

the link



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The Ideal Board



Member 2.0

THE IDEAL BOARD MEMBER

Effective board governance goes beyond attributes to core duties: diligence, loyalty, and obedience. Dave Loewen, SCSBC Executive Director, shares practical insights to inspire school boards to build a positive, effective, and faith-filled culture while advancing their mission.

The Ideal Board Member 2.0

LAST SPRING (THE LINK, Spring 2024), I wrote an article (“Are you an Ideal Board Member?”) where I focused on four key attributes: *Big Picture Thinking*, *Curiosity*, *Accountability and Support*, and *Self-awareness*. I still stand by those attributes as key to effective board participation in our schools’ governance models. However, I want to continue the conversation by shifting from attributes to duties. This review should be helpful if you have attended one of my governance workshops or your board has hosted one. As someone who serves on three different boards, I find the following core duties beneficial to reflect on and to hold myself accountable to:

1. Diligence Board members must be diligent directors. Think of the spheres of your life where you exercise diligence. For me, what comes up are: 1) my marriage – I strive to be diligent in investing in my marriage wisely by setting aside time to strengthen my relationship with my spouse and by attending to her needs at least as much as my own, 2) my fiscal management – both my wife and I have a budgeting app where we track our expenses. We take time annually to review our budget and set goals, including charity and tithes. We do this because we want to ensure that where we spend our money is consistent with what we believe it means to follow Jesus, and 3) my faith in general – I strive to schedule a time and incorporate practices into my life that will

draw me closer to Jesus and keep me centred on my faith. In all of these, I hope to be the opposite of flippant. In being strategic about my marriage, finances, and faith, you could say that I am exercising diligence. Likewise, board members are called to be diligent in their service, acting prudently in the best interests of the organisation, taking time to be well-informed, acting cautiously, foreseeing potential risks, and taking reasonable and thoughtful steps forward to manage those risks and moving the school to an increasingly strong position of strength, especially regarding the fulfilment of its mission and vision. Diligent board members come to meetings prepared to engage the content, pray for the school, and avoid making decisions without the necessary information or the time needed to consider that information.

2. Loyalty Board members must be loyal to the school. Again, what comes to mind when you think of loyalty? Oddly, the first thing that comes to my mind is Hope Lutheran School’s principal, Danny Nagtegaal, who is an exceptionally loyal fan of the Vancouver Canucks, and believe me, that loyalty has been tested! In all that, Danny has remained loyal despite the Canucks performing somewhat imperfectly at times. Danny exemplifies a simple truth about loyalty: it is not entirely dependent on the object of one’s loyalty, and it’s always perfectly meeting one’s expectations. My example

would be my family. In my loyalty to my wife and children, and now son-in-law and grandson, I choose to speak well of them in public and to seek their best interests despite imperfections (it also connected to the reality that they love me despite all my flaws!). My loyalty does not negate the possibility of engaging in challenging or conflict-oriented conversations. It necessitates them. My loyalty is about their flourishing, sometimes requiring honest, grace-filled, and truthful conversations. Board members are called to exercise a similar duty of loyalty. They must put the organisation's interests first, ahead of their personal agendas. They seek the school's good as a whole and for all students. They speak positively of the school in the community, not dishonestly positive, but positive, knowing the imperfections but trusting that God is at work in the lives of those involved. Loyal board members must also maintain organisational confidentiality and speak well of each other and the board's work. Loyal board members believe in Christian education and are excited to be involved in this Kingdom work. As a former board colleague said, "We need board members who are all in for our school!"

3. Obedience Board members must exercise submission at appropriate times. Can you think of what you are obedient to in your daily life? We all submit to social norms daily, albeit most often on a subconscious level. For example, we wear clothes outside the house, greet people as they greet us, etc. We also submit to the laws of the land, including taxation

laws, traffic laws, and laws around property ownership. We risk being penalised when we choose not to submit to these laws. So also must board members submit to similar laws and regulations. For example, directors must comply with their organisation's governing documents, including the constitution and bylaws. Not doing so puts the school in contravariance with the Society Act. It also breaks trust with Society members who have elected

board members to positions of trust to uphold that constitution and bylaws and to steward the mission and vision of the school forward in that context. We must also comply with external regulations regarding employment law, Canada Revenue Agency requirements for not-for-profit organisations, contract law, and ensuring a safe working environment for our employees. To not do so puts the school at risk of litigation, loss of the ability to issue tax receipts to parents and donors, loss of public trust or any combination of those three. Effective board members help ensure the organisation

avoids these unnecessary risks by exercising obedience. It's important to note that exercising this duty often looks like asking staff and other board members the right questions, like: "Have we consulted a lawyer?" or "Is this consistent with our bylaws?"

