November 3, 2026

Prairie Centre for Christian Education

Good Morning.

If you were like me, the absence of a time change in Alberta a few days ago (and also in Manitoba - shout-out Calvin Christian Schools), was felt - not in an extra hour of sleep missed, which my teenage daughters reminded me was a complete rip-off, but in how our digital world failed to keep up as software and timezone databases still attempted to fall-back. As we all adjust to new timezones and getting our calendars sorted out - the author of Ecclesiastes reminds us of the divine appointments of God in His timing and for our good:

"He has made everything beautiful in its time"
Ecclesiastes 3:11

Convention Feedback - LAST CALL

For those who attended the Convention, here is the Feedback link. Please take a moment to complete the form as it helps us in planning the next event!

Living

This past week, I (Matthew) had the privilege of joining our colleagues from Edvance at their annual Teachers' Convention, held at Redeemer University in Ancaster, Ontario. A portion of my time at the convention was leading a full-day intensive workshop on the PCCE Bible Curriculum Redesign Journey - a journey that many of our member schools have or are undertaking.

One of the sessions in this journey invites us to consider the Christian liturgical year and reflect on the concept of time - particularly the distinction between *chronos* time and *kairos* time. Chronos time being the way we approach time as a linear function, the clock - time marching onward. Kairos time offers an alternate approach of time not being bound in a linear way. Kairos time is God's time, the right time, the appointed time, transformative moments - God's presence breaking in.

Author Madeleine L'Engle, who penned the classic novel *A Wrinkle in Time*, offers a poignant description of kairos time in her book *Walking on Water*:

"Real time, God's time. That time which breaks through chronos with a shock of joy, that time we do not recognize while we are experiencing it, but only afterwards, because kairos has nothing to do with chronological time. In kairos, we are completely unself-conscious, and yet paradoxically far more real than we can ever be when we're constantly checking our watches for chronological time. The saint in contemplation, lost to self in the mind of God is in kairos. The artist at work is in kairos. The child at play, totally thrown outside herself in the game, be it building a sand castle or making a daisy chain, is in kairos. ***In kairos we become what we are called to be as human beings, co-creators with God, touching on the wonder of creation.*** *This calling should not be limited to artists, or saints, but it is a fearful calling."*

In my lead of the workshop, I was moving my colleague attendees through chronos time - I mean, we had content to cover. My eyes were constantly on the clock as I *needed* to keep the workshop on time. No kairos - all chronos.

Does this sound familiar to you? Maybe in our hurried personal lives or in our teaching practice? Students marching our hallways to the sound of bells, clocks ticking away on our walls, timed assessments. Not finding enough time in our days or that seemingly elusive work-life "balance".

The God who set eternity on our hearts (Ecclesiastes 3:11) calls us to pause and exist within His time - kairos time. Amidst the overwhelming presence of chronos in our schools may we also give space to experience kairos - God's presence breaking through.

Further Reading: Chronos, Kairos and Tea Breaks by Kurt Simonson

Learning

Project of Love

A PCCE member recently recommended Xander Stok's Project of Love: Songs to Scripture, a collection of music inspired by Scripture. As you explore the collection, consider a few possibilities:

- **Scripture memorization:** - How might these songs help students learn and remember Scripture? (For example, Psalm 23. Note that not all songs include every verse of a chapter.)
- **Student creativity:** - How might we invite our own students to write and perform music based on Bible verses?
- **Inspiration:** How might students be encouraged by Xander's personal testimony?

If nothing else, perhaps *Project of Love* will find its way onto your own playlist or become a source of background music as students enter your classroom or office. We'd love to hear how you use it or discover other creative resources worth sharing! Email Jeremy at jhorlings@pcce.ca with your recommendations.

Faith-Based Student Musicals

Faith Based Student Musicals offers a variety of student-friendly productions, including full-length musicals, mini-musicals, songs, scenes, and sketches—all designed to bring biblical truths to life through the performing arts. Explore their collection and discover resources for your next school production, chapel, or classroom experience!

TFT 101

Session 2 will be on Zoom and participants can choose to attend on November 24 or November 25. More information will be provided closer to the dates but in the meantime here is a reminder of the "Commit to Try's:"

- I can invite my learners into my Deep Hope.
- I can display my Deep Hope.
- I can establish 1 or 2 practices/rhythms to nurture Deep Hope.

Leading

Van Lunen Center

If you are looking for a high quality Christian school leadership program, the Van Lunen Center is worth looking at. They offer two programs, with applications for both accepted until February 28, 2027:

- **Ascending Leaders**: Designed for educators looking to move into a head leadership role. Reach out to Dawnyhilia D (Trinity) about her experience.
- **VanLunen Fellows**: Designed for leaders within an executive management track. Reach out to Bob M (Ponoka), Mike H (Trinity), Michelle D (Trinity), Kyle S (Edmonton), Monica L (Immanuel) about their experience.

Called, Connected, Committed

Christian Schools Canada Leadership Practices
It has been a few years since CSC launched this framework and we will be highlighting each of the leadership practices in future editions of the Page. Our hope is that you are able to identify areas of strength and growth within this leadership framework.

[Embracing Interdependence] - In a world that values radical independence and a reliance on a "great man" model of leadership (whether stated or unstated), the practice of leadership that is distributed and interdependent recognizes our leadership limitations, our humanity and complementary collegial giftings in school communities. Embracing interdependence is recognizing, as Dr. Rod Wilson states, the *noun* of leadership in exercising the *verbs* of its practice and identifying whose *verbs* on our staff will bring about the desired outcomes. It is the empowered work of the team that will far outpace the heroic efforts of a single leader. Leadership that embraces vulnerability, authenticity and relational trust can profoundly impact the culture and success of a school - and it is work that we *get to* do *together*.

Practices of Reflection and Action

- **The Story**: 1 Corinthians 12 - Community as "one body - many parts"
- **Practice:** Rotating "micro-leadership" opportunities to foster growth (ie. task force and committee work, innovation ignitors)
- **Symbol:** Puzzle Pieces
- **Resource (Video)**: Are you an ideal team player? - Patrick Lencioni



Looking Ahead

November 24/25, 2026: TFT 101 - Session Two on ZOOM

March 6, 2027: PCCE AGM and Leadership Conference (Calgary)

March 16 - 17, 2027: TFT 101 - Session Thee and Four in Edmonton

October 21-22, 2027: PCCE Teachers' Convention at Edmonton Christian School (High School and West)

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