



Strategic Plan 2009–2014

# CULTURE OF CAPABILITY

*Final Report*



**Havergal**  
COLLEGE



## Havergal College's Strategic Plan 2009–2014

The most effective strategic plans are ones that align with the mission and values of an organization and set a vision that exceeds the duration of the plan. In 2009, Havergal College boldly set out to develop human capability through new strategies, programs and personal development for students, faculty and staff. The impact of the *Strategic Plan 2009-2014: Culture of Capability* on Havergal as an educational institution and as a community has been profound and will extend long into the future.

Each individual in the school who has experienced our culture of capability has a story to tell—and stories are a perfect way to illustrate the success of our strategic plan. What you will see, hear and read in this report represents a sample of the hundreds of ways our school is different as a result of a *Culture of Capability*.

Ever a forward-looking school, Havergal has now embarked on the development of its new strategic plan, *Havergal 2020*, and due to the strength of a *Culture of Capability*, it has a deeply-rooted launch point. What began in 2009 continues to offer the school a solid vision for the future and I hope all members of our community will take the opportunity to engage in the strategic planning process, which is a vital undertaking for any organization.

Graphically, this Final Report on a *Culture of Capability* mirrors the building blocks that were created to describe the plan's original goals. If you would like to review our *Strategic Plan 2009-2014: Culture of Capability*, please **click here**.

On behalf of Havergal College, we offer our sincere gratitude to those individuals who played leadership roles in both the development and execution of our *Strategic Plan 2009-2014*. We thank all members of our community for their individual and collective efforts in engaging in Havergal's culture of capability.

*Lois Rowe*  
*Vice Principal*

# CULTURE OF CAPABILITY

Through 11 stories, members of our community share how the *Culture of Capability* has made a lasting impact—please click on the blocks to learn about their stories.



**GLOBAL CAPABILITY  
SELF-EFFICACY**



**WHOLE GIRL**



**FACULTY & STAFF  
AS A COMPETITIVE  
ADVANTAGE**



**MENTORING**



**MONITORING**



**HONOURING**



**CURRICULAR &  
CO-CURRICULAR  
PROGRAMMING**



**SYSTEM TO TRACK  
PROGRESS &  
ACHIEVEMENT**



**STRATEGIC HIRING**



**PROFESSIONAL  
DEVELOPMENT**

# Global Capability & Self-Efficacy



View this video at [bit.ly/Hccapability](https://bit.ly/Hccapability)

“At Havergal, I learned that you have to get involved to instigate change. To make change you have to work with people’s expectations. It’s about collaboration and working together—it’s about dialogue and understanding the other points of view. To get the composting program established, it took a lot of patience and perseverance. But I believed in myself. I believed I could make a difference, and this I learned at Havergal.”

– Samantha Bennett, Class of 2012



# Whole Girl



View this video at [bit.ly/HCwholegirl](https://bit.ly/HCwholegirl)

“The best thing about Havergal is that it’s a very comfortable environment; and by comfortable, I mean it in the sense that you can explore, try new things and take risks. Havergal allows you to discover your potential and to find your own path.”

– Hailey Chin, Class of 2014

“I was on the Whole Girl Committee in Grade 9, and the most important part of that experience was realizing what being a Whole Girl really was. A lot of people were scared that being a Whole Girl meant that you have to do everything well. I think it’s the complete opposite. It’s about being the best at what you can do and being proud of what you can do.”

– Samantha Cardinale, Class of 2014

# Faculty & Staff as a *Competitive Advantage*



View this video at [bit.ly/HCadvantage](https://bit.ly/HCadvantage)

“I really appreciate the opportunities to connect with students and to play different professional roles within the school. I also feel privileged to play a mentoring role with our students. I know that I am a trusted adult to them. I feel lucky to work in this place.”

— Hector Garcia, Building Technician



# Mentoring



View this video at [bit.ly/HCmentoring](https://bit.ly/HCmentoring)

“I’ve always had a lot of ideas. But this is the first time that I’ve gone through with it. With the school’s support and guidance from the Institute, I’ve learned that I can make things happen, that I can be proactive and that I can make a difference.”

— Nicole Yoannou, Class of 2018

# Faculty & Staff as a *Competitive Advantage*

## ***Building Capability through Meaningful Research***

The student-teacher relationship and the special human connection that it affords drew Jennifer Goldberg to the teaching profession. Jennifer enjoys being a member of the Havergal community because she finds the school to be a place that values thinking.