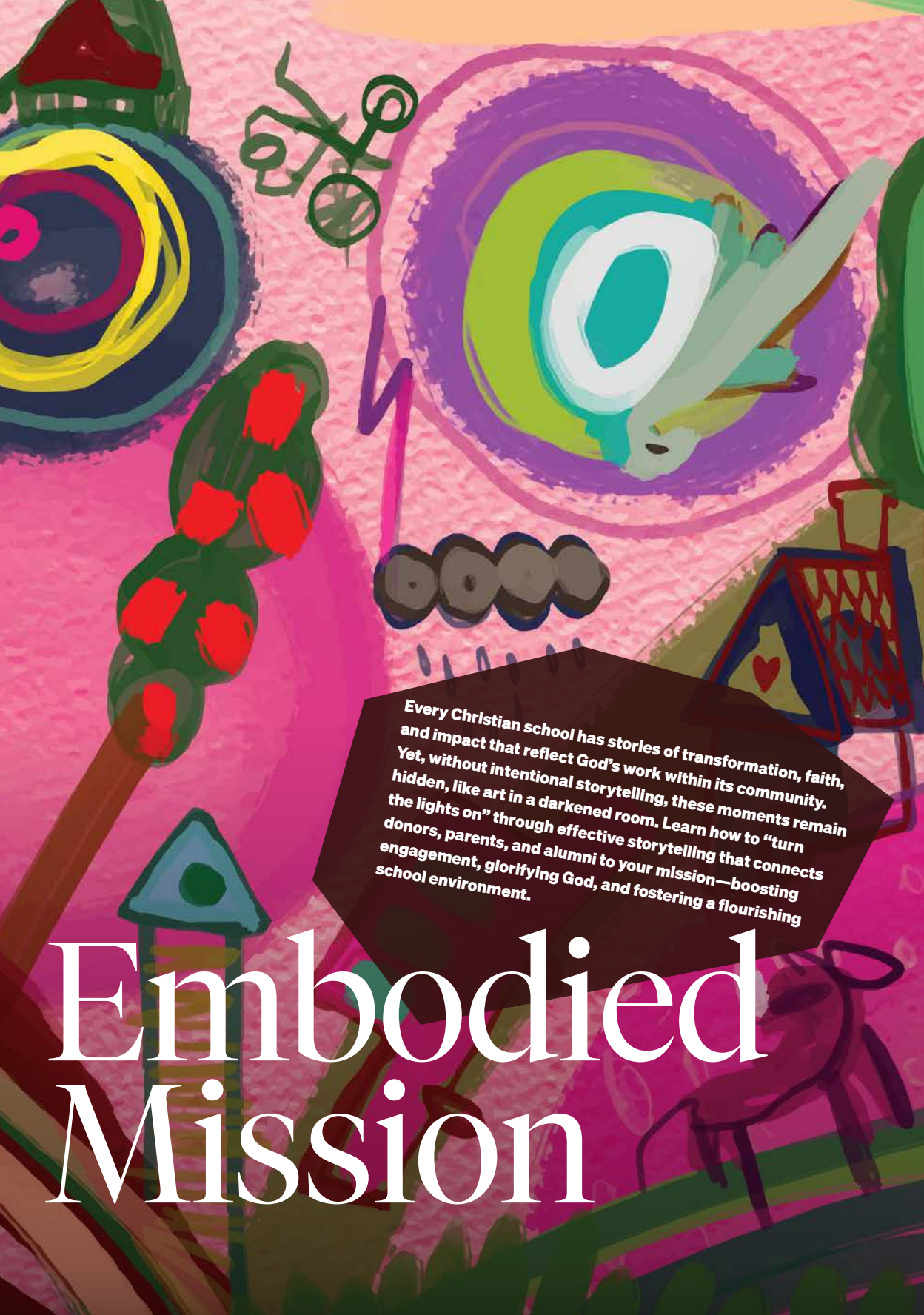
As you serve your school, my prayer is that you will continue to grow in your diligence, loyalty, and obedience and, in so doing, help foster a school board culture that is positive, effective, transparent, and faith-filled. 🌱

DAVE LOEWEN
SCSBC Executive Director

Loyal board members believe in Christian education and are excited to be involved in this kingdom work. In the words of a former board colleague, "we need board members who are all in for our school!"



