

# Torch

HAVERGAL COLLEGE | SPRING 2016





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Front Cover: Upper School Music teacher Cissy Goodridge leads the Middle School Band to achieve gold at the MusicFest Regional competition.

Inside Front Cover: Junior School students enjoy the opportunity to learn the ukulele as a part of the Club program.



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**Saturday, October 1 • 9 am to 1 pm**

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Events include face painting, food vendors, games,  
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a haunted house and more!

Proceeds from this event support our community partners.

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“The values are signposts to help guide us and shape our decisions.”

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## Focusing on Our Values

Helen-Kay Davy

When I first arrived at Havergal College in 2014, one of my first tasks was to start developing a strategic plan for the school (*Havergal 2020: Our Vision is Limitless*). I knew that in order to live and own that plan, it had to align with the other statements established at the school: our mission and our values.

We had a mission statement, but we needed to make sure it still reflected the true ethos of our school. We had a list of values, but they had not been examined in a long time. So we started a process to get these key messages working together. It took nearly a year to get feedback from our stakeholders and hone the direction of the strategic plan. A committee of governors, parents, faculty and administrators then focused on the framework of the plan and on the vision of the school.

It was an equally important and involved process to craft a list of characteristics that truly reflect the values of this community. We did that by putting together a working group of staff and faculty. We also consulted with students. Together, we fine-tuned the precise wording of our mission statement and our values.

The four core values—integrity, inquiry, compassion and courage—now truly underpin our mission statement and guide us, even on a daily basis.

Each of these carefully chosen words reflects what we aim for at Havergal. They are not a benchmark for us to judge the girls or the curriculum. The values are signposts to help guide us and shape our decisions. I believe, for a lot of our girls, these words will resonate

even more after they graduate. These are our values, and we are all lifelong members of this learning community.

Integrity is about respecting ourselves, respecting others and owning up to our mistakes. Our students are young and they will sometimes fail and need to find a way to move past their mistakes, not hide from them.

Inquiry very much drives our learning process at Havergal. We are passionate about the foundations of knowledge, but even our younger girls are encouraged to explore what learning really means and to ask bigger questions.

Compassion drives the community aspect of our school. We are raising girls to be citizens of the world—empathetic citizens who can see beyond themselves.

And courage, while the last value on our list, I think pulls them all together. So many of our girls are courageous every day in ways that not everyone sees...at home, in their school work and in their community work. When we have courage, we speak up for ourselves and others; we are able to take risks and try new things.

These values have given us a renewed focus at Havergal. We can now move forward with ideas in our classrooms and in our community that truly align with our common goals. These characteristics are going to influence how we speak to each other in the hallways and will drive research on the part of our faculty. Havergal's values will influence learning at our school today and the lives of our alumnae for many years to come. 🍀

## Snapshots



1. Our Grade 12 Drama & Interdisciplinary Studies classes participate in the annual Tokens 4 Change event across Toronto in support of homeless youth.
2. Havergal celebrates the Year of the Fire Monkey at Chinese New Year Prayers.
3. Grade 11 Non-Traditional Art students partner with Old Girls on a collaborative digital art project.
4. Grade 5 students work on building healthy relationships with educational consultant and certified professional coach Kate Sharpe.
5. Junior School students celebrate Pi Day with an afternoon of solving mathematical and logic puzzles in escape room-inspired activities.







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6. Our U20 Hockey team takes home the Hewitt Cup for the second year in a row at Hockey Day 2016!

7. Junior School students proudly wear their House colours during Spirit Week.

8. Havergal College and Crescent School students travel to Mbeya, Tanzania, to work with The Olive Branch for Children organization.

9. Middle School students create their own computer programs at the Hackergal Hackathon.

10. A group of Middle School students enjoy working on community projects during a trip to Costa Rica.

11. This year's Prefects pose with popular a cappella group Cadence, who performed at Prayers on Valentine's Day.





**12.** Congratulations to our Grade 11 students on winning this year's Grade Cheer Off competition!

**13.** Grade 8 students go cross-country skiing while on a cultural exchange in Saint-Donat, Québec.

**14.** Guests at the annual Father Daughter Winter Ball have a great time taking fun photos and dancing the night away.



## Exploring the Cultures of Thinking

Melissa Than

**Who am I?** It's an essential question that resonates throughout the Social Sciences program. Teaching a broad and diverse curriculum, Social Sciences faculty ask their students to engage in self-reflection before turning the lens outward. "All of our courses are about increasing self-awareness in terms of where our students fit in with the world," says Lindsay Norberg, Head of Social Sciences.

At the beginning of the school year, students are sometimes unsure of how to tackle this question. "It can be messy sitting around the oval Harkness tables in our classrooms because you may not know your classmates yet and you are likely still uncovering who you are yourself," says Norberg. Through discussion and interaction with peers, students learn more about themselves and are encouraged to be honest about their self-discovery. "Students need to have integrity in terms of being true to themselves and true to the others who are around them," she adds.

Social Sciences courses at Havergal are focused around big ideas and essential questions. From Grades 7 to 10, students are learning about Canadian history and geography. Beginning in Grades 7 and 8, Middle School students in Sarah Croft's class start their lessons with a rich and intriguing question—setting the tone for inquiry. They often approach the question as a mission, suggesting that it will be challenging, layered and complex. "Through a discussion of what the question means and how we will seek to answer it, students understand that they can take risks, consider multiple perspectives and disagree with one another but, ultimately, the mission builds camaraderie as the students work together to accomplish the goals," says Croft.

In Grades 9 and 10, students are exploring their historical and geographical thinking skills. They are often asked to be courageous historians. "History has many stories and perspectives," says Norberg. "There are opportunities every day in class to be risk-takers—to be courageous and look at evidence in different ways, to raise other questions and to take different paths." With a geographic perspective, students are encouraged to solve problems by considering spatial significance and interrelationships. "Things are interconnected. Physical geography impacts the human geography and humans impact the physical geography."

The Social Sciences curriculum in Grades 11 and 12 includes economics, politics, world issues, philosophy, history and law. In the Grade 11 Introduction to Anthropology, Psychology and Sociology class, students ask themselves: "What does it mean to be human?" In the Grade 11 World Religions class, students continue their journey of self-discovery by asking themselves: "What is faith and what role does it play in our daily lives?" In the Grade 12 Philosophy class, students are being asked: "What is the good life?" To encapsulate their ideas, the class has physically collected objects for a time capsule. "We intend to bury a figurative seed in the Havergal flower garden," says Kyle Fredenburg. "Our time capsule contains collaborative texts that reflect on problems of moral philosophy and individual responses to the question," he adds. While this exercise provides exciting and enthusiastic discussions, it is also a chance for students to be compassionate colleagues in order to share ideas respectfully.

"Havergal is always about doing the right thing, not the easy thing," says Norberg. "Social Sciences classes provide opportunities for student thinking. It's clearly connected to the work that we've done as a school and the cultures of thinking." 🍌



Social Sciences faculty in a Harkness-style classroom. From left to right: (back row) Ameera Rajwani, Denise Hartford, Lindsay Norberg, Andrew McHaffie, Lori Buchanan, Adam Pounder and Rocky Menzella; (front row) Sarah Croft, Ina Szekely, Mary Ann Krotz and Kyle Fredenburg.

# Start from Here: Navigating the World with Havergal Values

Leslie Anne Dexter and Michael Simmonds



Consider these scenes: a referee misses a call in the last minute of a championship game and the opposition scores the winning goal; a group of students disagrees about how to proceed with an upcoming presentation; a student speaks at Prayers and “comes out” in front of her peers in the Upper School; a girl shares a secret with a friend who then tells another girl.

Every day, Havergal students make decisions about how they will, or will not, act in relation to the events that inform their day. Those decisions are a product of their values—the moral compass students use to find their way when faced with upset, confusion or uncertainty. And while instilling values in young people is primarily the work of parents, developing our girls’ capacity to make good decisions is also a core responsibility of Havergal. No one can provide a foolproof formula for making the right choice every time, but we can offer each girl a foundation on which she can build her personal value system in moments of ambiguity that present for every student at every grade.

With our new strategic plan, *Havergal 2020: Our Vision is Limitless*, the core values that have driven the school for more than 120 years found their clearest expression to date: integrity, inquiry, compassion and courage. Developed through extensive consultation, these four qualities provide our community with a constant frame of reference. Attend any public event or meeting and you will hear us refer to these values because Havergal is committed to making them front and centre.

But how exactly do we ensure that these four points of the compass actually direct the daily life of the school and are not just listed in the strategic plan or in an issue of the *Torch*?

We practise them by living them. At Havergal, actions speak louder than words.

Gone are the days when school leaders dictate values from podiums and leave students to sort out the details. This is the era of engagement, and our role in the lives of children is complex, nuanced and ongoing. More than ever, adults are actively involved and reach out across the great technological divide that makes the education of today’s generation so different from our own.



