



A quarterly publication of the Society of Christian Schools in BC



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Leaders as Conveyors of Hope

by Rod Wilson

Definition. Hope is a word that has multiple definitions and is used in various ways by different people. Hope is a tentative conclusion – *I hope I get money back on my tax return.* But hope is also a posture toward the future – *I am hopeful about the job market.* *She is a hopeful kind of person* describes a person who is optimistic. Waiting outside the operating room, the husband is asked – *Are you hopeful about your wife's surgery?* – inviting him to express an inner conviction.

Hope-lessness. Whatever way we would like to define hope, we have all been in organizations where its lack is palpable. We have seen leaders who do not embody hope so they do not embolden those who follow. Being more negative and pessimistic, these leaders without hope become easily absorbed with challenges and preoccupied by obstacles, so that it becomes contagious and infuses the communal climate. Eventually the entire system is hope-less and whatever service the organization has to offer it is tainted by a lack of confidence. Interestingly this transmission of hope-lessness weaves its way through the enterprise in such a way that those who participate have lost sight of the fact that there is no conveyance of hope.

SCSBC schools run the same risks. Officer managers, financial officers, department heads, vice-principals, principals, superintendents, board committee chairs, and board chairs all set a tone on the subject of hope. A climate of hope-lessness in the school community can often be traced to anxious leadership that lacks hope and cannot see beyond negative circumstances.



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Leaders as Conveyors of Hope

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I would suggest leaders would do well to engage in some healthy self-examination, aided by others, to ascertain the presence or absence of hope in their personal mood, strategic direction, and biblical orientation.

Personal Mood. Our emotional tone as leaders is expressed in multiple ways, through our facial expressions, words, turns of phrase, humour, and body movements. It is fascinating how quickly we can pick up whether a leader experiences and expresses a hopeful mood in the work of the school, or whether she brings negativity and pessimism.

However, if we misconstrue a hopeful mood as superficial optimism or a cheerful smile, we will be read by our communities as lacking genuineness or authenticity. Ironically we will not be seen as people of hope but more as those who are working hard to be positive with a covert denial of life as it is.

In contrast, a hopeful mood is characterized by realism and truth telling where we are able to fully incorporate the way it is and the way it could be. Our school communities read us as dealing with the challenges of the enterprise with a commitment to the bigger picture. They do not see us as rejoicing when on the top of the mountain and being in the doldrums when the school is in the valley.

Strategic Direction. When Joanna Macy and Chris Johnstone wrote their book, *Active Hope: How to Face the Mess We're in Without Going Crazy*, they offered an approach to hope that was a reaction against the apathy and despair we all feel when we are in a mess. Enrollment is low. Budget is tight. Campaign is not hitting the financial targets. There are tensions between the principal and the board chair. These are the realities of organizational life and they can easily put us in a place where we feel victimized by circumstances.

Neither the absence of hope nor cheerleading hope bring about strategic change. If in the presence of challenges the leader and the community root themselves in apathy and despair, there is no hope and change is impossible. A similar outcome will occur if the leader embarks on a program of cheerleading, a kind of happy-clappy optimism that tries to jolly people along. This kind of superficiality does not move people into hope but entrenches them in inertia.

Macy and Johnstone suggest that active hope is characterized by three things:

- See things as they are.
- Identify what we hope for.
- Take steps to move in that direction.

For many people hope is the absence of problems but this formulation of strategic direction starts with seeing things as they are. It may well be that there are obstacles that feel

overwhelming but only then can we dream about what we hope for. It is in this juxtaposition of *seeing things as they are* and *identifying what we hope for* that we can actually take steps to move ahead and execute on active hope.