Story:



Every Christian school has stories of transformation, faith, and impact that reflect God's work within its community. Yet, without intentional storytelling, these moments remain hidden, like art in a darkened room. Learn how to "turn the lights on" through effective storytelling that connects donors, parents, and alumni to your mission—boosting engagement, glorifying God, and fostering a flourishing school environment.

Embodied Mission

Story as Embodied Mission

IN A BEAUTIFUL HOME, there hangs an incredible painting. The painting shows the artist's obvious care for detail, flair for composition and emotional connection with the subject. By any measure, it's a rich work of art. But despite its beauty, the art is seldom appreciated for the simple reason that it hangs in a darkened room—an unseen abstraction.

Like paintings meant to evoke emotion, appreciation and response, our schools contain stories of beauty, transformation and power that ought to drive parent and donor engagement. Stories that show how we embody our mission are beautiful, intricate and powerful, but when left untold, they are like artwork in darkened back rooms.

So how do we “turn the lights on”? How do we help donors and parents engage with our school with emotion, appreciation and response? We do so in the same way that Jesus did: through storytelling. Lost sheep, hidden coins, a helpful Samaritan, and a father with a prodigal plodding reluctantly home—these are relatable and powerful ways to embody truth and elicit response.

Through effective storytelling, we boost engagement in our schools: donors and parents understand and become excited by the mission and step into it with enrolment and giving. Beyond this, when we tell stories of Spirit-driven impact and transformation, we “proclaim the praiseworthy works of the Lord” (Ps 78:4). Both—community engagement and proclamation of God's glory in our schools—are important steps towards flourishing.

So how do we “turn the lights on” to the incredible

beauty that is God's artwork in Christian schools? Here are a few ideas.

Appoint a storyteller

Start by appointing, officially or unofficially, someone on staff to be the school's chief storyteller. During my first week on the job, I walked the campus with the board chair, an incredible storyteller, and she encouraged me to see my role through this lens. As we walked the hallways, she told story after story about the transformed lives at our school over the decades. It was an emotional, inspiring experience. I could see where I fit into being part of God's work, and it excited me. I could see how stories would help volunteers, donors, and corporate partners feel the same way and want to be part of it, too.

Stay on-mission

Your school's most compelling stories are the ones that illustrate how you live out your mission and vision statements. Hone in on each keyword or concept. If your mission or vision statement talks about service, show how monthly visits to a local care home impact both the giver and the receiver. If your statements talk about deepening faith, show how student-led worship boosts engagement with primary students.

Give incentives to motivate your staff to memorize your mission statement. Also, train them to shape their 30-second “elevator pitch,” so when they're asked about where they work they will respond with a story about a transformed life, a mission-soaked story.

Enlist voices from all angles

Staff see and hear inspirational stories about students daily, but these often don't reach the classroom door. Consider setting aside time in each monthly staff meeting or weekly division meeting/collaboration time to share an impact story. Watch how these stories encourage staff, renew their calling to God's purpose, and give them memorable messages to relay to friends and neighbours.

Listen for student voices. Look for areas in the curriculum where students discuss their learning and growth. Ask teachers to pass along transformation stories. A donor who works in the trades might light up when hearing about how a struggling student began to flourish in the robotics program the donor's company supported.

Invite alumni to speak at school events about how their alma mater shaped character, formed a foundation of faith and led to a bright future. Alumni stories are also reminders that grade 12 graduates are not "finished products," perfect and complete. God is faithful and continually active in alumni lives, even when we can't see it. Passing along this good news glorifies God and reframes our school's story within the larger story.

Choose the best channels

As you consider where to share your stories most effectively, consider your audience on each medium. Keep school announcements limited to internal channels such as all-school newsletters and private parent Facebook groups so you don't clutter your external channels with topics irrelevant to donors, alumni, and prospective parents.

Mission-related stories shine on your website, blog, social media, and e-mail. There's also a time

and a place for print, which enables long-form storytelling and has inherent staying power: it doesn't disappear when a screen shuts off.