Havergal students partner with their peers at Crescent School to create the Dignity for All initiative.

We design the public parts of our program with our values in mind so that we optimize the girls' experience. We ask: "What kinds of experiences will promote compassion? How can we expose students to complex situations that require integrity? Are there new ways we can approach inquiry? Where can we offer moments that promote courage?" For example, the topics presented in Prayers are constantly evolving. Our Chaplains, faculty, students and guests talk about the complex issues we all grapple with through the prism of the school's core values.

Our service initiatives are designed with the same care.

The Junior School's community partnerships give students direct contact with the people they are helping such as young people with mental and physical disabilities. Havergal also works closely with New Circles, an initiative that offers an opportunity to support low-income and newly arrived Canadians.

In the Upper School this year, our girls collaborated with boys from Crescent School to form the Dignity for All initiative. Not only did the students raise money for Syrian refugees, but they also invited refugee families to Havergal on a few Saturdays to participate in fun activities. Students from Grades 6 to 11 helped plan the event and, in so doing, learned a great deal about the current situation facing the government-sponsored newcomers. They also provided friendship and mentorship to children who have yet to enrol in formal education since their arrival. In this way, an international

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“This is the era of engagement, and our role in the lives of children is complex, nuanced and ongoing.”

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crisis is reduced to a more human scale, where compassion serves as a foundation for connecting.

Every day, informal efforts highlight the school's values. In the Junior School, we talk about living the values and name them when we see them such as using the word *courage* when a girl faces her fear of presenting in class. In the older grades, as the sophistication of interpersonal dynamics escalates, the faculty injects values into discussions wherever possible: inquiry in academic program

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Kindergarten students create a medical centre for their dolls.

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“Private moments are particularly important for learning about good decision-making because they often require girls to consider several values at once—a kind of moral triangulation.”

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planning, compassion in the complex web of social relations, courage when a girl expresses a difference of opinion and integrity when she chooses doing the hard thing over taking the easy way out.

Away from the limelight, there are hundreds of private moments that occur daily when our girls have to find their own way, and yet we have a role to play in them, too. In what circumstances do we leave a student to sort something out for herself? When does she need a helping hand? When is it time to involve her peers or parents?

In the Junior School, a teacher might sit with two girls at recess to help them resolve a disagreement by having them use our core values to assess their actions. In the older grades, a counsellor or advisor could help a teen resolve her anxiety about university program choices by helping her reflect on what matters most to her. And on both sides of the bridge, students who struggle with behaviour might visit with either of us to talk about how they can make decisions that are more productive and considerate.

Private moments are particularly important for learning about good decision-making because they often require girls to consider several values at once—a kind of moral triangulation. An obvious example is when a girl is a bystander to bullying. It takes inquiry to understand what is happening, integrity to know what’s right, compassion to care enough to help and courage to do something about it.

A more subtle, everyday example might look like this: A top student is at home putting the finishing touches on her math assignment when she receives a text from a friend: “stuck on #8—can I c urs” followed by the confused emoji. She stares at the screen as her mind fills with thoughts: *I worked hard on this; she’s my friend; helping others is good; cheating is wrong; it’s only one problem; no one will know; I wish she hadn’t asked.* Then she texts back, “let’s ft.” Once on FaceTime, she asks, “OK, where did you get to?” She then spends 20 minutes helping her friend understand the concept. By talking instead of sending a photo of her solution, she maintains her integrity, shows courage by not going along with the request of

a peer, emphasizes the role of inquiry in resolving confusion and displays compassion by taking the time to help.

Ultimately, it is not our role to tell students what to think. It is our job to engage them in a process of seeing and experiencing the core values so that they can determine their own principles. That's why, whenever we can, we emphasize a shared process with the girls. After all, they are the ones who will have to decide what a better world looks like. And they are the ones who will need the guts to go out and make it happen.

Just think about some of the big questions they will face: What does marriage mean today? How do we understand gender and

sexual identity? Will we ever see the end of wasteful packaging and excessive consumption? How will the cultural and racial conflicts of an increasingly interconnected world be resolved? Is it ethical to clone people? And how exactly do we reach out to friends, family, neighbours or complete strangers in need?

No matter how advanced technology becomes, there will never be a moral GPS—a navigational system that gives our girls step-by-step instructions about how to travel from the heart of a murky issue to a satisfactory resolution. They have to learn to navigate on their own. So we give them what they need: four fundamental values that will always be there to help them find their way. 🍌



Senior School students collaborate in class.

Feature Story



# Inspiration

## from Within

Suzanne Bowness



**W**ith a variety of community partnerships, clubs and sports teams that students and faculty can get involved in, Havergal is a busy place. There is a lot you can do here, from joining the Debate team, to competing on the Swim team and playing Quidditch to learning Spanish and working on *Behind the Ivy*, the student newspaper.

But while there is variety in the activities, there is unity in the underlying values that students develop, regardless of their passions. The dedication of the singer who commits to a choir for several years. The discipline of the swimmer who sets her alarm to make a regular 6:45 am practice. The leadership of a girl who joins a club in Grade 7 and heads it by Grade 12. Moreover, there's a strength of character shared by the whole community when everyone is interested in helping each other.

Highlighted on the following pages are some of Havergal's community members who embody the school's core values of integrity, inquiry, compassion and courage. From the Junior School to our faculty team, here are some people who make the community proud.

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## A New Language of Compassion

Jacqueline Fell, Rachel Aceto & Leah Hilson



Left to right: Fell, Aceto and Hilson explore what they have learned in American Sign Language.

Three girls in front of me silently open and close their palms, swoop their fingers and tap on their hands, smiling knowingly among themselves. It would be oversentimental to say it's like watching friends who have developed their own secret language, but that's what it's like, except for the fact that it's not so much a secret as an established communications form—American Sign Language (ASL). When I ask for a sampling of the language, each student easily signs the letters of her name. Without being asked, they even add my name to their demonstration.

Middle School students Leah Hilson, Rachel Aceto and Jacqueline Fell came up with the idea to learn ASL as part of the Form Challenge, designed by Havergal's Institute to encourage Middle School girls to take

up new projects that they could spend an hour a month on. The idea for the challenge, now used at many schools, originates from Google, where employees spend 20 per cent of their time on passion projects. At Havergal, the challenge had to fit in with the school values—in this case, inquiry and compassion.

These Grade 8 students were considering learning Mandarin or Spanish when Hilson came up with the idea of ASL. "It's very different than all of the spoken languages because you use your hands and communicate with things other than words," says Hilson. The others were instantly on board. "ASL is a very cool way to learn a new form of communication, and it's a fun experience, too," says Aceto.

To start them off, Fell downloaded an app called Beginner ASL onto her phone. They also watched some YouTube videos. Their goal is to be able to have a basic conversation with someone who speaks ASL.

Fell says that learning ASL has added significance for her because at her old school, students were partnered with students from a school for children with special needs across the street, and her partner was deaf. "I found it really hard to communicate, but after a while we started to understand each other," she recalls. She says that the chance to learn ASL brings back the memory of that friendship. "I'm so glad that I can continue on with this because it's so special to have that connection with someone who can't hear."

# Inspiring Student Becomes Inspiring Faculty Member

Andrea Ou-Hingwan

Andrea Ou-Hingwan's life is about as intertwined with Havergal as one can be—she not only started in Middle School as a student, but she also returned as a language teacher. And if it's clear that she embraces her alma mater, you only have to check the wall near the Rotunda to see that the school has embraced her right back—her name appears not once but twice on the board for the respected J. Herbert Mason Medal. In fact, she's the only student in the medal's history (also awarded annually at Ridley College and Upper Canada College since 1897) to have earned it twice.

Arriving in Grade 7, Ou-Hingwan immediately immersed herself in activities. "I joined everything right away. I was on a sport every term. You couldn't get me out of the gym," she recalls. The fact that sports became such a major focus for her Middle School years makes what happened next, and Ou-Hingwan's courage to push through it, all the more inspiring.

At the start of Grade 10, the once-energetic point guard player suddenly found herself so fatigued that she was challenged to even run down the basketball court. A visit to the Hospital for Sick Children (now SickKids) revealed a devastating diagnosis—Ou-Hingwan had lupus, an autoimmune disease where the body's own immune system attacks healthy cells and tissues. When admitted to hospital that January, she didn't leave until April.

With support from her closely knit family and Havergal friends (one close friend took notes in every class they had together), by the time Ou-Hingwan finally left the hospital, she was determined to get her life back to normal. She took summer school to catch up and, because her condition prevented her from returning to sports, she joined clubs instead. In Grade 12, she was one of the yearbook's co-editors and in the Dance Show. In Grade 13, she was the Arts and Clubs Prefect and a cast member in the school musical (the Grad yearbook that year lists her as "most likely to be Michael Jackson's backup dancer"). She also became active in the wider community, founding a support group called Teenagers in Ontario Living with Lupus. Soon she was being asked to take on speaking engagements and sit on boards, from the Ontario Lupus

Association (now Lupus Ontario) to the education committee of the Family Advisory Committee at SickKids.

