



BRANCHES

Tree
Silhouettes

Grade 5



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The purpose of our parental Christian School is to educate our children to develop their individual potential and to acquire the knowledge, skills and attitudes needed for a life of responsible stewardship in God's Kingdom.

From the Principal....

Otto Bouwman

Welcome to another edition of *Branches*. Writing and reading such material is always a good catalyst for reflecting on God's care over us as a school community. So often the outcome can be: "Praise God, from whom all blessings flow."

A Few Thoughts

As seems to perpetually be the reality, school has been a busy place since the beginning of the new calendar year. Lessons are being taught, work is being completed, concepts are understood, skills are being developed, and lives are impacted. It strikes me that CCES is a learning community; we are not a school in which the teachers are simply repositories of vast amounts of information, which they mete out to the students in an age-appropriate way. Instead, a school should be, and CCES indeed is, a community of learners, where learning is a communal activity. That's a good reality.

Our school's mission statement has been derived in large part from the perspectives taught by an educational leader named Jan Waterink. Waterink, a significant leader in the Dutch world of pedagogy in the 1920s and 1930s, taught that parental Christian schools ought to educate children in order to develop their individual potentials, so that they would acquire the knowledge, skills and attitudes needed for a life of responsible stewardship in God's kingdom. There was a real emphasis on the development of an individual's unique potential. Many Canadian Reformed schools have mission statements that flow out of this understanding.

I recently tripped across interactions with some of Waterink's emphases, and learned that various leaders have been asking probing questions that resonate with me. Historically, the vision as defined by Waterink has been inspirational: the development of the child to become a responsible, relatively autonomous, individual. However, though the development of the individual is of critical importance, have our schools paid as much attention as we need to about the place of the individual in community? Have we made too much of individual autonomy and individual potential? Have we perhaps not given as much attention as we should to the role of the community? It is interesting to note that the Bible makes clear, and life experience confirms, that any single human individual is essentially incomplete; we need others to make us complete and fulfilled. People do not bloom in isolation from others; we need to live in community. There's an interesting

individualization paradox: it might appear that people appreciate autonomy, but in reality we need each other not only to increase in wisdom and knowledge, but also to accomplish so many other things in life. Thankfully, as individual image-bearers we may live in community with each other. In the end, we find our fulfillment in God and in our interaction with the community around us. As we develop, we learn more and more about how to live in proper relationship with God, with ourselves, with others, and with this world.

The current provincial curricular competency focus actually gives good expression to the reality that our children live in community - just think of all the social interactions that our children are exposed to and about which they receive direct instruction. Think of the extent to which we emphasize and experience the opportunities that come with collaboration. Perhaps recent curriculum changes at the Ministry level will inspire us to have a fresh look at some historical foundational understandings related to Christian education. While profoundly appreciative of historical understandings as they relate to Christian education, sometimes we need to challenge ourselves and each other to continue dialogues about what we do and why we do it. After all, a school is - and needs to visibly be - a community of learners.

Recent CCES Events

Though each day every teacher is learning many things from our students, teachers also gave good evidence of being learners when we attended a "Project Based Learning" (PBL) presentation in Aldergrove in early February. PBL is a teaching method requiring students to gain knowledge and skills by working collaboratively for an extended period of time investigating and exploring a meaningful and complex question or problem. Several teachers from Abby Christian shared their passion and challenged us to incorporate various PBL elements into our instructional practice in order to increase student engagement and enhance student learning. One of the elements, for example, was that students deliberately be given an opportunity to reflect on their work and critique each other's progress. Grandparents and parents: Does that sound like a usual instructional practice from the classrooms that you experienced a generation or two ago? Probably not - though it sure meets the expectations of the current Ministry expectations very well! The day was deemed to be a great success; thank you, organizers!

Elsewhere in this edition of *Branches* you will be able to

read about some presentations from a recent Cross-Currents conference. Those presentations had a special education focus. At CCES we are profoundly grateful for the work, patience, and love that is evident by our team of educational assistants as well as the team's leader - Deb Huttema.

During February, students learned about the local Gateway of Hope. They discovered that this Langley ministry seeks "to address the spiritual, physical, social and mental health needs of the community because of the love of Jesus Christ." As they learned about it, they also participated in a food drive, as well as collected some articles of clothing for Gateway. Activities culminated in a walk on Saturday evening, February 24 - the "Coldest Night of the Year." Thankfully, there was good CCES representation at the walk that night, despite the cold temperatures and the messy sidewalks. May this awareness / fundraiser serve to help our students develop increased levels of understandings regarding some of the challenges that many in our communities face. Thank you again, parents, for your ongoing support and generosity.