Video effectively evokes emotion and inspiration when used in recruitment, financial appeals, and impact sharing. If the budget is tight, seek out a corporate partnership or ask someone you know working in the field to consider doing pro bono work.

Staff see and hear inspirational stories about students daily, but these often don't make it past the classroom door. Consider setting aside time in each monthly staff meeting or weekly division meeting/collaboration time to share an impact story.

Protect your people

Be sensitive to students, staff and families about what stories you tell. It may be hard for someone who shares a deeply personal story to remain anonymous if your school community is small. Some parents don't give consent for their child's image to be used in media. Double-check your "no media" list before publishing photos of students. Your sensitivity will go a long way in building trust as you gather stories.

Be authentically you

Share honest, authentic stories no matter who you enlist to do the mission storytelling and which channels you use. They need not be perfectly polished. Tell them in a way that reflects your community and its values. Let them be the light on the art

that is God's beautiful work of impact on your students and families, the invitation that draws others closer to your school's mission through enrolment, volunteering and giving. 🌟

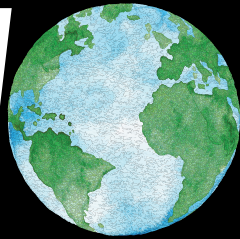
JAMIE MOORE

Development Director, Nanaimo Christian School & SCSBC Advancement Associate

TOM GRASMEYER

Director of Advancement, Bulkley Valley Christian School & SCSBC Advancement Associate

WHAT THE WORLD NEEDS NOW



1. TO PROMOTE
THE SOVEREIGNTY
OF GOD IN
EDUCATION

2. TO EQUIP
COVENANT CHILDREN
FOR KINGDOM
SERVICE

3. TO PREPARE
STUDENTS FOR
LIFE IN THE
WORLD

4. TO DEVELOP
A HOLISTIC
BIBLICAL
WORLDVIEW

5. TO PRESERVE
FAITH ACROSS
GENERATIONS

THE PURPOSE AND POTENTIAL OF CHRISTIAN EDUCATION IN 2025

In an era of shifting cultural landscapes and political uncertainty, what is the purpose of Christian education in 2025? By revisiting its theological roots and reimagining its practices, Christian education can nurture a generation of students equipped with a holistic biblical worldview, a posture of humility, and the tools to engage and transform the world for God's glory. Explore how schools can remain compelling beacons of faith, wisdom, and love for graduates and communities alike.

6. TO SHOW
POSTURE BEFORE
POSITION

7. TO BE ABLE
TO DISAGREE
WELL

What the World Needs Now

The Purpose and Potential of Christian Education in 2025

WHAT IS THE PURPOSE and potential of Christian education in 2025? Does exploring this question support school societies in developing clarity during challenging political times? Does Christian education still serve a purpose in 2025?

To explore these and other important questions, it is worthwhile to look back at why these schools were established in the first place. The foundation of Christian schools stems from a deep theological and educational vision rooted in key principles of faith. These schools were founded to ensure that education was permeated with a biblical worldview, emphasizing God's sovereignty, Christ's lordship over all areas of life, and the formation of covenant children in faith and godliness.

1. To Promote the Sovereignty of God in Education

At its inception, Christian education emphasized that God's sovereignty extends to all areas of life, including education. Abraham Kuyper, a prominent Reformed theologian and statesman, famously stated:

"There is not a square inch in the whole domain

of our human existence over which Christ, who is Sovereign over all, does not cry: 'Mine!'"

The sovereignty of God is not a phrase that arises often in Christian circles in 2025, yet it was a core idea for the parents who worked with their church communities to establish schools, often

in the church's basement. This conviction led Christians to create schools that acknowledged God's authority over all subjects, from mathematics to literature, ensuring that every discipline was taught in the light of Scripture. *Could more emphasis on God's sovereignty in staffrooms, annual general meetings, parent communications, and classrooms serve as an antidote to the anxiety and fear consuming many in our communities?*

"Could more emphasis on God's sovereignty serve as an antidote to the anxiety and fear consuming many in our communities?"