Although she graduated in 1992, Ou-Hingwan was never too far out of touch with Havergal, tutoring students after graduation and keeping up with faculty. She attended York University's concurrent education program at the Glendon campus, majoring in French and Spanish. While her schooling was once again waylaid by a second lupus flare in her final year, she eventually graduated and landed a job with the former Scarborough Board of Education. That is, until a new offer arrived from a familiar place. "I got a call from the Languages Department Head, who said that there was an opening," says Ou-Hingwan. She applied. "Seventeen years later, I'm still here," says Ou-Hingwan. She now teaches French and Spanish

part-time for students in Grades 7 to 10.

So what's it like being a student-turned-teacher? Ou-Hingwan says it was strange at first. "I always tell my students that I know all of the tricks, so don't try anything with me." She has stayed involved as a faculty member in the usual ways by coaching basketball and advising on clubs, but also by working to deepen students' understanding about issues that she's passionate about, including invisible disabilities like lupus, being a visible minority and the value of multilingualism. "If we are trying to encourage our girls to become global citizens, it's important that they understand local social issues first," says Ou-Hingwan. All in all, she's thrilled to still be an active part of the Havergal community. "I love being able to give back to a place that gave me so much, in opportunity and support, as a student," says Ou-Hingwan.



Ou-Hingwan poses with her *papier maché* monster, Reina, which she made as a faculty member and was on display in The Salon this past February.

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## Multi-Talented Senior Takes the Lead

Angelina Pan

Competitive swimmer. *Gator Zone* editor. Co-head of the Math and Mindbenders Clubs. Chamber musician. Angelina Pan's interests are not only wide ranging, but also

long-standing, and it's the second fact that's key: she's not only discovered her talents, but she's also been honing them with discipline over the years. Now in Grade 12, Pan has

advanced to lead some of the clubs where she's been a long-time member, eager to pull younger students up.

One such enduring interest has been as a member of the Swim team, which she joined in Grade 8. A freestyler, she has won six gold medals at Ontario Federation of School Athletic Associations (OFSAA) competitions. But her love for the sport goes beyond medals. "I feel like swimming has made me a different person just because of the commitment. You have to regulate—to get up for those early morning practices," says Pan. She also appreciates her team's camaraderie. "I always feel that I have a family behind me who I can turn to. The team spirit when we're at meets has been really great for me."

Outside of the pool, Pan performs in Prayers and also plays the piano in a chamber music group. Most recently, this group competed in the Kiwanis Music Festival, playing Mendelssohn's *Piano Trio in D Minor*. She also takes this talent into the community by performing monthly at a local nursing home for patients living with Alzheimer's and dementia. On the science side, Pan's involvement as co-head of both the Mindbenders Club (focused on physics) and the Math Club (she's been a Math Club member since Grade 7) sees her organizing meetings at lunch. Listing English as one of her favourite subjects, she's also found a place to combine her love of athletics and writing through her position as head editor of the school's athletics newsletter, *Gator Zone*, where she leads a team of 19 student writers.

So what's next for this Grade 12 student who is poised to graduate? She's thinking of going into Liberal Arts, but will probably head toward the sciences. No doubt she'll be taking part of Havergal with her, too. "I think Havergal has a really good community of students. We're diverse because everyone's interests vary so much; I feel like being in that environment, where you have all these different interests and conversations, is really stimulating."



Pan enjoys spending her mornings in the pool with her Swim team family.

## Confident and Committed to Compassionate Communication

Evelyn Silverson-Tokatlidis



Silverson-Tokatlidis enjoys performing at Prayers and singing with the Chamber Choir.

When asked about her favourite sport, Evelyn Silverson-Tokatlidis is the kind of student who not only has a ready answer—rugby—but also has a thoughtful answer about why she likes it so much. “I did a speech in Prayers this morning about playing rugby,” she says. “It’s kind of like when life gives you obstacles, you have to plow through them. You can’t let them go around you; you have to take things head-on. To me, rugby is almost like a life lesson.”

Currently in Grade 11, Silverson-Tokatlidis says that while she’s always loved sports, coming to Havergal in Grade 7 allowed her to explore different ones. “Instead of just playing soccer, which I have played since Grade 2, I tried out for the Badminton team and the Swim team. It helped me realize that I have a love for sports,” she says. Her love may even influence her future career. “When I’m older,

I’d like to go into sports business. Havergal kind of shaped that,” says Silverson-Tokatlidis. Her dream job is becoming general manager of the Toronto Maple Leafs.

Beyond sports, Silverson-Tokatlidis is involved in many clubs and activities. In Grade 8 she was the Middle School Student Council Rep, in Grade 9 she joined the Debate team and in Grade 10 she was elected for House Executive and joined the Sports Council. Now in Grade 11, she’s added Arts Council and the Business Case Competition Club DECA to her activities. She is also the leader of the Compassionate Communications Club, which is a forum for students to discuss ways of having difficult conversations with others and how to speak more inclusively in general. She’s also sung in various school choirs since Grade 7 (she is currently a member of the Chamber Choir).

Silverson-Tokatlidis loves music and often sings while playing her guitar at Prayers.

While she came to Havergal as a shy student in Grade 7, Silverson-Tokatlidis says her personality has really emerged since then. “Now, I’m a very outgoing person. I’m kind of a happy-go-lucky, easy-going person. If anyone needs help, I’m there for them. I love to talk all the time and I’m pretty confident. Havergal helped to bring that out of me.”

Beyond learning leadership skills, Silverson-Tokatlidis says her council involvement also helps her feel closer to her peers. “I’ve worked with so many different people. We combine all of our ideas, trying to make the school a better place. I feel that I’m really a part of the community when I’m on these councils and that I’m doing something to make a difference and help others.”

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## Finding Friends and Finding Her Voice

Avery Southam

Ever since her sisters started at Havergal, Avery Southam knew it was the place for her, so she asked her parents to apply earlier than planned. “Both my sisters were at Havergal, and I really wanted to be at the same school as them because I love my sisters,” says Southam enthusiastically.

The year she arrived, in Grade 3, included major highlights such as working on a poster campaign to raise awareness about bullying and joining the Primary Choir. The latter in particular helped her meet new people. “It was really fun learning all the songs, and I got to meet a lot of girls [at Choir] and I met some of my closest friends now,” says Southam. That continued in Grade 4, when she met even more new friends and had a great teacher. “I got Miss Wilson as a teacher and I really, really liked her. I gave her cards and stuff all the time,” recalls Southam.

This year, Southam likes the fact that Grade 5 students get to switch classrooms for different subjects. While her favourite subject is still language and she loves writing, she says that her new Math teacher, Ms. Coleman, has increased her confidence about a subject she didn’t previously feel good about. “Throughout the year, she’s been changing my mindset toward math, so now I really like facing new problems,” says Southam.

Southam also joined the Basketball team in the fall, which she was thrilled about. “I made it onto the team and I met really nice girls. We ended up winning the championship and that was great!” says Southam. She also joined volleyball and, outside of school, she is an avid downhill skier. Most recently, she also got a part in her Grade 5 French play and she and her friends choreographed a song and dance routine for the Lip Sync competition at the Junior School.

When she’s not playing sports, Southam is hanging out with her friends. She says she’s also become more confident to do things like speaking up at Prayers. “When they ask questions, I’ll raise my hand and stand in



By participating in many clubs and activities at the Junior School, Southam made new friends while expanding her skillset.

front of the school. I think before that was really nerve-racking for me,” says Southam. She says her new poise comes from the supportive environment. “I feel like I won’t

be judged. If I say something wrong, I can just laugh it off and nobody is going to say, ‘Oh that was so bad.’ They’re just going to be there with me.”

# The Power of Self-Directed Learning

## Grade 1 Students Learn to Design and Build

Susan Pink

At first glance, the 1G classroom looks like any Grade 1 classroom adorned with art and colourful notes. However, closer inspection reveals that the room is in fact decorated with impressive student-directed toy designs, one of the unique projects that the students immersed themselves during the school year. Cate Gulyas, 1G Homeroom teacher, explained that this “bloomed from a lesson about materials, objects and structures.” The class was examining the different properties and characteristics of various materials, specifically items that the students found in recycling bins. From this lesson, the students decided that they would like to repurpose the items in the recycling bins to make toys and toy accessories.

