

KNOX NEWS

February 2021

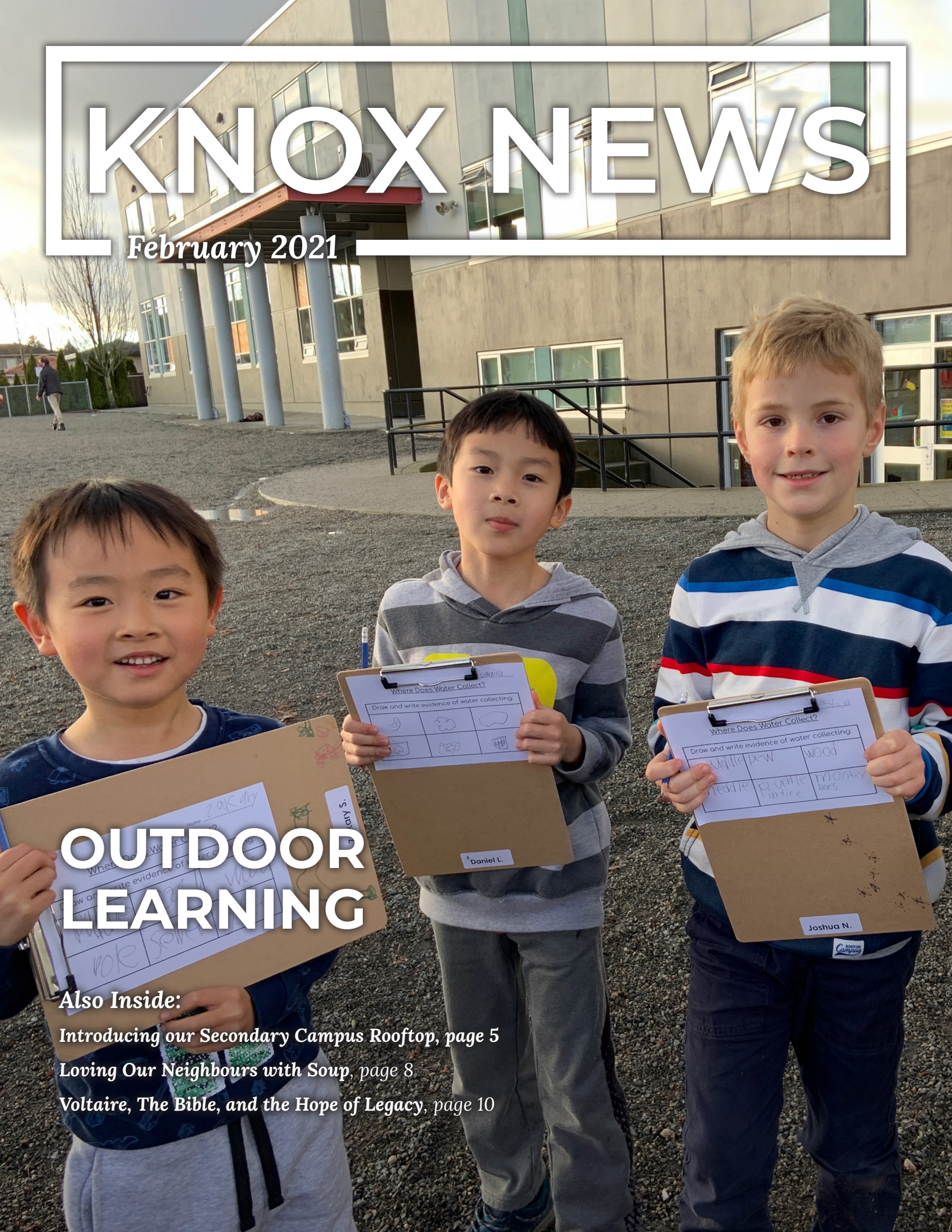
OUTDOOR LEARNING

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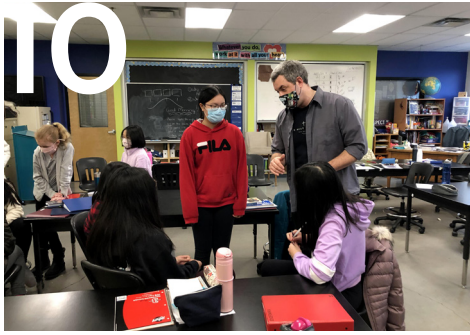
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Letters to the Editor

We invite questions, comments, story ideas, as well as any general feedback you may have to the Knox News. Please email the editorial team at development@johnknoxbc.org

JOHN KNOX
Christian School

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OUR ROOFTOP SPACE

By Wendy Perttula, Director of Curriculum and Learning

We are very excited to unveil architectural renderings of the rooftop space that is under development at our secondary school campus. The project of creating an upper story area that offers direct access to a versatile outdoor space is proceeding. We expect students and teachers will be enjoying the use of this space by September 2021.

Spaces on the rooftop

Seating and gathering areas

During break times students can enjoy the sunshine and views to Poplar Island

on the Fraser River. As the rooftop is primarily accessible from the library learning commons students can read or take work outside with ease.

