



Leading Beyond Fear

(r e v i s i t e d)

by Ed Noot

In 2016, SCSBC published a LINK article entitled [Leading Beyond Fear](#) with a particular focus on the rising populism of the day. The relevance of our leadership comportment in a seemingly hostile culture has not diminished so this topic merits more reflection.

The literature on governance for not-for-profit organizations consistently affirms a primary role of the board as protecting the mission and vision of the school and, accordingly, SCSBC encourages school boards to scan the horizon for potential threats and to take steps to mitigate these threats.

The concept of protecting from threats can lead to boards taking defensive postures and acting out of a defensive mindset. Our language and thought patterns can become somewhat militaristic and conjure images of building protective barriers that we can safely hide behind – to preserve what we have and prevent us from losing something (property, resources, policy, freedom, etc.) to an attack or external threat. Acting out of fear can lead to a protectionist stance.

The biblical narrative provides instances of protectionist thinking. Moses resisted his call to

leadership to protect a life that was secure for him and the Pharisees created an elaborate system of laws, rules and procedures to protect their view of orthodoxy and their political power.

Western history also offers compelling examples, like the Inquisition as part of the Catholic response to the protestant reformation; or the response of U.S. plantation owners and southern politicians to the pending abolition of slavery; or the Canadian Chinese head tax, issued after the completion of the railway.

There are times, however, when a protectionist, defensive posture does not represent a faithful response in our Christian school context. At times the situation may require a thoughtful, creative, courageous and proactive approach.

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While the Psalms are full of expressions of anguish at the enemies surrounding us, the Bible also reminds us time and again to 'be not afraid'. When God's people encounter his presence in a burning bush, or via an angel or in a dream the encounter begins with a reminder to be not afraid. After this reminder, the Lord sometimes asks his people to engage in courageous behaviour, which may have been viewed with suspicion, or even scorn, by those around them. Think of Moses leaving Midian and heading to Egypt to confront Pharaoh (haha – confronting Pharaoh? That's a good one!), or Joseph quietly marrying Mary even though she was pregnant at the time (what is he thinking?).

God equips and sustains those he calls to leadership. Of many biblical examples (Moses, Gideon, Deborah, Mary, Paul, Peter etc.) perhaps the most compelling is that of Joshua. Joshua has been called to lead Israel to take possession of the promised land. His task will be fraught with challenges and difficulties; both external and internal. God commissions him with a powerful and encouraging directive in Joshua 1: 5-9

“⁵ No one will be able to stand against you all the days of your life. As I was with Moses, so I will be with you; I will never leave you nor forsake you.

⁶ Be strong and courageous, because you will lead these people to inherit the land I swore to their ancestors to give them.

⁷ “Be strong and very courageous. Be careful to obey all the law my servant Moses gave you; do not turn from it to the right or to the left, that you may be successful wherever you go. ⁸ Keep this Book of the Law always on your lips; meditate on it day and night, so that you may be careful to do everything written in it. Then you will be prosperous and successful. ⁹ Have I not commanded you? Be strong and courageous. Do not be afraid; do not be discouraged, for the LORD your God will be with you wherever you go.”

God has called Joshua to leadership and commissions him with a powerful and commanding mandate to be strong and courageous. He does not offer Joshua some 'friendly advice' or give him 'a suggested way of being' but rather he invokes a command; be strong and courageous.

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He reminds Joshua to not act out of fear, but out of strength and courage. God makes this bold command to Joshua because Joshua is fulfilling a promise that God made. The people of Israel are not Joshua's people, they are God's own people and God will have his way, using leaders like Joshua to achieve his promises.

When I was a young Christian school principal feeling the weight of leadership responsibility a mentor reminded me that the school was not mine, but it was God's, and that God would have way in his school and that as a leader I was his instrument. This reminder helped ease the tension and moved me from a place of fearful, anxious leadership to a place of strong and courageous leadership – in God's strength. I recognize that God will lead through me, or perhaps in spite of me, but God will be true to his promises and he will have his way.