Meanwhile, the students in Larissa McIntyre’s 1M class had design and build ideas of their own. Their ideas stemmed from a project they worked on with Junior School Art teacher Rosa Matri in which they created wire sculptures of the trees that they had each adopted on the school property. In these sculptures, the girls made tiny tree houses. “This activity sparked an interest in the girls to design and build real tree houses,” says McIntyre. “But, after some class discussion, they decided that this would not be something that would be easy for them to make. Instead, one of the students suggested that they make bird feeders. We all thought that was a great idea.”

In the Junior School, teachers look for opportunities to use their students’ interests and enthusiasm to integrate student-led inquiry into the curriculum in a multidisciplinary way. Placing their students’ questions, ideas and observations at the centre of this learning experience, Gulyas and McIntyre developed classroom activities that engaged in evidence-based reasoning, creative problem-solving and investigative problem-finding.<sup>1</sup> The goal was to respond to the learning needs of their students, which would help them move forward in their inquiry.

Both Gulyas and McIntyre saw the enthusiasm of their students to learn and create their structures as an opportunity to allow them to authentically experience the design and build process. The first step of this lesson was to define the design and build process for their students:

1. Think of an idea.
2. Make a plan (including blueprints, a materials list, labelled designs and action plans).
3. Start making the product.
4. Revise the plan if needed (add on more parts, get more materials).
5. Add decorative features.
6. Test it and fix it up.



A student in 1G uses recycled materials to create a purse.



The girls in 1G work together to build and modify their designs.

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“The goal was to respond to the learning needs of their students, which would help them move forward in their inquiry.”

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The next step was for the students to gain a deeper understanding of the properties of the different materials that were available. Gulyas and McIntyre worked with Junior School STEM Co-ordinator Darryl Reiter to teach the girls about the characteristics of various materials, fasteners and structures.

With this knowledge in mind, the students went to the Learning Hub to explore various non-fiction books in order to learn more about the materials they wanted to use for their structures. After their research, class 1G discussed how materials and structures have many important purposes in their lives such as houses, schools, playgrounds and toys. In 1M, students learned about what local birds like to eat and what the structure of their bird feeders should look like.

In addition to their library research, the students in 1M also discussed birds with Head of Junior School Leslie Anne Dexter, Library Technician Erica Rodd and Technology teacher Helen Carayannis. “From this line of inquiry, they discovered that blue jays, cardinals, chickadees, mourning doves and sparrows were the target local winter birds in the area,” says McIntyre. This helped the students design structures that were appropriate for the kinds of birds that live on campus.





Students in 1M discuss their bird feeder designs with Head of Junior School Leslie Anne Dexter on Pajama Day (left) before installing them around campus (right).

Before the girls started building, they discussed the key aspects of each type of structure (size, shape, function, design features, etc.) with their teachers, which helped them to create blueprints of their designs. In art class with Mastri, the 1M girls applied their observation of Frank Gehry’s unique architectural style to the design of their feeders.

Once production was underway, the Grade 1 students applied all of their learning and research to create their toys and bird feeders. In 1G, they followed their plans, but quickly realized that designing toys wasn’t going to be as easy as they thought. “Hard work and perseverance were required, along with lots of creative problem-solving and collaboration,” says Gulyas. In 1M, McIntyre integrated the class’ geometry and spatial sense unit to the design and construction of the bird feeders. The students collected natural and recycled materials and—after several attempts, tests and redesigns—made feeders that were durable, functional and had interesting design elements.

When 1M students had completed their projects, they asked for permission from the Head of Junior School to find permanent homes for the bird feeders on the school’s property. “I was greatly

impressed with the public speaking opportunities that this multidisciplinary project offered the Grade 1 students,” says Dexter. “When the girls presented their work to me, their prepared speeches were presented with conviction and they believed in their research and architectural designs. They received a go-ahead from me to hang their buildings on the school grounds. Bravo! Well done, Grade 1.”

As a wrap-up to their project, 1M spent some time reflecting on the planning, designing and execution processes. In 1G, the students each wrote a book all about the process they used to build their structures as part of their informational writing unit. The books can be found in their classroom.

These fun and amazing projects demonstrate the power of student-directed learning and the positive impact of integrating a project through many different subject areas. From start to finish, the students took ownership of the process by thinking of project ideas and asking the questions they needed answered in order to successfully complete their projects. The evidence of this learning is abundant at the Junior School, not only in their classrooms, but also adorned throughout the the hallways and high up in the branches of the trees around campus. 🍃

<sup>1</sup> Ontario Ministry of Education, (2013). “Inquiry-Based Learning”. Toronto: Secretariat Special Edition #32, [www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS\\_InquiryBased.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_InquiryBased.pdf).

HAVERGAL 2020

# Our Vision is Limitless

Diane Peters



ILLUSTRATION: GRACIA LAM

Around the same time the school released *Havergal 2020: Our Vision is Limitless*, its new strategic plan, scientists made an important discovery regarding colliding black holes and gravitational waves.

“It’s like something from science fiction,” says Helen-Kay Davy, Principal, of the astronomical news. “I love that we might now be able to listen to the universe in this amazing discovery and finally probe the dark universe—that part of the cosmos invisible to the light telescopes of today. For me, that source of excitement is what education here at Havergal is all about.”

This plan, which is set to inform curriculum, daily life, research and community involvement at Havergal until 2020, celebrates the wonder of inquiry. It also sets a clear mandate for foundational skills, health, lifelong learning and community connections. “As a parent, I’d be thrilled to have my daughter go here, looking at this plan,” says Chair of the Board of Governors Barrie Laver (his two daughters are already graduates of the school).

“It’s a very positive plan,” says Davy. The result of 18 months of work and consultations, this strategic plan offers an ambitious statement of the school’s direction.

The process of creating the plan began back in May 2014 with the forum “Redefining Success: An Ideas Exchange.” The event was run by the Board of Governors’ Strategic Planning Committee—an ad hoc committee made up of Board members, faculty and staff—and it brought in a number of local leaders, some of them alumnae, to talk

about new concepts and strategies for success for women and girls today.

From there, the school brought on Susan Wright of Wright Management Consulting to help guide the process of gathering stakeholder input.

That took the form of several focus groups and open-ended surveys with current students, alumni, faculty, staff, and current and past parents. All students were offered the opportunity to meet with the Principal to share their thoughts. “The process was designed to hear from many different voices. We reached out to involve a diverse cross-section of the Havergal community,” says Wright.

The final product, which was released in early 2016, lays out the school’s plan using five different sections with aspirational headings. The first, *Charting the Course*, sets out the plan’s key ambitions: to increase self-efficacy and global aspirations among Havergal students.

*Exploring Horizons* offers a detailed look at curriculum goals and three age-appropriate strategies: *Breaking the Marble Spell* states the importance of excitement and exploration in learning the fundamentals for students from Junior Kindergarten to Grade 4; *Minds Set Free*, for Grades 5 to 8, furthers the idea of self-directed learning for Middle School students; and *Exploring the Brink of the Known* for Senior School girls is all about cross-disciplinary thinking, inquiry-based learning and making connections in the community.

*Adjusting the Sails* addresses the importance of balancing academic excellence in all subjects with respect for mental and physical well-being among students. “It speaks of self-knowledge and wisdom,” says Davy. “We need to change the sails as needed.”

*A Bridge to the Future* reinforces the importance of Havergal’s connection to the world outside of its walls and making strides in environmental sustainability, partnerships and civic engagement.

The final section, *Leading the Way*, explains Havergal’s goal of positioning itself as a global leader and nurturing excellence and a culture of philanthropy.

The print version of the plan couples these sections with illustrations that reinforce the wonder of learning and the possibilities for students: a tree with branches and leaves shaped like a globe; a bridge that leads somewhere but it’s not clear where; and hot air balloons to send girls upward to success.



Students share their thoughts and ideas on the future of Havergal with Principal Helen-Kay Davy.

Laver calls the plan a natural evolution from the previous strategic plan (*Culture of Capability*). “There was a lot of good groundwork laid with the *Culture of Capability*. This really builds on that foundation and takes it to the next level.”

“What excites me about this plan is that it opens up some fascinating curricular and co-curricular ideas at all levels for the school,” says Laver.

Meanwhile, Grade 6 students explored the planets this year by building and programming a robotic rover to explore a Mars-like terrain and

collect information about the area (temperature, light and other visual readings). Using this information, students discussed whether or not the composition of the terrain could support human life. “It’s a really collaborative, hands-on approach to learning,” says Davy.

These kinds of inquiry-based projects that focus on the skills that students will use throughout their lives are already part of the curriculum. Backed by a new plan that stakeholders are calling bold, ambitious, positive and uplifting, the next four years are sure to lead to even more discoveries at Havergal. 🍀

# Supporting Student-Driven Ideas

Melanie Belore

Over the past decade, the Institute at Havergal has played a central role in bringing the school's mission—"preparing young women to make a difference"—to life. Despite being a long-time fixture in the school, we often get asked what it is that we "do." When your job is to connect students to the world and help foster other people's great ideas, no two days look the same. We thought we would answer some of our frequently asked questions in order to help demystify the inner workings of this dynamic department.