Biblical Orientation. As educators who seek to be Christian, we orient ourselves through the authority and reliability of Scripture that presents a perspective on a hope "that does not disappoint us" (Rom. 5:5):

May the God of hope fill you with all joy and peace as you trust in him, so that you may overflow with hope by the power of the Holy Spirit. Romans 15:13

Find rest, O my soul, in God alone; my hope comes from him. He alone is my rock and my salvation; he is my fortress, I will not be shaken. Psalm 62:5-6

...remember that at that time you were separate from Christ...without hope and without God in the world. But now in Christ Jesus you who once were far away have been brought near through the blood of Christ. Ephesians 2:12-13

Christ in you, the hope of glory. Colossians 1:27

This kind of hope is not transitory, illusory, or unattainable because it is found in the very character of God. The triune God embodies hope and offers it to us not only as a balm in difficult circumstances, but as something that can overflow within us and provide a perspective on both the present and future because we know there is more going on in our schools than we can see with our eyes.

May all of us who provide leadership in the SCSBC world be those who convey this kind of hope:

Hope reminds us that the way things are (and all the extrapolations from that), is precarious and in jeopardy. Hope reminds us not to absolutize the present, not to take it too seriously, not to treat it too honorably, because it will not last.

(Brueggemann, Walter. *Hope Within History*. 80)



Rod Wilson, recently retired president of Regent College, UBC, has worked in the so-called secular world as a psychologist, the church world as a pastor and the academic world as a professor, Dean of Students, Academic Dean, Vice-President, and President. Rod has a Master's degree in Clinical-Counselling Psychology, a Master's degree in Theology, a PhD in Clinical-Counselling Psychology and an Honorary Doctorate of Divinity.

Names and Faces

I, ŁAE ŚW U ĄŁE ŁTE I, U SDELNIW TŦE MIKEN I TŦE STO, MES I, U SDELNIW TŦE TA

by Darren Spykma

Five years ago, I received a paper bag full of notebooks, report cards, written essays and reports from my time in grade school. Digging through the pile, I came upon a green folder with the title *Nootka*. I was instantly brought back to those school days when I worked on this assignment. I recalled the tears shed over writing and rewriting pages of my report in cursive (I was not allowed to use whiteout). I remember the various iterations of the orca that took up most of the cover page. I was proud of this project. I still felt pride in this project – until I opened it and read it again.

The traditional elementary research report included paragraphs on housing, food, government and so on. In the eleven pages of single-spaced, handwritten paragraphs, three things struck me. First, I understood again the uselessness of the grade letter B when it is all you receive as feedback. Second, the entire report was written as if the Nootka were in the past. I had not been coached or taught that the research I was doing could have been living research. Last, and potentially just as damaging, there was no reference to the impact of residential schools on the Nootka people. For reasons beyond explanation in this story, residential schools and their impact on the indigenous population in BC were not part of my Social Studies. I am pleased that the educational climate in BC has changed since that time in our history.

As Christian educators, we have a call¹ placed on our lives which is both a privilege and obligation. We are called to support reconciliation and regeneration of our local indigenous communities. With deep respect, I share my story of growth in acknowledgement, affirmation, appreciation, and fledgling understanding of various indigenous communities in BC in the hope that my story can help others on this essential journey of reconciliation and regeneration.²

My story is one of movement from ignorance to appreciation and commitment, moving from a place where it was easy to disregard the history of a nebulous group called Aboriginal to a place of friendship with people called Carey, Mary, Brian and Roy Henry. A journey combining openness, opportunities, and courageous leadership encouraged us as staff through the words of Rod Wilson, who suggested that before we talk about and judge others, we first need to be able to “know faces and names,” suggesting that our work needs

to be rooted in relationship. This is especially important for school communities who want to know, appreciate and invite their indigenous neighbours into their community. My experiences have taught me I am not a completely fulfilled child of God if I am not in relationship with my indigenous neighbours who continue to teach me about responsible stewarding of creation, relationships, and time.

My learning has been exponential in the past two years. This summer, I stood beside a Haida Watchman at the foot of a totem pole in an abandoned Haida village as he shared the details of the Haida Nation losing close to 90% of its population after contact and colonization. As a nation based on an oral tradition, this meant losing 90% of their history. I have met young proud Haida carvers and university students whose families have survived residential schools who are planning to protect aspects of their heritage through cultural tourism.