“At Havergal, teachers take their craft very seriously and we—both faculty and staff—are treated as professionals and with a lot of respect. It’s an intellectual culture that is open, complex and supportive,” says Jennifer, who teaches English at the Upper School. Along with her colleague Ina Szekely, they coordinate the New to Havergal Faculty Mentoring Program in the Upper School, which matches New to Havergal teachers with current teachers for mentorship during their first year at Havergal.

As a school that attracts, supports and retains the very best faculty and staff, teachers such as Jennifer exemplify the excellence Havergal places on teaching, learning and innovation. Each school year, a member of Havergal’s faculty is awarded an academic leadership role known as the Havergal Chair of Learning and Teaching. As the 16<sup>th</sup> Chair in 2013–14, Jennifer’s research explored the kinds of assessment feedback that yields the greatest results. “My research investigated ways in which Havergal can make feedback on written work a more meaningful learning experience for students, with the ultimate goal of increasing student achievement in this realm,” says Jennifer, who started teaching at Havergal in 2010 and also coaches the school’s Curling team and advises the student newspaper.

The impetus for her research project was driven from insights she gained while

attending a professional development workshop focused on assessment. “The session got me thinking that there’s an opportunity to work in this area—students invest so much time producing work for teachers, and teachers invest so much time assessing students’ work. Yet, students often feel that teachers haven’t understood their work, and teachers commonly feel that students haven’t understood their feedback,” she explains. “My research explores ways to make feedback a more meaningful opportunity for teaching and learning at Havergal. It centres on interventions related to student mindset and pedagogy related to the writing process and empowering teachers to empower students.”

This empowerment is critical to the learning ethos at Havergal, as outlined in the *Culture of Capability*. As Jennifer builds on her own capability—as a researcher and a leader—she is empowering capability and self-efficacy in her students and among her colleagues. Along with her leadership and mentorship roles, she is also a dedicated lifelong learner, participating in a myriad of professional





development opportunities and working to obtain additional teaching qualifications.

“As a teacher, I feel an obligation to be a learner. I’m impressed and grateful for the school’s commitment to professional development. It reinvigorates my practice as it allows my own teaching philosophy to continue to

evolve,” she says. “The professional development opportunities available at Havergal are a reflection of the importance the school places on personal growth and development. A school’s strategic plan can only be realized through valuing and empowering its faculty and staff. For me, that’s what efficacy and capability are all about.”





# Monitoring



View this video at [bit.ly/HCmonitoring](https://bit.ly/HCmonitoring)

“As a Boarder, I’ve been able to develop my sense of independence and capabilities, knowing that there are people here to keep me safe and monitor our needs. At Havergal, I have space to grow. I’ve learned that I can trust and rely on people, which has allowed me to build my own capability.”

– Florence Pang, Class of 2014



# Honouring



View this video at [bit.ly/HChonouring](https://bit.ly/HChonouring)

“I love Havergal because I know my voice is always heard.”

– Amy Edwards, Class of 2021, with Avery Southam, Class of 2023, and  
Annie Elliot, Class of 2021

# Curricular & Co-Curricular *Programming*

## ***Nurturing Learning: Teaching for Understanding***

Building a culture of capability is fundamental in Havergal's Whole-Girl focus for teaching for understanding. With thinking at the core of learning, students acquire the knowledge and skills to make meaning for themselves and to transfer their knowledge and understanding to new situations. For Grade 5 teacher Raeme Lockington, this also means that she wants her students' learning to be increasingly independent and interdisciplinary, as they develop confidence and feel empowered to ask questions and take on new challenges.

"I want my students to learn to think for themselves. They should trust that they are capable of problem solving and that they can make the right decisions," says Raeme, who started teaching in the Junior School in September 2009. "I love working with girls and seeing them figure out things on their own. During class time, my students are in charge of their learning and, through conversation, I'm able to draw out their understanding. I really enjoy their sense of humour and the moments of levity in my classroom as it enables the girls to feel more comfortable to take risks and to expand their thinking."

According to Raeme, when learning is interactive, fun and innovative, students are truly engaged with their academic experience. Students, such as Emma Kalles, also benefit from the many opportunities to develop her whole self—her full intellectual, creative, spiritual and physical potential—through curricular and co-curricular programs.