The opening verses of Isaiah 43 remind us of God's sovereign power in our life:

*“But now, this is what the LORD says—
he who created you, Jacob,
he who formed you, Israel:
“Do not fear, for I have redeemed you;
I have summoned you by name;
you are mine.*

*² When you pass through the waters,
I will be with you;
and when you pass through the rivers,
they will not sweep over you.
When you walk through the fire,
you will not be burned;
the flames will not set you ablaze.*

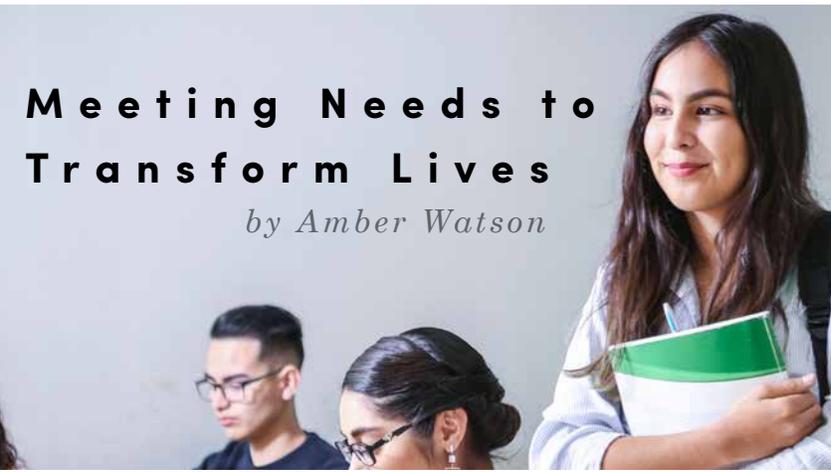
*³ For I am the LORD your God,
the Holy One of Israel, your Saviour;*

May the God who called us to leadership in Christian education sustain and empower us to stand on his promises and lead his schools with strength and courage.

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Meeting Needs to Transform Lives

by Amber Watson



I used to believe that the greatest need of most international students was to learn English so that they could find success in the Canadian education system. Over the years, I have come to understand that there are often deeper, fundamental needs that must be addressed for a student to thrive. International students sometimes arrive in our Christian schools with baggage we are unaware of such as a history of academic failure, dysfunctional family relationships, or deep emotional pain. If we open our doors to international students but do nothing to support their complex needs, are we just setting them up for failure? By striving to meet our international students where they are at and provide the support they need, we have the opportunity to transform lives and impact culture.

International students sometimes struggle academically because their basic physical and emotional needs are not being met. For example, a student who slept poorly won't be fully engaged in their Science lesson the next day, and a student who has deep insecurities due to years of bullying will likely struggle with giving a presentation. To address these types of needs, schools could provide training and policies in place for homestay families and have designated people in the school who have the expertise and passion to advise students. Schools may also want to consider facilitating a student mentorship program, offering seminars on issues of concern, or having counselling available in their first language.

Many international students struggle with loneliness and feel that making friends with Canadians is very challenging. The cultural differences often seem insurmountable to them, but there are many initiatives that schools can take to try to create points of connection between international students and the larger school community.

By striving to meet our international students where they are at and provide the support they need, we have the opportunity to transform lives and impact culture.

Here are a few ideas:

- A “Buddy Program” that matches up new international students with hospitable Canadian students. Encourage them to sit together in class and spend lunch breaks together for the first few weeks of school.
- Peer Tutors or Conversation Partners. Canadian students can help international students develop their English and academic skills and build relationships by working together.
- Volunteer opportunities that allow students of different ethnic backgrounds to serve the community together.
- Plan cultural outings or fun activities that encourage students to meet new people. For example, organize an overnight retreat to a local camp where all the activity and cabin groups include students of various ethnic

Our schools may just be a short stop in the journey of an international student, but their experience in our community has the potential to change the direction of their entire life.

backgrounds. Plan hot lunch at school where each table must include half international and half Canadian students and provide a game or list of conversation topics for each table.