I worked with leaders in multiple indigenous communities, who can name only a handful of homes that have not been directly affected by the impact of residential schools. Even now, you can walk the streets of communities at night and hear the unrest that is the consequence of poverty and the loss of a generation of leaders.

I sat overlooking the banks of the Kispiox River with Roy Henry Vickers discussing the reality that the church was welcomed into the local indigenous communities because “their stories were similar.” He told me that the story of salvation from the Creator is carved in stone in northern BC long before contact with European settlers. The culmination of this visit was being the encouragement to share the stories I am living and learning. “That when a story teller shares a story, it is a gift given to be shared with others.”

I enjoyed my first Educators and Elders Roundtable³ where I was reminded again that my ways are western ways. My education that day included a delightful lady patting me gently on my arm, saying, “After you ask a question, our people go to the right around the circle. You always go to the left.” Later on, after some farther reaching questions from me, I learned it would be inappropriate for me to speak for those people; I am not one of them. I can only speak for my people. Once again I was reminded, this is about names, faces and relationships.

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Education has an important role in supporting reconciliation. The Ministry of Education believes this so deeply that understanding and reconciliation are part of the mandatory provincial curriculum. As I continue to build relationships with indigenous leaders in various communities I know that each indigenous nation in BC is unique. To lump all indigenous people into one group is like lumping all immigrants and refugees into one group. This sort of generalization makes for efficiency in reporting but is useless if the goal is meaningful, mutually beneficial relationships. For true reconciliation to take place, individual school communities need to invest in their local indigenous communities with a willingness to listen and learn. Our indigenous communities have so much to offer. Investment in building relationships with our indigenous neighbours is not an obligation or an act of pity, it is an opportunity to be more fully human within the diversity of God's creation.

The risk for schools as they work to comply with government expectations is to make indigenous understanding about compliance. In this situation, schools must seek to know before being known. A mutually beneficial relationship between two communities begins with a mutually beneficial relationship between two people. Once we establish the need and benefit of partnering, schools need to **Acknowledge** the role of Christian institutions in the destruction of indigenous culture and communities. From acknowledgement comes the need to **Act**. Staff need to act on their passion for deeper relationship with local indigenous neighbours. As relationships develop, schools need to **Invite** the indigenous community into meaningful, ongoing participation in the school. As the community grows in understanding, they will also grow in **Appreciation**. This appreciation further **Affirms** this direction for the local school.

Life has a way of twisting and turning in directions that are full of surprises. How assuring that we live in confidence that our Creator God holds us, supports us, and guides us. So it has been with me and my deep, growing appreciation for my indigenous neighbours in a place I call home on the unceded territory of the Sto:lo Nation. My path in education allows me the privilege of naming old and new friends in indigenous communities around the province, rich cultural communities that proudly carry the names Nisga'a, Haida, Hul'q'umi'num, Anspayaxw, Ts'msyem, Gitxsan, and Sylix. May my story encourage others in their journey of reconciliation and regeneration of all indigenous communities.

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References

- 1 Isaiah 1:17, Amos 5:24, Micah 6:8, Matt. 23:23, Luke 11:42
- 2 Vickers, R. (2017). Address to Christian Principals Association of British Columbia Conference.
- 3 Thank you to Jonathan Boone for the suggestion and Jeremy Tinsley for helping to make it happen.

Staff well-being and positive mental health is an important part of a strong and productive school environment. The Public Health Agency of Canada describes positive mental health as *"the capacity of each and all of us to feel, think, and act in ways that enhance our ability to enjoy life and deal with the challenges we face. It is a positive sense of emotional and spiritual well-being that respects the importance of culture, equity, social justice, interconnections and personal dignity."*

Mental health is not a fixed trait but rather a dynamic state shaped by risk factors and protective factors. In a school that values positive mental health, everyone's well-being matters. When school staff are mentally healthy, this has a positive impact on students, work colleagues and the culture of the school, creating vibrant and high achieving schools.