"I love Havergal because of the teachers—they are so nice and involved with us in our co-curriculars and sports," says Emma, who

plays multiple sports at Havergal and is looking forward to her growing leadership opportunities in Grade 6. "Ms. Lockington is a really good teacher. She explains things really well and brings in real-life examples to help us learn."

Teachers truly enjoy having students like Emma in their classes. "Emma is the Whole Girl. She's kind, thoughtful, funny, spirited, friendly and energetic. She advocates for herself and she really seems to thrive when she can ask questions, share her ideas and contribute to the conversation. She really likes to question the world around her," Raeme says.

Through a *Culture of Capability*, the Junior School has taken an integrated approach to the study of science, technology, engineering and mathematics (STEM). STEM teacher Darryl Reiter joined Havergal in September 2012 not only to increase student interest, knowledge and engagement in STEM, but also to co-teach and plan with homeroom teachers and to build capability in these disciplines. "I love working collaboratively with my colleagues. It's great to have other perspectives, knowledge and expertise as we work in teams to develop themes and connections across subject areas and curriculum units," Raeme adds.

For example, working with Darryl, the Grade 5s were tasked with a design challenge that saw them using a renewable energy source—wind, water or solar—to create power to generate a LEGO amusement park ride. "After students completed their design challenge, they reflected on their work—what worked, what didn't work—and whether it could be a real-life solution. It provided a great opportunity for assessment. I was able to observe the girls' conversations and determine what they had learned and how they could transfer their





knowledge to real-life experiences,” Raeme says. “I encourage all my students to be hard workers, to think for themselves and to learn from the process. I want them to focus on the fact that they have put a lot of hard work into

something as opposed to just being smart and producing a result. Our approach to learning at Havergal values the thinking process to empower and build our capability.”







# System to Track *Progress & Achievement*

## ***Supporting Student Capability***

As a result of the *Culture of Capability* and the high degree of importance placed on monitoring and tracking students' success, Havergal has adopted new technology and implemented new roles at the school. A restructuring took place to create three new Assistant Head positions in the Senior, Middle and Boarding Schools in 2013–14. In addition, two new positions focusing on Learning Support were created to address students with specific learning needs.

The school saw the implementation of Veracross (an integrated database) in 2010, which has allowed all functions of the school to interconnect, offering a secure environment where a rich variety of information can be stored and accessed by faculty, staff, students and parents.

The Assistant Head of the Middle School, Jennifer Patterson—"JJ" to faculty and staff—knows a thing or two about monitoring and tracking students, having coached numerous teams over her career. JJ makes it her mission to get to know every Grade 7 and 8 student with a view to optimizing their progress and well-being at Havergal. She describes how the *Culture of Capability* drew attention to the need for a more integrated monitoring system across different parts of the school. She describes the various ways that the Middle School monitors students: each girl has a Form teacher who regularly communicates any concerns or observations to JJ; the Day School Office (DSO), a central hub, records attendance and other key data in Veracross; progress meetings bring

together all Middle School faculty to share their knowledge of each student; the new Learning Support Specialist in the Upper School assists students who require specific accommodations with their learning; and the implementation of the school's information system helps JJ to better monitor the movements and behaviours of Middle School students.

"In my first year, I met personally with all 92 Grade 7s and 100 Grade 8s. I found that this opened the door for further conversation. They felt comfortable to come and speak with me when something was bothering them or if they needed advice. And, beyond me, there is a whole network of faculty, staff, coaches and other caring members of the Havergal community who are ready to step in and help at any moment," says JJ, noting that Havergal parents play an important role in helping to support the monitoring of their daughters.

When students are away from school, they are still able to be connected to the school through Veracross, which allows them to self-monitor and to become more self-efficacious. "We want our students to be able to advocate for themselves," JJ says. "This is an important executive functioning skill that we help all students to develop."

Middle School students are certainly very fortunate to have a trusted adult in JJ. Along with the implementation of Veracross, the promotion of JJ to the Assistant Head position has played a key role in supporting Middle School students in a deeper and more meaningful way.