Contained garden spaces

Garden containers are built into the design to add natural beauty to the space. Some portable garden containers will be available to the Gardening Club and to support a rotation of biology class curricula.

Sports court

The enclosed sports court can be used for classes and lunchtime pick

up games of basketball, badminton, hockey and creative play.

Outdoor classroom

The biology department will have a dedicated work area that they can use to perform messy experiments and support outdoor classes.

The funds raised from the 2020 Fall Drive go towards supporting this project. Thank you to everyone who generously gave towards our \$160,000 goal!

O.W.L.S. – OUTDOOR WORSHIP, LEARNING, AND STEWARDSHIP

by Kim Beunk, Kindergarten Teacher

“The heavens declare the glory of God; the skies proclaim the work of his hands. Day after day they pour forth his speech; night after night they display knowledge. There is no speech or language where their voice is not heard. Their voice goes into all the earth, their words to the ends of the earth.” Psalm 19:1-4

If you have the opportunity to travel past the elementary school playground you will see an exciting new addition – our covered outdoor learning space. You may also notice many students outside throughout the day, rain or shine! The pandemic has definitely been a catalyst for spending more time outdoors but it has not been the main motivator behind our desire to develop and integrate robust

outdoor learning more frequently into our teaching.

A core competency of the B.C. curriculum is the development of social awareness and responsibility that focuses on “interacting with others and the natural world in respectful and caring ways.” At the elementary campus, teachers have been considering how to implement this directive in a way that connects meaningfully to our Christian worldview. We have given this initiative the acronym O.W.L.S. – Outdoor Worship, Learning, and Stewardship.

As a Christian school, we acknowledge that all of creation has been made by God and is sustained by His sovereign activity. As students engage in authentic

learning in natural settings, they experience firsthand the general revelation of creation, God’s invisible qualities of His power, His glory, and His majesty (Romans 1:20). We want students to delight in the beauty and power of God, recognize His ongoing activity in sustaining all things, and deepening their understanding of what it means to be stewards of creation. Our goal is not to implement a separate outdoor learning component but to make learning outside an integrated part of our curriculum that provides an authentic and meaningful context for a wide variety of curricular and core competencies.

At a recent Professional Development Day in November at the Elementary Campus, teachers worked collaboratively



on developing outdoor learning activities to support the K-6 curriculum. We considered the wide body of research which supports the many positive benefits of learning outdoors for students socially, emotionally, physically, academically, and spiritually. The fruit of that collaboration has been a variety of O.W.L.S. experiences that span and are integrated across the curriculum and that have been supported by the purchase of new resources and learning materials.

Here are a few of the activities that have happened or are being planned:

- Visiting and revisiting local places such as our own playground, Leaf Park, Queen's Park, and Robert Burnaby Park to develop a sense of stewardship for our local community and environment; they become our spaces to care for.
- Using the environment as a natural springboard for curricular concepts in math, language arts, social studies, science, and the arts.
- Neighbourhood walks reflecting on creation and small group prayer around the school.

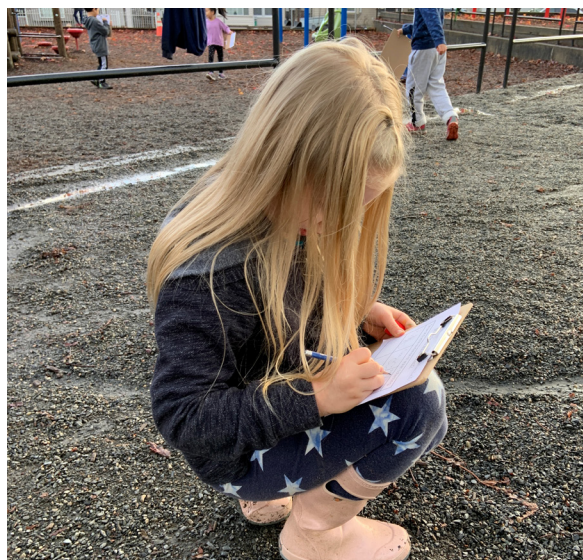
- Creating an outdoor music wall to encourage play, listening, and creativity.

We look forward to all the wonder-filled learning experiences we will have with creation as our classroom!

Photos:

Left page: Grade 5 girls eating lunch (left), Kindergarten students looking for numbers outside (right)

Below: Grade 5 students mapping Leaf Park (top left), Grade 5 boys eating lunch outside (top right), Staff assembling our outdoor tent (bottom left), Grade 2 student looking for evidence of the water cycle (bottom right)





LOVING OUR NEIGHBOURS WITH SOUP

By Dylan Boyle and Jeyne Lund, Foods Teacher and Missions & Outreach Coordinator

Question: What do you get when you intersect the high school Foods classes with community outreach during a pandemic?

Answer: The Soup SACS program!