**Q. Who is a part of the Institute team?**

**A.** There are three members of the Institute team: Melanie Belore (Interim Manager of the Institute), Jennifer Russell (Institute Manager, Senior School) and Gordon Grisé (Institute Manager, Junior and Middle Schools).

**Q. What is your role?**

**A.** Our team works to support student-driven ideas and provides opportunities to learn about the world through interactions with different people, perspectives and partnerships. Our two streams of

programming that help foster this type of thinking are Students Act Now and the Global Experience Program (GEP).

**Q. What happens if the Institute says no to a student idea?**

**A.** With the Students Act Now program, our job is to say yes first and then ask questions to help students think more deeply and move their thoughts in unexpected directions. As a result, the final outcome may look different than the student's original idea, but it will be different in a way that is both meaningful to her and impactful to the cause.



The Institute team consists of (from left) Gordon Grisé, Melanie Belore and Jennifer Russell.



Middle School students connect with children during March Break while on a GEP excursion to Costa Rica.

“Our goal is to support young women who approach their world with curiosity, who embrace learning from failure, who seek originality, who are committed to collaboration, who enjoy working with those unlike themselves and who value good questions.”

**Q. What steps do you take with students to help them elaborate on their ideas?**

**A.** We get just as excited as the students are about their ideas—their enthusiasm is contagious. Once the initial excitement wears off, we encourage students to think about the impact they would like to have before planning an event. We ask questions such as: “Why is this cause so near and dear to you? What change do you want to see? Which steps do you need to take to get there? And how can the Institute support you?”

**Q. If a student isn’t passionate about a particular cause, can she still get involved?**

**A.** Yes. Students can get involved by participating in the Global Experience Program (GEP), which is a great way to explore new interests and experiences beyond Havergal. The GEP consists of three different opportunities for students: community partnerships, excursions and exchange.

Community partnerships are opportunities for students to engage in our local communities. Most Wednesdays after school, Upper School students travel to one of our partner locations—Grenoble Public School, Lawrence Heights Middle School, Art City in St. James Town, Music Connect at

local nursing homes, Athletes in Motion at various locations and Best Buddies Canada at Havergal College. Our students work on shared projects and activities with the people from these communities. Through these partnerships, students can earn their 40 hours of required community involvement.

Our exchange program is an immersion experience where each student is paired with another student at one of our partner schools around the world to participate in a two- or four-week reciprocal exchanges to Hong Kong, Australia, South Africa, France, Argentina and Germany.

Our global excursions are opportunities for students to spend their March Break or summer holiday travelling to different corners of the world and learning about the people and cultures of other regions through established programming. This year, Havergal students travelled to Costa Rica to learn from the Costa Rican Humanitarian Foundation and to Tanzania to partner with The Olive Branch for Children.

**Q. What makes an Institute global excursion different from other trips such as Me to We?**

**A.** Unlike many of the service-learning providers available to high-school students

across Canada, Havergal has adopted a partnership philosophy to its excursions. We are sensitive to the needs of the communities we visit and realistic about the skills we have to offer. On a Havergal excursion, we go with the intent to learn as much as we can, so that when we return to Toronto, we can use that learning to continue making a difference in our own backyards. In addition, our excursion program gives students the confidence to grab their backpacks and continue exploring long after they graduate.

**Q. Where can students find the Institute team around the school?**

**A.** We love to collaborate with faculty and students on projects that connect the classroom to the world outside of Havergal. You may find us in classrooms discovering what students are learning or in the Forum for Change discussing student ideas.

In the Middle School, we help support student-directed learning through the Form Challenge, a new initiative that provides students in Grades 7 and 8 with time and space each month to explore questions that matter to them.

In the Junior School, we help bring student ideas to life through the Student Institute Team (SIT) club held twice weekly. 🍌

# Havergal's Exchange Program

Jennifer Russell

Throughout the year, I have the privilege of working with some courageous young women. As many students quickly find out, signing up to go on exchange is not the same as booking a fun vacation. Although some destinations may sound like it, so much more goes into choosing the program.

For those who aren't familiar with the Senior School exchange program, here's a glimpse of the process: in the spring of Grade 9, students who wish to go abroad in the following school year must submit their applications. Once the applications are in, the Exchange Co-ordinators and I, working with our network of worldwide schools, match our students with their exchange partners from other schools. By the time our students arrive back to school in September, most have been matched. The pairs start to connect by email, Skype and social media. This all leads up to one month of hosting a new friend and, in turn, moving abroad for a month.

Dealing with long flights, jet lag, homesickness, different food, unfamiliar routines and schedules, the nerves that come with being the new kid and, on top of that, homework are only some of the challenges that our students face while on exchange. However, the growth and personal achievements that come with facing these challenges head-on are what make the experience so fulfilling for those participating in the program.

Our girls choose to get comfortable with the uncomfortable. They choose to be vulnerable in order to build new relationships. They choose to take the leap to different corners of the world to explore the brink of the unknown.

The following stories are testimonials of our students' time abroad.

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## Evelyn Silverson-Tokatlidis

### La Source 2015, Paris

Fashion, food, fabulousness and French. These four words describe my exchange to Paris. In March 2015, I had the privilege of going on an exchange with three amazing girls in my grade. When I arrived in France, I was surprised by the culture, which consisted of fashion, food and French. I stayed in a small town house in the outskirts of Paris (in an area called Vanves Malakoff) with my exchange partner, Lili, and her family. Lili and I got along very well, and I absolutely loved getting to know her family, friends and the city of Paris. This experience really changed the way I viewed myself because I learned that I am very adaptable and that I love to explore. The exchange program not only gave me a chance to explore myself, but it also gave me the opportunity to really get the inside scoop of life as a teenager on the other side of the world. It was, arguably, the best experience of my life.



Silverson-Tokatlidis (middle left) and friends explore Paris.

## Caroline French

### Hong Kong International School 2015, Hong Kong

Last year, I went on exchange to Hong Kong. The decision to go abroad was easy for me, but deciding to go to Hong Kong was a harder one. I wanted to be able to experience something that was completely different from what I was used to. I knew virtually nothing about Hong Kong. Before my exchange began, I was nervous that I had made the wrong decision. But, when my partner Kristy arrived in Toronto, all of my fears left me. After an amazing month with her, it was only a week until I was off to Kristy's home. While there, I experienced new things and tried different and exciting foods. A great part about my experience was meeting new people. The first day I went to school, I was alone. Kristy was sick and I didn't sleep the night before due to jet lag. Needless to say, my nerves were running high and I thought I couldn't do it. I quickly learned that I had nothing to be worried about. Although the school was very different from Havergal, I felt that I was part of a community. Going to Hong Kong was definitely the right decision for me. I had such a great time, and the city is such a wonderful place with so many things to do that I would go back there in a heartbeat. For me, going on exchange was all about visiting a city where I could really experience a different culture. I learned a lot about going with the flow because everything doesn't always end up the way you expect it. The exchange program really taught me to be open-minded and to appreciate differences.



French (middle, left) with new friends in Hong Kong.

## Alex Salom

### St George's College 2016, Buenos Aires

When I heard about applications for the exchange program in Grade 9, I was eager to join. I attended the meeting and heard a student speak about her experiences in Argentina the previous year. I fell in love with the idea of travelling to Argentina and seeing the difference between our two cultures. In the summer, I was excited to learn that I was selected to go to Argentina. My exchange partner, Wendy, came to Toronto in January. We got along very well, and she had the chance to experience the Canadian lifestyle. During our time together, I learned a lot about myself as a host. I discovered that I was outgoing, adventurous and caring. Hosting Wendy truly brought out the best in me because I felt like I had another sister at home. I am on my way to Argentina as I write this. I have dreams about exploring the capital city and experiencing different cultural events. During my time abroad, I hope that my Spanish improves, I make new friends, I learn new things in my classes and I discover more about myself. 🍷



Salom takes in her new surroundings in Buenos Aires.

# First Principal Ellen Knox

## A Woman of Rigorous Standards and Genuine Empathy

Trilby Kent, Class of 2001



Knox with Archdeacon Dr. Henry John Cody, Rector of St. Paul's Anglican Church.

Among the assorted memorabilia of Havergal's archives are two century-old lace collars—perhaps the most tangible connections we have to the school's First Principal.

For archivist Debra Latcham, however, it is Ellen Knox's letters and *Ludemus* editorials that most vividly conjure the woman who helped found the school's rich history and traditions.

"When I started organizing her archives, I just sat and read," Latcham says. "Her letters are wonderful—you can really sense her personality and what she expected of the girls, that somehow they would better the world."

