



Grade 5 Christmas Art

PRAYER. FAITH. PEACE.

by Paul Tigchelaar

Declaration of Christmas Peace is announced in several Finnish cities on Christmas Eve. The oldest and most popular event is held at noon at the Old Greta Square of the former Finnish capital Turku where the declaration has been read since the 1320s:

"Tomorrow, God willing, is the graceful celebration of the birth of our Lord and Saviour; and thus is declared a peaceful Christmas time to all, by advising devotion and to behave otherwise quietly and peacefully ..."

Peace and peacefulness are elusive. If we think in terms of the absence of inner

turmoil or external conflict, we can despair of attaining a true sense of peace.

In this season we are reminded, through the promise of the birth of Christ that the certainty of answered prayer and our immersion in a vital and authentic faith can only assure us of a deep sense of inner peace.

Let's extend that peace to those around us and engage in healing.

Peace on Earth and blessings on this Christmas celebration!



BIO: Paul Tigchelaar is the principal of John Knox Christian School.

THE CIRCLE OF COMMUNITY

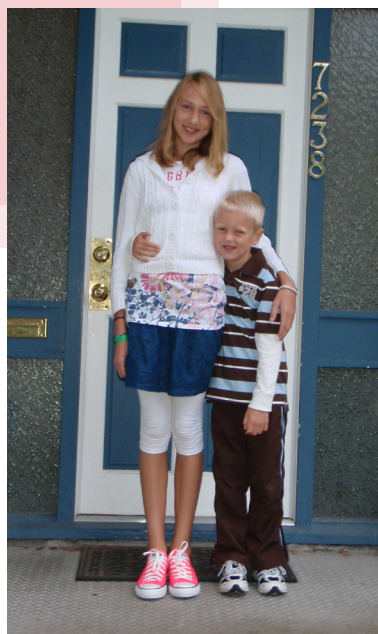
by Yvonne DeWith

When I reflect on what makes John Knox Christian School (JKCS) such a unique and special place, the phrase “circle of community” comes to mind. It seems that once you join the JKCS family, it becomes a part of who you are.

Consider my own experience as an example: I attended JKCS as an elementary student from grades one to seven. After completing my teaching degree and gaining some experience, I felt compelled to return to the JKCS community to teach and have my kids go to the school. What a joy it was to teach alongside some of my own former teachers, including Trena Aukema and Sid Vanderwood, and to have my own children benefit from the wisdom and loving care of the JKCS staff. Now I am one of those ‘older and wiser’ teachers who shared the staffroom, classrooms and hallways with former students, including Caitlin Haines and Jonathan Caramay.

After eighteen years at JKCS teaching grades two, three, six and seven, I moved into the position of Teacher-Librarian and Academic Counsellor at the new Secondary Campus. As the school year started, I faced the daunting challenge of organizing a new library space. On top of that, half of the book data had been lost and I now needed to manually re-enter the data into the computer system. What started out as tears and frustration turned into answered prayers, as people from the JKCS community came to my aid. My son, my former grade three teacher at JKCS (Evelyn Kersbergen), and a JKCS alumni (Joanne Noort) spent a few days sorting, cleaning, and shelving books. Yolande Noort, a JKCS alumni and former parent, spent many long days scanning books and entering data. Joanne Noort and Pansy Hwang, a current JKCS parent, volunteered weekly with a variety of tasks to get the library up and running. What a blessing to be a part of such a community!

As I no longer have a full-time class or homeroom, I am intentional about finding ways to connect with students. I know the circle of community can only be expanded through building bridges between students, teachers, parents and community. I host a weekly Textile Club in the Learning Commons, coach the Aquatics Team



Left: Ms. Dewith's children on the first day of kindergarten and Grade 5. Right: Ms. Dewith's son graduating from JKCS (Grade 7)



Left: Demolition of 13th Avenue elementary site, April 2009



Top Right: Library space before

Bottom Right: Library space currently

which works out together every Friday at 6:30am, and will co-lead a team of fifteen grade eleven students on a cross-cultural trip to China in March.