- Find opportunities for international students to share their culture with the school community. They could do a presentation in chapel, plan a Lunar New Year party, or start a language club where they teach Canadian students their first language.

International students have deep spiritual needs. What they hear in Bible classes and chapel often raises questions for those who have a different religion or worldview, so it is important to create opportunities and an environment where they feel safe to explore those questions. Some schools have found that offering a Bible Study, mentorship group, or Alpha program is an effective way to share the gospel and disciple international students. However, the most vital aspect to fostering spiritual growth is relationships. When students can see that individuals in the school community care about them and their needs, they are more open spiritually. Discipleship occurs in relationships where trust has been established with teachers, homestay families, and other staff members. Our schools may just be a short stop in the journey of an international student, but their experience in our community has the potential to change the direction of their entire life.

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DEEPER LEARNING

IDENTITY

MASTERY

CREATIVITY

WAYFINDING

by Darren Spykma

For many educators, defining and believing in Deeper Learning feels like the right thing to do, the professional obligation. But the “big idea” or concept of Deeper Learning comes with many definitions. Often, as teachers work to define Deeper Learning, they get into listing what it is not: it’s not straight memorization, it’s not listing off random dates from history; the list could go on. Listing what it is not can be helpful at first, but it does not help educators with the larger vision for learning represented by the two words, Deeper Learning.

Christian schools are excited about Deeper Learning. Christian educators from around the world want an education system that equips students well, that creates “spaces where students have opportunities to develop knowledge and skill (mastery). Where students can see their core selves as vitally connected to what they were learning and doing (identity), and they have opportunities to enact their learning by producing something rather than simply receiving knowledge (creativity).”ⁱ It is easy to get excited about meaningful purpose. In the excitement, we sometimes forget that Deeper Learning is not our idea. As educators, we are not writing our own stories or those of our students, as Christians, we are invited into a story that is already being written. We are invited into God’s Story; we are people of God’s Storyⁱⁱ.

Our Creator and Author, a God who desires relationship, who desires justice, mercy, and peace for humanity should be seen as the author of the teaching and learning happening at His school. God gives us the context and lens through which we are called to view and design learning. God’s call to love and serve, should combine with the exploration of identity, creativity, and the development of mastery to produce learning which enables students to deepen their faith through intellectual and active engagement. Students using their aptitudes and abilities, gifts they received from God, to engage in the good work that God is already doing in a community; this roots Christian education and sets it apart. It is the purpose behind learning focused on identity, creativity, and mastery which should guide learning in Christian schools. The purpose of our existence, worship to God through gratitude, hospitality and service to the “least of these”^{iv} leads students on a journey of wayfinding^v.

Identity

Do students truly understand and know that their value was established before they were able to breathe? Do students understand that their purpose extends beyond themselves in both everyday moments and in the grand arc of their lives? Do students have a clear picture of who God is in their lives? Career education has a significant role

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ⁱ Mehta, J. & S. Fine. (2019). *In Search of Deeper Learning: The Quest to Remake the American High School*. Harvard University Press.

ⁱⁱ <https://cace.org/christian-deeper-learning/>

in shaping a child's identity at school. Career education teachers in Christian schools are encouraged to shape their programs and big ideas, not with the question "What is God calling you to do?," but rather, "What is God doing already, that you are interested in and want to be a part of?" Shifting this question off of self and back onto the Creator and Sustainer of all things allows students to reorient their thoughts and may just reduce a little anxiety as well.

Mastery

We worship God through doing our best, through pursuing purposeful mastery. This is not a pursuit of personal fulfillment, but rather bringing students to the reality that, "if I can master these design skills, then I will be better able to serve non-profits with their communication tools and website design". Aiming for mastery is more likely when purpose is evident. Are students invited into work that meets needs in their community, first within the school walls, and regularly connecting beyond the school to the neighbourhood and city.