Risk Factors

Conflict in relationships
Physical health problems
Caring for an unwell loved one
Family history of anxiety or depression
Experiencing a traumatic event
Poor work-life balance

Protective Factors

Support of family and friends
Physically healthy
Regular exercise
Healthy diet
Good sleep patterns
Having hobbies
Good sense of self-worth
Access to support at work

Work Stressors

All workplaces can be stressful environments at times, and schools are no different. Stress is a normal response to the demands of work. However, prolonged or excessive stress is not healthy and can be detrimental to mental health. Events that can be stressful for school staff may include:

- Time pressures and workload
- Challenging student behaviour
- Conflict with students, parents or staff
- School safety issues
- Implementing change
- Being evaluated by others

The responsibility for staff well-being is shared between the school leaders and the individual staff. A school culture of good mental health for everyone starts with the individual.

What can staff do to promote positive mental health?

Staff can learn strategies to take care of themselves and become more resilient at work. Reducing and managing stress levels, maintaining positive social interactions and asking for help when needed are all helpful strategies. Being comfortable to ask for and give support reduces the fear of stigma for seeking help and is important in building a supportive and positive school culture.

Actions staff can take:

- Maintain a healthy lifestyle, including eating well, taking regular exercise and keeping a regular sleep schedule.
- Practice calming strategies and restorative activities.
- Develop positive self-talk and replace negative thoughts with realistic and optimistic ones.
- Reduce and manage stress levels.
- Maintain positive social interactions.
- Ask for help when needed and speak to someone you trust when you feel stressed-out and overwhelmed.
- Understand that taking responsibility for your mental health and well-being is key to your personal, professional and organisational health and growth.

What can leaders do to promote staff well-being and mental health?

The responsibility for staff well-being also rests with the school leadership. School leaders can take action to improve the mental health and well-being of all school staff by examining the factors within the school that may support or hinder staff well-being.

Actions School Leaders Can Take:

Connectedness: Foster connectedness and social support among colleagues and promote collaborative and trusting relationships within a staff. Connectedness – the sense of caring for others and being cared for – is one of the most powerful protective factors in mental health. Have staff work in community, solving problems together, with everyone taking responsibility for each member of the school community. Provide team-building exercises that celebrate each other's wins and support one another's challenges.

Positive Mental Health Plan: Create a *Positive Mental Health Plan* and practice well-being activities regularly into your school's mental health promotion, prevention and early intervention. This plan may include such activities as:

- Boosting protective factors
- Creating a Personal Health Plan with physical and mental health, work-life balance and relaxation goals
- Learning positive self-talk
- Reflecting on how individuals are coping
- Examining strengths and growth areas for all staff including leadership
- Examining and learning the role of anxiety in mental health. We live in a critical society, which may lend to supporting a negative belief system regarding ourselves. Provide training to help staff become aware of their thoughts and to address negative self-talk, and thinking traps will develop positive mental health and a positive school culture.

- Building a school culture of help-seeking and promote knowledge of well-being resources. Staff often feel like they need to be experts, so it makes sense to develop a sense of safety and willingness to be vulnerable and transparent in discussing challenges and asking for help and suggestions.

Sense of Competency: Provide resources to help staff build their sense of competency and self-efficacy. Leaders can help staff let go of self-doubt and build on their strengths.

Recognition: Ensure staff receive appropriate recognition for their work. Find ways to acknowledge and show appreciation to all staff and talk about the positive things you notice.

Teacher Back-up: Should a parent or student become aggressive, leaders need to ensure they have the teacher's back. This builds a sense of trust and safety.

Sense of Being Valued: Ensure that staff feel heard and valued. Have regular check-in times with staff to see how they are and be available to all staff, circulating and being part of the community.

Emergency Preparedness: Hold regular emergency drills and ensure that staff have regular training in school procedures for responding to emergencies and critical incidents. Responding to emergencies can be very stressful; training and practice will help staff to feel more mentally prepared and confident in responding to safety issues that may arise.