2. To Equip Covenant Children for Kingdom Service

The founders of Christian education placed a strong emphasis on the covenant relationship between God and His people. Christian schools were seen as a means of fulfilling the covenantal responsibility to nurture children in the fear and admonition of the Lord (Ephesians 6:4). John Calvin, a key figure in the Reformation, highlighted the importance of education for believers:

What the World Needs Now: The Purpose and Potential of Christian Education in 2025

“It is, therefore, necessary to begin with this principle: that we must be taught by God, and that we can learn nothing of ourselves but what He teaches us through His Word and Spirit.”

The goal was to prepare children not only for earthly vocations but also for their role in God’s redemptive work.

Is homework in our schools designed as an act of worship for both the teacher who creates it and the student who completes it? Do we connect removing invasive species with God’s call on our lives? Is service in our schools an add-on or an end, or does it carry the weight of bringing value to the Kingdom?

3. To Prepare Students for Life in the World

Christians established their schools to provide an alternative to secular or state education systems, which they believed lacked a biblical foundation. Kuyper argued that education is primarily the responsibility of parents in partnership with the church and school. The family bears the primary responsibility for the spiritual and moral upbringing of children. Combined with a call to work for the common good of society, the founders believed that children educated in Christian schools would become active participants in the world. All believers, including children, were to see their life’s work as bringing restoration to all areas of society.

Through the consideration of vocation, stu-

dents are invited to see their primary role in life as others-oriented, choosing to conduct themselves faithfully, whether in sanitation, medicine, or home care. *Do students and families see every act or connection with others as an interaction with an image bearer worthy of love and respect?*

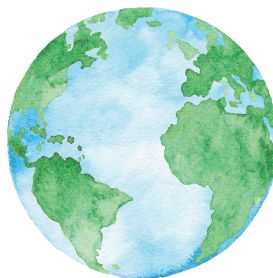
4. To Develop a Holistic Biblical Worldview

Cornelius Van Til, a Reformed philosopher, argued that education is not neutral. He stated: “The final relation of any fact to God is what makes it what it is.”

Christian education aims to integrate faith and learning, helping students understand the unity of truth in all areas of study, from theology to the natural sciences. All learning at Christian schools should help students answer these questions:

1. What does this unit or skill teach us about who God is?
2. How does this learning help me respond to God in a faithful way?
3. What does God require of me now that I have new knowledge?

When examining the work of students in your school, do you see evidence of the wrestling that comes with exploring how the Bible leads Christians in 2025? What would it be like to see the graduation capstone focus on how learning has shaped a student’s understanding of who God is?



5. To Preserve Faith Across Generations

Christian education also aims to ensure that faith is passed down to future generations. This vision aligns with passages such as Deuteronomy 6:6-7, which command parents to teach God’s commandments diligently to their children. Christian education remains a place parents turn to help them raise children who know God and want to follow Him.

However, Cardus and Barna research has regularly suggested that many Christian school graduates leave their faith as they transition into adulthood. *Could it be that our approach to Christian education and how we live out our Christianity in the world is working against this goal?*

Let’s consider a few additions that may help students deepen their faith while giving them the confidence to live it out practically.

6. To Show Posture Before Position

Apologetics matter. Knowing what and why you believe is essential to a maturing faith. Equally important is acknowledging when you may have been wrong and remaining open to considering other perspectives. If knowledge is used as a weapon to war against others, we are not faithful to Jesus’s example. Students see this hypocrisy and may reject their faith as a result. By choosing humility and curiosity, we model for students that faithfulness begins with how we respond to others rather than what we say we believe.

7. To Be Able to Disagree Well

Are Christian schools teaching students how to disagree strongly yet still value personal relationships?

One of the gifts Christian education can offer is the witness of disagreeing well in ways that strengthen relationships. By modelling strong convictions while maintaining relationships, Christian communities can shed the growing label of “haters” in broader society and demonstrate that even those who disagree with us have inherent value. Learning to disagree well equips students to be faithful in a complex world.

For Christian education to remain compelling, schools must stay rooted in the tradition of acknowledging God’s sovereignty, developing a biblical worldview, and preparing students for life in the world while examining what the world needs now.

Christian Education: A Compelling Vision for Graduates

Christian education seeks to shape students into faithful Christians who engage with and transform culture for the glory of God. Yet, at this moment, many Christian communities have traded “engage with” for “fight against.” For many graduates, a posture of fighting is antithetical to the way of Jesus.