With the JKCS expansion of the secondary campus, the circle of community continues to widen. JKCS, now a vibrant K-12 program, boasts a strong curriculum with innovative programs that encourage the curiosity, ingenuity and enthusiasm of the next generation. Our new campus will feature a state-of-the-art Learning Commons (library) with a dedicated Maker Space area with a 3-D printer, iPads, a green screen, electronics, and sewing machines. The Learning Commons is only one example of how the new building will empower students to learn, to innovate and to connect.

Yes, it is true that we are not yet in our new building as we had hoped. With any expansion project, a certain amount of uncertainty is to be expected. Change and uncertainty can be frightening, but when you walk alongside family, friends, colleagues, mentors, board members, committee members, prayer partners, and faithful alumni, as I have, the uncertainty gives way to excitement. The question never seems to

be “do I have to help?” but “where can I help?” This circle of community continues to grow as JKCS ensures a strong legacy for the next generation. Who knows? Perhaps it will be your children who will return as teachers, parents or volunteers. I can’t wait to see all that God has planned for JKCS - can you?



Ms. DeWith (far-right) with the JKCS Aquatics Team

BIO: Yvonne DeWith is the Teacher-Librarian and Academic Counsellor at the Secondary Campus. She has taught at John Knox Christian School for 18 years.

WHO IS JOHN KNOX?

by Johannes Schouten

This fall we began sending our four children to John Knox Christian School. Although I attended a John Knox Christian School in Fruitland, Ontario when I was a child (in the previous century), I did not really know who John Knox was (and why a school would be named after him). So I did some digging. Some of the things I discovered shocked me and yet, at the same time, helped me understand why some Christian schools are named after John Knox, the Scottish Reformer.

The Facts

Before we get to the shocking details, here are some of the facts of his life: Knox lived most of his life in Scotland, a man full of zeal and courage. He was a leader of the Protestant Reformation in Scotland during the 16th century where he was considered the founder of the Presbyterian denomination. He pastored churches in Scotland and, for a few years, pastored a church community of Scottish refugees in the city of Geneva, at the time of John Calvin.

Shocking Details

But there are some shocking details of John Knox's life. For one, when his mentor, George Wishart (a Protestant leader) traveled to speak, Knox would lead the way carrying a large two-handed sword! And when Knox had the chance to preach before King Edward VI of England, he took the opportunity to attack the practice of kneeling during communion (not something to say to Head of the Church of England!). Knox also said and wrote things about women that were clearly chauvinistic. There also was a time he met with Mary, Queen of Scots, and made her cry (not something you do to the Queen!).

Contributions To Education

Among his accomplishments, John Knox made significant contributions to education by advocating for a national educational system in Scotland. His ideas for educational reform gained traction mainly through submitting proposals to the Scottish parliament.

From our perspective Knox's views on education do not seem sweeping or "radical" but they certainly were in his day. For example, prior to Knox's reforms, education was mainly for the wealthy and upper classes. For Knox, "poverty was not to be a determinant in access and success in education." During Knox's time, most schools used a Medieval system of education which consisted of mostly language study and reading classical texts. Under Knox's influence, schools moved into a more liberal arts direction of studying languages, reading, writing, arts, math, geography, etc. Finally, Knox also encouraged schools to be established in all towns and cities, not just in larger jurisdictions.

Some of the principles of Knox's view of education included:

1. Students should receive a Bible-based education so they can understand the Scriptures for themselves.
2. Teachers should be carefully trained in order to provide a quality education to their students.
3. Christian education should be only church-based (not based on both church and state).

Knox felt strongly about educational reform for Scotland because he felt strongly that the purpose of education was not simply usefulness to the church, but also "usefulness to the community." We might say today that education is not only for a certain part of life (the "religious life") but for the whole of life. This focus became an important mark of the entire Protestant Reformation.

Knox's "radical" views have influenced education in Scotland, England, America and even John Knox Christian School in Burnaby!

Summary

To be sure, some of the shocking and unsavory details of John Knox's life leave us scratching our heads. But we still give thanks that God uses people in every generation (including our own) to help educate, train, and disciple children in the Christian faith and we thank God for the educational reforms and ideas that have shaped our school today.

