound financial management depends upon:

- sound financial planning based on the school's strategic plan, and
- a transparent school budget which details all the revenues and expenditures made to support the educational priorities identified.

It has been said that a budget is simply a 'corporate reality statement that balances dreams with means'. Hopefully all stakeholders involved in drafting your school's budget would agree that it is a good balance of dreams and means. The budgeting process should be characterized by openness and trust, achieving sound balances rather than exercising power.



... a budget is simply a 'corporate reality statement that balances dreams with means' ...

Road maps are used to determine the best route to a destination before setting out on the journey. Periodically they are also consulted to confirm progress during the journey. A sound school budget is the official 'map' of the inflow of revenue/outflow of expenditures for the school year. It must be accurate, attainable and contain sufficient detail to engender trust with the users, especially the finance committee and staff who use it throughout the year.

School boards are encouraged to provide their finance committee and administration with some general parameters before they begin the annual budgeting process. These may include such things as:

- recommended salary increases for staff
- the maximum percentage tuition increase it feels is acceptable,
- the percentage of the budget set for tuition assistance, and
- the maximum dollar amount for capital expenditures.

When presenting the school's budget to your membership for approval, it is important to remember that boards are not so much seeking approval for a budget, as they are conveying a vision for how the school will implement its mission during the upcoming school year.

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# every tribe and tongue and people and nation



In the last issue of **The Link**, I challenged all of us to assess our international programs and ask whether or not our international students were becoming part of the established community. I suggested that we take a look at our programs and find ways in which students from different ethnic backgrounds could share their individual cultural expressions and values, enabling all our students (regardless of race) to be effective co-workers in bringing God's redemptive story to the world. Jesus' prayer for all believers, regardless of race or ethnicity, was "that they may be one as we are one: I in them and you in me. May they be brought to complete unity to let the world know you sent me and have loved them even as you have loved me." (John 17:22b-23)

One of the goals of Christian schools is to build community, which includes not only students but their families as well. As we enrol international students, we also need to be aware that their families are part of our community and that a result of their inclusion may be discussions related to differing worldviews and values. As educators and administrators, how do we maintain our vision while we foster an atmosphere of inclusion and understanding?

In all of our interpersonal interactions we need to heed Christ's command to love each other. As we deal with individuals from cultures very different from our own, we need to see them through God's eyes—as His images bearers. Each person, with their unique cultural expressions, can give us precious insights into God's character. By building meaningful relationships and opening our hearts to others we have already covered many miles in the journey of understanding each other.

An ongoing challenge in cross cultural interaction is for each individual to let go of their ethnocentric viewpoints and allow themselves to see the good and bad in each culture. Ethnocentrism is the

" . . . tendency to view people unconsciously by using our own group and our own customs as the standard for all judgments . . . The greater their similarity to us, the nearer to us we place them; the greater the dissimilarity, (the) farther away they are . . . we tend to see our own groups, our own country, our own culture as the best, as the most moral. This view also demands our

first loyalty and produces a frame of reference that denies the existence of any other frame of reference. It is an absolute position that prohibits any other position from being appropriate for another culture. Unless we can accept that other groups of people are truly different—that is, they are operating successfully according to different values and principles of reality—then we cannot exhibit the sensitivity nor

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accord the respect to those differences that will make intercultural communication and understanding possible."

- Milton J. Bennett, "Overcoming the Golden Rule: Sympathy and Empathy." In **Basic Concepts of Intercultural Communication**. Intercultural Press, Inc. 1998.

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There are many books and resources available to help us gain an understanding of cultures different from our own. These can be helpful in giving us an understanding of the differences in values and worldviews of particular cultures. However, if these resources are used to confirm and reinforce our biases they can be counter-productive; rather than giving us a deeper understanding of a specific people group they can be used to reinforce stereotypes. We must never forget that we are dealing with individuals, each with their unique personalities and character traits.

Let us give glory to our Maker for the amazing diversity with which He has created us and make it our prayer that our schools will reflect the unity we have in Christ.