Born out of the desire to make a practical impact in our community during the pandemic, the SACS in Soup SACS stands for “Sharing and Caring Sustenance.” Carried out in partnership with Journey Home, an

organization that has two houses in New Westminster for newly arrived refugees, Soup SACS delivered bags of quick-frozen, hearty, and nutritious soup made in-house by students in our very own foods lab to refugee families just starting to get set up in Canada.

From a Foods class perspective, soup is a great beginner-level meal to prepare. In the process of making soup, students learn all about food safety and proper handling of food

and equipment. They gain practical skills such as how to use a knife properly and how to cut ingredients into appropriate sizes. Since we incorporate local ingredients into the soups, students also learn about how the vegetables are grown and how to store and clean them well. They learn tips too, such as how to cut a zucchini down the middle so it doesn’t roll around, and how to chop an onion the most efficient way.

Soup is also a very practical meal because it can be frozen and kept for a while, if needed. When frozen flat in a bag, it fits nicely into the freezer and is easy to reheat. It is nutrient dense and a great way to use whatever vegetables are in season.

For the Soup SACS, our classes made two soups: a tortilla soup and a hearty white bean Italian soup. While using many of the same ingredients, they represent two different cultures that can be found in Canada. Making soup from various cultures offers opportunities for our students to discuss and learn about the role of food in culture and how cultures are represented in their food. For the Italian soup, we featured many locally sourced vegetables such as zucchini, carrots, potatoes and celery. For the tortilla soup, we featured a variety of tomatoes as well as garlic, onions, jalapenos, avocado and cilantro.

In a society where fast food and microwavable dinners are common, engaging students in food preparation and cooking opens them to a slower, more intentional way of relating to food. It allows them not only to appreciate what they're eating, but also gives them something to be proud of.

In class, most of the time, the students cook for themselves or their friends. Being part of the Soup SACS project meant that they had a bigger purpose in their cooking. They put a lot of effort and pride into their product, knowing

that they wanted the recipients to enjoy the food and feel loved and welcome. In the process of making the soups, students thought about the refugees and took extra care to make sure the food was good.

From a missions and outreach perspective, providing soup is a wonderful yet simple way to bring positive impact to refugees who have so many other concerns to take care of. Especially during the pandemic when needs and disparities are accentuated, soup not only meets the physical hunger of our neighbours, it also brings comfort and compassion. Soup is also ideal for the wet rainy winter days we face here in Vancouver.

Making, cooking, freezing, and distributing the Soup SACS is a hands-on way of serving Christ; the same Christ who told us to feed the hungry, give drink to the thirsty, clothe the naked, care for the sick, welcome the stranger, and visit the prisoners. We are not only teaching our students and developing them as leaders to be transformational servants, we are giving them service opportunities so that through experience, their consciences are formed, community is built, and hearts are changed.

Journey Home is an organization that welcomes refugees who have recently arrived in Canada. They help house them for a period of time while they walk with them through their claims and all the

practicalities needed for them to settle in Canada and particularly the Lower Mainland. When the soups were ready to be distributed, several John Knox students were able to go deliver them to the two refugee houses that Journey Home has in New Westminster. It was a privilege and an important part of the process for the students to physically see the people who would be receiving the soup.

Part of our hope at John Knox is that our students will learn to recognize that there are many opportunities to serve here locally and beyond. We hope that they would see that they can take initiative, to say, "What can I do here to serve?" and to do so with creativity. Our desire is that students would have the hunger to care for people, to show compassion, and to connect with the community. Hopefully, with Soup SACS, both our students and the people in our community will have gotten a taste of Christ's love at work in our world!

We created a video of this project, which you can watch at:

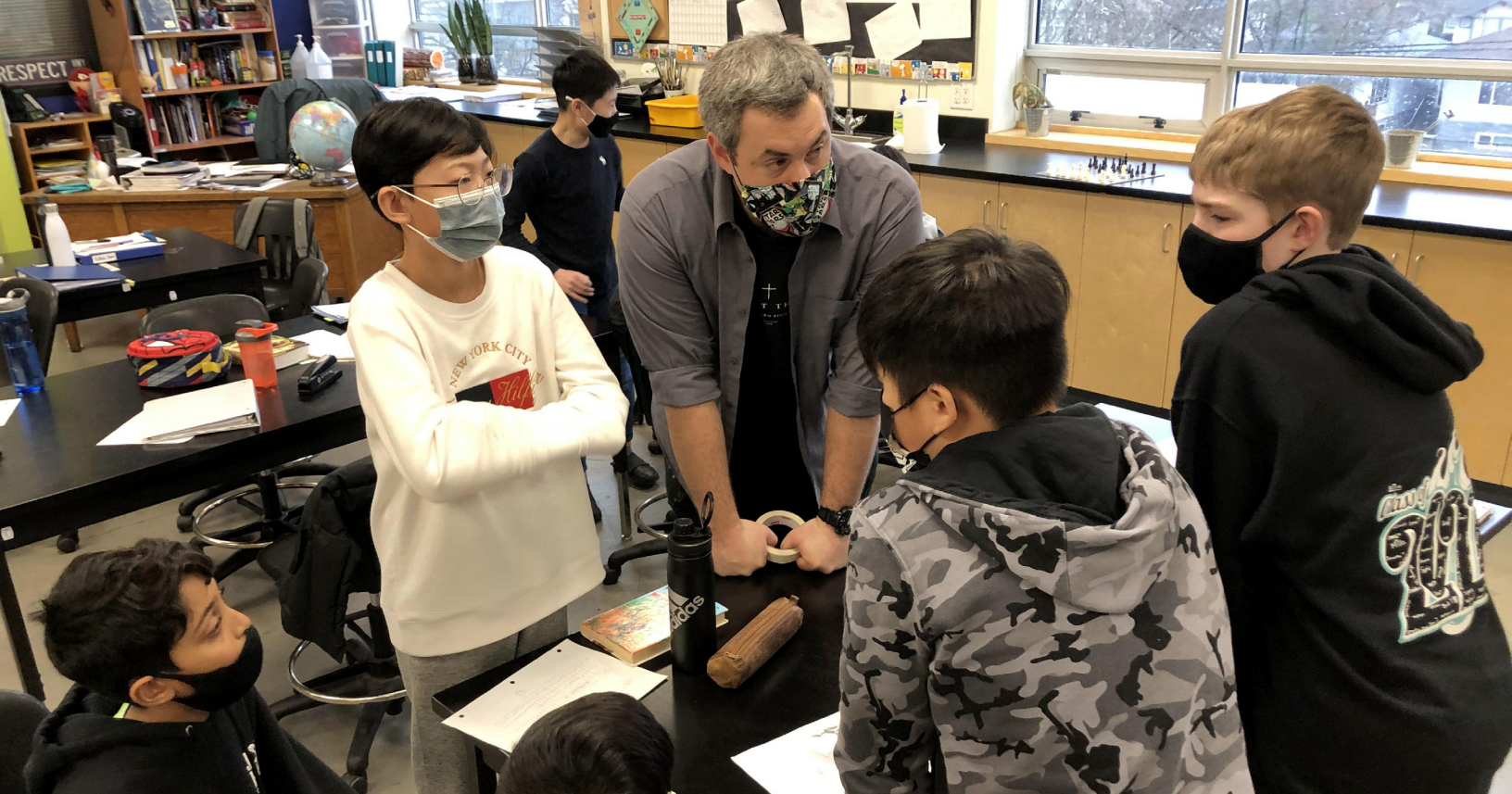
johnknoxbc.org/knoxnews

Photos:

Left page: Grade 9 students in Foods Class

Below: Student cutting carrots (left), Grade 10 students passing Soup SACS to Journey Home staff for their refugee families





VOLTAIRE, THE BIBLE, AND THE HOPE OF LEGACY

By Jacob Rodgers, Vice-Principal and Grade 6 Teacher

François-Marie Arouet, better known by his 18th century pen name Voltaire, was a creative, critical, and prolific contributor to the disciplines of literature, history, science, politics, and philosophy during the Age of Enlightenment. A rational deist at heart, he believed in the power of reason, and boldly criticized doctrines and demeanors that deprived people of physical and intellectual freedoms. His strong convictions and sardonic boldness landed him in jail several times, while his controversial ideas (and occasional schemes), led to long bouts of exile,

both imposed and elected. Despite this, history positions him as one of the key architects of societal thought that culminated in the French and American Revolutions.

A rather witty fellow, he is also remembered for coining such memorable quips as, “Common sense is not so common,” or, “Behind every successful man stands a surprised mother-in-law.” A few more poignant reflections include, “One great use of words is to hide our thoughts,” and, “Those who can make you believe absurdities, can make you

commit atrocities.” Perhaps you have heard this one: “No snowflake ever feels responsible.” Such ruminations seem as relevant today as they did two centuries ago. But it is more than mere relevance that spawns this short discourse on Voltaire. Many of the ideas he believed in and advocated for are now embedded within our current society: freedom of thought, freedom of speech, freedom of religion, and perhaps most pervasive (if not official), a morality and lifestyle built on the embrace of a libertarian hedonism. Who today has not heard societal summons to live

how you want, or to live for your own pleasure? And so, this fight for liberty and freedom continues, though its ends and means have evolved.

Near the end of his life, Voltaire predicted, “A hundred years from my death the Bible will be a museum piece.” But not sixty years later, his residence in Geneva was used to store Bibles and tracts, and his own printing press used to produce Bibles. Today, the Bible remains the top-selling book of all time, with almost enough copies for every single person on Earth.

And yet this precious book, this resource, this collection of divinely inspired historical accounts, precepts, parables, and letters, is too often treated as Voltaire predicted: a museum piece; something to be looked at and occasionally read, but not a cornerstone of daily living. This isn’t just society at large. Informal in-class surveys of my own students across the years have highlighted the minimal amount of time many children spend with Scripture.