In light of the paragraph above, here's an interesting follow-up: Last year, one of our "awareness raisers" was for the work done by Redemption Prison Ministry. At the outset of that initiative, we had Pastor Marty Slingerland speak with our students about support for and coordination of Reformed church members who were ministering to inmates all across the country. In December 2017, they were able to print and distribute 17,000 Inspirational Calendars into federal and provincial prisons across Canada! These calendars have monthly Bible verses clearly displayed, bringing many to know of the work of our ascended Lord. The money raised by CCES last year contributed to Redemption Prison Ministry's ability to continue their work, and a recent letter that they sent to the school expressed appreciation for that. Credo students and families: thanks so much!

In the third and sixth grade classrooms, students have had an opportunity to welcome Brianna Lof and Michaela Vis respectively. These two student teachers are from Covenant Teachers College, and they are looking forward to completing their diploma from there and eventually begin their work in our school system. We're thankful for the opportunity to share some of the wonderful things going on at CCES and BC with these Ontarians, and we hope and trust that their experiences here contribute significantly on their educational journeys.

Finally, congratulations are in order to all the students who did an amazing job getting things regarding Book

Week. It has been wonderful to see the students' creativity in connection with bookmarks, stories, and comic entries! It seems that year after year students come up with consistently amazing products that inspire everyone around them. Way to go! This is one more little way to inspire students to embrace a culture of reading. I recognize that in our day and age reading is perhaps less popular than it was previously; nevertheless we as Christians do well to continue to embrace reading and recognize the centrality of the written word / Word in our lives.

Looking Ahead

Our sixth grade class is excited about an opportunity to put together a dramatic performance for Monday evening, March 12. Their play is called "A Hairy Tale" and promises to be a thrilling exploration of the escapades of naughty Prince Rupert, intolerable Princess Iphigenia, a big bad wolf, and unnamed others. Who knew that romance and love would sweep our students off their feet? Come on out and show your support for and interest in our students!

Teachers are busy wrapping up their assessments and everything else associated with the end of term activities. That also involves a lot of activity for everyone involved. If all goes according to plan, then students will come home with their report cards on the Tuesday before spring break, and parents will be able to have an opportunity to meet up with the teachers during the student-led conferences, to be held on Thursday the 15th and Friday the 16th.

Students have begun their preparations for the school concert that is planned for Friday, April 20. The concert theme will flow out of our school theme for the year: "By him all things were created..... and through him, and for him." We wish students and teachers well as we prepare for this event.

As we transition from February to March, it's the time of year to be making decisions about staffing needs for next year. Though we are anticipating changes, I am sorry to have to state that we do not yet have clarity on matters for next year. This is actually a good opportunity to encourage you to keep the school in your prayers - and prayers especially for those involved in leadership around the board table. I am hopeful that by the time the next *Branches* comes out, clarity will have emerged. In the meantime, thank you again for your patience and support!

May the Lord bless us all as we embark on another week in his service!

The Core Competencies....

Jennifer Onderwater



In the January *Branches* I introduced the Core Competencies. They are sets of intellectual, personal, social & emotional skills that all students need to develop as they learn and grow. The Core Competencies are a big piece of the new curriculum and are the focus of our curriculum work at Credo this year.

Each month we are focusing on an aspect of these Core Competencies in order for the staff and students to grow in these areas and become more familiar with the language and expectations of the curriculum. In January we highlighted the Core Competency of Communication. In February we have begun to look at Thinking. This Competency is divided into Creative Thinking and Critical Thinking.

Creative Thinking

Creative thinking was our focus in February. Creative thinking involves discernment of ideas. Creative thinking also means developing our talents and seeking solutions. We are looking to model ourselves after our Creator and grow in skills and talents that glorify him.

There are three aspects of Creative Thinking:

- Generate and value novel ideas
 - Romans 12:12-28 - different can be good
 - 2 Samuel 12:1-13 - different can be impacting
- Reject silly/irreverent ideas, understanding that not all creativity is good
 - 1 Thessalonians 5:21 - "Test everything - hold onto what is good"
 - Philippians 4:8-9 - focus on what is true noble, right, pure, lovely, admirable, excellent
- Develop ideas, understanding that inspiration has to be accompanied by perspiration
 - Exodus 35:30-36:2 - it takes, "wisdom, understanding, knowledge, craftsmanship"
 -

This broad skill of creative thinking was focused on in a whole-school assembly. The creative process of try, assess, critique, try again and try again was emphasized. From this assembly, teachers were asked to have their students create a turtle. There are a great variety of turtles on display throughout the school. We are being creative in our thinking!