*"After this I looked and there before me was a great multitude that no one could count, from every nation, tribe, people and language, standing before the throne and in front of the Lamb. They were wearing white robes and were holding palm branches in their hand. And they cried out in a loud voice: "Salvation belongs to our God, who sits on the throne, and to the Lamb."*

- Revelation 7:9, 10

# Preparing Graduates

## *How did we do?*

by Doyle Smiens,  
Unity/Chilliwack Christian School

***Did you ever get the chance to ask your graduates how well you prepared them for post-secondary education? Did you ever wonder what your school might improve on? The administrative team at Unity Christian School in Chilliwack asked these questions and decided to find some answers.***

Over the Christmas break, when we knew most of our college students would be around, we invited our Unity graduates who were involved in post-secondary education to a free breakfast at a local restaurant. It was a chance for us to ask our graduates how we did.

The breakfast proved to be a wonderful



Unity Christian School

opportunity to reconnect with this group of students. It was interesting to find out how their first semester at college/university went and to ask how well we prepared them for their post-secondary educational experience. We were also able to ask how we prepared them spiritually to face the challenge of life away from high school.

The students seemed to appreciate the opportunity to give us input and to relate to us as peers. It proved to be a great learning experience for our school and for us.

## *developing* **Christian Schools**

APRIL 6 - 8, 2005

***The date is fast approaching for SCSBC's 9th Annual Developing Christian Schools conference:*** April, 6 - 8, 2005 at Cedar Springs Christian Retreat Center in Sumas, WA. This year promises another exciting time of encouragement and vision-building, as well as practical training in the areas of marketing and recruitment, planned giving, foundations, annual fundraising, finances and budgeting, international education, and more.

- **Tim Caughey from Tyndale Christian School in Australia** will be our keynote speaker this year. He will also lead workshops on the relationship between the

development director and the principal, and conducting new parent interviews.

- **Several new items have been added to this year's agenda, including** an "Introduction to Development" Track, for those with less than 18 months development experience; and expanded tracks for Business Managers/Administrators and those involved in International Education.

**Don't forget to register soon; space is limited!** For more information: [www.scsbc.ca/services/conferences/dev/devcon.html](http://www.scsbc.ca/services/conferences/dev/devcon.html)

# Planning Next Year's Budget: Do budget priorities match the school's mission & vision?

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Boards are challenged to turn 'boring budget discussions' at the AGM into powerful opportunities to share the school's vision. Here are some suggestions to do so:

1. Tell stories rather than recite numbers during the budget presentation. Explain, for example, how the special education program not only helped certain students, but how it has impacted the entire student body.
2. Use videos and personal testimonies to explain how the 'missions-trip' moulded the spiritual growth of the grade eleven class, and how this impacted the rest of the school.
3. Show graphs and charts to illustrate how the long-term debt has decreased because of the successful school fundraising auction.

4. Read an (anonymous) thank you letter from a needy parent who gratefully received tuition assistance last year.
5. Explain how the new online electronic learning opportunities will allow a senior student to take a course elsewhere, while remaining enrolled in your school.
6. Compare the relative costs of Christian education today with that of a generation ago.

In short, the challenge of presenting a budget is to turn columns of numbers into an opportunity to showcase your school's vision. Remind your supporters that they are called to support a dynamic vision of Christian education, not merely approve a budget.

*An earlier version of this article first appeared in the SCSBC Development Link – Spring 2003*

## new RESOURCES

### BOOKS

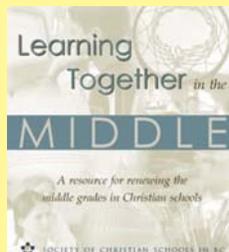
***Transforming Schools: Creating a Culture of Continuous Improvement.*** Allison Zmuda, Robert Kuklis, Everett Kline. Alexandria, Virginia: ASCD, 2004. ISBN: 0871208458.