Ellen Mary Knox arrived in Toronto on August 25, 1894, with just two weeks to prepare a new school at 350 Jarvis St. for the arrival of seven Boarders and 31 Day girls. The Board of Governors' search for a "lady principal" had led them to the 36-year-old student teacher at Cheltenham Ladies' College—a vicar's daughter who had earned second-class honours in History and first-class honours in English in the Oxford exams. Within days of receiving their offer, she had cabled her reply: "Knox accepts."

Contemporary accounts reveal an enlightened and ambitious young educator with a lively sense of humour, an indomitable spirit and an unwavering dedication to women's education. She doubled Havergal's enrolment within her first year and soon after appointed a new generation of staff, including Edith Nainby and Marian Wood.

The school's early years were, in Knox's own words, "a perilous undertaking." Her first sight of the school was inauspicious: "The one spot of cheerfulness was a loaded crabapple tree under the staircase window, making a splash of brightness in otherwise dispiriting surroundings."

She adapted that tree into an outdoor classroom, revealing the can-do spirit that would see her through the setback of a devastating fire a few years later. One young male student, embarrassed by being





Left: Knox and students under the crabapple located beside Rutherford House at 350 Jarvis St.; Right: First Principal Ellen Mary Knox.

made to attend a girls' school, told people, "I go to Knox College"<sup>1</sup>—unwittingly summing up Havergal's identity for the next 30 years.

"What are you going to do?" was the question that Knox always asked her students. "The highest thing that you can think of, that's what she was trying to get us to attain to," recalled one Old Girl. "We were all going to be something and do something for the benefit of mankind."<sup>2</sup>

She had high expectations of her staff, too, many of whom went on to head schools of their own. But rigorous standards were balanced with genuine empathy. Her 1902 *Ludemus* letter is addressed to "My dear Old Girls and Old Girls Soon to Be" and signed "Ever your sincere friend." She cared deeply about her students developing a lifelong connection to their school, and the annual party that she established for "her" grandchildren continues today.

Perhaps her greatest legacy was her navigation of the purchase of a permanent school site at Avenue Road and Lawrence Avenue. "Think of the vision it must have taken to bring the school here," says Latcham. "Back then, there was nothing in Toronto north of St Clair. It was mud roads. Signs had to be posted on Yonge Street directing visitors to the school."

It took shrewd business sense and determination, but finally, in 1923, Ellen Knox celebrated her birthday with a picnic at the new site. Later in the year, her winter bronchitis developed into pneumonia and she died the following January. Her funeral at St. Paul's Anglican Church (known as St. Paul's Bloor Street today) attracted 2,000 mourners, including the Primate of the Anglican Church, who called her death "a national loss."

The head of the search committee remembered her as "one of the broadest-minded and biggest-hearted women I ever knew," who "raised the educational standard of not only her own but all the other

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“One of the broadest-minded and biggest-hearted women I ever knew...[who] raised the educational standard of not only her own but all the other private schools in Canada.”

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private schools in Canada.” The Ellen Knox Library was completed three months later, a gift of the Old Girls Association she had founded.

Writing in 1904, Knox urged her students to remember that: “We cannot pass a day without affecting others for better or worse...let us not be dragged along by our lives but carry them with us, filling them with the fullness and power of a glad and consecrated life.” Rarely was such a life better exemplified. 🍀

<sup>1</sup> Byers, M. (1994). *Havergal: Celebrating a Century, 1894-1994*. Ontario: Published for Havergal College by the Boston Mills Press. p. 11.

<sup>2</sup> Byers, M. (1994). *Havergal: Celebrating a Century, 1894-1994*. Ontario: Published for Havergal College by the Boston Mills Press. p. 29.

# Engaging and Fun Clubs at Havergal

Designed to meet the interests of every student, a wide range of clubs and activities enrich the Havergal experience. They offer students the chance to develop new interests and share their passions with others. Girls often enjoy the cross-grade interactions that are part of co-curricular clubs and activities, as well as the unique interaction with faculty and staff who keenly support these student-focused activities. Some clubs even offer students the chance to compete on a local and a global stage.

The Junior School hosts more than 30 clubs per year for Primary (Grades 1 to 3) and Junior (Grades 4 to 6) students. These programs provide students with opportunities to try new things and develop their passions and personal interests. Junior School clubs are offered after school on various days throughout the week.

The breadth of co-curricular programs offered in the Upper School are as diverse as the students' interests. Some clubs have been part of Havergal for decades and others are

new introductions. Middle and Senior School students are welcome to start new clubs based on their particular interests.

Listed on the next few pages are some of the exciting clubs offered at all levels. *(Please note: due to space restrictions, not all clubs are highlighted.)*

## Junior School Primary Clubs (Grades 1 to 3)

**ABT Ballet Prep:** Based on the American Ballet Theatre (ABT) National Training Curriculum, this club consists of a comprehensive set of age-appropriate, outcome-based guidelines to provide the highest-quality ballet training to dance students.

**Chess:** Students learn to play this two-player strategy board game (one of the world's most popular games) by a Chess Master.

**Corking:** Although knitting and crocheting might be the most common handicrafts, in this club students learn how to cork (also referred to as spool knitting or French knitting). Club members work on designing and making their very own pieces to take home.

**Crafty Science:** Create! Experiment! Explore! Weekly projects integrate science and art as students unleash their creativity and learn cool science facts.

**Games Galore:** Games, games, games! This club is for games lovers. Students have the chance to play games they have never played before, enjoy some old favourites and invent their own.

**Gator Gardening:** During the spring, Gator Gardeners dust off their green thumbs as they join Head of Junior School Leslie Anne Dexter in planting and nurturing a variety of seeds as they tend to the Havergal College gardens.

**Multi-Sport:** Students learn the fundamentals of movement as they participate in non-competitive and engaging games at this club.

**Squad Karate:** Students join the martial arts for wide variety of reasons: some for fitness, some for self-defence, some for confidence-building and others for overall health. This introductory club focuses on leadership skills, confidence-building and fun!

**Squad Yoga:** Kids not only enjoy the practice of yoga, but also find that it makes them feel more relaxed and calm. A yoga teacher leads the students through awareness games that improve their focus and listening skills, as well as introspective games to help children build an understanding of self-awareness.

**Student Institute Team—SIT:** This club offers students the opportunity to make a difference in their communities and beyond. Working with the Institute team, SIT members share their ideas, get help developing them and build on the ideas of others as they explore the question: "What kind of world do I want?"

**Word Games:** In this club, students who love crossword puzzles, Scrabble games, anagrams and other word puzzles have a chance to expand their vocabularies as they play with words.



Junior School students explore various activities after school on Tuesdays. Offerings include the Games Galore Club (top left), the Ukulele Club (bottom left) and the Squad Karate Team (right).

## Junior School Junior Clubs (Grades 4 to 6)

**Brain Busters:** Each week students challenge their brains by working together to solve all kinds of problems, participating in trivia games and building 3D puzzles.

**LEGO Engineering:** This club explores building mechanized LEGO devices ranging from two-legged and four-legged walking robots to LEGO Mindstorms computer-controlled devices.

**Mindful Moments:** Girls explore the topic of mindfulness through various activities such as yoga, Zentangle, mindful walks, breathing techniques and calming meditation exercises.

**One Act Plays:** In this club, students have the opportunity to discover their inner thespians as they create and perform their own one act plays.

**Science Design:** Students participate in designing and building a variety of structures and contraptions with newspapers, popsicle sticks, balloons and many other recycled materials. If they can dream it, they can build it.

**Squad Teams:** There are four Squad Teams offered to Junior students: Volleyball, Basketball, Soccer and Softball. Participants learn the fundamental skills of each sport as they practise these skills in a fun and non-competitive team-based environment.

**Ukulele:** Students don't need any ukulele experience to join this club. Participants learn some basic chords to play their favourite songs.

**Watercolour Wednesday:** Inspired by the landscape of our very own Havergal environment, students explore the basics of watercolour and create their own masterpieces.

## Middle School Clubs (Grades 7 and 8)

**Art:** Students who love the visual arts are welcome to join the Middle School Art Club, where they can spend their lunch hour working on various art projects.

**Card Games Plus:** Middle School students who enjoy playing and learning card games can drop in to participate. Students challenge each other to euchre, poker, blackjack and Mau in this laid-back environment.

**Climbing:** This club is for the experienced or the inexperienced climber. Girls are encouraged to come out and try the different levels of the climbing wall in our gym.

**Dance:** Members of this club enjoy the opportunity to explore movement by learning new dance styles, playing dance games and building short original dances in small groups.

**Debate:** The Middle School Debate Club is an introduction to the essential skills of debating and public speaking. Debaters in Grades 7 and 8 practise the skills of verbal agility and argumentation.

**Fun with Food:** Students who have a passion for food can share their cooking talents or improve upon them as they prepare various fancy sandwiches, salads and appetizers. They end the session with a potluck, where students prepare their favourite creations.