A school with a mentally healthy staff starts with having a school-wide strategy to promote the positive mental health of everyone in the school community. It is critical that school administrators become champions of creating safe and caring schools for staff and contribute to staff connectedness, collaborative approaches and positive mental health awareness and practices. Improving staff wellness and positive mental health will improve learning and wellness for everyone in the school community.

Jenny Williams (jenny.williams@scsbc.ca) is the SCSBC Director of Educational Support Services and Safe Schools Coordinator

Resources

- Bringing Mental Health to Schools, University of British Columbia. <http://pdce.educ.ubc.ca/mentalhealth>
- Morrison, Williams and Peterson, Patricia. Pan-Canadian Joint Consortium for School Health: Positive Mental Health Toolkit, 2016. <http://www.wellnessnb.ca/wp-content/uploads/2015/11/Positive-Mental-Health-Toolkit.pdf>
- Positive Mental Health Surveillance Indicator Framework, Government of Canada, 2016. <https://infobase.phac-aspc.gc.ca/positive-mental-health>
- Working together to Support Mental Health in Alberta Schools, Alberta Government, 2017. https://education.alberta.ca/media/3576206/working_together_to_support_mental_health.pdf

Image credit: Freepik

What's in a Capital Campaign? by Cathy Kits

Many schools in our SCSBC community are engaging in or considering capital campaigns in the near future. A campaign is one of the most effective ways to raise support for a specific fundraising effort such as a school renovation or a new school building. It can also be transformative, accelerating support for schools and impacting lives for generations to come. This article is built around the responses to questions I submitted to some of our schools who have recently completed or are in the midst of capital campaigns.

My hope is that we can all learn from the paths these schools have walked on their campaign journeys, that their experiences will both inspire and instruct other schools contemplating capital campaigns. Interestingly, their responses highlight that while there are best practices for implementing a campaign, we must leave room in our planning for the diversity that exists in our communities.

What was the big “why” of your school’s building project?

Not surprisingly, the “why” for most of the schools focused around the need to grow student capacity and expand programs. On a deeper level they are committed to the creation of inspiring learning spaces that fit with their vision for student engagement, and lend themselves to different models of learning. The physical structure of the building can assist students to develop skills in communication and critical thinking, and provide increased opportunities to create, lead and serve. One of the schools also expressed the hope that in supporting the building project their families are committing not only to an improved space for their own children, but to giving the gift of Christian education to future students.

What were your most effective campaign strategies?

Ultimately, planning and strategy set the tone for a successful campaign. For most schools, the cornerstones of their campaigns were a combination of a thorough feasibility process, good advice, a comprehensive plan, frequent communication, and personal visits with prospective donors. Another included hosting community evenings to share the campaign story, and finding creative ways to engage the business community. Looking ahead, one school is hoping that the trust built with parents and other donors over the past years and how they have been telling their stories will help them in their next campaign.

Where did God show up in unexpected ways?

God always shows up. One school spoke of the *widow’s mite* donors, as well as those who gave in honour of a community member or a child long since graduated, stating that it is deeply humbling to serve an organization so beloved and supported by such a vast network of people. One pointed to the grace shown by people who, while frustrated with some

aspects of the school, showed their support through significant giving. Another was amazed at the number of volunteers who faithfully made many campaign visits. And yet another spoke of a board member whose leadership giving led to a strong financial and morale boost at the start of the campaign. Also mentioned, was a board member who came aboard at just the right time to help secure financing when the school was faced with unexpected timeline challenges and cost increases.

What would you do differently?

Every school brings a unique perspective to this question based on their own experiences. For instance, one would not pursue corporate gifts without an existing relationship with the owner of the business. Another would form a strategy to engage the business community from the start, not the end of the campaign. Others mentioned the need to be more strategic in building donor relationships ahead of time, setting the stage early and initiating the campaign prior to breaking ground, better preparing cost projections and revenues necessary to execute the entire plan, and taking more time to train and develop the campaign team.