Through the experiences of a fictional school-principal, teachers, and district-level administrators—the reader gains a clear understanding of the six steps of continuous improvement:

1. Identify core beliefs.
2. Create a shared vision.
3. Use data to determine gaps between the current reality and the shared vision.
4. Identify the innovations that will most likely close the gaps.
5. Develop and implement an action plan
6. Endorse collective accountability.

### LEARNING TOGETHER IN THE MIDDLE

This resource for renewing middle level education in Christian schools is now complete. For more information, contact the SCSBC office or visit our website ([www.scsbc.ca/resources/handbooks/ltn.html](http://www.scsbc.ca/resources/handbooks/ltn.html))



### NEW PROFESSIONAL DEVELOPMENT KITS

***What Works in Classroom Instruction - Elementary Edition*** and ***Secondary Edition***, Video Journal of Education. Each program includes: 2 Videotapes, 1 Implementation Guide, 1 Audio CD, 1 copy of *Classroom Instruction that Works: research-based strategies for increasing student achievement*. R.J. Marzano, D.J. Pickering, J.E Pollock, 2001. ASCD.

- Strategies proven to increase student achievement.
- Plan and implement instructional strategies.
- Use of graphic organizers, meaningful homework, and reinforcing effort.
- Setting objectives/generating and testing hypotheses.
- Demonstration of application of the strategies in high-achieving classrooms.

***Reading for Learning in the Content Areas – With Research-Based CRISS Strategies -Secondary***, Video Journal of Education. With Carol Santa.

Teachers and principals will: become better learners and pass the skills to their students, see successful teachers implement strategies that teach their students how to learn, and learn the CRISS principals and philosophy and how to apply them in their classroom.

# Community News

- **Congratulations to SCSBC schools celebrating significant anniversaries this year:**

- *John Knox Christian School, 50th Anniversary.*

Celebrations are taking place throughout the year. For more information, visit the John Knox Christian School website:

[www.johnknoxbc.org/JKCS/Special\\_Events/Anniversary.htm](http://www.johnknoxbc.org/JKCS/Special_Events/Anniversary.htm)



- *Agassiz Christian School, 40th Anniversary.* A celebration evening is planned for March 3. For more information, contact the school office (604-796-9310).

- *Comox Valley Christian, 25th Anniversary.* A celebration evening is being planned for May 27. For more information, contact CVCS (250-337-5335).



- **Discovery Christian High School has announced the appointment of Paul Tigchelaar** (currently Vice Principal at Vancouver Christian School) as their inaugural principal. Discovery will open in September, 2005.

- **A recent Vancouver Island road trip by our Executive Director discovered . . .**

- The new addition to **Pacific Christian School's** Secondary campus has alleviated some overcrowding pressures. However, with over 900 students currently on campus discussions continue regarding the need for an additional campus site. Ideally it would be located within the growth corridor of Victoria's Western Communities.

- Despite enormous financial pressures to close the school last June, **Lighthouse Christian Academy** remained open. It now offers a program for Grades K-9. Providing a Preschool option is being explored for next year.



- **Duncan Christian School** welcomed its first international students from Korea after the Christmas break. A snow and ice storm forced the rescheduling of a Board Leadership workshop.

- **Nanaimo Christian School** provides a new home for Grade 8 graduates from Beacon Christian School in Parksville. For the past few years most Beacon Christian graduates continue their high school education at NCS.

- Rejecting an initial proposal to close **Port Alberni Christian School**, a core of dedicated parents and a newly appointed board remain committed to providing Christian education in the Alberni Valley. Currently our smallest SCSBC school, PACS relocated to the premises of Arrowsmith Baptist church for this current school year.

- **Is there something happening at your school that you would like to share?** The SCSBC website now has a calendar dedicated to events at our member schools: [www.scsbc.ca/happening.html](http://www.scsbc.ca/happening.html) Email your events to us at the SCSBC office ([scsbc@twu.ca](mailto:scsbc@twu.ca)).