Credo Aid Update....

Mother's Day Fair

A big hello to you from your Mother's Day Fair committee! Although the Fair is still a couple months away, we've been slowly turning the gears into motion, mainly to ensure that our subcommittee teams are in place.

We'd like to take the opportunity to thank Petra Bontkes for her years of creative and dedicated hard work on the committee for the fair! It is very much appreciated! We are excited to welcome Diane den Hollander onto the committee. Thank you for stepping in and joining the crew!

We'd also like to thank Cindy Luiten, Mary-Anne Vanderhorst and Leanne Leyenhorst for all the hard work they put into helping make this fundraiser a big success! We warmly welcome Nellie Bisschop on the

games committee as well as Emily DeBoer on the kitchen committee. Thank you so much for your willingness to step in!

We still need a volunteer for overseeing the vendor tables. Please consider whether this may be an area where you can serve. Our Fair is BIG and FUN, and the work is divided into manageable sub committees and spread over many many volunteers!

Also...We are looking for large gift baskets! If you have any you could donate we'd love to put them to good use!

Feel free to contact Evelyn Scheper, Diane den Hollander or Esther Vandergugten if you have any questions!

Short Reports of Board Meetings

Short Report of the Meeting of the Board of Directors of Credo Christian Elementary School January 15th, 2018

- **Opening and Welcome:** The Chairman, Tim Bontkes, opened the meeting by reading from Romans 3 and prayer. He welcomed all the Directors and Principal Otto Bouwman to the meeting. Tim Rook was absent with notification.
- **Agenda Approval:** The agenda for the regular board meeting was approved.
- **Minutes and Short Report:** The Minutes and Short Report of the December 11, 2017 Board meeting were adopted.
- **Incoming/Outgoing Correspondence:** An outgoing letter was sent to a family regarding enrollment. An outgoing letter was sent to a member regarding tuition.
- **Principal's Report:** Otto Bouwman presented the Principal's Report for January 2018 and provided updates on staff intentions and program delivery options for 2018/19.
- **Chairman's Report:** The Chairman's report for January 2018 was received for information. Tim Bontkes reported on his activities as chairman.
- **General Business:** A number of matters were discussed including the agenda for the upcoming Combined Boards meeting and the salary committee report, CCES/CCHS legal authority framework, staff contract review, and planning for Board/Staff visits.
- **Education Committee:** Minutes of a recent Education Committee meeting were submitted and reviewed. Deanna VanDyke provided updates on the activities of the education committee, and noted that upcoming school visits will be scheduled around Bible curriculum delivery.
- **Finance Committee:** The income statement for December 31, 2017 was submitted and reviewed. A decision was made to discontinue the transportation tuition credit.
- **Maintenance Committee:** Ron Scheper reported that the Maintenance Committee is currently resolving vibration issues from the HVAC system, and is working through options to deal with plumbing issues in the building.
- **Ad-Hoc Valley Wide High School Planning Committee:** Tim Bontkes reported that the committee has completed development on five different options.
- **Next Meetings / Events:** Combined Boards meeting is planned for January 31, 2018. The next regular Board meeting is planned for February 13, 2018.
- **Closing:** Will VanOene offered a prayer of thanksgiving. Tim Bontkes closed the meeting and thanked all for coming.

Book review

Rob Schouten

Andy Crouch, **"The Tech-Wise Family. Everyday Steps for Putting Technology in Its Proper Place** (Baker Books, 2017).

This book of 220 small-sized pages is about the proper place of screen technology in family life. The author sees technology as a wonderful gift of God which has opened up amazing new possibilities for human life. At the same time, he is very concerned about the way in which our computers, televisions, phones and other devices tend to overwhelm and degrade our lives. In this book, Andy Crouch shares with us the radical choices and commitments which he believes are

necessary to keep technology in its proper place as a useful aid for human flourishing.

In the introduction, he gets our attention by stating, "You don't have to become Amish, but you probably have to become closer to Amish than you think" (pg. 29). To be a thriving family, he says, you will have to make intentional and principled choices which most of your neighbors are not making and which even people in your church are not making. You'll simply have to dare to be different.