But here at JKCS, we have the glorious privilege, wonderful opportunity, and weighty responsibility to upload the Word of God into the minds of the next generation. We are not a church, but we are *the* church, treating the word of

God with reverence and expectation. We believe what God spoke through the prophet Isaiah:

“...my word that goes out from my mouth: It will not return to me empty, but will accomplish what I desire and achieve the purpose for which I sent it” (Isaiah 55:11).

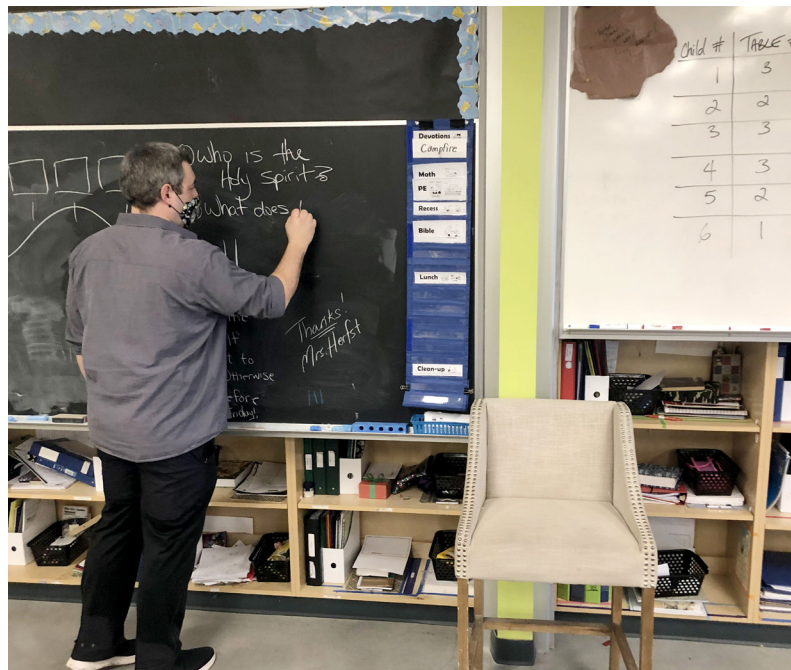
We take an exegetical approach to teaching Scripture: analyzing the text, identifying what it says, understanding what it meant to the contemporary audience, and exploring its application to our lives today. In the primary grades, we seek to provide students with a broad survey of the Bible, honing in on key stories that illuminate the character of God. As we progress into the intermediate grades, our analysis deepens and we become very intentional about personal reflection and application. By grade 6, we even branch out into introductory apologetics, challenging students to own and defend the faith we so often talk about. Uncertainty and confusion exist, but God and his word are more than able to deal with our doubts and concerns. In the spirit of Voltaire, we debate things, and openly wrestle with tough questions about fairness and goodness, and seek to increase justice and equity in our world.

We too are in a fight for freedom and liberty. But unlike Voltaire, we recognize true freedom starts in surrendering our lives to Christ.

Alumni and friends, you provide an amazing heritage of grace. The blessings that flow from being raised in a household of faith are manifold, and we partner with you in raising your children up in the “discipline and instruction of the Lord” (Eph. 6:4b). We want every student to personally know Christ, to be rooted in his word, to be constantly in prayer, to be putting on the full armour of God, to be walking in obedience, and having done everything, to stand (Eph. 6:13).

And so we teach the Word! We teach it with humility. We teach it with enthusiasm. We teach it with excellence. And we teach it with hope. Hope that the legacy of Voltaire will not compare with the legacy of a child of God imbued with the knowledge of truth, and joyously committed to being part of his story on Earth. As Henry Varley once spoke, “The world has yet to see what God will do with a man fully consecrated to him.” That is our hope and prayer for every student. Dear Lord Jesus, may it be.

Photos: Jacob Rodgers with Grade 6 students





The Lord is
my light and
my salvation;
whom shall
I fear? The
Lord is the
stronghold
of my life: of
whom shall
I be afraid?

PSALM 124



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WELCOME TO 'THE LOWDOWN'

By Aidan Cheung, Grade 11 Student

If in five seconds, you could see what The Lowdown media club is as a whole, it would simply read as 'News for the students, by the students.' What started as this simple statement soon blossomed into something great, something fresh, something we're proud to bring to our school community.

It wasn't easy getting to this point. The Lowdown was born of humble origins: a soccer field. During last year's school soccer season, after one particular practice, the concept of the Lowdown Media was born through the passion of two students wanting a greater student-club presence at John Knox.



So off they went. They recruited some students to help with the design, marketing, and creation of their first newspaper. However, they were overly ambitious (and admittedly in over their heads), and quickly the club disbanded.

Months later, the will to continue the club reignited. The hotheadedness was replaced with determination and the five second passion was replaced with strategies to sustain the club. Through zoom calls and late nights, what emerged from the dust of failure was months of planning, workshopping, and designing. At the end of this period, we created three prototypes, and officially began our journey.

