

News & Views

90 · SPRING 2025

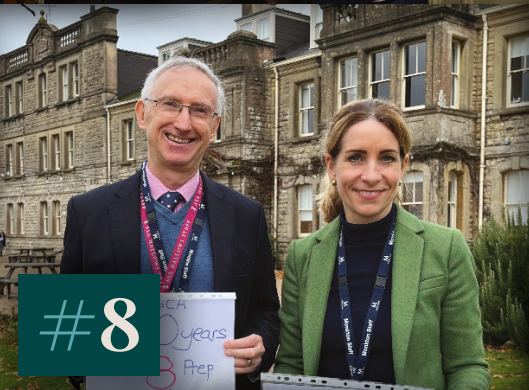


CELEBRATING

30

YEARS
OF TISCA

The first 10 schools – all visited
in the Autumn Term 2024...















Coming up in this edition

- Chaplains
- Heads
- Parents
- Staff
- Governors
- Pupils
- Supporters

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TISCA Communications

-  www.tisca.org.uk Updated regularly and includes job vacancies (let us have these), events, news...
-  **07702 950730** TISCA phone number
-  gensec@tisca.org.uk
We send out regular updates, resources, forms, etc. — let us have your email address if you are happy to be kept in contact this way
-  eepurl.com/gZPPBL
e-TNV monthly newsletter signup using this url
-  **Chaplains' WhatsApp group**
Now has nearly 60 members: sharing news, prayer requests, events, speakers, resources and a weekly 'thought'. If you'd like to join, please contact Alastair or Alix.
-  **Heads' WhatsApp group**
Has nearly 30 members. Details from Alastair or Alix
-  **Governors' WhatsApp group**
Over 20 members and looking to grow. Details from Alastair or Alix
-  **Senior Leaders' WhatsApp group**
For HODs, Deputies, Year heads, etc.
-  **@tisca_uk** Follow us on X, we regularly post
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-  **TISCA The Independent Schools Christian Alliance**
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-  **Comments and feedback** on publications, events, our platforms welcomed



The General Secretary visiting the first school in our anniversary year (Kingham Hill), pictured here with junior prefects from four schools



The General Secretary, Alastair Reid, and his wife, Rosalyn, visit Woodstock School in India, on the edge of the Himalayas – our 10th school in this anniversary year

Trustees

- **Revd Alex Aldous**, Chaplain, Prestfelde Prep School, Shrewsbury (Chair)
- **Mrs Sue Clark**, Trustee and Treasurer of Jericho Road project, Nottingham
- **Revd Jim Houghton**, Chaplain and Head of Spanish, Eltham College
- **Revd Andy Hutchinson**, Head of Chaplaincy, Monkton Combe School
- **Mrs Frankie Knight** (Chair, General Purposes Committee)
- **Mr Ray Maher** former Bursar of King Edward VI School, Southampton
- **Revd Alice Monaghan**, Associate Chaplain, Dean Close School, Cheltenham
- **Mrs Lizzy Nesbitt**, Head, Emmanuel School, Oxford
- **Mr Norman Patterson** (Treasurer)
- **Mr Victor Selvaraj**, Teacher, Mill Hill School, London
- **Mr Antony Spencer**, CEO, Mill Hill School, London
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- Dr Priscilla Chadwick
- Revd Tim Hastie Smith
- Revd Hugh Palmer
- Nick Pollard

Previous General Secretaries

Ken Barnes (1995-1998), Revd Michael Hepworth (1998-2002), Mark Greenstock (2002-2006), Hugh Bradby (2006-2019)

TISCA is a Registered Charity
No. 1047025 and was established in 1995

Celebrating 30 Years of TISCA

‘For such a time as this’

Chaplains Heads Parents Staff Governors Pupils Supporters



Alastair Reid
General Secretary of TISCA

The year 1995 is when TISCA was formally launched.

It's the year that DVDs were invented, 'Toy Story' and 'Apollo 13' premiered, OJ Simpson was found not guilty of murder, Blackburn Rovers became Premier League champions, Bill Clinton was US President and John Major was PM in the UK. In 1995 the Bosnian War finally ended and the internet (apparently) 'took off'. It was also the peak year for 'grunge' – all about embracing a dishevelled and nonchalant look (think ripped jeans, flannel shirts, oversized sweaters and combat boots – was that you?)!

Not many ripped jeans were in evidence (at least among the fifty or so Heads involved) when TISCA came into being in April 1995 and was then officially launched in Church House, Westminster, in October 1995. The charity emerged from the Wadhurst Fellowship (established in 1988 and primarily for Heads) and was driven by a desire to present the Biblical case for Christian education within independent day and boarding schools. The emphasis at the outset was on the Christian calling to be proactively 'transformationist' rather than simply 'conservationist'. TISCA's objectives were four-fold: **spirituality** (opportunities for Heads to meet for prayer, Bible study and fellowship); **witness** (for a sensitive Christian presence within the independent sector); **discussion** (debating and exchanging ideas on a Christian response to matters of professional concern), and **research** (of matters pertinent to the

education and spiritual nurture of young people). These objectives remain to this day, although we focus on Chaplains, Staff, Governors and Parents in addition to Heads, and have been summarised as 'supporting', 'influencing' and 'equipping'.

When launched in October 1995, Michael Coates (a former Head of Monkton Prep School and General Secretary of the IAPS), gave an address on the theme, 'For such a time as this'. In the Book of Esther, Mordecai advises Queen Esther: *'For if you remain silent at this time, relief and deliverance for the Jews will arise from another place, but you and your father's family will perish. And who knows but that you have come to your royal position for such a time as this?'* (Esther 4:14) TISCA will not 'remain silent at this time' and will continue to encourage Christian staff, governors and parents, to be transformational (as emphasised when TISCA was launched) within our increasingly secular and polarised society – and at a time when independent schools face exceptional financial challenges.

Do continue to support our educational charity, to pray with us for our schools and to speak up for the Christian faith within our embattled sector. **Join us at Dean Close School in Cheltenham on the afternoon of Sunday, 11th May 2025, for our Thanksgiving Service** and be prepared, more than ever, to 'stand up and be counted' for Christ. And be encouraged, for *'He is before all things, and in him, all things hold together'* (Colossians 1:7).



Cover photos (left to right): #1. Kingham Hill School, Oxfordshire, with Magnus Eyles (Deputy) and Pete Last (Head); #2. Dean Close (senior) School, Cheltenham, with Anthony Buckley, TISCA chaplain; #3. Prestfelde School, Shrewsbury, with Nick Robinson (Head), Rosalyn Reid and Alex Aldous (Chaplain and TISCA Chair); #4. Dean Close Prep School, Cheltenham, with Paddy Moss (Head); #5. New Hall School, Chelmsford, with Regan Schreiber (Chaplain); #6. All Hallows School, Shepton Mallet, with Trevor Richards (Head); #7. Monkton Combe (senior) School, Bath, with Chris Wheeler (Principal); #8. Monkton Combe Prep School, Bath, with Catherine Winchcombe (Head); #9. Radley College, Oxfordshire, with John Moule (Warden); #10. Woodstock School, Mussoorie (India), with Craig Cook (Principal)



TISCA Events

in the Autumn Term 2024

Chaplains Heads Parents Staff Governors Pupils Supporters



Summary by
Alastair Reid
General Secretary of TISCA



Junior Prefects' Training

September 2024

We returned to Kingham Hill School, after a break of several years not offering this training, and had a wonderful day of challenge, reflection and fun!

Some twenty Y8 pupils from three schools were challenged to consider *'what makes for a great leader?'* (and studied a speech by Alexander the Great), informed about Jesus' servant-hearted leadership, encouraged to reflect on how better to listen, to consider what a

prefects' job description should be and, finally, to reflect on what they are trying to achieve in this year ahead. Team building was focussed on through a series of activities on the playing fields and then via a physically-challenging assault course. It was so good to note the animated pupils, the enthusiasm of their staff and the top-class input from Kingham's Head, Deputy Head, Chaplain and a Housemistress. We were also extremely well fed during the day!



Stepping out



Instructive classroom





Senior Prefects' Training September 2024

On the 24th September Senior Pupils from several TISCA schools enjoyed a day at Dean Close School, Cheltenham, learning together about some key themes in leadership.

Themes covered included: Practicalities of servant leadership, Building Teams, Team Building, Caring enough to confront, Working with others, Reflection on which of the "Five Voices" of personality we exercise. Sessions

were shared by the Warden, Emma Taylor, the Senior Head, Bradley Salisbury, the Senior Chaplain, Ian Gulland, and by James Mears, a Dean Close teacher and someone who supports 'Salmon Swimming' leadership group.

The pupils engaged positively, enjoying some excellent input and discussion, and learning about different experiences from different schools. It felt a very worthwhile day as we continue prayerfully to support our young people now and for the future.



Senior Prefects' training



Senior Prefects' team building





TISCA Online Evening with... Amani Simpson, award-winning youth coach and social impact film maker

November 2024

Amani gave us an outstanding one-hour insight into his 'roller-coaster life'.

His name, Amani, means 'peace' in Swahili and 'aspiration' in Arabic and he illustrated both as he retold the life defining moments for him to date. Coming from a second generation Jamaican family, hardworking and church going, he had a lot going for him as a youngster. However, after being bullied at primary school, this quiet, gentle and unassuming child, began to 'act up'. He built a reputation as a wild child (to teachers) who was 'cool' (to the in-crowd). Suspended and then expelled from school, his young life saw him involved with gangs, smoking, stealing, arson and, eventually, an arrest for

carrying a replica gun. Amani was mixed up with county lines, too, and brought sadness and dishonour to his family and community. Throughout it all, Amani's parents prayed for him and he himself had an encounter with God (following his near fatal stabbing) which has led him to fulfil his promise to God - namely to steer young people from darkness to light. His faith shines through strongly and his presentation is winsome as he seeks to be an 'influencer' for good and for God among the youth of today. He presents in many settings, and especially schools, where he seeks to speak into safeguarding issues and to encourage young people to make good choices. Areti Bizior, a TISCA-linked Head (of Luckley House School), wrote this: 'We have hosted Amani here at Luckley and I recommend him highly; he also spoke to our students and was outstanding'.

I would encourage schools to consider Amani as a speaker in senior settings. His films 'Amani' and 'Save me' will make a big impact - and he is keen to share his faith where possible and appropriate.