TRIVIA QUESTION:

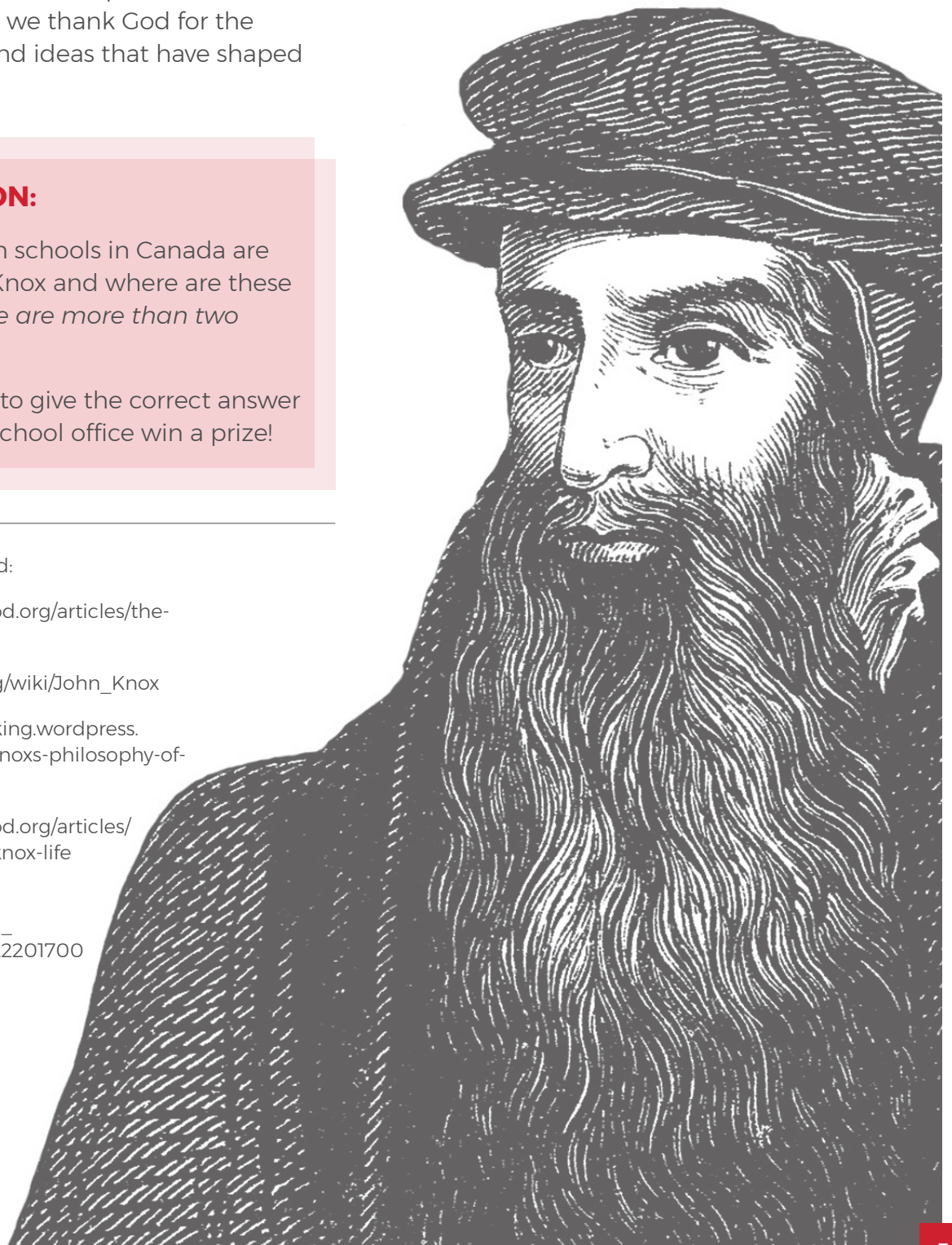
How many Christian schools in Canada are named after John Knox and where are these schools? (*Hint: there are more than two schools*)

The **first 25 people** to give the correct answer to the elementary school office win a prize!

BIO: *Johannes Schouten* is a parent of four children attending John Knox Community Church and is the pastor of Nelson Avenue Community Church in Burnaby.