**Knitting:** Students learn how to cast on, knit, purl, cable and make holes in their knitting (on purpose), as well as tink (knit backward for the uninitiated) and fix mistakes. End products include headbands, small squares and the occasional cowl. Laughter is a mainstay of the club as everyone celebrates their mastery of yarn, needles and stitches.

**Origami:** Club members are encouraged to explore different paper-folding designs to create new projects. During this process, students often find a moment of calmness during a busy day.



Middle School students take time at lunch to learn new skills in the Knitting Club (left) and the Climbing Club (right).



In the Senior School, the Club program offers students the opportunity to hone their skills in various disciplines such as the business case competition DECA Club (left) and the Spanish Club (right).

## Upper School (Grades 7 to 12) and Senior School (Grades 9 to 12) Clubs

**The Arts (9 to 12):** This club meets every other week to experiment and learn about different media such as ceramics, acrylic painting and ink drawing. This year, club members are working in collaboration with Covenant House, a safe house in Toronto for at-risk girls, to create inspirational and uplifting pieces for the shelter's bedrooms.

**Book (7 to 12):** Students meet once a month to discuss a book of their choice. At the end of each meeting, they decide on the next literary selection and plan to meet at lunch four weeks later to discuss their thoughts on the story as they enjoy some food. Book Club is a great environment for people who love to read and who are interested in communicating and sharing their thoughts with like-minded people.

**Debate (9 to 12):** This group of 30 students meets twice a week to practise debating and public speaking. The whole team works hard to improve their skills, give others useful feedback and prepare for and compete in debate tournaments with other schools.

**DECA (9 to 12):** This Business Case Competition Club is designed for high-school students to compete against students from other schools at the regional, provincial and international level. Participants prepare for and present case studies as they develop valuable skills in the areas of marketing, management and entrepreneurship. DECA is a great network for like-minded students to connect with each other, as well as an incredible way for students to engage in the business world.

**Games (9 to 12):** Participants play a variety of board games, as well as cards during Club Tuesdays at lunch. Some of their favourite games are President, Settlers of Catan and Scategories. In general, Games Club is meant to give students the opportunity to take a break from school and just have fun with friends.

**Gator Zone (7 to 12):** Students in this club write and edit a monthly athletics newsletter for parents, coaches and athletes. From championship results to personal testimonials, *Gator Zone* celebrates the spirit, sportsmanship and success of Havergal athletics.

**Mandarin (9 to 12):** This is a club for both Canadian students who are interested in learning Mandarin and native Mandarin speakers to celebrate Chinese culture and engage in fun activities. Club members host the Mandarin Prayers each year during Chinese New Year to educate the school about Chinese culture.

**Math (7 to 12):** The goal of Math Club is to explore the many enrichment materials that math courses just don't have time to cover. The girls engage in playing games such as epic rounds of Math Jeopardy and building tangram labyrinths. They prove that mathematics can have fun and exciting sides, too.

**Mindbenders (9 to 12):** This is a club for those with open minds, whether they are a budding physics geek or just curious about the universe. Every month, they explore the mysteries of the cosmos through activities, exciting videos, stimulating discussions and more.

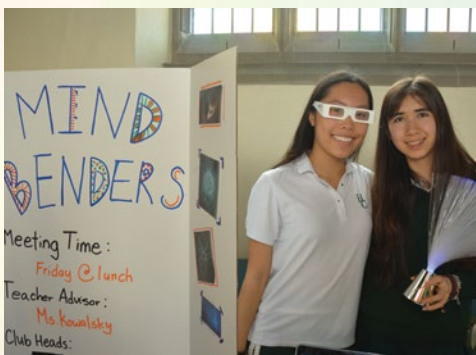
**Model UN (9 to 12):** This club is an experiential learning opportunity whereby student delegates represent countries around the world and meet with the goal of addressing real-world issues like human trafficking, global trade, cyber governance and climate change. The delegates represent the interests of their country and are tasked with advocating their position on different topics, as well as offering possible solutions. They experience how the United Nations functions as an organized system and learn about diplomacy, international relations and the importance of research and data on delivering a convincing argument, as well as gaining public speaking, debating and writing skills.

**Photography (9 to 12):** Club members explore many aspects of photography such as shooting in both digital and film, using Photoshop, developing photos and organizing photoshoots. This club offers an opportunity for participants to get comfortable with their cameras and have fun with photography!

**Ping Pong (7 to 12):** The club is open to anyone interested in dropping by and is a great place to relax, make new friends and break a sweat. The Ping Pong Club motto is “Bring your paddles and come by!”

**Robotics (8 to 12):** Club members are split up into teams and each team builds their own robots from scratch using VEX kits and instructions. After building, they are on their own, making various computer programs (for example, programming the robot to run a maze without the help from a human driver). In robotics, the girls learn the fundamental skill of building robots and how to maximize efficiency when doing so.

**Spanish (9 to 12):** Participants learn about the unique Spanish culture and vocabulary through fun activities such as playing Twister, watching telenovelas and competing at fun games. They also learn facts about Spanish culture (traditions, celebrations, food and history). Everyone loves the guacamole-making session and the end-of-the-year fiesta! 🌮



Senior School students explore the fields of engineering, physics and politics through clubs such as the Robotics Club (top left), the Mindbenders Club (bottom left) and the Model United Nations Club (right).

# The Koerner Prize for the Visual Arts

Louise Yearwood

In November 2014, to honour its 120<sup>th</sup> anniversary, Havergal College hosted Havergal at Koerner Hall—Celebrating 120 Years of Artistic Excellence. This milestone event included performances by students in band, strings and vocal ensembles, dramatic readings by students from the yearbook *Ludemus*, a special jazz performance by Old Girls Carol Welsman (Class of 1978) and Ariel Shetzen (Class of 2013) and an exhibition of extraordinary examples of artworks created by Havergal students. As well, attendees heard from Havergal past parent Michael Koerner, a lifetime devotee of the musical and visual arts and the 2015 winner of the Ramon John Hnatyshyn Award for Voluntarism in the Performing Arts (numbering among his many other professional and volunteer achievements). The Koerners' three daughters, Alexandra (Class of 1974), Jacqueline (Class of 1978) and Michelle (Class of 1983) all attended Havergal, and Michael Koerner spoke of the importance of the arts in their lives—indeed in all our lives—as a way to achieving fulfillment as human beings. He also spoke of his family's commitment to supporting the arts with their time and treasure—a prime example of this being the venue for the Havergal celebration—Koerner Hall—named for the Koerner family in recognition of their outstanding support for The Royal Conservatory of Music.

Recently, the Koerner family established The Koerner Prize for the Visual Arts—the first prize of its kind to be established at Havergal College. The purpose of the Koerner Prize is to support three awards, which will be conferred on Grade 12 students at the school's Graduation Ceremony each year. The inaugural prizes will be made in June 2016. Two students will receive a \$1,000 prize; and a third student will receive a prize of \$2,000. All three students will have developed significantly as young artists throughout their participation in Havergal's Art program. They will each demonstrate dedication, passion and desire for excellence in the visual arts. Through their work, they will have exhibited ingenuity, craftsmanship and a commitment to improving their skills and to acquiring new visual arts knowledge. The winner of the \$2,000 prize will add to this pedigree her outstanding skill in practice and outcomes, and the intention of pursuing a career in the visual arts beyond Havergal.

Currently, the school's Art program includes instruction in a variety of media and techniques, including painting, drawing, sculpture, photography (analogue and digital), bookmaking, printmaking, ceramics, mixed media, quilt making, calligraphy and digital imagery. The winners of The Koerner Prize for the Visual Arts will have distinguished themselves in a variety of these disciplines.



Art by Senior School student Diane Kim 2016.

The Koerner Prize has been established at an exciting time in Havergal's history when the intersection between art and science is being explored as never before, in new, purpose-built spaces dedicated to art, design, technology, music, STEM (Science, Technology, Engineering and Mathematics) and interdisciplinary learning. These exemplary new awards highlight the importance and strength of the Havergal Art program and honour those students with exceptional skill and artistry. Havergal College is grateful to the Koerner family for their commitment to its art program, as well as for the leadership they demonstrate with their philanthropy, both at the school and beyond. 🍀

# Saying Goodbye to Our Retirees

## Leta Dayfoot: A Personal Farewell

It was in the late 1970s, during my teachers' college training, that I found myself working as a mentee ballet instructor at Havergal College Lower School (as it was then called). While working in this educational institution, I often thought to myself: *What a wonderful community*. Who knew then that during those inaugural months of my teaching career at Havergal, I had begun a journey that would ultimately lead me back in 1998 to this community, where I have spent the past 18 years of my teaching career.