Website: aviard.co.uk and email: amani@aviard.co.uk





A TISCA evening with... Amani Simpson

Award-Winning Youth Coach and Social Impact Filmmaker

**Tue 26 Nov
19.45-21.00**

TISCA | The Independent Schools
Christian Alliance





TISCA Governors' Gathering

'Caring for the team'

November 2024

Governors



Summary by

Alastair Reid

General Secretary of TISCA

Our second Governors' Gathering, kindly hosted by Kingham Hill School and attended by 16 people, followed a theme of 'caring for the team'.



Allan Beckett addresses the meeting

We considered, with **Allan Beckett of Carnelian Search**, some of the marks of a successful Board and then focussed on the relationship between the Head and the Chair of Governors – and how we should not neglect succession planning. Three questions formed part of our discussion and these could be useful for a governor retreat day:

- What can you celebrate about the strengths of your board?
- How can a board reflect on its own health?
- What one thing might move your board towards greater effectiveness?



Governors gather for dinner



Nick and Carol Pollard

Nick and Carol Pollard of Family Mental Wealth,

enabled us to look more closely at how governors might best look out for staff mental health in their schools, and especially that of the Head. Once again there were some key questions, also a great focus for a governor strategy day:

- How do we turn risk to resilience?
- How do we develop a culture that spots the early signs of mental ill-health?
- How do we develop a culture that is curious rather than furious?
- How might we develop a culture of believers and cheerleaders?

Pete Last, the Kingham Hill Head, led devotions from Exodus 17 where Aaron and Hur help hold up Moses' arms (holding the staff of God's authority) to enable Joshua to win the battle against the Amalekites. The outline of his very encouraging talk can be found elsewhere in TNV.

This half day conference finished up with a time of fellowship over a fantastic evening meal. Christian governors appreciated time to share, to pray and to network with each other in very convivial surroundings.

The following is the text of what Pete Last (Head at Kingham Hill School) shared with TISCA school governors. Pete outlined his school career from Hebron (India), Lord Wandsworth College, Stowe and Kingsley (where he was also Head) and now to Kingham in Oxfordshire. Pete is a former Governor of West Buckland School in Devon. He used Exodus 17:8-15 as the basis for his talk.

‘Holding up the hands’ of those in school office

Heads

Governors



Pete Last

Head of Kingham Hill School

It is a privilege to gather with you as we consider the important role that you play as Christian governors in the leadership of independent schools.

Today, we will reflect on a passage from Exodus 17, where we find a powerful picture of support, teamwork, and God’s provision for His people. As school governors, you are tasked with a unique role in supporting and guiding the leadership of the school, much like the support Moses received from Aaron and Hur in this passage.

1. The Challenge of Leadership

In Exodus 17:8, we are introduced to the Amalekites, who launch an unprovoked attack on the Israelites. This battle is not just a physical conflict but a test of God’s people. Moses, as the leader, is commanded by God to hold up the staff of God while Joshua leads the Israelites into battle. The staff symbolises God’s authority, His presence, and His power.

But as Moses stands on the hill, we see something remarkable: his strength falters. The weight of the task becomes too much for him to bear alone. His arms grow tired, and as they drop, the Israelites begin to lose ground in the battle. But Moses is not left alone in his struggle. Aaron and Hur, two trusted companions, come alongside him, fashioning a seat for him and lifting his arms for him when he can no longer do so himself. With their help, the Israelites prevail, and the victory is won.

2. The Importance of Support

Moses, as the leader, had a critical role to play, but his victory was not achieved through his own strength or wisdom. It was through the support of others—Aaron and Hur—who recognized his limitations and stepped in to



Pete Last sharing his devotion in the Kingham chapel

help. Their partnership was not just practical but deeply spiritual, as they were serving God’s purposes by ensuring that Moses could continue his role without interruption.

As governors, you are in a position of influence over the leadership of our school. You may not always see or hear the behind-the-scenes struggles that school leaders face, but they are there. The weight of decision-making, managing crises, and providing vision can be overwhelming. You are our bosses and sometimes Heads do not want to share all of the details of the struggles they are facing on a daily basis, even with the most supportive of governors. Just as Moses needed his hands upheld, so too do our school leaders need the support and encouragement of those who serve alongside them.

3. A Model of Collaborative Leadership

Moses did not try to carry the weight of leadership alone, and neither should we. In the same way, as governors, you are called to be a support to our school leaders—whether the headmaster, principal, or other key staff members. Your role is not to take over the leadership but to come alongside them, ensuring that they are equipped and supported in the work that God has called them to do.

Aaron and Hur’s involvement was not just a matter of physical support; it was an act of partnership in the work

of God. They understood that the success of the battle depended on God's provision, and they did their part to ensure that Moses could remain in the position God had placed him. Your role as governors is similar. You are not leading the school in the day-to-day operations, but you are holding up the arms of those who are, making sure that they are supported spiritually, emotionally, and practically.

4. The Power of Prayer and Encouragement

When Moses' hands were raised, the Israelites were victorious; when they fell, they lost ground. In the same way, the spiritual life of our leaders is crucial to the success of the school. Governors have the opportunity to support school leaders not only through practical means but through prayer and encouragement. Just as Moses was lifted up by Aaron and Hur in a physical sense, so too can you lift up school leaders through your prayers, encouraging them in their walk with God and in their leadership.

The Scriptures often remind us that we are to bear one another's burdens (Galatians 6:2). A word of encouragement or a prayer of support can make all the difference in a leader's ability to persevere in the calling God has given them. Your encouragement may be the very thing that strengthens a leader to continue holding up their hands, so to speak, and to press on in the work of God.

5. Victory Through Unity

Notice the outcome of this partnership: Joshua overcame the Amalekites (verse 13). The battle was won through teamwork—Moses, Joshua, Aaron, and Hur each played a crucial role. In the same way, as governors, your collaborative relationship with school leaders and staff is vital for the success of the school. It is not about any one person getting the credit, but about the collective work of the body of Christ advancing the kingdom of God through the ministry of education.

Moses also took time to remember and honour God's role in the victory. He built an altar and called it "The Lord is my Banner" (verse 15). This was a reminder that the victory was not won by human effort alone, but by God's hand. Similarly, we must always remember that while we have our roles to play in the leadership of the school, it is ultimately God who provides the victory and the strength.



Aaron and Hur holding up Moses' hands (free Bible image)



Pete Last supporting junior prefects on the assault course at Kingham Hill

6. Some practical considerations

In most, if not all, of your schools your Head will be your highest paid member of staff. They are your key staffing resource. Many of you may have used expensive recruitment and consultancy firms to recruit your current Head; you have a lot of money invested in us!

Bearing in mind the cost of replacing your Head if they burn out or having to find interim cover for them if they are signed off sick with stress, please allow me to make 2 very practical suggestions:

- a) Encourage your Head to build an external "support network" of people that they know and trust and whom they can turn to to ask for prayer and support. I have a fabulous couple who ran the first school I ever worked in and I know that, when times are tough, a quick WhatsApp message to them will trigger an outpouring of love, support and prayer. Please check if your Head has this support and if they don't, please encourage them to organise it.
- b) Please can I strongly urge you to ensure that your Head is able to access Executive Coaching or Counselling. This should be something that is offered to all Heads in the sector and it should be offered long before they are at breaking point. For an investment of a few thousand pounds per year you will be providing excellent support for your Head. Are they worth that to you?

Conclusion

As governors, you have a responsibility to support, encourage, and pray for those in leadership over the school. Just as Aaron and Hur held up Moses' hands in the battle, so too are you called to come alongside school leaders, ensuring they have the support and strength they need to lead effectively.

The success of any school depends not only on the leadership of the headmaster or principal but on the collective partnership of everyone involved—governors, leaders, staff, and students. May you continue to be faithful in your calling, recognizing that the work you do in supporting school leaders is a vital part of the body of Christ working together for His glory.

Thank you, Governors, for your ongoing support and dedication to your schools. May God continue to bless you and give you wisdom in this important role.

TISCA residential Chaplains' Conference

High Leigh Christian Conference Centre

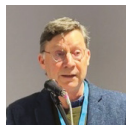
October 2024

Chaplains



Alastair Reid
General Secretary of TISCA

We held our residential Chaplains' Conference in a new venue this year and were delighted to be given a meeting room and a lounge area, complete with kitchen, all to ourselves. High Leigh proved to be comfortable and provided excellent meals for the 35 of us who gathered over the three days and two nights.



Anthony Buckley, TISCA's chaplain to the chaplains, led our regular **devotional slot** – and the communion at the end of the fellowship time together. He took as his theme 'One by One' and introduced us to characters from the Bible from A to Z – literally! (Who knew there is no-one with a name beginning with W in the Scriptures, unless we go for Wise Men or the Woman at the well?) With each character, Anthony wove a practical point: for example, D was for Deborah – and to whom do we go for wisdom in our school settings? J (perhaps surprisingly) was for Jezebel: can we look beyond hatred and revenge and are their relationships we need to repair – or help others to do so? And then there was R for Rhoda, the servant girl who, in her excitement, failed to open the door to Peter after he is miraculously released from prison. Let's be thankful for excitable and scatty children! Finally, there is Zerubbabel whom the Lord says (in Haggai 2), He will make to be like His signet ring. We, too, have been chosen by the Lord Almighty!



'Walking through the Bible' – as builders (the Tower of Babel)!



Plugged into 'GSUS Live'

We had resource sessions led by Ruth Cross ('Walk through the Bible') and by Dave Thomas (of Counties and 'GSUS Live'). Both of these were practical: Ruth had us dressing up to illustrate Bible stories while Dave gave each of us an iPad with which we could follow different scenarios and make choices based on Bible themes and lessons. There were also books, leaflets and resource packs from a number of Christian organisations for browsing during the conference period.



Nick Pollard, on the TISCA Council of Reference, led a session on mental health, 'From risk to resilience'. Nick co-leads Family Mental Wealth with his wife, Carol, and his GP daughter, Elizabeth. He helped explain some of the risk factors in building a mentally healthy life and then focused on the mind: how we think about a situation will affect how we feel about it. Three risk factors (of many) include perfectionism,



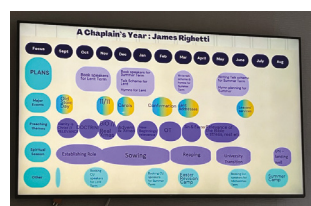
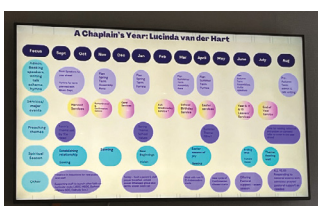
A gathering of chaplains!

body dissatisfaction and negative emotionality. He illustrated his talk with video clips and reference to a new app being developed with the NHS called 'Headway'. Nick reminded us of the importance of gratitude (PPI – Positive Psychology Interventions) and referred us to 1 Thessalonians 5:18 '...give thanks in all circumstances; for this is God's will for you in Christ Jesus'.