Online Resources Consulted:

- <https://www.desiringgod.org/articles/the-champion-of-the-kirk>
- https://en.wikipedia.org/wiki/John_Knox
- <https://coffeeshopthinking.wordpress.com/2013/10/28/john-knoxs-philosophy-of-education/>
- <https://www.desiringgod.org/articles/learning-from-a-hard-knox-life>
- http://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S0259-94222017000300043





Senior Boys Soccer team (photo credit: Christian Loro)

JOHN KNOX HAWKS – FALL HIGHLIGHTS

by *Christian Loro*

Hawks Huddle

All our athletes gather once a month to grow deeper spiritually through the Word. The huddles are led by Pastor Teddy Lee, a former athlete who played college basketball in BC. In the first huddle he taught our athletes how our identity is not in what others label us, but who God labels us to be. Before we are students or athletes, we are Children of God and that is where our identity lies.



Hawks Huddle (photo credit: Christian Loro)

New Hawks Logo

The new John Knox Hawks logo was designed by JKCS and Carver alumni Masaki Soehardhi after he won the logo design contest with the most student votes. Masaki said his design emphasized the strength, speed, and sleekness of a hawk.



JOHN KNOX HAWKS

Grade 7 Soccer

One of the highlights for the Grade 7 soccer team was playing in the CESS Soccer Tournament on October 11th. They finished the tournament 5th overall with 3 wins, 1 loss, and 1 tie.

Senior Boys Soccer

The senior boys struggled at the beginning of the season with 3 straight losses. But the team

bounced back with a 3 game unbeaten streak to finish the season with a 1-3-2 record and 5 points, good enough to make the GVISAA Playoffs. The Senior Boys lost in the first round of the playoffs to King David. Overall, it was a great first year of soccer.



Top Left: Fiona Miao, Grade 7
Bottom Left: Grade 7 Soccer Team

Right-side Column: Senior Boys Soccer team
(photo credit: Christian Loro)



Cross Country Meet (photo credit: Arusha Vegt)

Cross Country

The Grade 4-7 Cross Country team competed in a Cross Country meet at Bear Creek Park on October 25th. Overall, the John Knox team finished 4th.

Volleyball

The boys and girls Grade 7 teams competed in the CESS Tripleball Volleyball tournaments on November 15th. Both teams finished in 12th place in their respective tournaments.

Swimming

On October 28 the JKCS Aquatics Team competed in the High School Zones Meet and finished 11th out of 21 schools. Six swimmers qualified to compete in the Provincial Swim Meet on November 16-17, where Colvin Wong earned two gold medals, Matthew Kwon earned a gold and a silver medal, and Emma Hwang earned a bronze medal.

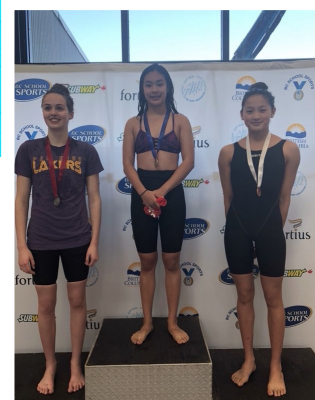
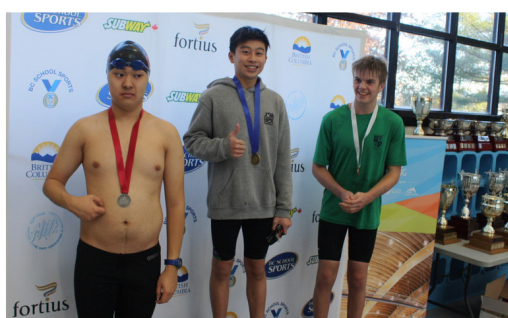
BIO: Christian Loro is the Secondary Athletic Director at John Knox Christian School and teaches Physical and Health Education.



Swim Team (photo credit: Joyce Tsang and Royce Zhang)

Bottom Left: Swim Meet - Gold Medal, Colvin Wong, Silver Medal, Matthew Kwon

Bottom Right: Swim Meet - Bronze Medal, Emma Hwang (photo credit: Yvonne Dewith)





SECONDARY CAMPUS BUILDING UPDATE

by Mike Davey

If you have been following the building updates or been by the site lately, you've seen that the project has progressed significantly over the past few months. You will also be aware that throughout the course of the project there have been a series of issues that have precipitated delays in the schedule.