He puts the whole book on a good foundation by

spending the first chapter discussing not technology but family. To understand the place of technology in a family, we need first to understand what a family is for. The answer he gives is that family is for the forming of persons of wisdom and courage. While this is hardly a comprehensive answer, it is well-stated and forms a good basis for the rest of the book. Toward the end of the chapter, he states: "We are going to have to commit to make every major decision, and many small decisions, on the basis of these questions: Will this help me become less foolish and more wise? Will this help me to become less fearful and more courageous?" (pg. 68). According to Crouch, technology, with all its gifts "poses one of the greatest threats ever conceived by human society to the formation of wise, courageous persons that real family and real community are all about" (pg. 62).

Chapter two shows how care in "shaping space" in our homes can serve to nurture a family culture that is less technology-driven. If we push technology and cheap thrills to the edges of our homes and bring to the center the things which nurture community and creativity, we will have a powerful counter-measure to the pull of technology. The reader's mind is filled with enticing visions of children so engrossed in crafts, books, games and playing musical instruments that they simply forget all about the enticements of the screen culture. The idea is to fill the center of our homes with things that require active engagement and reward skill.

Sabbath rest can also serve to ensure that technology remains our helpful servant instead of our domineering master. If Netflix, Facebook, Instagram and all the rest of our digital world follow us into our rest day, Sunday soon becomes just another day. In chapter three, the author makes a strong case for voluntary abstention from technology for the biggest portion of our day of rest. Instead of letting screen time dominate our Sundays, we should make time for reading, family walks, games and having guests in our home. He also encourages a daily rest from technology for at least an hour; he suggests that the dinner hour is the ideal time to turn off our devices and put them away for a while.

In the next chapter, we are encouraged to make sure that our devices go to bed before we do; along the same lines, our devices should have a different bedroom than their owners. Families should find a central place in the home into which all devices are deposited before bedtime - which may mean buying an old fashioned alarm clock to help you get up on time. As for when we wake up in the morning, the author exhorts readers to do something useful before checking their phones (pg. 120). Wouldn't we all be doing better if we took time for our morning prayers and breakfast before we re-connect with the digital world?

Chapter five makes the recommendation that children should have little to no exposure to screen time before they reach double digits. Children, we are reminded, are wired to explore the world through their senses; they thrive when they play in "tactile, creative, self-initiated, and self-sustaining ways" (pg. 132). Technology actually makes things too easy for children. It asks too little of them and makes the world too simple (pg. 129). Chapter six makes the case that while technology can provide a short-term solution for boredom, on the long-term it exacerbates the problem because it dulls people to the wonder of the natural world and diminishes their creative energy. Instead of using our devices in a passive way - just to fill the time or to keep children occupied - we should resolve that the screen stay off and blank unless we are using it together and for a specific, creative purpose.

As everyone knows, technology frequently undermines meaningful conversation. In chapter 7, Crouch refers to research which indicates that most conversations take about seven minutes to really get going (pg. 157). Up until the seven minute mark, the talk is usually routine and mundane. Somewhere around the seven-minute mark, someone will take the conversation to a new level. Where can we find seven or more minutes of time to talk? Why, in our cars, of course, as we drive from place to place with family and friends! Many parents can testify that the one-on-one time in the car has yielded memorable conversations. For these reasons, Crouch suggests that we see our cars as screen-free zones.

Chapter eight tackles the difficult problem of internet pornography. It's sobering to learn that at least 30% of all internet traffic is porn and that 62% of all teens have received a nude image on their phone. Reality is that we live in a porn-saturated culture and it's having a devastating effect on faith, relationships and family. Crouch talks about the sheer folly of giving young people devices with completely unregulated access to the internet (pg. 175). He says this is asking for trouble because teens are simply not able to handle the pipeline of porn that comes with 24/7 access to the internet. Needed are filters and unrestricted parental overview (including knowledge of all passwords) of the internet activity of young people. At the same time, he writes: "All addictions feed on and are strengthened by emptiness. The best defense against porn is a full life" (pg. 172).

Chapter nine promotes family worship and particularly singing in our Christian homes. Rather than letting recorded and amplified music take over our lives and worship, families should learn to sing together (pg. 183). Singing allows us to powerfully express our faith in an amazing union of mind, body and spirit and it has

the effect of deepening our faith and our godliness. Finally, in chapter ten, Crouch emphasizes the value of being personally present at key moments in the lives of people we love and cherish. In our mediated world, it's a big deal to just show up! (pg. 199).