After Nick's presentation, we then had a 'deep dive' into 'chaplains and mental health'. This session was led by **Paul Gooding**, Head of Wellbeing and Assistant Chaplain at Abingdon School. He set the scene on some mental health concerns in school – perhaps aggravated by lack of sleep, a reliance on devices and on bullying – and then zoned in on loneliness and on suicide. He reminded us that we all have 'emotional buckets' of different sizes and that there are ways chaplains in particular can help relieve stress. It's important to 'check in on colleagues' (a Norwich City FC video was helpful here #YouAreNotAlone), to connect directly with someone's pain or loss (it shows you care to be upfront), to 'loiter with intent' (males aged 45-49 years and females 50-54 years are most susceptible to suicidal thoughts) and to remember that 'it's Ok not to feel Ok'. Paul referenced several Bible passages and Christian stories and encouraged chaplains to get involved with their school's RSE programme. We are to 'flood the school with prayer', to be conscious that it is exciting to fill this 'space' with Jesus' love – and also to remember to model a day of rest, not something chaplains necessarily find easy to do.

Our next session was jointly led by School Chaplains **Lucinda Van der Hart** (Francis Holland Sloane Square) and **James Righetti** (Stowe School). They took us through the Chaplains' Year and gave us a really helpful framework to use. There was an opportunity for chaplains to discuss with each other their annual programme. Lucinda and James encouraged us to be proactive, to focus on major events in the school year, to ask pupils for their ideas regarding specific celebrations and to look to focus on things which are relevant to the lives of the pupils. Particular ideas included 'peace and war', 'meals with Jesus', superstition in sport and stress during the exam season. Ecclesiastes 3: 1-11 was shared as we remembered 'there is a time for everything and a season for every activity under the heavens'.



Lucinda's chaplain's year; James' chaplain's school year



Our Head who shared this conference with chaplains was **Antony Spencer**, a TISCA trustee and CEO of Mill Hill, took as his theme '*courageous chaplains*'. He took us through Biblical examples of those who stood up to the authorities of their day (such as Obadiah in 1 Kings 18) and reminded us that chaplains are essentially missionaries in their school who help, in the words of Colossians 3, to '*set your minds on things above*'. Antony appealed to chaplains to remember that Heads are only human, increasingly frail and beleaguered, sometimes lonely and recipients of toxic criticism and, sadly, all too prone to burn out and leave the profession early. He asked that chaplains be confidential and supportive of Heads and to remember that whilst Heads can have a big ego, chaplains should 'massage' this and not set out to be a rival! If a Head is newly appointed, then approach them early to offer support and prayer.



Our final main speaker was **Monsignor Michael Nazir-Ali**. Who tackled the question, '*What has Christianity ever done for England?*' Msr Michael reminded us of some of the key moments in British history when the Christian faith made its mark on the state and on society. Godly rules were established and these have been under pressure in recent times due to secularisation and (in the 'sudden death theory') the failure of intergenerational communication in the home, in church and at school. He urged us to remember that Christian values will not survive without Christian belief – and Islam is waiting in the wings whilst some are eager to destroy the family in a social revolution. He concluded that Christianity has done a great deal for England but we all need to be prepared to 'speak up' for the faith, to be prepared to put pressure on politicians and to be faithful in our schools in presenting Jesus.

One other key moment in our conference was a 'praise and prayer' evening, led by Hutch from Monkton Combe. We also had a quiz evening (thanks to Anthony Buckley) – mug up on Elvis Presley next conference (!) – and time for a walk in the local parkland. The next conference, also at the High Leigh Centre, is booked for March 2026.

The Press and social media have been full of the increased financial pressures on UK independent schools through the imposition of VAT on school fees, the removal of business rates relief and the rising costs of the Teachers' Pension Scheme. One of our members, Felicity Hough, a former solicitor and then a school teacher and now a Governor of Heritage School in Cambridge, looks at these and other pressures on schools today. Felicity also runs a, Education Consultancy, 'Paths to Learning'.

Current Challenges of Education in England and Wales in 2025

'Serving Gladly'

Chaplains

Heads

Parents

Staff

Governors

Pupils

Supporters



Felicity Hough

An Education Consultant and Independent School Governor

British education, in the independent sector, has had an outstanding reputation worldwide.

I suggest some reasons for this success, adding a comment about current challenges.

1. The Purpose

The purpose of independent education is broad and deep, especially from a Christian perspective to enable a young person to discover their God-given gifts and attributes, so each is prepared for leadership and service. The Department of Education recently narrowed this down to a much more nebulous and utilitarian purpose: *Children and learners [will] ... achieve and thrive today, so they have the freedom to succeed and flourish tomorrow, strengthening our society, powering our economy, and enabling equality.*

2. Independence

Education is independent, which gives great freedom to the Head, the wider school leadership and Governors in what to offer on the curriculum, how to deliver it, and what resources to use. There is freedom from political interference or programming. Children are presented with Knowledge. This may be in terms of the rules of a subject, the grammar of a language, the dates in History, scientific laws or mathematical formulae. These are fundamental building blocks. However, just because the Knowledge is 'old' [Latin/Greek] or not 'relevant' [lessons in cookery being stopped] or too 'difficult' to learn for a young person [MFLs] does not



On the wall of Bournville Primary School - an apt illustration as an aim for schools today

mean they are not worth learning. Children learn how to learn and discover the skills and attributes they can develop, later. Yet the Government wants to control the Knowledge presented to children and recently, proposed to "diversify the curriculum for all state schools" with the intention of ensuring the next generation thinks the same way in respect of DEI, Slavery, and the Climate Emergency. DEI etc can be addressed through PSHE/RS. It does not need to be covered across the whole curriculum.

3. Questioning

Once the children have a skeleton of Knowledge they can go deeper and develop Understanding. Children are encouraged to ask questions - to push the boundaries of their learning. On the other hand, *with a highly prescriptive National Curriculum and formulaic approach, learning can be stultified and with the same approach in every subject eg through PowerPoint, very repetitive.*

4. Learning Support And Skills

In the process of learning, children develop skills - how to learn, deepening their Knowledge, Understanding, Questioning and Thinking. At Heritage, a screen-free school, children do much learning through discussion or observation. Every child even with Learning Needs can do well. It is amazing that I can go into any classroom and ask a question of any child, and each one would be able to give me an articulate, informative and courteous answer. Confidence is engendered and thereby enables good writing too. It is deeply troubling that maintained schools teach so much through screens, with little questioning. Education in a few schools is little more than entertainment or crowd control. The Government has admitted that children with Learning Needs may not be accommodated in the maintained sector. Furthermore, I question whether learning is memorable, deep or enabling each individual to become the person the Lord intended.

5. School Day

The Independent school day can be long - even as early as 8.00am through to 5.00pm or even 7.00pm. Any day can be punctuated with opportunities to develop wide ranging interests and skills. Personal study, projects [EPQs] can be undertaken in 'free periods'. A rich co-curricular programme in music, sport, drama, public speaking, and all manner of creative activities is available to all, enabling vital social interaction. With great support from parents too, children can achieve and thrive in all sorts of wonderful and unexpected ways. Some maintained schools are considering a four-day week. So, children will only be on the school site between 8.30am and 3.00pm. The resultant education limitations are obvious.

6. Eating Together

Independent schools provide good lunches and sometimes other meals too. Eating together in a formal way, with a table plan, is also an important time for conversation and interaction with other people across the school. Attending a dinner is one of the distinctive requirements of Oxbridge undergraduates, trainee barristers and schools of the Merton-Model like Winchester College. Children on Free Schools Meals in the maintained sector can have this opportunity to eat well and develop socially, but it is not generally considered an important area in which to invest. Too often I observed children being served fast food, which is of poor nutritional value, and not sustaining.

7. Mental Health

Independent schools tend to be smaller, so there is opportunity for everyone to belong. Pastoral care can be strong. Community life is strong. However, we



Children at Heritage School, Cambridge, where Felicity serves as a governor



Heritage School pupils pursue their creativity and independence

find, post-COVID, the state of mental health of young people nationwide has taken a significant downturn. A contributory factor has been the use by children of social media. At Heritage, there is strict control of screen-use to great beneficial effect - news of which is travelling far and wide. <https://heritageschool.org.uk/dutch-newspaper-explores-heritages-screen-free-learning-culture/> <https://heritageschool.org.uk/sundaytimesarticle/>

8. Finances

Independent schools have had financial challenges from having to increase pension contributions, to charging VAT on school fees, losing Business Rate Relief, and paying higher interest and other expenses. Smaller schools without endowments and fee-payers with limited resources may face a falling roll. Some 3,000 children have left independent schools since July 2024 because their parents could not afford the increase in fees arising from the charge of VAT.

9. Timing Of Changes

The lack of concern for children who will be affected by the financial changes which come in the middle of the academic year seems extraordinary. Some will not be able to sit their GCSEs or A Levels, if their parents cannot afford the increased fees. Some will not be able to go to a state school either because there is no space, or the 'new school' does not follow the same specification for which they had been prepared. Some children with Learning Needs will not have their needs met at a state school. The timing of introducing the changes in Government policy are punishing.

TISCA is undertaking a marvellous role in supporting member schools through visits, prayer, conferences, and networking advice on all these areas. I advise parents rather than schools concerning the education of their children. If you are aware of parents who may be glad of advice, please contact me at ptl@newhorizons21.com

Lights in the classroom and on stage

Staff



Marcus Paul

Marcus was Deputy Headmaster at Queen's College, Taunton, started 'School Pastors' in Somerset and is currently a school governor in a deprived area.

I have only a small space in which to try to illuminate a large and hugely important topic.

Let's start with some principles. The first is that a Christian in education will not be supporting the zeitgeist of the age but "standing out sharp against the sky" (A B Davidson). The second principle is therefore that we must be outward-reaching in our attitudes in schools. And to do that effectively, we have to give our charges, even our colleagues, *perspicacity*: the ability to see through C21st filters to the things that are lastingly true.