Developing persistence, perseverance, and being able to pick ourselves up after making mistakes are all key markers on the road to mastery. Have we eliminated "one and done" assignments, replacing them with opportunities for multiple iterations and attempts and modes for displaying mastery? Have we moved from marking assignments to assessing growth in standards over time? Are clear standards-based learning targets something students ask for when they are not evident in the class because they are an important part of student learning at your school?

Creativity

Each person on earth is created in the image of God. As Christian educators, we should not be surprised that Harvard research is suggesting that learning rooted in creativity is a key element of Deeper Learning. God's story oozes creativity. At every turn, God shows He is a God of the unexpected. Are students invited into the reality that the work they do is work done in the presence of a creative God? Are we giving students the opportunity to draw closer to God through the work we are doing? Do we celebrate creativity as personal success or is success an opportunity to celebrate God's good gifts? Are we inviting students to practice skills improvisationally as they pursue a purposeful task or are students engaged in step by step processes established before they entered kindergarten?

Creativity, like all worthwhile skills, takes practice and discipline. It is almost paradoxical that in order to practice creativity, students need a foundational structure. A science student needs to understand the scientific method in order to hypothesize how to help the city with water quality issues in a local stream. An elementary student needs to learn how to communicate in complete sentences if they are going to implore their grandparents to support a local initiative with funding support. A middle school student needs to know how to create and support an argument if he is going to stand in front of city council and advocate for a change in city policy supporting creation care.

Wayfinding

Work oriented toward the development and support of others shows students at an early age that God's story is different from the compelling stories of individualism, materialism, and consumerism. For Christian schools, wayfinding is outward looking. It is an intentional move from independence to a pursuit of interdependence. Wayfinding is about the intentional discovery of the gifts and abilities students have received and are developing. This discovery is not an end in itself, it is not for personal gain, it is a way of deepening relationship with Christ and others as students seek justice and flourishing for all. As students mature, staff and parents can invite students into advocacy for those who cannot advocate for themselves: the bullied, the intellectually challenged, and those marginalized because of sexuality and gender questioning.

Pursuing, designing, and implementing your school's vision-focused iteration of Christian Deeper Learning is a worthwhile pursuit. By pursuing development of creativity, identity, mastery and wayfinding, school leaders can be assured that taking a system-wide, job-embedded, context-aware approach, over an extended duration^{vi} will lead to the development of Christian Deeper Learning both this year, and in the years to come.

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ⁱⁱⁱ Mehta, J. & S. Fine. (2019). *In Search of Deeper Learning: The Quest to Remake the American High School*. Harvard University Press.

^{iv} Matthew 25: 31-45

^v <https://myways.nextgenlearning.org/>

^{vi} <https://learningpolicyinstitute.org/product/effective-teacher-professional-development-brief>

BE A BLESSING

What does it mean to engage in ethical fundraising?

by Cathy Kits



The October issue of “Advancing Philanthropy” celebrated the inaugural Ethics Awareness Month by dedicating the issue to ethics-centered topics to assist fundraisers in addressing fundraising challenges. Much of the following information has been gleaned from the various articles to assist you in ensuring ethical fundraising practices in your school.

Aristotle talked about ethical flourishing and how virtuous acts require both conscious choice and moral purpose or motivation. There is no question that our schools have the desire to act ethically. However, between that desire and the ability to actually do so, lie challenges such as goal pressures, situations without clear solutions, and sometimes a lack of understanding of the ethical decisions around fundraising and donor stewardship. Is your school “engaging in mindful practice and sound ethical decision making” when it comes to fundraising?¹

For instance, consider the diverse makeup of your school community. How might racial and generational cultures play into your fundraising practices? Cultural ethics will affect giving and have an impact on how you raise funds and steward your donors.