What is the one most important piece of advice you would give other schools?

A successful campaign is predicated not just on the project itself but on the health of your school: ensure that you have done the work at classroom level. If there are substantial holes in teaching and learning, work on those first before asking for your community’s financial support. Beyond that, listen to your community and don’t assume anything – about what’s possible, about people’s ability to give, about the future. Value the contribution from all donors and applaud the real acts of faithful giving because every gift is significant. Acknowledging this sets us apart as Christians who honour all of God’s image bearers whom He has brought into our school communities. And finally, meet and pray regularly as a campaign leadership team and be intentional in encouraging each other.

“When you do something for the first time, it’s easy to find all kinds of reasons why you shouldn’t do it. What you have prayed and given to God in faith, don’t dig up in doubt.” ~ Elizabeth Elliot

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Contributing schools: Abbotsford Christian School, Surrey Christian School, Vancouver Christian School, White Rock Christian Academy

Your School's Effective Capital Campaign

Here are questions to guide your steps as you craft a capital campaign that complements your school's unique culture.

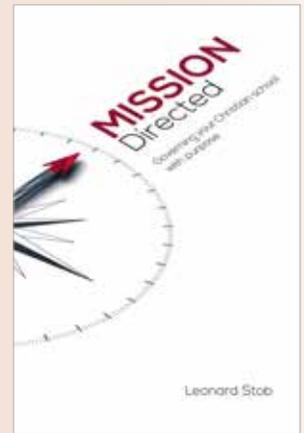
- What situations are you seeking to address and why? Who will be affected and how is this important?
- How will you assess your school's ability to achieve a successful campaign?
- What will be the costs of the campaign? Account for this as you determine your fundraising goal. Trust is built here, for now and into the future.
- What significant change do you want the campaign to achieve?
- What are your desired campaign outcomes and goals?
- What are your milestones, those key steps toward achieving your outcomes? Events that celebrate milestones can be momentum builders.
- What types of activities will you engage in?
- Are you making assumptions? What worked before, or even what you prefer doing, may not be the best for this campaign.
- What is your staff's capacity to run a campaign? What are the existing skill sets and where are the gaps?
- Who else do you need to lead the campaign?
- What is the key message you want to communicate?
- Who are the audiences you need to reach?
- What is your communications plan to reach your target audiences?
- How will you ensure you connect often with donors?
- Have you established a plan-do-review cycle?
- How will you monitor and evaluate the campaign?
- Are you prepared to revise your strategy as you respond to changes?
- How will you report donations and pledges?
- Are you demonstrating and communicating impact using a combination of storytelling and evaluation in strategic and systematic ways?

Mission Directed

Governing Your Christian School with Purpose

by Leonard Stob

The mission-directed governance model helps leaders of Christians schools effectively address governance, purpose, and priority through an organizational structure that will challenge familiar traditional culture, liberate and motivate leaders, faculty and staff, and reduce internal conflicts and politics. Under this model, the school will be encouraged to define its ideals and more consciously focus every aspect of the organization toward accomplishing its mission and vision while holding fast to its essential positions of faith and philosophy.

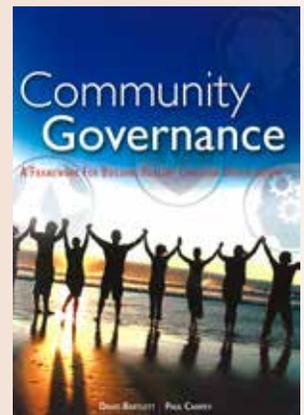


Community Governance

A Framework for Building Healthy Christian Organisations

by David Bartlett and Paul Campey

Community Governance describes the key characteristics of a healthy Christian organization yet is not a model of governance, but rather a teaching tool focusing on the key ingredient for effective, healthy ministries – relationships. The authors put together the pieces of the healthy Christian organizational governance puzzle into an easy-to-use visual framework that is a practical, hands-on guide for board members, management and leaders.