Christian teachers should be known, not as those with whom some topics are 'off limits' but just the reverse. Perspicacity is mental penetration, discernment - and in the schools where most TISCA colleagues teach that will be highly respected. Our age is overloaded with information, but short on time for reflection. Christian believers from the beginning needed to understand the Scriptures. We know that the heavens declare the glory of God, but we need to show others that astrophysics, microbiology, the Romantic poets, history, geography and every subject does the same. If something can be studied, debated, it is part of God's creation *ex nihilo*. There should therefore be a freshness, excitement and wonder about our approach to any topic in the classroom.

If we can be known for this, it will not be so hard to conjoin with it another awareness: that this interest in truth is the unrivalled legacy of centuries of learning and disputation which Christendom fostered. Our universities were born of this legacy. So a Christian school or teacher should tell a story, just as the first proclamations of the Apostles provided a narrative, rather than advertised a morality.

We believe we have, in Christ, the truth, but it is crucial to remember that the truth is no more

unassailable than He was. Which brings us to the sometimes frightening arena of taking chapel or assembly. Many Christian teachers are wary of this - either because of the public nature of the platform, or because they wrongly believe they will fall foul of the law in being true to Christ. Very briefly, Christians (and Head Teachers) should know the law and think clearly on this. First: the law makes provision for you. Daily collective 'worship' has to be wholly or mainly of a 'broadly Christian character'.

Second: your talk cannot be charged with 'indoctrination'. It will be neither unconsciously assimilated, nor continuous, nor the sole option. Indeed, the very reverse will be true. You will speak openly about the faith, it will be a tiny fragment of the pupils' day, and it will be just one of a kaleidoscope of views in pupils' minds.

Third, do not be fearful that what you say may be divisive in terms of how it is received. In paragraph 59 of the DfE circular (1/94) we are told: *'Taking part' in collective worship implies more than simply passive attendance. It follows that an act of collective worship should be capable of eliciting a response from pupils, even though on a particular occasion some of the pupils may not feel able actively to identify with the act of worship.*

In other words, involving one's hearers such that they feel a response is required, even if their response is to disagree with the sentiments expressed, is integral to the act of meeting together.

In conclusion to this very brief encouragement (after 50 years' involvement in teaching and governing) I would ask, are you still apprehensive? If so, I always find this thought helpful: I am protected by the magnitude of the message. What does it matter if I am nervous? What we have to say is so infinitely more important than the fact that my throat is dry and my pulse racing.

After 10 years being a Chaplain for a Senior School with a Prep School, Alice Monahan is now focused on two Dean Close Prep Schools and a Pre-Prep. Here are some reflections on Prep School Chaplaincy, kept short and sweet by keeping to the acronym FAITH and with these words of Jesus in mind; "Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these." (Matthew 19:14)

Reflections of a Chaplain for a Prep School

Chaplains



Revd Alice Monaghan

Associate Chaplain at Dean Close School

Fun

Children love having fun and for those up to 13 years old it does not take much creativity to make something fun – anything hidden, that the children have to guess, like a partly obscured PowerPoint image or a bag with objects in it to provide a visual representation of the key points in a talk. Children love laughing at adults, so getting dressed up in a costume or having a puppet that is often up to mischief all help to keep their...

Attention

Children are better at focusing on the present than those of us who are older. This is an incredible advantage when it comes to prayer. With the right tone of voice, it is possible to take 300 children from high octane fun to focused stillness. One simple technique that younger children love (probably best for under Year 6) is building a 'House of Prayer' with your hands making bricks, roof, door and then imagining going inside to "find a nice quiet place to pray". This helps children settle and I am regularly amazed by how peaceful a packed school hall or Chapel can be during prayer.

Influence

I vividly remember having a sleepover at a friend's house when I was 10 and being part of my friend's evening prayer time where her Mum knelt by her bed and prayed as though she was talking to a friend. It is a privilege to influence.

Thinking

As children become teenagers they have more and more questions but also become more and more aware of how their questions may offend others and so find it harder and harder to ask those questions. Being on the cusp of this transition gives so many opportunities for discussion about faith.

Helping

Children love participating - there are always willing volunteers to answer questions in Assemblies or even come up to the front and help.



'Builder' Alice with Prep-Prep assembly

God and the Big Bang!

Parents

Staff

Pupils



Abi Falkus

Schools Development Officer, God and the Big Bang,
Unlocking the Growth Trust (gatbb.co.uk)

'When young people start to learn about space, evolution and the Big Bang in their science lessons, it brings up some big questions that stretch beyond science into philosophy, ethics and meaning.

How did something come from nothing? If God created everything, who created God? What happens after death? Is science always right?

Schools find it challenging to explore these questions, with a packed curriculum to get through and consequently young people leave school believing that science is about facts, and faith is about opinion. We have found that 43% of 10-11 year olds and 56% of 15-16 year olds agreed with the statement 'science makes it hard to believe in God'.

God and the Big Bang exists to change that.

God and the Big Bang (GatBB) is a project run by Unlocking the Growth Trust which facilitates interactive workshop days in schools across the UK with young people between the ages of 9 and 18, giving them the opportunity to discover, discuss and debate the compatibility of science and faith. The workshops equip young people with the tools they need in order to form their own opinions and engage in well-reasoned discussion about the part science plays in God's world. Just as evidence is used to

support scientific theories, together they explore the evidence used to support faith in God.

Where science may reveal complex and intricate details about *what* has been made and how, faith is necessary to understand the *why*. Christian scientists from top universities facilitate workshops exploring human curiosity and value using their specialist research areas such as cancer, Alzheimer's, astronomy and quantum physics as real-life contexts. Students leave inspired and challenged to see that both science and faith are important and how they both enrich our understanding of ourselves, the world and the unseen when used together.

If you'd like to know more or enquire about booking a GatBB event for your school, please contact abi@gatbb.co.uk or visit www.gatbb.co.uk for more information.'



A school visit for GatBB



free. But faith in Jesus—like trust in a friend—often grows tentatively, little by little, as we understand in part, piece by piece, and not necessarily in the same order as the next person. Faith is a gift from God (Eph 2:8-9), but it does not often arrive as a complete package all in one go, like an Amazon parcel.

As an visual artist, I am not illustrating the gospel to make a text more comprehensible (though this can be very valuable). Instead, my images are intended to attract someone disinterested in Jesus Christ, and to help them see his vital relevance today. My artwork operates more like a parable or a puzzle. Its main substance is easily seen, but to grasp it fully you must study the detail, find

hidden layers, and link associations; or recognise the use of colour, playfulness, humour and shock. The display asks questions: 'What state of faith are you in?', 'Are Jesus' words relevant to today?', and 'Where is God when there is suffering?'

The exhibits invite viewers into a discussion, allowing them to raise their own questions and issues. The gospel clues are all there for those who look, and conversation around the images enables moments of new understanding and revelation, drawing them to take a step closer to Jesus.

See www.arthobbs.com and especially exhibitions > school exhibitions.

In 2024, All Souls Music, in association with a TISCA foundation school, Eltham College, led a 'Prom Praise' celebration of the life of Eric Liddell, 100 years after his Olympic exploits in the Royal Albert Hall. In this article we are reminded that even on grey and drizzly days we can praise the Lord!

Praise Him in the Morning...

Chaplains

Heads

Parents

Staff

Governors

Pupils

Supporters



Michael Andrews
Director, All Souls Music

It was a drizzly dark Monday morning in south Wales and our headteacher began to introduce the songs for our assembly – a time of collective worship.

Surrounded by children, mostly from unchurched backgrounds, we lifted our voices to sing a prayer for

Christ's light to shine through the nation ('Shine Jesus, Shine'), as we longed for God like a deer panting for water and to celebrate the colours of day that God had painted in his Creation.

That was a scene from my childhood, almost thirty years ago. And yet it will be strikingly similar to many other people's experience of assemblies across



Britain. In the season of life when we were learning our multiplication tables, the workings of the inner ear and the multifarious rivers of the world, our days would begin with the real meaning of life – the source from which all goodness and wonder derives.

Of course, collective worship is sadly in a state of decline. While most Anglican and Catholic primary schools still engage in the daily practice, nearly half of secular primaries no longer have a time of sung worship. The situation in secondaries is even worse, with 81% no longer abiding by legislation around the requirement for a time of reflection on the real meaning of life.

The organisation I now run, All Souls Music, has played a key part in engaging children from schools across London with a rich tapestry of Christian worship, from the latest contemporary worship songs to the great hymns of the past. Our biennial Prom Praise for Schools event celebrates the importance of sung worship in schools and attempts to connect Christian faith with children's daily lives – not something tacked on to the beginning of the school day, but something which shapes and forms a lived out faith.

We have been blessed to witness children from non-Christian and other faith backgrounds, as well as children who already profess Christian faith, be visibly moved by singing about gospel truths. And I expect that just like my 35-year-old self, many of the songs that they are singing now will be etched on their eardrums for the rest of their lives – truth encapsulated in beautiful melodies that form permanent earworms in the futures of young people across the land.

We believe that God's wonderful gift of music, coupled with the powerful truth of the gospel, can help to draw many young people to know Christ in their



hearts and minds. That is why in the years to come we are seeking to make more of our Prom Praise for Schools assemblies, song packs and lesson plans available for more churches and schools across the nation to use as part of their daily collective worship. We are also seeking to take Prom Praise for Schools beyond London's Royal Albert Hall and across the United Kingdom.

To find out more about the work of All Souls Music and our engagement with children and young people across Britain, please visit allsoulsmusic.org



All Souls Music with primary children



Review of a TV series...

Chaplains

Heads

Parents

Staff

Governors

Pupils

Supporters



Review by

Alex Skerratt

A residential tutor at a boarding school

Boarders is about a group of black sixth formers who win a scholarship to attend an elite boarding school.

St Gilbert's is looking to brush up its image and prove that it's a place of diversity and inclusion, overseen by a headmaster who cares more for his personal reputation than the wellbeing of his pupils. And it's into this lions' den that our heroes are unwittingly thrown.

Fortunately, they're a likeable bunch, for the most part, particularly the 'entrepreneurial' Toby and the somewhat obsessive Omar, who's on a mission to discover the truth about the school's secret society. Jaheim, meanwhile, is a compassionate soul, whilst Femi is a workaholic who favours studying over sangria.

And I should mention sangria, as there's a considerable amount of boozing going on in *Boarders*. You could be mistaken for thinking this all takes place on a university campus; the pupils seem to spend a lot of time getting drunk, buying drugs, and jumping into bed with each other. I suppose I could suspend my disbelief and accept that these activities are 'all just another day' at the fictional St Gilbert's, but it doesn't make for very gripping television.