The book contains many fascinating statistics, graphics and charts created by the Barna group through a special research project done in partnership with Crouch. These are seamlessly integrated into the book and serve to strengthen its impact. Another factor that increases the appeal of the book is the "Reality Check" which concludes each chapter; these contain personal

comments by Crouch in which he shows how his principles play out in his own household.

Crouch is an astute student of our culture. His writing is lucid and his arguments persuasive. Readers can feel the challenge posed to them by the author but he writes like a friend who has come alongside of us to help us figure out how to deal with the rapid advance and intrusion of technology in to our homes. This book is highly recommended for individuals and families who desire to bring their use of technology more fully under the Lordship of Christ.

Calendar Update

March	5	Opening Assembly	8:45 am gym
	12	A Hairy Tale -Gr. 6 drama	7:00 pm gym
	13	Report Cards	
	15, 16	Student-Led Conferences	
	19-29	March Break	no school
	30	Good Friday	no school
April	1	Easter Sunday	
	2	Easter Monday	no school
	3	School reopens	
	3	Opening Assembly	8:45 am gym
	20	Spring Program	7 pm church
May	27	Ready, Set, Learn	
	4	Public Speaking Contest	
	8	Kindergarten Orientation Day	
	10	Ascension Day	
	11	Sports Day	
	17	Grade 8 Day	
	18	Pro D Day	no school
	21	Victoria Day	no school
	20	Pentecost	
	24	Ascension/Pentecost Assembly Gr 3 & 4	2 pm church
30	School membership meeting		
June	4	Track & Field Day Gr. 6 & 7	
	11	Opening Assembly	
	22	Last day, report cards	
		Closing Assembly Gr 1 & 5	11 am church
	25	Gr. 7 grad	
25-27	Administrative days	no school	

Cross Currents Conference for Teachers of Inclusive Education

On Feb 22nd and 23rd EAs and teachers from CCES, CCHS, JCS, and WofO attended BC's 43rd annual Cross Currents Conference for Teachers of Inclusive Education. Those who went have written a brief summary on one the sessions they attended. Some will be shared today, others next time. Cross Currents was once again a worthwhile conference to attend and be inspired.

Trauma Informed Practice: Relationships Matter

Deb Huttema

The keynote speaker, Kim Barthel spoke on Trauma Informed Practice: Relationships Matter. Over her 30 plus years as an occupational therapist, Kim has worked in many locations and with many different children with different challenges and strengths.

Did you know that 1 in 4 school children have experience trauma of some sort? It affects school performance: lower GPA, higher rate of absenteeism, increased dropout rate, and decreased literacy. Therefore, it is important for educators to learn something about how to deal with trauma. "It takes one person, one time, to look inside of you to make a difference"; this can often be a teacher.

Trauma is an experience that creates a lasting, substantial negative psychological impact; it can be a single event or several experiences that become traumatic when combined. Trauma can present in many ways: limited ability to think and problem solve, exaggerated arousal and emotion to minor triggers, getting stuck in overload or dissociation--tuned out or shut down, less capacity for memory and new learning, difficulty self-regulation.

Interestingly, Kim worked with Temple Grandin one of the pioneers as a person with autism. She concluded that even environment can be trauma. For example, Temple had such challenges with sensory regulation that to be able to concentrate and have a conversation with Kim, Temple had to wear weighted hat, shirt, and shoes. Trauma affects our amygdala, the part of our brains which effects our emotion--fight, flight or freeze. Often those affected

by trauma need a co-regulator to help with regulation of emotions and behaviour.

Kim talked about compassion embedded practice. She encourages educators to ask "what is the behaviour saying?" Then make changes: in the environment, in the curriculum, the way you teach, and in the way you talk to each other. "When it works-it is therapy, when it doesn't- it's assessment" -this got a chuckle from most of us.

Kim encouraged building attachment: secure relationships to co-regulate. Compassionate communication is formed by healthy expression and empathic listening. This also involves: 1. Self-awareness, 2. Self-reflection, 3. Self-regulation, 4. Conscious choice. Also, did you know that touch is the fastest way to shift zones of regulation and that using language is the slowest? If you need to re-wire a brain using positive touch is also the fastest way to do this. Often it is good for children to 'hold space' meaning they can actively be in their space and feel their feelings. Children then can be asked what it was like, what did he do, and be taught life lesson without guilt and shame.