On the surface, The Lowdown is a school newspaper club. However, if you decided to take a look beyond the generalities, you would see the ways in which The Lowdown is unique. The Lowdown pushes beyond the limits of the stereotypical school newspaper. Newspaper clubs presented in media often depict nosy teenage reporters running around their schools, spreading rumours and stories about their school communities. The Lowdown, on the other hand, wants to reach beyond our local sphere to write about and help show others what is happening around the world. The Lowdown also strives to expand



further than simply writing stories and articles. Rather than simply being a newspaper club, we are a media club, and want to provide opportunities for people to pursue all kinds of passions, whether in art and design, communications or public relations, or even video editing. The Lowdown provides a space for all ideas to take shape and be fostered into great things.

At The Lowdown, we strive to highlight the issues that affect our community the most, as well lend an eye to global issues through a student perspective. Whether it be through interviews with some of our students, answers to some of the big questions like "When Will Quarantine Be Over," or input from you, the student body and community, we hope to shape John Knox culture.

 @OURLOWDOWN

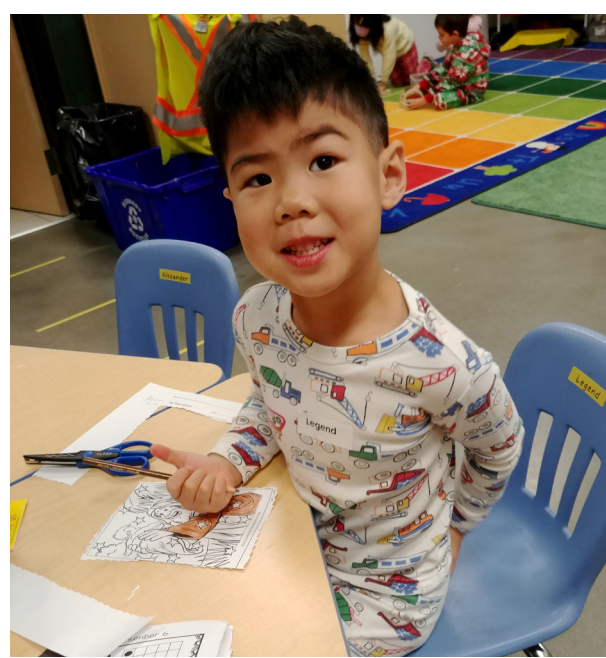


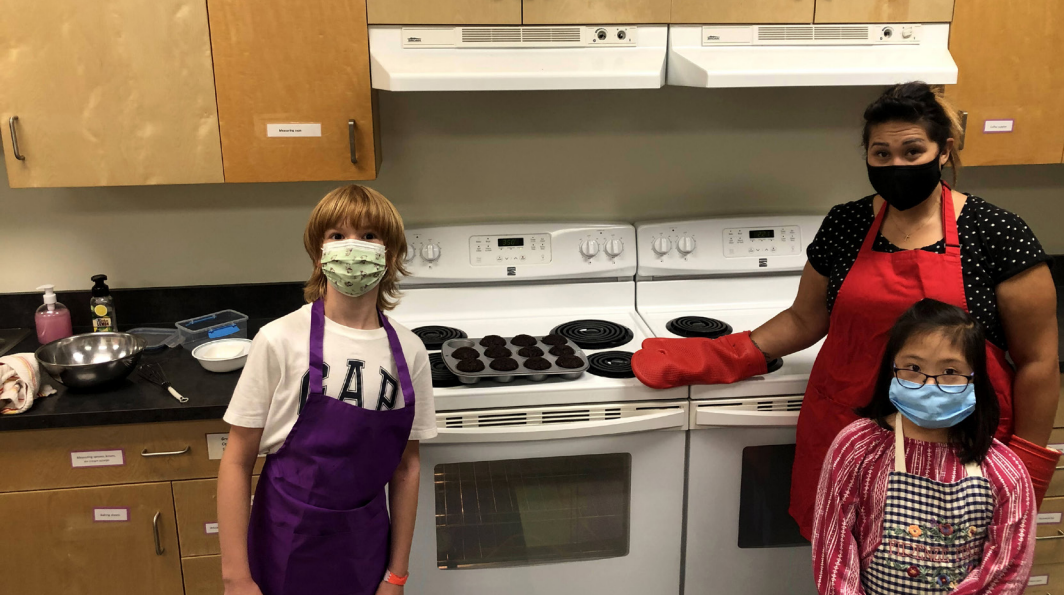
“AT THE LOWDOWN, WE STRIVE TO HIGHLIGHT THE ISSUES THAT AFFECT OUR COMMUNITY THE MOST, AS WELL LEND AN EYE TO GLOBAL ISSUES THROUGH A STUDENT PERSPECTIVE.”