With the rains upon us we're happy to say the initial roof membrane has been installed with the roofing being completed as weather permits. The outside curtain wall is making its way around the structure which will be enclosing the open expanse in glass. Once the building is sealed, the interior of the structure will begin to come to life with activity. Floor by floor the interior wall framing will be completed, and with drywall installed, the educational spaces will take shape. There is still a good

deal of work to be done and we have learned that we're never quite past the challenges. You might say we've almost come to expect them but continually work to mitigate their negative impact on the schedule and budget.

Early in the project, when we were in the mud and formwork, it was a construction site. But as we see the defining lines of a school, the wood columns, stairs, corridors and classrooms slowly taking shape, we know this building project is so much more: It's a place for God centered learning during the week, a house of worship on weekends and a light in the community always. For that, we continue to press on and look forward to the completed work.

On behalf of your building committee I thank you for your patience, prayer and support of this community.

BIO: Mike Davey is John Knox Christian School's Building Committee Chair.



Ms. Choi helping students “debug” the story of the 10 plagues of Egypt..

TEACHING CODING IN ELEMENTARY SCHOOL

At John Knox Christian School we want our students to be creators of technology, not just consumers of technology. It is this vision that has motivated us to implement a new coding curriculum from our youngest students in Kindergarten all the way to Grade 12. This vision is part of a larger picture – that of graduates who are aware of the world and its needs, who know their value as children of God, and who are equipped to better the world with their unique gifts and skills.

This will be the first full school year that we are teaching coding and we wanted to share what this looks like in the classrooms. Theresa Choi teaches Kindergarten and Ruth Flannigan teaches Grade 4; they write about incorporating the teaching of coding into their every day class activities.

Teaching Debugging in Kindergarten

by Theresa Choi

In Kindergarten I begin teaching the children basic coding concepts and language that they will need to use in the future. Some of the concepts we teach in these first few years of school are if/then, loops, sequence, debugging, pattern recognition, symbols, and empathy. Coding is taught without any screens at this age and all the activities we do are unplugged.

Coding is not just a subject that I teach separately, but something that I teach through our day to day class activities. This year I have started by teaching my students the debugging process. In coding, the purpose of debugging is to run the code, identify “bugs” or mistakes, and “debug” or fix the code. We practice using these concepts several times a week.

For example, last month we learned the story of Moses. To help the students become familiar with the story, I tell the story with a “bug” in it.

“Baby Moses was put in a car.” The students raise their hands to tell me the “bug” they found (the car) and then “debug” the story by telling me that Baby Moses was actually put in a basket. They love it when we play this game!

Here’s another example: The students are learning how to count from 1 to 10. To help them practice and master these concepts, I pair the students up for a bug/debug activity. We have apple cutouts with a different number of stickers on each from 1 to 10. The kids first place them in order. Then one of the students adds some “bugs” to the numbers by switching them or mixing a few of them up while the other student closes his or her eyes. When the “bugs” have been added, the other student then “debugs” the numbers by finding the mistakes and fixing them. Then they switch roles. At first the students could not tell the difference between bug and debug and would shout, “bug, bug, bug!” for everything. With practice they are starting to understand these concepts. With games like these, the kids have fun learning basic coding concepts, even in Kindergarten.

Teaching Coding through Cooking in Grade 4

by Ruth Flannigan

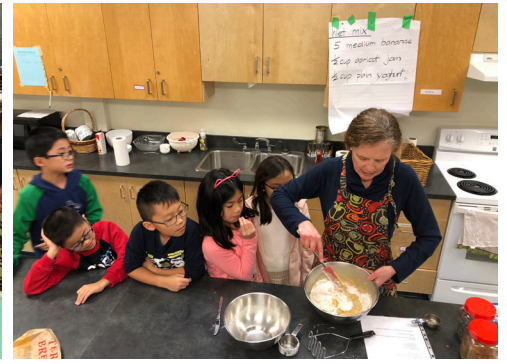
When I heard that our day set aside for professional development last February was devoted to equipping staff to teach coding, I wondered how we could squeeze something else into the curriculum. I also suspected that development of foundational skills such as writing might suffer as a result.

My fears were quickly abated as our presenters talked not of “adding” another subject, but rather of incorporating coding into what we were already teaching. As the day progressed, I grew excited as I saw that in fact I was already teaching important elements of coding and computational thinking and that understanding the specifics of coding would only enhance the learning outcomes.