Fundraising decisions require ethical reflection because they have an impact on people, and while recognized fundraising standards give guidance, a defined set of rules cannot answer every question that arises.² This is why it is so important for schools to establish objective criteria to guide fundraising decisions through policy development.

Gift Acceptance

This policy delineates how the school will make difficult decisions regarding the receipt of gifts. While it is difficult to make a decision to refuse or return a donation, there are situations where the value of the donation may not be worth the cost in terms of a potential loss of community trust or damage to the school’s reputation. A gift may also not align with the school’s vision or strategic priorities.²⁽ⁱ⁾

Gift Restrictions

Sometime donors will wish to restrict their support. And while gifts that come with strings attached are not inherently bad, they can become problematic if the school is not careful. A policy that deals with restricted gifts will ensure that you are not caught off guard. It will set out guidelines that determine the situations in which a restricted gift would be accepted.

Gift Recognition

Establishing guidelines around how gifts will be recognized will help provide clarity to donors around expectations. A donor recognition policy ensures that those who support your school receive recognition that is appropriate, equitable, and consistent.

Donation Tracking

Beyond ensuring accurate tax receipting, a policy for tracking donations will assist your school in analyzing donor retention, average gift sizes and donation growth rates. These fundraising metrics will give insight into how effective your school is at stewarding your donors, help the school to better understand them and their giving behaviour and help your school set realistic annual fundraising goals.

Donor Privacy

Development professionals are required to respect the privacy of donors and protect the confidentiality of all privileged information.²⁽ⁱ⁾ A policy to ensure donor privacy needs to answer four questions. What donor information should the school collect? Who should have access to the information? How will the information be protected? How will the information be stored?²⁽ⁱⁱ⁾

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Advancing Philanthropy October 2019

1, 1(i), 1(ii) Michael J. Rosen, CFRE *Avoid the Seven Deadly Sins of Fundraising*

2, 2(i), 2(ii) Peter Lewis, *Fundraising Excellence Must Be Guided by an Ethical Approach*

Conflict of Interest

This policy will assist your school in dealing with real conflicts of interest as well as the appearance of conflict in fundraising situations.

Beyond establishing policies, what are some other ethical considerations for fundraising?

Donor Information Data

It is important to keep accurate records on donor information. One part of embracing diversity and inclusion in fundraising involves using donors' correct names and addressing them in the way they prefer. This can be challenging in our multicultural landscape, but getting their names right shows that we care about them. Schools have an ethical responsibility to their donors to know and use correctly the data they provide, including their current family situations. Stewarding donors well will also have an impact on their continued and future giving.³

Needs and Values Alignment in Messaging

Schools fundraise to meet a variety of needs, whether that be for new learning spaces, educational programs, playgrounds or buildings. Funds may be raised through an annual giving fund or in a larger capital campaign. Whatever the situation, fundraising communications must reflect the need and the school's core values: ethical considerations into how the school develops printed materials, uses social media, and engages in face to face meetings with donors are important as they reflect the level to which the fundraising project is values driven. This is not just best practice, it is also good ethics.⁴

Donor Alignment

Working to ensure school and donor alignment prior to asking for a gift, particularly with major donors, will minimize the potential for ethical dilemmas. In addition, it is important to clarify expectations as to what will be accomplished with the gift and the type of recognition that will be given.⁵

Ethics of Care

Is your school operating from a position of care as you engage with your donors, making decisions that engender trust, fairness and caring? An ethical framework can help inform your approach in this area

by being responsive to their needs rather than simply pursuing a donation for the sake of securing the gift.²⁽ⁱ⁾

Establishing Trust

People are more likely to donate, and current donors are more likely to give more, if they trust you. Building credibility with your donors is important. Consider the following:

- Ensure transparency regarding your school's finances and fundraising practices. This inspires confidence and reflects a commitment to responsible, ethical fundraising practices.
- Know how to calculate your fundraising expenses and accurately report them.
- When accepting a restricted gift, honour the donor's wishes for the use of the gift.