READ DECEMBER ISSUE HERE:

www.johnknoxbc.org/knoxnews





Photos: (Left Page) Frog dissection class (top left), Grade 5 delivering Christmas cards (top right), Lumberjack day (middle left), Pajama day at Kindergarten (middle right), Character dress-up day (bottom left), Grade 1 candy cane trees (bottom middle), Grade 8 wakeboarding (bottom right)

Photos: (Right Page) Learning to Cook program (top left), Grade 12 Encounter Days (top right), Applesauce making in Kindergarten (middle left), Grade 8 wakeboarding (middle right), Pumpkin tart making in Grade 1 (bottom left), Grade 8 at the beach (bottom right)



CREATIVELY SHARING JOY: ELEMENTARY CHRISTMAS PROGRAM

By Rebecca Visser, Elementary music teacher

What do you do when you are a music teacher in October during a pandemic? As a music teacher I usually play singing games with students, I have all the Christmas music ordered and students start singing songs for the Christmas program. As with many aspects of life this year, preparations for the annual Christmas program looked different in 2020.

This year staff and students are learning to be more creative than ever and the Christmas presentation was no exception. I wanted students and staff to feel safe and have fun creating, exploring, playing instruments and celebrating the birth of Jesus. Since we were not able to sing safely in music classes, we shared sounds of boomwhackers, Orff instruments, rhythm sticks, egg shakers, bells,

and the audience saw movement and choreography that was not possible in previous years with a stage full of students. We recorded each homeroom class separately and safely either in the church or the music room. Each class showcased art work in a variety of mediums as well.

One of our musical contributions involved teachers and administrators wearing hard hats, and another one involved learning and displaying the lyrics of Handel's Hallelujah Chorus. We had pipe organ accompaniment for Grade One, and a Grade Three class composed their own song. Since the audience was at home viewing this program, it was important to have a wide variety to keep them engaged.

It is never easy to try something new but the process was interesting and

educational for everyone involved. We made mistakes and we will learn from them as we prepare for Grandparents Day and end of the year celebrations. I really miss hearing children's voices singing and praising God together and it sure felt odd for me to be in sweat pants in front of a computer screen on the evening of our Christmas performance!

Many parents, students and staff told me how much they enjoyed the program and they were delighted to see and hear such a variety of arts and talents. It was a celebration of the joy that Christ brings to us and to our world!

Photos: Grade 3 Orff instrument rehearsal (left), Grade 2K's Christmas performance with Boomwhackers (right)



FIELD TRIP TO THE VANCOUVER WRITERS FEST

By *Rebekah Loconte, Senior Humanities Teacher*

Since 1988, the Vancouver Writers Fest has been bringing authors and fans together on Granville Island for one week every October. There are book readings and signings, author interviews, and poetry slams.

For as long as I have been teaching I have been taking the Grade 12s to their youth event, Word! There are always three poets who dazzle the crowd with their linguistic gymnastics. These talented rhymesters then stand ready for audience questions, which are always more numerous than time allows. This English teacher's dream of a field trip exposes students to the power of words to produce evocative imagery, broaden horizons, reveal inventive wordplay, and if we teachers are lucky, inspire creative and challenging responses in our students.

My homework assignment is always the same when we return to school: students have to produce something that demonstrates they did more than occupy a seat in the audience. Every year I am delighted and the class is entertained to see student after student march up to the front of the classroom and share (albeit timidly) what they have created in response to being in the atmosphere of an epic poetry slam.

And while sharing our creative creations with others leaves us exposed and vulnerable, the students always clap with genuine approval at their peer's performances because the magic of this field trip is that students really seem to want to produce something great. Over the years I've had clever poems, cool word collages, outstanding art pieces, dope raps, amazing dioramas, and Spotify worthy songs.

In a world where technology continues to seep into every corner of our lives, educators need to 'rage against the machine' with field trips to the performing arts for as long as we can. Lest we find ourselves reduced to the same state as Jodie Foster's character in the 1997 movie *Contact*, who, when asked to describe her view from space to ground control could only utter, "No words. Should have sent a poet".

This year, I would like to share the one and only acoustic song I have ever received. Titled "A little more heard", may you be as edified as I was by the powerful message in this song written and performed by Mariechen Dresselhuis.

Listen to Mariechen's song:

johnknoxbc.org/knoxnews



KNOX HAWKS UPDATE

by *Christian Loro, Athletic Director*

As with everything else, sports at John Knox is looking very different this year. With COVID-19, there are no competitions between schools and all school sports have to be played with masks on and kept within the cohorts. Since students are only playing within their cohort, the focus for our sports programs this year is on skill development. Normally in the fall, we have soccer and volleyball running. However, because the park board shut down, we lost access to the soccer field at the park. So when the school year started, we were left with just volleyball.

Volleyball

With only volleyball available to students, we saw higher than expected turnout and participation rates. We had almost 100 students join, with strong engagement from all grades between 7-12. Many students who might not have played sports tried out volleyball because there wasn't the

pressure of competition. Also, since we added volleyball as an option last year, students' interests had been piqued, and they were curious to try it out. With a focus on skill development, students were able to experience the sport, stay active, have fun, and be part of a team. Many of them discovered that they actually preferred volleyball over soccer because they got to stay warm and dry instead of practicing outside in the cold and wet rain!