Ms. Barthel closed with watching some snippets from the film: Tashi the Monk which I encourage you to watch too. When you tell your story you 'Make the sharable bearable'. Remember behaviour does not equal the person. There is hope. No matter the trauma, healing can occur and people can become whole again.

Access Points for Computational Thinking

Jacqueline Spoor

What is Computational Thinking (CT)/Coding?

Computational Thinking/Coding teaches students how to break a problem down into steps, recognize patterns, problem solve and to put those patterns and problem-solving skills into rules using technology.

North America is far behind the rest of the world in technology and it is important that we teach our students the basics of understanding how computers, apps and technology work. We can do that through Coding or Computational Thinking. CT/Coding is used in our every day jobs. Design thinking is the way of the future. It uses technology to solve problems. Our students will be using technology every day in their personal and professional lives.

There are multiple ways of learning and it doesn't have to be hard. CT/Coding allows students to learn and solve problems in a hands-on way. CT/Coding teaches creative thinking while using tactile learning tools. Through playing with technology, students learn to recognize patterns and problem solve in a step-by-step manner.

Some interesting and helpful websites were shared where teachers can glean information, lesson plans, activities, experiments and products. Teachers are using these websites to connect CT/Coding to all subject fields with the acronym STEAM (Science, Technology, English, Arts and Math) Story boards are used to make technology tools to function through problem solving. Some of these tools are Cubetto (Bluetooth connected), Microbits (tiny circuit board) or Sphero (an app enabled robotic ball).

This workshop provided a fresh perspective and resources to show that books and story lines can be connected to help students think empathetically and to link themes of stories to Coding and solving problems. It also motivates us all to think progressively because that is the way of our future.

Some of these helpful websites are:
www.cs4fn.org/puzzles, www.scratch.mit.edu
<https://code.org/curriculum/unplugged>,
<https://www.kodable.com/>, <https://edu.sphero.com/>
www.microbit.org, <https://www.primotoys.com/>

Using Neuroscience to Improve Student Learning

Freda Struik

Terry Small, a Learning Skills Specialist, gave a very informative, entertaining and engaging seminar. As teachers and educational assistants, fondly known by Terry as Marketers in their field, we are privileged with the task of making our students more interesting, creative and actively engaged learners. Terry provided his audience with the following 3 valuable Brain-Learning principles:

1. The brain thinks in pictures initially - not words. Statistically, turning a learning objective into a picture increases the memory of it by 800%.
2. The brain's main function is to keep us alive. As a "Genius" learner which he had us participants affectionately tell our partners every ½ hour, the following criteria explained in the acronym SCARF is essential for optimizing learning in the classroom:

Status: Do I matter?
Certainty: Am I safe? Can I trust you?

Autonomy: Do you like me?
 Kids need to have the ability to choose/accept personal responsibility

Relationship: Am I part of the "tribe?" Do I belong?

Fairness: Are things fair? Not to be mistaken for Equality.

3. Learning is connecting information to what you already know.

Finally, did you know that laughter increases creativity and learning? Did you know that eating prunes and almonds are good for your brain? Did you know that movement activates more brain function and increases achievement? You should stretch every few minutes based on the "age + 2 years" formula. For more exciting facts on the brain and learning, visit the following website: <https://www.terrysmall.com/>.

Teaching Children & Teens Practical, Skill-Based Strategies for Responding to Various Adaptations and Learning Challenges

Lisa Vanderven

Kevin Murphy, a retired registered psychologist who has worked with children and teens in various capacities for over 35 years, led a session entitled "Teaching Children & Teens Practical, Skill-Based Strategies for Responding to Various Adaptations and Learning Challenges".