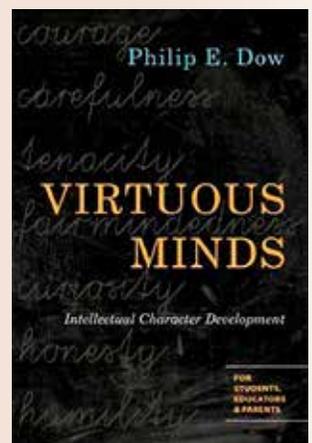


Virtuous Minds

Intellectual Character Development

by Philip Dow

What does it mean to love God with all of our minds? Dow, a Trinity Western University alumnus, has written an eminently practical guide to the recovery of intellectual character. Educators in British Columbia schools will find this particularly helpful as they work to develop the creative and critical thinking core competencies. A commitment to core competency development is a welcome return to the original virtues and Dow outlines practical methodologies for development of the intellectual virtues in our classrooms.



NEWS AND EVENTS

New Member

SCSBC is pleased to have welcomed another new member school in December 2017.

Concordia Lutheran School serves students from Kindergarten through Grade 6. "There is a passion here to follow Jesus together, for families and children, for the community we are blessed to live in and for our world." 2800 South Main St. • Penticton, BC • V2A 6W3



Upcoming Professional Development 2018

Haida Gwaii 2018 on location for CEBC members in SCSBC schools. The new BC curriculum incorporates Indigenous perspectives throughout K-12, and this course may qualify for Christian Perspectives credits at your school as well as with TWU. **July 25- August 3.**

Experiencing Christ in the Classroom *Cultivating Practices that Promote Integration of Faith and Learning*, a ten-month job-embedded pro-D experience starting **August 13-17.**

Tft Activate invites, nurtures, and empowers teachers who are new to your existing Tft program with the knowledge and skills they need to begin imagining the role of Teaching for Transformation in improving student learning. TWU. **August 20-21.**

PBL Residency challenges teaching professionals to re-imagine learning and teaching in Christian schools. There are two courses to choose from: *Foundations* and *Digging Deeper*. <http://pblresidency.com>. **August 20-24.**

EDUC 624 – School Leadership and Supervision, a 3-credit TWU course, will take place over four weekends in a six-week period. Instructor: Henry Contant. **April 13-May 26**

Educators Leadership Development Institute (ELDI)

Expand your leadership abilities with a week at ELDI 2018 in Sumas, WA. The deadline for completed applications is March 30, 2018. www.csionline.org/eldi. **July 8-13.**

Registration is open for SCSBC's Business and Development Conference held at Cedar Springs from March 6 to 7, 2018. This event is an excellent professional development opportunity for business staff and development staff. For board members, principals and superintendents, it is a valuable opportunity to enrich your leadership skills in the area of business and development. As well as a great lineup of speakers and workshops, the conference offers rich interaction with other professionals who also work in Christian schools.

Conference website: busdev2018.scsbc.net

March 6-7, 2018

SCSBC

Business AND Development CONFERENCE

for Christian Schools

SAVE THE DATE

March 6-7, 2018

SCSBC Business and Development Conference at Cedar Springs, Sumas

Keynote Speaker:
Rod Wilson

busdev2018.scsbc.net

September 26-28, 2018
Christian Schools Canada Conference 2018 at the Ottawa Marriott

Keynote speakers:
Jennifer Keesmaat
Sylvia Keesmaat

Breakout workshops feature topic-specific tours of the city.
www.christianschoolscanada.com/conference-2018

November 3, 2018
SCSBC Leadership Conference and Annual General Meeting



CHRISTIAN SCHOOLS CANADA

Faithful PRESENCE

This is a not to be missed opportunity. Save the date – September 26-28, 2018 – for the 9th Christian Schools Canada conference, to be held in our country's beautiful capitol city of Ottawa, Ontario. The Deeper Learning Pre-Conference is on September 26. Canadian and international Christian school leaders include delegates from Australia, Africa, Central America and the USA.

www.christianschoolscanada.com/conference-2018.



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