# Strategic Hiring

## ***Supporting Excellence in Learning***

As a direct result of the *Culture of Capability*, Havergal identified the need for learning support for students requiring accommodations. Nicole Klement and Cheryl MacKinnon, both specialist teachers in Learning Support, were hired to achieve this goal by collaborating with faculty to develop and implement strategies to support student learning.

Both Nicole, who works with Upper School students, and Cheryl, who works with Junior School students, provide short-term intervention as well as in-classroom support to help teachers make any amendments necessary to increase the learning possibilities for their students. For example, a student may need additional auditory or visual information in order to fully grasp the meaning of certain material.

“Nicole and I provide a kind of bridge—we help facilitate the learning process for students and we work with parents, teachers and outside service providers in order to achieve this,” Cheryl says. Nicole adds: “Havergal can be a challenging environment as there is a lot of pressure to do well. Understanding capability means that we recognize that students may be able to do better and realize their full potential with some guidance and assistance.”

In the *Culture of Capability*, the Guidance Counsellors, Director of Curriculum and Faculty Development, Assistant Heads and the Learning Support Specialists meet regularly to discuss what learning support looks like and to determine what students

need in order to be successful. Individual progress meetings provide a forum for the whole faculty team to come together to discuss each student and what her learning successes and challenges may be.

“The biggest part of our role is having students understand both their strengths and barriers. Students may have different pieces of information floating about in their heads and, with the addition of learning strategies that we’ve worked on together, all of a sudden they are able to put those pieces together. It’s wonderful to see these breakthroughs. Having students understand themselves as learners is the most important part of our work,” Nicole says.

Nicole and Cheryl increase the capability of students across the school by assisting in the development of their executive functioning skills (e.g. time management, prioritization, organization). In addition, they develop the capability of faculty by providing strategies and approaches to best teach these skills to their students.

Nicole and Cheryl are excited by how they naturally complement each other’s strengths and skills. Using data driven research, best practices and their own experiences, they are currently working together to create their vision for learning support at Havergal. They have already richly contributed to the development of this important area of learning to which the school has a long-term, strategic commitment. Nicole and Cheryl exemplify how strategic hiring has been a vital element in the realization of the overall objectives of a *Culture of Capability*.











# Professional Development

## **Leader and Learner: Investing in the Future**

Britney Coleman is inspired to come to work every day, not only because she loves to teach, but also because she is passionate about learning and sharing her knowledge with those around her.

Britney feels blessed to work at a school that promotes professional development and encourages teachers to always improve their practice. “I believe the best teachers are the ones who model lifelong learning,” says Britney, who started at Havergal in 2010 and is currently teaching Grade 5.

Britney sees herself as a lifelong learner. She has taken additional qualification courses in special education, reading and math, all of which have allowed her to develop new strategies and to review essential fundamental skills. “I share openly with my students that I am also a learner and that this is deeply important to me,” she says of her involvement with the Math Part 1 Additional Qualification course, which York University held at Havergal on Tuesday nights for Junior School Homeform teachers. “I implemented ideas from the course literally the next day in my classroom.”

Professional development (PD) has manifested itself in different forms for Britney. As a leader, she has inspired many of her colleagues and peers. She has co-facilitated a Summer Institute for Teaching and Learning workshop with three of her colleagues

entitled *Powerful Play: Inquiry-Based Learning in the Early Years*. She also co-presented at the National Conference on Girls’ Education (NCGE) 2014 on global leadership based on her experience with a Global Experience Program excursion to Ghana. “During our session at the NCGE conference, participants walked away with practical tools, ideas and strategies to implement a powerful values-based model to develop global leadership capability in girls,” Britney says.

Britney has participated in several of the Summer Institute workshops, which are offered to Havergal faculty and other educators from across North America. “I invite colleagues to my classroom to share in my learning and I use thinking routines daily with my students—their thinking is valued, heard and explored to a much greater depth,” she says of her PD learning on *Making Thinking Visible*. “I am also able to share ideas with my grade partner and others throughout the school.”

“When we return from PD, it affects the whole school—teachers come back inspired and wanting to share ideas,” she says, noting that through the multitude of opportunities available to faculty and staff, the school’s culture of capability is further enhanced.

“Taking PD courses has boosted my confidence and motivation—I am continuously feeling inspired and current,” Britney adds. “I am motivated to be the best teacher I can be for my students so that they have an optimal environment for learning.”



# Havergal

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