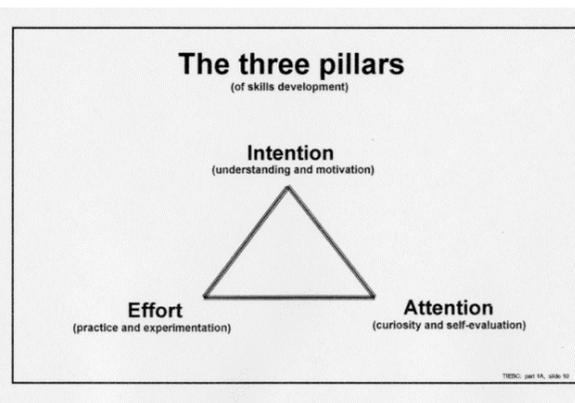
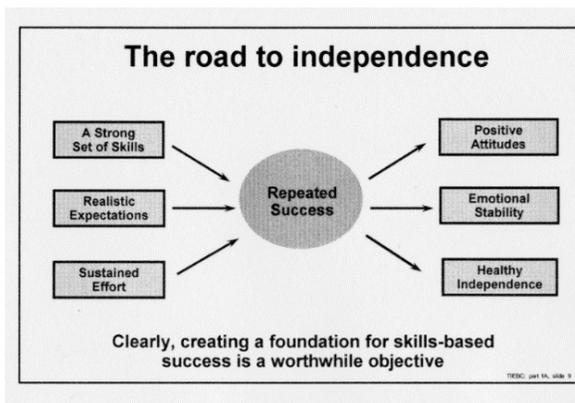
Using stories about past clients, Murphy demonstrated examples of how his strategies have helped overcome learning and behavioural issues, with focus being on teaching skills to create functional independence.

One of the first things he said was that he ignores diagnostic labels. He never uses the word "disability" but refers to "vulnerability", which we can see as an opportunity. He encouraged us to "trust what we see" rather than what we read on an IEP. He believes chronically challenged children and teens have neurological and physiological challenges that need to be addressed and appropriate skills given for. The alternative is prolonged dependence.

Murphy spoke at great length about the importance of teaching skills for cognitive flexibility. This is the ability to replace intense feelings, interfering

motivations, unhelpful behaviours and limiting thoughts with more adaptive possibilities. He gave us many examples and tips on how to achieve this. For example: the goal would be for the student to practice steps such as these until it becomes a habit and they can do it independently: stop everything , deep breathing, put into words a specific behavior/thought and a flexible response and accept it. "Even though I really want that pencil instead of the one I have, it will not be given to me, and that's ok".

The main take-away of Murphy's presentation was that adjustment and learning can be affected by neurology and physiology as well as social, sensory and language processing abilities. Weakness in these areas can reduce success while increasing stress, frustration and anxiety. He explained to us creative ways to teach simple flexibility enhancement and problem solving skills that may help vulnerable children and teens play a more active role in changing this pattern. Expressing needs, wants and feelings in words instead of through behavior, can significantly enhance behavior and lead to more organized, flexible responses that create a feeling of positivity and independence.



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Grade 6 presents.....



The supremely bratty Prince Rupert and the equally obnoxious Princess Iphigenia have been exiled to the wild woods of Wychwood and can't return home until they find true love. But who would love such spoiled brats? Could it be Rapunzel and her brother Bill, trapped in an enchanted tower because they refused to get a haircut? Or perhaps Elton and his sister Ernestine, peasant children who sell all the family's electronics for a measly five beans that might be magic? With a fairy-tale committee that includes a super-cool big bad wolf and a bumbling fairy godmother making the rules, this romp through the forest of Wychwood is filled with twists and turns. With unforgettable characters like Paprika (the lost Spice Girl) and a pair of paparazzi desperate for a photo of Rapunzel, A Hairy Tale will have you laughing until the curtain falls and everyone (okay, almost everyone) has learned the meaning of true love, true sacrifice and truly hilarious storytelling.

Please join us...

Monday, March 12 @ 7:00 p.m. in the CCES gym

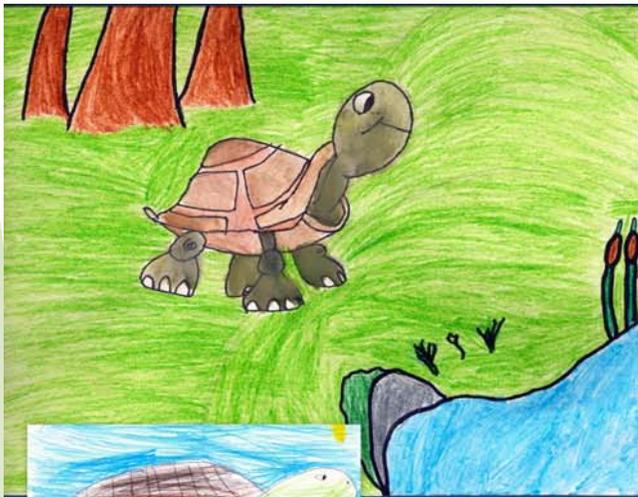
Save the Date!