But as I say, there is at least the appeal of the main friendship group, all of whom are superbly realised by their respective actors. The same is true for the character of Leah, a core member of the gang and brilliantly played by Jodie Campbell, but I'm afraid I found her character a bit much. She's a bit like a long, angry Facebook post, walking around in human form.

Although, in fairness, I too would be annoyed if I were in Leah's position. She's in a school which is almost exclusively attended and staffed by obnoxious white people, and you'd be hard-pressed to find a nice one. There's an early subplot where Leah takes issue with one

of the paintings hanging in the corridor, which depicts the school's founder and his black slave. She demands that it be taken down, only for the headmaster (who insists on being called 'Master') to dismiss her complaint and tell her to stop wasting energy on the things she can't change.

This, perhaps, is my biggest complaint about *Boarders*, and why I struggle to heartily recommend it. It riffs heavily on the stereotype that all people who go to fee-paying schools are elitist, spoilt and white. And I don't think this is a controversial thing to say; the series nails its colours to the mast from the beginning. Certainly, the white people portrayed in the opening episode are largely rude and unlikeable, ranging from the patronising ally to the bloodthirsty bully, who subjects Jaheim to a brutal racist attack in the first episode. I think there is a fine line between thought-provoking social commentary and risky stereotyping. *Boarders* veers towards the latter, sadly.

Overall, I'm not quite sure who this series is for. I suspect it's been devised with a young adult audience in mind, but it's not something I can see them enjoying, particularly when the majority of the school's inhabitants are so unpleasant. I could be wrong. It reminds me a lot of Channel 4's *Skins*, which was popular back in its day. I quite enjoyed *Skins*. But I struggled to enjoy *Boarders*.



(Image from the BBC promoting the 'hit comedy drama series')

Ruth Wharton is a 'Connected Families' Parent Coach, and she mentors other parent coaches. She coaches in schools and churches, and one-to-one. She is passionate about helping parents to enjoy building wisdom and resilience in their children. She is a part-time Families Worker at her local church and is the administrator for a local charity to support autistic people and their families. She has assisted her husband for 12 years in running a boys' boarding house for 13 -18 year olds. She is a mother of five children ranging in age from 6 to 23 years old. Here she offers some advice in school and at home...

Parent with confidence

Lead with Grace

Parents

Staff



Ruth Wharton

For more information see connectedfamilies.org/about/framework

Ever wished a discipline moment in the classroom had gone differently? Here's a practical framework from 'Connected Families' (CF) to help you with pupils, or your own children!

Foundation

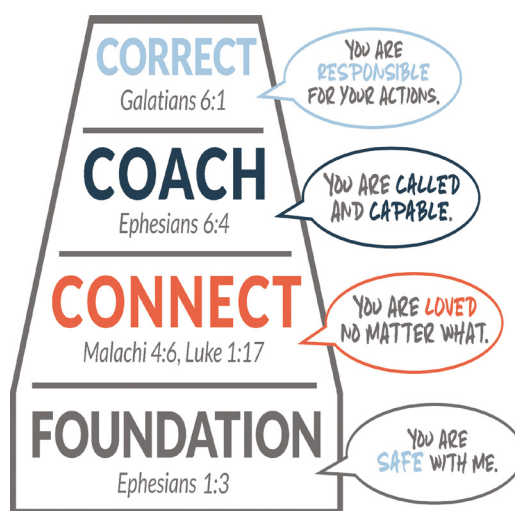
Pupils learn best when they feel safe...enter a discipline situation **NOT** thinking, 'How can I make this pupil do what I want?' But instead: '**What's going on in me?**' Am I stressed? Or catastrophising? Have I run out of ideas?! Maybe I'm feeling past resentment? The CF Framework encourages us to **go slow, low and listen** (James 1:19-20) and think about communicating subliminal messages, such as: 'You're a pain and not worth my time!' Instead, we can show God's grace to our pupils, just as He daily shows us abundant grace.

Connect

Think... 'How does it feel to be the pupil? Are they having a hard time? How can I empathise and connect?' When a pupil misbehaves it's my **opportunity** to show God's **unconditional love**, as Paul wrote: 'while we were still sinners Christ died for us' (Romans 5:8). Without excusing bad behaviour, we aim to understand what's behind their unwise decisions, showing we're on their side.

Coach

Now that we've created a safe environment and connected well, the pupil can trust us and receive coaching to make better decisions. A CF example is the principle of '**gift's gone awry**': Can I see a strength



behind the pupil's misbehaviour? Take the pupil who answers back...they display bravery, honesty and confidence! But their gifts are misused, so we coach by asking the question: '**How can I help them build wisdom to use their God-given talents to bless others?**' Think of Saul...Determined! Effective! Used to persecute Christians... But as Paul he used these strengths to bless others.

Correct

The pupil is responsible for their actions - we encourage them to 'make right' what they've 'made wrong'. We don't give a punishment to 'hurt so bad they won't do it again!' Instead, we **assign a consequence to build wisdom** so they learn the **natural impacts of their behaviour**. See yourself as mentor NOT manager of pupils' behaviour, providing tools to make wise decisions.

Discover the Power of God at work

Bible by the Beach 2025

Chaplains

Heads

Parents

Staff

Governors

Pupils

Supporters



Matt Wan
Director

email: matt.wan@biblebythebeach.org
website: www.biblebythebeach.org

Taking place over the first May Bank Holiday Weekend (2-5 May 2025) by the seaside in Eastbourne, this year's Bible By The Beach conference promises to be an unforgettable time of inspiration, practical teaching, and worship.

Together, we'll be exploring the theme of God's Sovereignty, unpacking how He is at work in all things—both the big and small—transforming our everyday lives. Through engaging Bible teaching, worship, and fellowship, we'll gain a deeper understanding of how God is in control and how we can trust Him in every season of our lives.

As an organisation, we are increasingly thinking more about how we can support children and young people to live out their faith on their front line (school). Whilst we already have an excellent provision for achieving this during our main conference (in direct partnership with Faith In Kids), we will soon be developing our children & young people strategy further, including who other partners/stakeholders in this area could be (for example, with Christian teachers). Please do pray for us as we embark on this journey.



Why Attend Bible by the Beach?

At Bible by the Beach, we believe that spending time in the Bible can and should be life-changing! The conference is a unique opportunity to immerse yourself in the Bible while engaging in a variety of activities designed to deepen your faith, including meeting and connecting with other Christians. You can expect to experience:

1. Dynamic Bible Teaching

We're thrilled to welcome Andrew Sach, a well-known Bible teacher and speaker, who will lead us through powerful sessions on the sovereignty of God. Andrew's practical insights and passion for the Word will challenge and inspire you. But Andrew isn't the only speaker—there will also be several other gifted teachers and seminar leaders, offering a range of topics that will strengthen your walk with Christ.

2. Worship & Community

We believe that worship is a natural response to God at work. Throughout the weekend, we'll have opportunities to gather in sung worship, lifting our voices together as we declare the greatness of our God. Plus, you'll have time to connect with other Christians who share your heart for growth and discipleship. It's a perfect chance to make new friendships and deepen existing ones.

3. Engaging with the Next Generation

At Bible by the Beach, we understand the importance of discipling the next generation. That's why we've partnered with Faith in Kids, a fantastic organisation known for its excellent children's and youth ministry. Whether your kids are toddlers or teens, they'll have a fantastic time learning about God in ways that are both fun and impactful.

4. A Time for Reflection and Renewal

This conference isn't just about hearing great teaching—it's about applying it to your life. Whether through seminars, quiet time in the beautiful surroundings, or conversations with friends, Bible by the Beach is a space for reflection, renewal, and personal growth in God's Word.

5. Exhibitors

There will also be the opportunity to encounter other Christian organisations, to see how God is at work in

different ways, both within the UK and beyond. Come and find out more, or perhaps even get involved in some of the brilliant work our partner organisations will be exhibiting.

If you would like to find out more about being a part of this conference, (or perhaps even to help and volunteer with us), please do visit www.biblebythebeach.org or email info@biblebythebeach.org for more information. We're looking forward to having many of you with us this year!

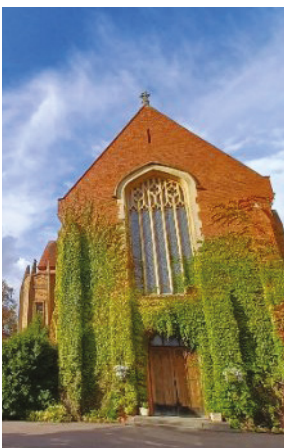
TISCA news

TISCA

celebrates its **30th anniversary in 2025** and will hold a Thanksgiving Service at 2.30 pm on Sunday, 11th May 2025, at Dean Close School, Cheltenham. *Save the date!* We are aiming to visit at least 30 schools in this academic year. Our Annual Conference is on Tuesday, 10th June 2025, in our usual Westminster venue (Emmanuel Centre) and our theme is 'Foundations'.

New member schools for 2024-5

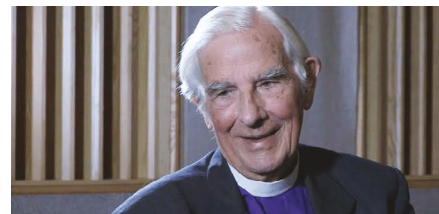
- Winchester House Prep
- Bishop's Stortford College
- London Christian School
- Royal Russell School
- New Hall School



Dean Close School chapel



New Hall School history room – the 'New Hall' building dates from the 1440s!



Timothy Dudley-Smith (courtesy the 'Christian Institute')

Council of Reference – Obituaries

- The **Viscountess Brentford**, OBE 1942-2024, who died 28 October, 2024, aged 81, was wife of the 4th Viscount. She was a British evangelical Anglican and activist. She served as the Third Church Estates Commissioner, one of the most senior lay people in the Church of England, from 1999 to 2005. She was also President of the Church Mission Society (CMS) between 1998 and 2007.
- The Right Reverend **Timothy Dudley-Smith** (1926-2024) has died aged 97 years. He was a suffragan bishop and well known as a hymn writer (e.g. 'Tell out my soul' and 'Lord for the years'). He was Chair of Governors at Monkton Combe School for some time

Appointments of new Heads for 2025-6

- Christopher Wheeler (Principal at Monkton) to Canford School
- Bradley Salisbury (Head at Dean Close Senior School) to Monkton Combe
- Areti Bizior (Head at Luckley House) to Dean Close as Warden
- Ben Bowles (Deputy Head at Manchester Grammar) to Birkdale

Cross-connecting

Reaching unchurched children in our schools and communities

Chaplains Heads Parents Staff Governors Pupils Supporters



Matt Wan

Founder of Cross Connecting, and a mention of my wife Joyce working in schools work in partnership with the local City Mission / SU, and together launching this project.