Basketball

Basketball has always been the sport for our school. Our basketball program started in late November/early December. Through playing a lot of 1-on-1 and 3-on-3 games, we focused on individual skills and skill development. As usual, we saw high participation rates in basketball with an increased participation among girls this year.





Following the Christmas break, we have had to postpone all school sports, and at this time, we are unsure of what the status will be for the rest of the year. This is especially difficult for the Grade 12 students who are graduating and had been looking forward to a final year of competition. Nonetheless, we are trying to keep our spirits up with creative ideas like teaming up with the Lowdown media club to organize a Grade 12 basketball photoshoot.

Dodgeball

Our students thoroughly enjoyed our homeroom vs. homeroom format of dodgeball games this year. It was fun for them to see and play against each other.

Continuing with our tradition, we held the second annual Staff vs. Graduating Students dodgeball match, livestreaming it to all the homerooms so that all the students could watch. As staff, we knew this Grade 12 class was super athletic and equally competitive so we were up against a challenge.

Two games in to the best of five, the Staff team was up 2-0. Then the students won a very close 3rd game. Putting their A

squad in for the final two rounds, the students won those to take the victory. Personally though, I'd say the students won on a technicality. Congratulations to the graduating class who came back from being behind 2-0 to win the match!

Unexpected Benefits

One of the unexpected benefits of livestreaming the dodgeball match is that we were able to test out the technology. We will be looking into more livestreaming of sports events in the future because we aren't sure about how many spectators will be allowed into the gyms when team sports start up again. Livestreaming opens up new ways to engage our community, enabling parents and even out-of-town relatives to watch the games.

Photos: Senior basketball players Christoffer Ngwanza, Melissa Soh, Dorcas Mando and Iminu Goma (left page, left to right), Volleyball game in the gymnasium (above, first row), Staff vs. Graduating Students dodgeball match (above, second row).

WHERE ARE THEY NOW? ALUMNI INTERVIEW WITH EMILY AGUILAR

By Arusha Vegt, Director of Development



We spoke to JKCS/Carver alumni Emily Aguilar (nee Verseveldt) to hear about her career in marriage and family therapy and to reflect on her time in school.

What was your first job after completing your master's degree at Wheaton College?

I worked for the City of Kelowna doing marriage and family therapy for low-income families. Now I have my own private practice with my husband Ricky and I contract out to the Burnaby Counselling Group, a Christian not-for-profit organization.

When did you feel called to go into family therapy?

In Grade 10 at Carver* we took a career planning class and I read a book called "Dibs In Search of Self" (by Virginia Axline) which is all about play therapy. Because children experience the world through play, being able to play and spend time with a child can change the course of their life. As I progressed my path changed from working with just children into working with families.

When I started I knew how much impact I could have on a child working



one-on-one, but as I progressed I realized the powerful impact that a marriage or a family dynamic has on the kids. So instead of changing a family from the bottom up, I try to facilitate change from the top down. This felt more empowering to me; instead of just working with the child and expecting the child to be the one that facilitated the change within their family, I could work with the marriage or the family unit as a whole.

How does your faith play a role in your work life?

That is something I've been thinking about a lot recently. My master's program was also a Christian program so we had the space to consider how you bring all parts of yourself into a session when there are ethical and moral guidelines about what you can and can not talk about.

How I've conceptualized it is that I can do a lot outside of the session, like making sure that my relationship with God is on track. I know that a lot of the insights and nuggets of wisdom I get in a session are often not from me, and when I acknowledge that, things within the session go better.

When I try to control what happens

in a session, or when I feel like the onus is on me to change the family or marriage dynamic, that's when I get more stressed and things start to fall apart. It's really on me and my relationship with God to pray before or during a session. I feel like a vessel in some sense. It's not as much talking explicitly about faith or God, but knowing that He is with me in it.

Before your master's program you worked at John Knox Elementary as an EA (educational assistant). Is there anything that you take from that time into your work today?

I learned a lot about the supports families with children with developmental disabilities and autism really need, and the high level of energy, attention and time that some of these children require.

Looking back to your time in school at John Knox and at Carver, were there any teachers that really stood out for you?

Rebekah Loconte always took very intentional interest in me in English. I thought she was an amazing writer and that I could learn a lot from her. Her skills and knowledge and the way that she taught really set me up for university. She also noticed when I

had a rough day and would give me time and space.

I loved all of my teachers in elementary but really loved Mrs. deKleer in Kindergarten, she is a classic! Ms. Aukema always had a good balance of boundaries and teaching. She had high expectations but it was empowering to meet those expectations.

You occasionally do family workshops through Burnaby Counselling Group. Are there any seminars coming up?

An online parenting workshop is coming up in May focusing on emotion-focused family therapy. For more information, visit the Burnaby Counselling Group website (counsellinggroup.org/caregiver).

Emily lives in Kelowna with her husband Ricky and their son, Luca. They are expecting their second child in March.

*Carver Christian School was a secondary campus partnership between John Knox Christian School and Vancouver Christian School from 2005 to 2018.

Photos: Emily Aguilar (left), Emily with her husband Ricky and son Luca (above)



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