When? 7:00, Friday, April 20

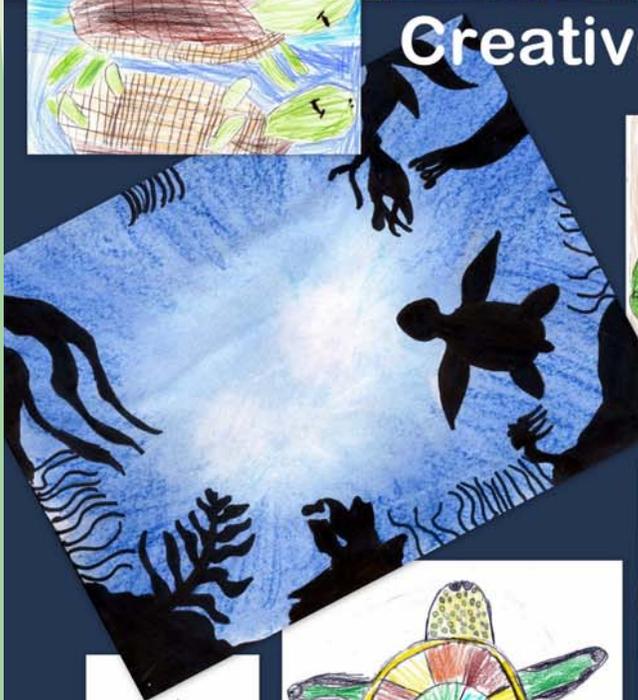
Where? Langley Canadian Reformed Church

What? Credo Elementary's school program.

We will commemorate Christ's supremacy over all things.



Creative Thinking



CreDO Christian Elementary School
 21919 52 Ave. Langley BC V2Y 2M7
 Phone: 604-530-1131 Fax: 604 530-4268
 e-mail cces@telus.net
 web site: www.credoces.org

Board of Directors

Tim Bontkes (2019)	Chairman
Ron Scheper (2019)	Vice Chair/Maint.
Will VanOene (2019)	Secretary
Oliver Hansma (2018)	Treasurer
Erica Feunekes (2019)	CCHS/SpEd
Tim Rook (2020)	CCSTA/IT
Deanna VanDyke (2020)	Ed. Com
Neil Dykstra (2020)	Membership/ Fundraising/Finance

Education Committee

Deanna VanDyke	Mindert Deboer
Mandy Dewit	Pearl Hoff
Wenda Sikma	Kelly VanSeters
Otto Bouwman	Jennifer Onderwater

Membership Committee

Neil Dykstra	Bryce Graham
Karin Louwerse	Ryan Sikma
Shelley Sikma	

Special Education Committee

Erica Feunekes	Deborah Huttema
	Otto Bouwman

Finance Committee

Oliver Hansma	Neil Dykstra
	Elma Kuntz

Maintenance Committee

Ron Scheper	Rob Bisschop
Darryl Hofsink	Kevin Leyenhorst
Dave Vandeburgt	James Vandeburgt
	Dan Warkentin

Staff

Otto Bouwman	Principal
Jennifer Onderwater	VP, Kindergarten B
Leslie Scholtens	Kindergarten A
Mary MacDougall	Grade 1
Alyson Winkelaar	Grade 2
Stephen Chase	Grade 3
Debora Minderhoud	Grade 2 & 3
Amy Vanderhoek	Grade 4
Linda VanSpronsen	Grade 5
Natasja VanRhee	Grade 5
Jenn Harink	Grade 6
Diana Nobel	Grade 7A
Nadine Krikke	Grade 7B
Deborah Huttema	SpEd, LA
Yvonne Jacobi	Music 4,5
Mekayla Knol	Music 6,7
Sarah Beintema	Educational Ass't
Wilma Deleeuw	Educational Ass't
Lisa Devries	Educational Ass't
Yolanda Hoogstra	Educational Ass't
Meagan Lewis	Educational Ass't
Katelyn Mostert	Educational Ass't
Jacqueline Spoor	Educational Ass't
Freda Struik	Educational Ass't
Lisa Vandervan	Educational Ass't
Elma Kuntz	Office Administrator

CreDO Aid

Leona Huttema	Audrey Leyenhorst
Renee Leffers	Jen Sikma
Kait Scheper	

Fee Structure 2017-2018

Membership	125.00	Kindergarten	320.00
Elem. (1-3)	530.00	Elem (4-7)	550.00
Junior High	695.00	Senior High	745.00