I wonder what you would say are the biggest barriers that hinder Gospel ministry amongst unchurched children and young people?

With the vast majority of children and young people having no access to church, the need to reach them *where they are at* is paramount, i.e. in schools. But yet, what has been found in research studies as well as anecdotally from conversations with those who work in schools, is that there are huge barriers that hinder fruitful ministry in most schools. For parents who want to get involved in the spiritual life of their children's schools, often there is no clear or obvious "way in" to being involved. For Christian teachers, it's getting harder to share one's faith in school due to cultural pressures and perceived legal limitations, assuming that time even allows teachers to get involved with Christian activities in school with the ever-increasing workload that they are experiencing. And for churches and Christian organisations who want to be involved in schools' work, they are hugely dependent on a "gatekeeper" in schools to open the door to them as well as being dependent on a strong volunteer base to partner with in such ministries, neither of which can be assumed anymore particularly in a post-Covid world.

Whilst the barriers are obvious, there is encouragingly also a huge desire to overcome these barriers, and better yet, I do not believe these barriers to be insurmountable. What if these barriers could be easily overcome by working together? What if Christian teachers, parents, and organisations were able to easily identify and help each other? What if Christian parents knew whom to ask at school to get a Christian Union set up? What if Christian teachers could open the door to Christian parents and organisations to come in to take part in the spiritual lives of their schools, whether through Gospel-centred RE teaching in line with curriculum requirements, assemblies and corporate worship, or even involved with CUs? What if Christian parents were aware of which churches and organisations have a desire to operate in their children's schools and then were able to offer their time to join in...? The only problem that would remain is finding a way to facilitate these partnerships and connecting Christian parents, teachers, Christian organisations and churches, especially across well-established church boundary lines (even in locations with strong inter-church unity).

And that is why I have founded Cross Connecting. Cross Connecting is all about connecting all those who want to be involved in some way in sharing and living out Christ in schools. It seeks to instead draw boundary lines *by school*. What this looks like is in the form of a tech platform. At present, we only have a simple prototype, which is basic and only set up for one particular city in the UK for trial purposes. But the hope is that in time, it can be rolled out to the rest of the UK to facilitate and catalyse Gospel opportunities in schools up and down the country. And it doesn't have to stop at connecting people either; we are also exploring how



else to equip those who do then find themselves with an open door in schools. Could this be cross-church prayer meetings or training events? Could this be through open-source resources sharing platforms?

So what next? The number one biggest need at the moment is prayer. If you are excited and about what you've read today and want to support it, please do pray that this start-up opportunity would be useful to the Lord Jesus and the building of his kingdom. And do also

pray for all those involved with setting it all up to know how to go about it best.

If you're interested in finding out more, or if you're keen to get involved in some way, I would love to hear from you by emailing hello@crossconnecting.co.uk. Together, let's open the doors for one another so that many children and young people have the opportunity to hear and respond to the good news that Jesus offers.

Our last article focused on connecting the unchurched in UK schools. Here we consider going global...

Child Evangelism Fellowship

Reaching and teaching the next generation worldwide with the gospel

"It's the best kept secret!"

Chaplains Heads Parents Staff Governors Pupils Supporters



David Cook

Retired headteacher, chairman of CEF Britain National Committee and chairman of CEF International Board of Trustees.

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25, Felton Road, Poole, Dorset. BH14 4FS



CHILD
EVANGELISM
FELLOWSHIP®
BRITAIN

This is what British pastors, leaders of ministries to children and young people, school workers and some chaplains often say to me when I share with them about the ministry of CEF.

I'm not surprised when I hear this because it was not until I was 50 years old that I discovered CEF ministry for myself. My wife and I took our 18-year-old son, Tim, to the former CEF Europe Headquarters at Kilchzimmer, Langenbruck, Switzerland, where he served as a volunteer for much of his 'gap' year.

Here is where God opened our eyes to the map of Europe to see the faces of hundreds of CEF workers in all of its 48 countries. Roy Harrison, Regional Director at the time, said, "David, CEF ministry is active in 8 regions of the world and in almost every country". In 2023, CEF workers around the world reached more than 25 million children. Our goal in CEF is to be reaching 100 million children every year by 2032.



Children reached at a school assembly in Gaborone, Botswana, June 2023, received a copy of an Every Day With God devotional booklet.

What is CEF? It is a Bible-centred, worldwide organisation composed of born again believers whose purpose is to evangelise girls and boys with the Gospel of the Lord Jesus Christ, disciple them in the Word of God and establish them in a Bible-believing church for Christian living.

How is this accomplished? Ultimately, CEF exists to build the local church. Each CEF ministry is best run in partnership with a local church. CEF workers can train and equip church members to start a weekly Bible club, run a Holiday Bible Club, or a Christmas Party Club or do open air ministry because their desire is to see the church grow. The local church is God's plan to grow the Kingdom of God. So CEF workers help churches, schools' workers and others to teach children and young people truths from the Word of God wherever children can be reached. CEF strategy is to provide free training, resources and support.

The Bible lesson is the focus of the regular CEF teaching programme. With a four-year curriculum, children and young people hear from a range Bible stories, each story being the means of teaching and emphasising to them one central truth in every Bible lesson. This truth is explained and applied in one way to the hearers who already have trusted their lives to follow

Christ, to help them to grow in the Christian faith and in another way to those who do not yet know about Jesus or who have not yet committed their lives to following him, so as to challenge them of their need of the Lord Jesus Christ as their personal Saviour.

My warm threefold invitation to TISCA school leaders and their chaplains, whose Christian ethos gives them many opportunities to teach students about the Christian faith, is

"CEF Britain encourages you to explore the comprehensive CEF resources which could strengthen and help your ministry."

"CEF Britain offers you a source of teaching material, online and face to face bespoke training programmes at three different levels with short, medium and longer time commitments."

"CEF Britain urges us to work together in the Great Commission"

Above all, we long to see the next generation told about *"the praiseworthy deeds of the LORD...so that they in turn would tell their children...they would put their trust in God and....keep his commandments"*. (Psalm 78 vv 4,6 & 7).



Children reached at a school assembly in Gaborone, Botswana, June 2023, received a copy of an Every Day With God devotional booklet.



Today's teenager has to face many extremes (hence 'polars'), online and in person, which can be very troublesome. The 'Polar Generation' is a term used to describe the generation of people born from 2013 onwards, coined by psychologist and author Jean Twenge. The name refers to the political polarization and melting polar ice caps that have been prominent issues in recent years. A TISCA chaplain offers some advice...

Disciplining teenagers in the 'polar world'

Parents

Staff



Neil Jeffers

Chaplain at Pangbourne College

Christian discipleship for teenagers has to focus on foundations.

This is as much true in church-based ministry as in schools. There are two particular reasons why it may be even more relevant in schools: 1) most teenagers outside a church setting will have minimal, if any, understanding of a Christian worldview; 2) a whole range of specific topics will be challenging to tackle in school (certainly in chapel, but even probably in small group work). So to lay foundations on which more specific discipling may be done in future years is crucial. For example, in recent years I have tackled a sermon

series in weekly chapel on what it means to be human. Psalm 8 lays the foundation that despite our cosmic 'smallness' we are precious to God and dignified by Christ taking on our humanity. This will have all sorts of potential applications to debates around assisted dying, abortion, disability, respect for those with whom we differ, identity. Psalm 51 clarifies the depth of our sinfulness. This foundation will help us not to judge and condemn in the face of cancel culture; it will make us realistic about how deep-rooted racism, anti-Semitism and discrimination are. These are just two examples of how biblical foundations will enable many years of fruitful discipleship further down the line.



(Image courtesy of LinkedIn)

Have you ever been asked what you do as a minister or a Chaplain? I have lost count of the number of times that question has been asked of me. I got asked just yesterday by a year 9 girl in the class I was supporting. The perception is that Ministry is easy, but the reality, as we all know, is very different.

Thriving, not surviving, in ministry

Chaplains



John Spence

Youth Minister, Parish of Great Chesham. John joined us for the TISCA residential chaplains' conference last October

Life in full-time ministry can be lonely, draining and relentless; there is always something to do, people who need help and some who stand against you.

Statistics show that those who work in full-time Christian ministry will, on average, work between 50-60 hours a week, many only getting 24 hours off. So it is unsurprising that the phrase, "I just can't cope anymore", is all too common.

In Matthew 9:37, Jesus teaches his disciples, "*The harvest is plentiful, but the labourers are few.*" The longer I am called to the full-time ministry, the more truth I see in that teaching. I have seen multiple friends and colleagues have to have time off sick due to mental health reasons. In fact, in an article in the 'Church

Time's in February 2024, Madeleine Davies reported that 21% of Incumbents "had mental well-being scores which indicated probable clinical depression", with a further 15% "indicating possible or mild depression" (Davies, Church Times, 2024). That is just incumbents; if you include the other full-time ministers, including Chaplains, as you can imagine, those numbers will increase.

How do we keep going in light of the pressure that people in full-time ministry face? What truths can we hold onto to enable us to see our ministry in the right light and avoid becoming one of those statistics?

Today, I have seven truths to encourage us to persevere as we go about the ministry we have been called to.



Firstly, Rely on Jesus.

"The LORD is my rock and my fortress and my deliverer; My God, my strength, in whom I will trust; My shield and the horn of my salvation, my stronghold." Psalm 18:2

It is very human to try and do life independently of God; our culture tells us to 'think positive' and 'you can do it'. The reality is very different; the most fundamental part of Christian living is not to live or work in your strength but in God's. Jesus is our strength, and we are empowered to serve God through the Holy Spirit.

Secondly, who are we serving?

"No one can serve two masters. Either you will hate the one and love the other, or you will be devoted to the one and despise the other. You cannot serve both God and money." Matthew 6:24

As sinful human beings, we are constantly torn between sinful self-serving and our new identity in Christ. This verse reminds us that we cannot do both; each day is a battle to remind ourselves we are serving Jesus; no matter what people say or what issues we face, we are called to serve Jesus in the context he has put us, and therefore we should strive to do that.

Thirdly, remember we are serving in a fallen world.

"If the world hates you, keep in mind that it hated me first." John 15:18.

We are the people of God, his children, and we have a home in heaven, not here on earth; the world hates Jesus, and therefore, we should not be surprised when we face hardships and opposition; it should be expected because of who we belong to. In some ways, that does not make it any easier, but it lifts our eyes out of our hardships to our Lord and Saviour, and therefore, point 1, we rely on him.