Learning often requires us to break down a task into a sequence of logical steps which will lead to a desired outcome. Cooking is one vehicle by



Students “debugging” number sequence.



which I seek to develop this skill in the lives of our students. As students learn to follow a recipe and eventually to write their own instructions after we've cooked something together, they will have a ready set of skills to transfer to coding a program for a computer.

What does this look like in our classroom? We begin by agreeing on something we would like to prepare together. So far we've made hummus, guacamole, apple crumble, cookies and chicken burritos. The class has requested that we bake something, so our next project is to bake banana chocolate chip muffins. For this project we will learn a new skill of "folding" the wet mix into the dry mix. Folding is a new "**function**" to us and a necessary code word to cooking. I will give each student a list of ingredients, asking them to look at our list of ingredients, seeing if there is anything we need to modify. For example, one student has a nut allergy in the class, so we'll need to omit the nuts and vote on a substitute (an **abstraction**). Students will be asked to rearrange the list so that there are two lists – a dry mix list and a wet mix list.

We've talked about recipes being a different form of writing. Most people do not want to read a story when following a recipe. People want the instructions to be given with as few words as possible and set out logically. We will then proceed with preparing our wet and dry mixes, with students helping out with the measuring and mixing as well as writing down step-by-step what we do. All the while we're breaking down a complex task into simple

steps. That's **decomposition** for you! We will notice **patterns**, such as how baking cookies also required us to add a wet mix to a dry mix. We ask questions – I wonder what would happen if we just added all the ingredients into the bowl at once? When we finally agree on the steps, we stand back and ask if we could simplify them further and when we're all agreed, we've developed an **algorithm** for banana muffins.

Something good to eat is not the only positive outcome of cooking in the classroom. As students realize they're able to make something delicious together, they're developing self-confidence. Students are also honing the skill of writing only what is essential to the task. What's more, our ability to think computationally is being streamlined as we learn to apply the coding terms in all subject areas. And we're all enjoying becoming equipped to code a program for others.

Note: Bolded terms are important elements of computational thinking.



Ms. Flannigan (far-right) instructing student in cooking.
(photo credit: Arusha Vegt)

CAPITAL CAMPAIGN UPDATE

by Arusha Vegt

Building the Future: A New Foundation is the JKCS Capital Campaign that began in 2016. Back then, we only had a few architectural renderings and a vision of what a secondary campus might feel like. Fast forward to today: we have a building that can be touched and seen, and 220 secondary school students studying in our temporary location. We are awed by those faithful givers who gave freely when this was just an idea undergirded by prayer and faith in what God wanted us to do. We are equally awed by the generosity of the new families to our school community, whether they have a 5-year-old in Kindergarten who won't be in secondary school

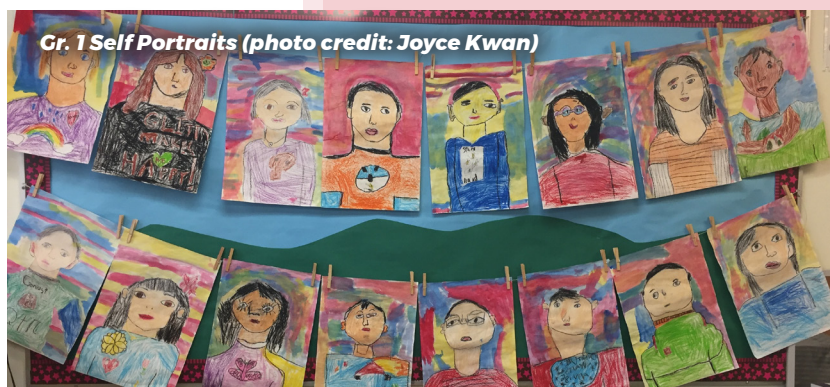
for many years, or a Grade 12 student who is just rejoining the JKCS community.

To date, we have raised \$1.9 million towards our \$3 million goal. As one of our faithful prayer warriors prays, "We pray for God to open our wallets." Please join us in completing this monumental project for the John Knox community by making your 2018 gift to JKCS. Gifts can be mailed or dropped off at the JKCS office or given online through our website. Every gift, large or small, is gratefully received and put towards making much-needed space for Christian education.