For Christian education to remain compelling, schools must stay rooted in the tradition of acknowledging God’s sovereignty, developing a biblical worldview, and preparing students for

life in the world while examining what the world needs now. Students graduating in 2025 and beyond seek a congruent faith that invites them into God’s story with a posture of love, humility, engagement, and consistency.

To develop such a faith, students must see these attributes lived out by the staff and community around them. If they cannot find them in their faith community, they may seek these attributes elsewhere. 🌍

DARREN SPYKSMA

SCSBC Associate Executive Director



Residency

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This year the Residency will be offering four courses: **Project-Based Learning**, **Teaching for Transformation**, **Christian Deeper Learning: Worldview** and **LOP Support: Teaching Christianly IOI**. Each of the courses features a low coach-to-participant ratio. Participants will leave with a practical understanding of a deeper learning framework that can be immediately incorporated into their learning practice.

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Registration is now open for August 18-22, 2025.
Visit residency.scsbc.net for more information
Contact us: residency@scsbc.ca

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EMERGING LEADERS DEVELOPMENT INSTITUTE ELDI 2025/26

DISCERNING YOUR CALL TO LEADERSHIP

GOAL

To encourage and guide participants in discerning their calling to Christian school leadership.

Emerging Leaders Development Institute participants form a network of future leaders in Christian education while learning about relational servant leadership and effective management and governance.

PROGRAMMING

Part 1: Setting the Foundation: in-person at Redeemer University, Ancaster ON Canada

- July 8–11, 2025

Part 2: Diving Deeper into the Key Roles of School Leaders

- Meet 6 times virtually (2 hours) throughout the school year
Dates to be determined

Part 3: Glimpses into the Work and Life of Leaders

- Participants will meet one-on-one or in small groups with two current school leaders

Part 4: One-on-One Meeting with an ELDI Facilitator

- Debrief the meetings with school leaders and the ELDI experience

REGISTRATION

Up to 40 participants

COST

\$750 USD

Participant from a Christian Schools Canada or Christian Schools International school

\$1800 USD

Participant for non-CSC/CSI schools

Schools will be responsible for travel costs and costs associated with releasing their staff member to attend sessions (e.g. substitute teacher costs).

DATES

March 15

Deadline for applications

April 5

Applicants will be notified of their status

May 1

Registration payment due for selected applicants

July 8

Programming begins

APPLICATION & REFERENCES

Visit christianschoolscanada.com for registration and reference forms.

Sarah Edgar

How can schools foster equity, inclusion, and unity in increasingly diverse communities? By adopting Culturally Responsive Practices (CRPs), Christian schools can create meaningful connections with international families, deepen cultural awareness, and promote student growth. From strategic leadership models to restorative justice frameworks, this article explores practical strategies to build inclusive environments and strengthen relational learning rooted in faith.

Culturally Responsive Practices in Schools



AS WE CONTINUE TO LEARN from the stories and experiences of our international families within our communities, it is clear that utilizing Culturally Responsive Practices (CRPs) can strengthen the intentionality of our programs. In the relational learning environments we have created, everyone is part of a dynamic collective, with many diverse voices coming together to grow in our faith. Being able to reflect on the unique ways we share with one another is also essential in building our understanding of the world around us. School leaders facilitate some of this learning by providing professional development and guidance within equity and accessibility frameworks. By reviewing the strategies and utilizing these guiding documents, they can implement crucial CRPs in schools; some of these initiatives can even bolster strong and flourishing international programs in new and exciting ways. For example, The Ministry of Education has outlined some systematic expectations for implementing the policies within the Accessibility Act (2023). We also know that schools have been encouraged to develop plans based on the suggestions offered in the Equity in Action Project (2023) and the K-12 Anti-Racism Action Plan (2024) for broader goals of engagement and awareness. How can schools demonstrate engagement with these documents to increase staff awareness and encourage our international families to share some of their experiences meaningfully as we build trust and unity?