Fourthly, we are not alone.

"...Teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age." Matthew 28:20

This is such an encouraging verse, and I think one that should be stuck to everyone's desk; it's a reminder that through the relentless, draining work which we do each day, we are not alone; it might seem like it, at times it might seem like the whole world is against us, but King Jesus walks by our side, the Holy Spirit lives in us, we are not alone!

Fifthly, we cannot do everything.

"Go therefore and make disciples of all nations..." Matthew 28:19

I am sure you have heard the phrase, "I can't see the wood from the trees." It is used when someone is too focused on the detail, meaning you can't see the bigger picture. Often in ministry, endless work could be done; remember, "The harvest is plentiful, but the labourers are few." The amount of opportunities or work that needs to be done can feel overwhelming to the point of collapse. We need to remember that our foundational calling in our Christian lives is to tell people about Jesus and reach out with the good news of the Gospel; if we lose sight of that calling, we very quickly "Can't see the woods from the trees."

Sixthly, delegate or die.

"The reason I left you in Crete was that you might put in order what was left unfinished and appoint elders in every town, as I directed you." Titus 1:5

One of Titus' key tasks in Crete was to build up and appoint elders; this is not a unique calling to Titus; all the way through the bible, we see people building and training others to take on ministry roles: Paul and Timothy, Jesus and his disciples, Moses and Joshua - the list goes on. It can be very tempting to lose sight of that call, but if we try to do everything ourselves without training and equipping others, we limit the number of workers for the harvest field and put extra needless pressure on ourselves.

Seventh, we must remember what the people we serve need from us.

When I was very early on in my role, I was part of a leadership training course; the Minister leading the course said something to me that changed my ministry from that moment on:

"John, the young people of Chesham do not need the best youth worker with the best games; they need a youth worker who loves Jesus and wants to share him with them."

Those words are on my desk as a reminder of my role: sharing Jesus with a broken and desperate world. That is why I am here, and that is what I am called to do.

With all that said, I will leave you with this final encouragement:

"Therefore, since we are surrounded by so great a cloud of witnesses, let us also lay aside every weight, and sin which clings so closely, and let us run with endurance the race that is set before us" Hebrews 12:1

Church times 22nd Feb 2024, www.churchtimes.co.uk/articles/2024/23-february/news/uk/clergy-in-living-ministry-study-report-suffering-depression

University is often a deepening time for students who have grown up following Jesus. It's also a time where many encounter Jesus for the first time. But, in 2025, how can we walk with students wisely and effectively in their journey of faith? We asked a member of the Universities and Colleges Christian Fellowship (UCCF) to explain...

Opportunities and Ideas for Sharing Jesus Amongst Students Today

Parents

Staff

Pupils



Charlie Coombs

Charlie works for UCCF: The Christian Unions in Leeds as a Creative Evangelism Staff Worker. His work has two components: standing alongside the CU in Leeds as they hold out the gospel to their campus, and helping UCCF to resource students for evangelism in today's culture

Here are some trends and tips whether you're a student yourself, or an older adult seeking to encourage students in your life:

Desire for Wisdom

Those exploring faith are often not so interested in whether the gospel is *true*, but rather are interested in how it works. Amongst many students, there is a real felt need for wanting to work out how to do life well.

- **Student?** One of the best ways you can share your faith is by sharing the difference that Jesus makes in your life. Think about how Jesus affects your studies, your friendships, and the way you do your life. Ask your friends how they deal with these things, and then share your experience.
- **Older adult?** One outworking of this desire for wisdom is a desire for inter-generational relationships. Don't be afraid of feeling 'outdated' – invite students into your home and your family and share your life with them.



Charlie with members of the CU at Leeds University

Desire for Authenticity

Students, especially those exploring faith, aren't interested in performative fakes. There is an appetite for real, authentic spiritual experience.

- **Student?** Don't be afraid of being 'real' with your friends who don't know Jesus. Share your doubts, talk about church, offer to pray with them. They'll be more open than you think. A recent study showed that 54% of 18-24 year olds learnt most of what they know about other religions through having friends that follow that religion.¹
- **Older adult?** How could you create a culture of honesty and vulnerability amongst the students you spend time with?

1 <https://iifl.org.uk/reports/britains-attitudes-to-faith-in-public-life-may-2024/>

2 <https://www.bbc.co.uk/news/education-61735272>



Increasing International Students

20% of undergraduates are international students, and the numbers are higher if you include postgraduates. Many of these students are Christians and have a huge amount to give the church in the UK. Many are not, and from countries where they've never met a Christian before.

- **Student?** Make it your ambition to form a friendship with someone from another country this year: you'll benefit so much. Ask them questions about their family, their hometown and their culture. Share your favourite food, and they might return the favour!
- **Older Adult?** How equipped is your church in welcoming international students? There are lots of simple things you can do to invite those from other cultures into your church family. For ideas, go to: <https://www.friendsinternational.uk/free-ministry-resources/>

Know someone starting at University in 2025?

UCCF have put together a Student Welcome Box, designed to help students make the best start possible at university. Scan this QR code for more details:



Desire for Community

With one in four students feeling lonely 'most or all of the time' many students crave a kind of community where they can serve and be served, speak below the surface level, and do life together.²

- **Student?** What are some ways you could create community where you live? Cooking Sunday dinner? Gathering for lunch at the library? Weekend walks in the park? And as you do, aim to bring together your Christian friends to your friends who don't know Jesus. As people experience Christian community, it's one of the best ways you can show them who Jesus is.
- **Older Adult?** What are your ambitions as you seek to encourage the Christian students you know? It's easy to think about Christian maturity in an individualistic way: personal evangelism and private spiritual disciplines. However, the grain of New Testament discipleship is *always* communal in its expression. How could you encourage students you know to use their gifts for the good of their brothers and sisters, and those who don't know Jesus?



A Leeds CU fellowship meal

Tears in Narnia

Chaplains

Heads

Parents

Staff

Governors

Pupils

Supporters



Revd Anthony Buckley

Anthony is Vicar of St Michael at the North Gate in Oxford, Chaplain of Hertford College, and TISCA "Chaplain to the Chaplains". This is a summary of a talk given to The Oxford C S Lewis Society in November 2024. Anthony has taught history in two schools, is Chair of a Prep School Board of Governors, has been a school chaplain, and is a writer and speaker in numerous contexts. Anthony always enjoys visiting schools and can be reached on vicar@smng.org.uk or chaplain@tisca.org.uk

In the Narnia chronicles, C S Lewis describes crying so naturally that readers do not always notice its frequency.

The tears are always an understandable and appropriate reaction to a situation; in real life healthy children cry often, and to read of a character doing the same can pass by almost without note. When I began to explore this theme I realised that as a child I hardly noticed the tears – they seemed so natural. I noticed them more as an adult – am I now more self-conscious, or (more positively) more sensitive to sadness?

On closer inspection it is perhaps interesting that there are so many tears. In every book, a child cries (and others cry, too). The reasons are varied, but young and old readers would agree that it hurts when we are not believed or are being bullied. It is devastating when a parent is dying. It is horrible to feel lonely. It is crushing when all hope has been lost. It is sad to say goodbye to friends.

Does it say something about an author if their characters cry? (Is it the same when a character laughs? Perhaps, but not as strongly, because tears go deeper?) It is likely that there must be some sympathy and empathy between writer and character. Someone once wisely said to me: *Always remember, a novel is the most revealing thing an author can write.* What are the issues that can touch an author in this way, that he or she puts tears into their characters' eyes?

One of the heroes of the Narnia Chronicles is Lucy, named after C S Lewis' Goddaughter, Lucy Barfield. She is the first child to cry in the stories (in the order in which they were written, so I am calling *The Lion, the Witch and the Wardrobe* the first). She cries several times in this book, and then again in the second, *Prince Caspian*, because her siblings do not believe her. She



Anthony prepares to speak to the Oxford CS Lewis society

is a favourite character for Lewis, and sees Aslan the most, and it seems that this issue of not being believed, of being right whilst everyone else thinks we are crazy, mattered to him.

It is notable that in the chronicles only the good characters cry. There are bad characters who could have cried (we think of Rabadash) but Lewis goes for different expressions of emotions for them. For Lewis, tears are a sign of being on the right side. Perhaps it causes us to ask how we feel when we cry, or when we see others cry? Sometimes it may feel awkward or embarrassing (as it does on occasion for several characters in the stories) but perhaps it is an opportunity to see the good that is lying behind the tears. This good may be a strong sense of justice, sympathy or love-filled sadness. As Lewis wrote in *The Four Loves: To love at all is to be vulnerable. Love anything and your heart will be wrung and possibly broken. If you want to make sure of keeping it intact you must give it to no one, not even an animal.* The children give themselves to others and to Aslan, and so the tears flow.

Lewis uses tears to emphasise the sadness of the killing of Aslan; the moment is indeed so awful that Susan and Lucy *cried till they could cry no more*. The events of Good Friday were not only immeasurably significant, they were also profoundly sad, going beyond the limits of our grief.

In English translations the shortest verse in the Bible is *Jesus wept*. The Gospel writer clearly felt this was a moment to note, and the much later chapter and verse editors felt that this short sentence merited a verse of its own. Lewis picks up the importance of this: in Narnia Aslan cries, twice and on both occasions Lewis emphasises the significance. In *The Silver Chair* we read *Even the Lion wept: great Lion-tears, each tear more precious than the Earth would be if it was a single solid diamond*. In *The Magician's Nephew* we read about Digory: *He was very sad and he wasn't even sure all the time that he had done the right thing; but whenever he remembered the shining tears in Aslan's eyes he became sure*. When Aslan cries, it matters.

Lewis takes it for granted that tears will sometimes be shed, but they need not stop the character doing the right thing. In *The Last Battle* Tirian says: *"If you must weep, sweetheart"* (this was to Jill) *"turn your face aside and see you wet not your bow-string."*

This is important enough to Lewis that he emphasises it again a few minutes later: Even then Jill remembered to keep her face turned aside, well away from her bow. *"Even if I can't stop blubbing, I won't get my string wet,"* she said.

Perhaps there is something here for us, that we can be assured that sadness and sorrow need not stop us doing what we need to do.

The first character to cry is Mr Tumnus, and his tears are those of repentance. It is a crucial moment in the story, meaning that Lucy will survive. Sorrow for going in the wrong direction leads to change and much positive will flow from that. We need not be scared of such

moments. Perhaps Eustace's tears as a dragon in *The Voyage of the Dawn Treader* were part of his journey to be ready for Aslan's healing, if painful, touch.