Thank you to all of our wonderful givers!

BIO: Arusha Vegt is the Development Coordinator at John Knox Christian School.

PHOTOS



SENIOR STORIES

by Arusha Vegt

As this is the first year that John Knox Christian School has had a secondary school, we wanted to highlight some of the stories of seniors in our school. I sat down with a few of them to ask them what they are involved in and what their future plans are.



Dylan Redaon and Student Council

Dylan has been at JKCS with many of his friends since Kindergarten. Their class has gone through many location changes including the Millside campus, Elementary campus, Carver campus, and John Knox's temporary secondary campus. He was briefly disappointed to hear that the new building wouldn't be ready in time. But for Dylan, being with his friends is more meaningful than any building and has been one of the biggest blessings in his life.

At the end of the last school year he was encouraged by two fellow students to put his name forward for the Student Council team leader and was selected by teachers this year to be the Student Council Team Leader. Dylan has

found that this position challenges him to be an effective leader as the younger students look up to him. He has enjoyed getting to know the younger students in the school and is learning to rely on other student council members and delegate responsibilities to them.

Dylan's finding Grade 12 significantly more stressful than Grade 11, partly because he feels so busy. On top of his Student Council responsibilities and his focus on getting good grades, he is involved in his church's youth group and worship team and captaining the basketball team. Dylan has begun the application process for universities and is considering studying Kinesiology or Health Sciences at UBC or SFU.



Seth Schouten and Musical Theatre

Seth joined JKCS this September after being home schooled with his siblings in the past. He has a passion for theatre which takes place mostly outside of the school in Xtreme Theatre, which is a musical theatre program for students in Maple Ridge. Seth spends every Friday in theatre rehearsal and is grateful that his school schedule is flexible to work around this.

Outside of school, Seth is very involved in the music ministry in his church. Looking forward, Seth is considering post secondary studies in media studies or film.

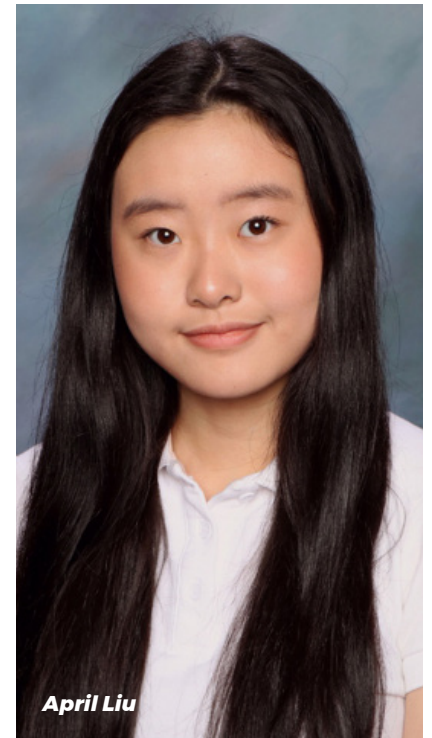
April Liu and the Special Olympics

April was part of JKCS as an elementary school student and went to public school afterwards. She wanted to come back to JKCS for Grade 12 to graduate from our school. Coming back this year she appreciates the general environment and the access to resources, especially the strong academic counseling support from Mrs. Perttula and Mrs. DeWith.

One of the unique roles that April has is being on the board of the Special Olympics in British Columbia. She originally got involved with the Special Olympics through her interest in psychology. A few years ago she decided to volunteer as a floor hockey coach for the Special Olympics floor hockey team. She then worked with the

volunteer coordinator, and when the coordinator couldn't do the role, April took over. The board was so impressed by how she took initiative that they voted her to be on the board. April is the youngest person on the board by 20 years!

Outside of school, April also works as an Education Assistant to kids with special needs with BC Heritage Christian Education, an online school. From her time at JKCS, she has appreciated the learning and growth that can happen at a smaller school, which is why she is applying to smaller liberal arts universities on the East Coast of the United States. She intends to study Economics and Business with a minor in Psychology, and wants to explore working in Human Resources in the future.



PHOTOS



Field Trip to Bard on the Beach



Club Kick-off



First Textiles Club Meeting



Student Vote 2018



Lip Sync Battle



Lip Sync Battle