We are often blessed within each of our schools to have shared history, faith, or vision within the broader context of Christian education. It frequently provides us with firm foundations as we approach new goals and initiatives. To be culturally responsive (keeping in mind every community is unique in composition) and foster the values and beliefs

of each individual within it, we can also address assumptions and biases as we grow. A Culturally Responsive School Leadership Team (CRSL) can promote inclusive and anti-oppressive environments while engaging with “local community, minorities, and Indigenous students” (Khalifa & Delpit, 2018). Within our schools, culturally responsive practices can create opportunities for deeper shared experiences and learning. A few of our schools already provide opportunities for international service trips, while others continue to build valuable relationships

with their sister schools. We have seen an incredible upswing in the return of short-term programs this year, providing us with accessible opportunities for students to learn about diverse cultures and traditions. Being intentional about how we engage in cultural awareness initiatives can be supported with informed visions and goals in strategic planning. How do we support students as they expand their worldviews, and what opportunities do schools

explore to help us progress our learning and awareness? Many CRPs are utilized in our schools in the ways they approach: parent-teacher night, parent communication, clear student expectations, homestay orientation, feedback, counselling supports, UDL practices, expressions of praise or gratitude, room allotments, lunch programs, volunteer programs, extra-curricular . . . the list could go on.

Many of our schools also use a distributed leadership model that promotes collaboration and shared responsibility, valuing diverse perspectives and opinions. It ensures that community members feel both seen and heard, which leads to a stronger and more inclusive school culture. School staff share in the transformational and instructional learning, which can encourage the value of diversity for each student’s success and the organizational greater good. A cohesive and relational team is crucial for the longevity of some of these initiatives, so I have

“Culturally responsive practices create opportunities for deeper shared experiences and learning, fostering unity in diversity.”

been very thankful to hear so many wonderful stories of how administrators hold space for feedback and reflection with each opportunity. International departments are making great strides in how we welcome new students into our communities by having authentic assessment plans and orientation programs to help students adjust to each unique school. Many staff members support our students in a variety of ways.

Styles of discipline, engagement, course structure, and extracurriculars can significantly impact school culture. Conflict resolution is another area where CRPs can reflect community needs. Facilitated by the core practices of Restorative Justice (RJ), conflict resolution can provide a common language for discussions with diverse families, students, and staff (Lopez, 2016). Honoring the diversity in modern school systems also emphasizes the importance of finding common ground. Regardless of the model, adequate training and clear expectations should also be aligned with expectations for staff as a school continues to use meaningful reflective exercises.

There is a natural progression for change to support CRPs, which requires a blend of guidance from leadership and staff to foster professional development and student growth (whole person

and academic). We often hear about the level of importance students place on peer interactions and opinions, so if we can work together to create a more responsive environment, it may prompt mirrored interactions amongst the student body. A

network of staff/team members sharing their stories, experiences, and expertise can also be the powerful underpinning for approaching and adapting our practices. CRSL initiatives, while initially first-order in practice, can become second-order as we flourish together. As we aim towards equity and inclusion through authentic and relational connections in our schools, we

need to reflect on the institutional goals for Culturally Responsive Practices utilizing international education to explore the rewarding and nourishing opportunities at almost every level. 🌱

SARAH EDGAR

*SCSBC International
Student Program Coordinator*

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Lopez, A. E. (2016). *Culturally Responsive and Socially Just Leadership in Diverse Contexts: From Theory to Action*. Palgrave Macmillan.

“Equity and inclusion flourish when schools engage authentically with diverse perspectives and build relational connections.”





Leadership Conference | 26 October 2024

with ANDY WOLFE

THANK YOU TO EVERYONE who attended our 25th Annual Leadership Conference this past fall. Attendance grew again this year, with a strong mix of school administrators and board members. This was also our first year with the new format — removing the AGM and extending the format. Based on the attendees' feedback, we will continue to pursue this arrangement for future leadership conferences.

Andy Wolfe, Executive Director of the Church of England Schools, was our keynote speaker and led workshops in both sessions. The response to his content was very positive. Other workshops

focused on financial management, Ministry of Education and Federation of Independent Schools trends, upcoming initiatives, and best practices in board governance, advancement, and society structures and practices.

Stay tuned for information for next year as we are confirming speakers and workshop leaders. We will continue with the extended format. We plan to offer a mix of workshops for both school administrators and board members and hope to continue to increase attendance from both groups. See you in October 2025! 🌻

DAVE LOEWEN



FOURTHING



25th Annual
LEADERSHIP CONFERENCE
26 October 2024
with **ANDY WOLFE**



News & Events



REGISTER TODAY!

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7-8 APRIL 2025

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Letters to the Editor

We invite questions, comments, as well as any general feedback you may have about *The Link* to contact@scsbc.ca

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