The book with the most continual underlying theme of tears is *The Magician's Nephew* where Digory's worry and grief for his dying mother are repeatedly referenced. Readers of the chronicles may be familiar with the shattering sadness of the death of Lewis' wife Joy, which he then journalled in *A Grief Observed*. But this came after the Narnia stories were written, so we must look elsewhere for the source of Lewis' empathy and valuing of grief. He wrote about his unhappiness at school in *Surprised by Joy*. And also, and more significantly about the death of his mother when he was nine years old. *With my mother's death all settled happiness, all that was tranquil and reliable, disappeared from my life. There was to be much fun, many pleasures, many stabs of Joy; but no more of the old security. It was sea and islands now; the great continent had sunk like Atlantis.*

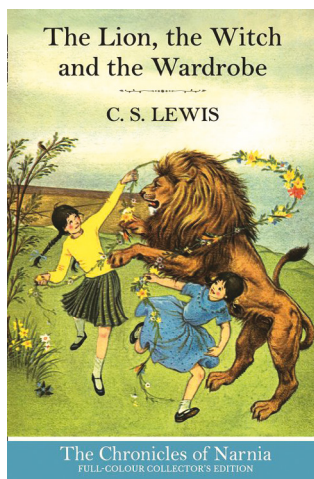
No more of the old security – Lewis is making it clear that this was (understandably) a life-shaping event. He does not pretend that everything became fine again when he grew up, or when he came to faith. This was published at the same time as the Narnia Chronicles, the pain had not gone away.

May we be given grace (and courage) to value tears and to see what lies behind them. And, if we ever think of writing a book, would any of the characters cry? And if so, why? And likewise, as we think about our friends and ourselves, it is helpful to ask what lies behind the tears. Consideration of what it is that is upsetting us, what the factors are that underly the inner or outer tears, can bring perspective and balance; naming the causes can help stop them being an overwhelming flood.

In every Narnia book, a child cries. Perhaps that is one of the reasons the series has stood the test of time, the tears speak of the reality of life in a difficult world, and the goodness in human nature.



Lucy, with Mr Tumnus – the first character to cry in *'The Lion, the Witch and the Wardrobe'* (photo courtesy of the BBC series)



(Photo courtesy of Collins)



The lamppost...



TISCA has a growing number of Overseas' member schools...
here are two which have joined in recent years

Woodstock School

Mussoorie, India

Chaplains Heads Parents Staff Governors Pupils Supporters



Kenton J. Beachy, MA, MPA
Director of Communications, Woodstock School

Woodstock has been an Overseas' member of TISCA for a few years.

TISCA's General Secretary was once on their Governing Body and re-visited the school in December 2024 where his younger daughter (as Director of Alumni) and her husband (as Chaplain) are on staff.

International by Nature

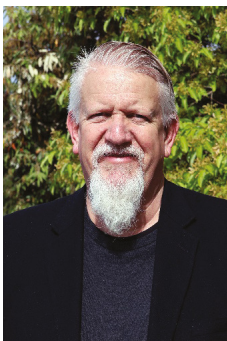
For 170 years Woodstock School has touched the lives of young people from all corners of the globe who come to live and learn together. Our students become successful learners, confident individuals, effective leaders, responsible global citizens, and critical thinkers who re-examine taken-for-granted assumptions and question current structures and privilege. Upon graduation they enroll in esteemed universities around the world and enter Woodstock's lifelong, worldwide alumni network.

All of this does not happen by accident. We accomplish these outstanding results not with knowledge and understanding alone but also through our committed faculty and staff who prioritize building relationships with each student and who enrich their lives both inside and outside the classroom through pastoral care.



Our nearly 500 students speak more than 50 languages and represent more than 35 nationalities from all parts of the world including Syria, Ukraine, Australia, Bangladesh, Bhutan, Canada, France, India, Italy, Japan, South Korea, Nepal, Netherlands, New Zealand, Sri Lanka, Sweden, Thailand, Tibet, UK, U.S.A., Kenya, Yemen, Tanzania, Switzerland, Norway, and others. No wonder we refer to Woodstock School as *International by Nature*. Like our students, our faculty come from across the globe with the knowledge, skill sets, values, and worldview that support and enrich Woodstock's diverse community.

At Woodstock we are also in many ways a collection of *Third Culture Kids*, both students and staff, who have formed a third culture at Woodstock itself and who are attuned to building relationships with other cultures. Third culture individuals appreciate an expansive worldview along with cross-cultural sensitivity and intelligence. From academics to residential life and activities including enrichment, music, outdoor learning, service, athletics, and global exposure, at Woodstock we help young people discover a common humanity that transcends the divisions of wealth, culture, religion, and ethnic identity which so often characterize the conflicts and problems in the world today. At Woodstock we value the contributions of all, enabling us to fulfill our mission of equipping students for leadership and for life in the spirit of educating students for a world of difference.



Dr Craig Cook, Principal
of Woodstock School



Alastair Reid with the Principal,
Dr Craig Cook

Kathmandu International Study Centre (KISC) Nepal

Chaplains

Heads

Parents

Staff

Governors

Pupils

Supporters



Jo East

Communications Manager at KISC

For over 35 years, Kathmandu International Study Centre (KISC) has been a strong community, here in the heart of Nepal.

As a culturally diverse K-12 international school, with 200 plus students from over 20 countries, KISC aims to provide a challenging yet supportive learning environment for an excellent holistic education.

We believe that the process of learning is as important as actual achievement. We aim to create a learning environment in which each student feels valued and where there is freedom to express ideas and opinions, which may be examined openly and objectively.

As well as gaining knowledge, our learning process focuses on the development of critical thinking, creativity and acquisition of skills for life. As a result, KISC students will become independent lifelong learners. We strive to provide students with opportunities to develop their gifts and talents through as many aspects of KISC life as possible: academically, socially and through sports and creative arts.

KISC's output over a range of extra-curricular activities is remarkable, especially for such a small

school. We have an annual show in the Christmas term, a school concert in the Spring, a talent show, and a swimming gala, along with various other house competitions like athletics and football. We also compete against other schools from across Kathmandu.

And every year, KISC has an Activity Week which provides a variety of opportunities for all students to develop skills such as team problem solving, leading activities or maximising people's creative abilities, as well as the confidence to deal with things that students may not have encountered before.

KISC wouldn't be possible without its brilliant staff, who go over and above to ensure our students receive not just a superb education, but also a great environment for them to develop and grow into the best version of themselves.

We are looking for excellent teachers to join our amazing staff team, and KISC currently has a variety of vacancies including senior leadership roles, along with both Primary and Secondary teaching opportunities. To find out more about more KISC please visit <https://www.kisc.edu.np> and to see our current vacancies, please go to <https://www.kisc.edu.np/vacancies>



Book Reviews

Chaplains

Heads

Parents

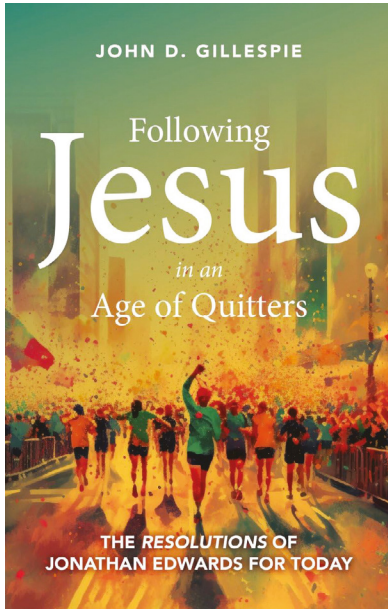
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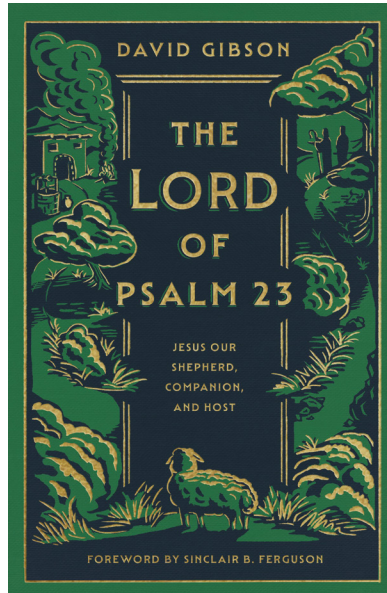
Supporters

Curated by Frankie Knight TISCA Trustee



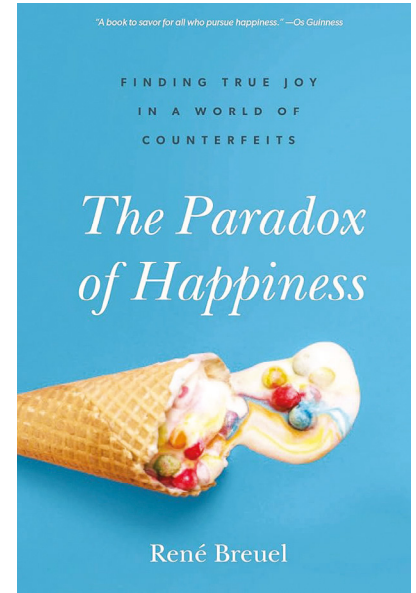
***Following Jesus in an Age of Quitters* by John Gillespie**

In this brilliant book, Gillespie examines the 70 resolutions that Jonathan Edwards wrote for his life and applies them to Christian discipleship today. Each short chapter is packed with challenge but also warm encouragement about how we can be devoted to God in all areas of our lives. A great book to read a chapter a day.



***The Lord of Psalm 23* by David Gibson**

You might feel very familiar with Psalm 23 already, but don't let that put you off reading this excellent book. In 'The Lord of Psalm 23', David Gibson carefully unpacks each verse of this beautiful psalm to show the extent of Jesus' love and care for his people. Every line is explained with fresh clarity and applied with deep pastoral wisdom. A book to help you walk closely with the Lord Jesus during the busyness of term.



***The Paradox of Happiness: Finding True Joy in a World of Counterfeits* by René Breuel**

First published in 2013, this is not a new book but it reads as a remarkably contemporary critique of today's world and our modern quest for happiness. Breuel shows how Jesus' teaching, and the upside down logic of the gospel, is the antidote to the fleeting and shallow forms of happiness we often settle for. A great read for any Christian and one that thinking Sixth Formers might want to engage with.