## SCSBC Calendar

[www.scsbc.ca/calendar.html](http://www.scsbc.ca/calendar.html)

### March

March 4	Lower Mainland CTABC Pro D
	• Elem.- Richmond
	• Mid./Sec - FVCHS
March 4	Sch. Secretaries Pro D
March 11	International Ed. Coord. Work Day
March 25	Good Friday
March 28	Easter Monday
March 21-29	Spring Break - 1 wk.
March 21-April 1	Spring Break - 2 wks.

### April

April 6-8	SCSBC's Developing Christian Schools conference (see pg. 8)
April 8	Interior CTABC ProD- Vernon, BC
April 21-22	CPABC Conference
April 21-22	Northern CTABC ProD -Terrace, BC
April 17-23	CSI Christian Education Week

### May

May 6	SCSBC Spring General Meeting
May 23	Victoria Day



The SCSBC is a member of  
Christian Schools International  
and Christian Schools Canada.

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Another reason for our reluctance to give is that we have been conditioned by our marketing-driven society to respond only to sales. Think of all the sale flyers that enter your home each week. Think of the amount of time you spend each week in the mall and other retail outlets. We buy stuff all week long; we are always looking for a bargain or a sale; and with available cash or easy credit, we don't hesitate much before we spend, spend, spend. I doubt that we give anywhere near as much thought to charitable giving.

I think it is easy to fool ourselves that we are 'supporting' the school through our purchase of some product. And we probably go to silent auctions to get a good deal, rather than to give to the school. We think we have fulfilled our obligation to the school when in reality we hope we have

gotten a bargain for some product or service. We quickly agree to buy a product because we buy products all week long. It is harder for us to process an outright request for a donation.

Biblical stewardship teaches us that our giving should be as planned as our spending. If we can set up automatic withdrawals for our mortgage payments and school tuitions, we

***Biblical stewardship teaches us that our giving should be as planned as our spending. If we can set up automatic withdrawals for our mortgage payments and school tuitions, we should also be able to do that for our charitable giving.***

should also be able to do that for our charitable giving. That would insure that our giving came from the top, when we got paid, and not from the bottom, from the leftovers at the end of the month.

Biblical stewardship also means that we plan our charitable giving. We should plan for the year at the beginning of the year and make monthly donations to the causes we have chosen to support, rather than sending out a stack of cheques the last week of December in order to beat the deadline for tax receipts.

Why not just 'give'? Anyone who deliberately plans their giving will tell you that it gives them great joy to see their gifts make a difference and it gives them a sense of freedom to turn down all the requests that arrive by phone, mail or at our doors. My standard response to a telephone solicitation is "I'm sorry, but I have a number of charities that I fully support and I do not have the capacity at this time to support any others." I could tell callers, I suppose, all about tithing and the New Testament guideline of love that calls us to do more than the legalistic requirements of the Old Testament, but I know that the telephone solicitor is getting paid to raise money, not listen to my sermon, more's the pity.

So what are boards and fundraising committees to do? Some suggestions:

1. Implement a plan to teach Biblical stewardship through your newsletters, at AGMs, and in your school curriculum.
2. Inform your supporters at the beginning of each year that you count on their charitable support and that there will be one or two specific opportunities for them to give to the school. Tell them what events and activities over the course of the school year will be fundraisers and which will be friend-raisers.
3. Have one or two well designed fundraisers each year. A drive, a banquet, an auction: there are ways to make these both successful in raising funds and in renewing the vision of your supporters.
4. Choose one other charity that is compatible with your vision and mission and support that charity by sharing what you raise. Partnering with a Christian school in another country is a logical choice.
5. Insure that no other fundraising goes on in your school, other than those activities related to a class project which is teaching the students to live stewardly themselves rather than relying on their parents and grandparents for a handout.

There's much that boards can do, but ultimately it's up to all of us to think about our practices in giving and ask how we can conform them more closely to the model that Christ has set before us, who for our sake, gave up everything so that we might inherit not just eternal life, but all the blessing of the creation that our Father has given us.

*Learn more about biblical stewardship at SCSBC's **Developing Christian Schools** conference (see p.5). Visit the SCSBC website for more information ([www.scsbc.ca](http://www.scsbc.ca)).*