“LISTEN DONORS INTO GIVING
INSTEAD OF TALKING THEM INTO IT.”

- Keep your promise. If plans change, follow up with the donors and ask if a donation can be used differently than originally intended. This is important both ethically and in working to build trust.
- Respect your donors by thanking them quickly once a gift is received.
- Report on how their gift was used and its impact.
- Manage your donors' preferences, including requests to remain anonymous.
- Listen donors into giving instead of talking them into it
- Put more effort into building and sustaining relationships over the immediate gift.^{5(i),6}

Putting these ethical considerations into practice will assist you in making sound decisions as you build strong, long term relationships to support the continued flourishing of your school.

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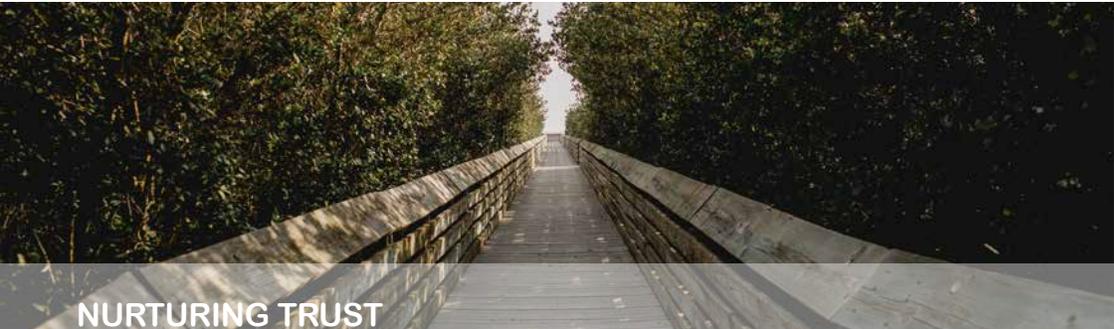
³ T. Clay Buck, MFA, CFRE *Donors ARE Data: The Ethical Implications of Data Hygiene*

⁴ Melissa Rebecca Brogdon, *Ethical Considerations for Storytelling and Fundraising*

^{5, 5(i)} Tony Beall, *The Relationship-Driven Approach to Ethical Fundraising* Charityvillage.com Nov 6, 2019

⁶ Roxanne Tackie, *Building Credibility with Your Donors*

NEWS & EVENTS



NURTURING TRUST

We are pleased to invite you to the annual SCSBC Business and Development Conference at Harrison Hot Springs Resort on April 6-7, 2020.

This event is an excellent professional development opportunity for business and development staff, administrators and board members. The conference offers rich interaction with other professionals who also work in Christian schools. Our plenary speaker Carson Pue will help us consider what it means to trust God as individuals, as schools, and in our roles in both business and development.

We look forward to connecting with and encouraging each of you throughout the conference.

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Exclusion & Embrace

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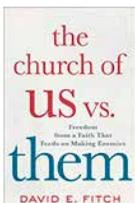
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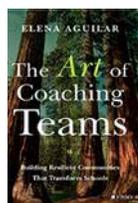
RECOMMENDED RESOURCES

THE CHURCH OF US VS. THEM by David E. Fitch



We are living in angry times. No matter where we go, what we watch, or how we communicate, our culture is rife with conflict. The world looks on. How have we failed to be a people of reconciliation and renewal in the face of such tumult? In *The Church of Us vs. Them* David Fitch takes a close look at what drives the vitriol in our congregations.

THE ART OF COACHING TEAMS by Elena Aguilar



The Art of Coaching Teams is the manual you never received when you signed on to lead a team. Being a great teacher is one thing, but leading a team, or team development, is an entirely different dynamic. Team development is an art form, and this book is your how-to guide to doing it effectively.

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