My life experiences in between my two roles at Havergal, both personally and professionally, included the roles of preschool teacher, gymnastic coach training conductor, recreational co-ordinator, Physical Education teacher, dance studio owner, mother and caregiver. It seemed only natural that a calling grew—a calling to share my passion for dance, as both an educator and an advocate for dance education in schools.

This calling became even clearer to me as I set foot once again in the Junior School in 1998. Reflecting back on these past 18 years as a member of the Havergal community, there are many milestones and highlights that come to mind. To mention but a few: the evolution from the daytime elective ballet program for students in Junior Kindergarten to Grade 6 to the integration of the Dance Program into the Junior School curriculum; the *Millennium Concert* in December 1999 at Roy Thomson Hall; *The Mission*, a very passionate and moving piece choreographed and danced by Grade 4 students in 2003; the *Mozart Dance Tribute* in 2006; the *Thriller Flash Dance* presented by the Junior School Dance Club in 2009; the Finale Group Mass Routine choreographed for Junior Arts Night in 2014; and *May the Forces Be With You*—dance video highlighting an integrated Grade 3 Science/Dance unit in 2015.



I feel blessed that I have had this opportunity to work and share my passion, teach and learn with so many amazing students, colleagues and parents here at Havergal College. As I continue my life's journey onto a new path, I do so with a *grande reverence* of gratitude and thanks to each and everyone of you.

## Petrusia Kowalsky: A Passionate and Curious Scientist

Having taught Physics to Grade 11 and 12 students at Havergal for nine years, what Petrusia Kowalsky looks forward to most about retirement is the opportunity to focus her thinking on the questions she has about science, literature, philosophy and the universe in general.

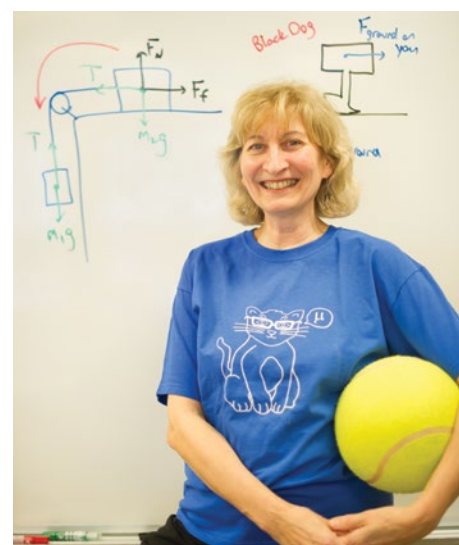
For Kowalsky, becoming a teacher was a natural transition as it allowed her to share her passion for physics and her curiosity about the world with her students. This inquisitiveness was the driving force behind her completing a master's degree in astrophysics at the University of Toronto (and working toward completing her PhD) before starting her teaching career in 1988.

In addition to teaching Physics, Kowalsky has also played a role in the Robotics Club in the Upper School. Robotics Club members (students in Grades 8 to 12) meet in the Physics Lab on Thursdays after school to work on various robotics projects. "We

match up the students so that each group is made up of girls of different ages and experience," Kowalsky explains. "This works out really well because the girls with more experience show the newer ones the ropes."

Kowalsky is also the faculty advisor for the Mindbenders Club in the Upper School. "This club is an opportunity for kids to ask the questions they come up with during my Physics classes that go beyond the curriculum and that I can't answer because of time limitations," she says. "My students are curious about the world, like me, and have questions about all kinds of stuff from quantum mechanics to black holes and the possibility of alien life." During the Mindbenders Club time, members enjoy watching scientific videos and discussing various questions they have about the universe with each other and Kowalsky.

"I will miss the energy of the kids here and the questions they have when they



are really focused on something," says Kowalsky. "When my students are engaged and curious, I enjoy watching them develop questions about the world and solve problems on their own. That is what I will miss most: seeing their joy when they make breakthroughs and have a eureka moment!"



# Havergal Highlights

## COMMUNITY EVENTS

### Workshops for Educators 2016

Attention teachers: Do you want to learn new ways of inspiring your students in the classroom and beyond? Join us for our outstanding workshops.

The Havergal Centre for Professional Development (HCPD) is a place to learn new and innovative teaching and learning methods that will take your students to the next level of thinking. Join other teachers to collaborate on new ideas and share practical strategies that effectively enhance student understanding.

This summer's workshops include:

- **Powerful Play** by Laura Logaridis, Leslie Siegriest-Hood and Katie Tranter
- **Feedback that Works** by Jennifer Goldberg
- **Creating a Culture of Thinking** by Mark Church
- **Positive Mathematical Mindsets** by Andy Lucacescu and Britney Coleman, with Kathryn Kubota-Zarivnij
- **Structured Conversations to Access Engagement and Build Capacity** by Kate Sharpe

For more information or to register, visit [HavergalPD.com](http://HavergalPD.com).



## Celebration Saturday 2016 – Save the Date!

Saturday, October 1 • 9 am to 1 pm

Members of the Havergal community are invited to join us for Celebration Saturday. Proceeds from the event go to support our community partnerships. Celebration Saturday includes art activities, music, dancing, food trucks, cookie decorating, a book drive, silent and live auctions and many more exciting opportunities. We hope to see you there!

## GET INVOLVED

### You Are a Havergal Ambassador

As a member of the Havergal community, you are invaluable to the admission process by letting your network (your neighbours, colleagues and friends) know about Havergal College and our wonderful educational program and welcoming community. We rely on you to be ambassadors for our school here in Toronto and beyond. If you know of a family whose daughter would make a great addition to our community, please invite them to contact the Admission Office at 416.483.4726 or [admissions@havergal.on.ca](mailto:admissions@havergal.on.ca).

### Get Involved – Volunteer with the HCPA!

The Havergal College Parent Association (HCPA) is looking for parent volunteers to assist with ongoing positions and special events at the school for 2016–17. Becoming a volunteer is a great way to connect with other parents, gain a better understanding of the school, be a role model for your daughter and make lifelong friendships. Share in your daughter's success and give what you can in time and talent as a volunteer. You can sign up online at [www.havergal.on.ca/volunteer](http://www.havergal.on.ca/volunteer) for a single event or throughout the year—there are positions that work with every schedule. For more information, contact the HCPA at [volunteer@havergal.on.ca](mailto:volunteer@havergal.on.ca).



HCPA parent volunteers at Celebration Saturday 2015.

Follow us online for the latest school news and happenings.



# Old Girls Reconnections

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## COMMUNITY EVENTS

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To view a list of community events at Havergal for the rest of the school year, visit [www.havergal.on.ca/OGevents](http://www.havergal.on.ca/OGevents).

### Havergal Grandchildren's Party

Wednesday, May 25, 2016 • 3:30 to 5:30 pm  
Havergal College  
Rain or shine! (Rain location is Brenda Robson Hall)

All Old Girls are welcome to come out and celebrate more than 100 years of tradition! The Havergal Grandchildren's Party was started by First Principal Ellen Knox for Old Girls and their descendants in 1910. The event is an opportunity for all Old Girls, their children, grandchildren and great-grandchildren (girls and boys) to visit the school for an afternoon of exciting activities, including games, music, pony rides, critters and treats!

Let us know you're coming! To RSVP, visit [www.havergal.on.ca/grandchildrensparty](http://www.havergal.on.ca/grandchildrensparty).

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### 2016 Old Girls Annual Dinner and Annual General Meeting

Tuesday, October 25, 2016  
Annual General Meeting: 5:30 pm  
Reception: 6 pm • Dinner: 6:30 pm  
Havergal College

You are invited to join us for this special evening as we honour recipients of the Havergal Old Girls Life Achievement Award and the Susan Ditchburn Young Alumna Award and recognize the contributions of our Class Representatives.

For more information, contact Sandra Sualim, Alumnae Officer, at 416.480.6524 or [oldgirls@havergal.on.ca](mailto:oldgirls@havergal.on.ca).



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## STAY CONNECTED

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Do we have your email address?

The newsletter *Connections* is sent to all Old Girls on a monthly basis. *Connections* is your way to get the inside scoop on what is happening in the Havergal community, receive up-to-date event and activity information, view photos of past events and read about personal news and achievements from other Old Girls. To receive *Connections*, please send your email address to [oldgirls@havergal.on.ca](mailto:oldgirls@havergal.on.ca).

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The Havergal Old Girls Online Community  
*Keeping Us Connected Beyond the Ivy*  
[www.havergal.on.ca/oldgirls](http://www.havergal.on.ca/oldgirls)

-  Like us—[facebook.com/HCOldGirls](https://www.facebook.com/HCOldGirls)
-  Network with us—Search “Havergal College Old Girls”

# October 1 & 2 Reunion WEEKEND 2016

*Your Friends. Your Class. Your School.*

Celebration Weekend is Havergal's signature alumnae event. The Old Girls Office encourages all alumnae to come back to the school for Celebration Saturday and the Old Girls Chapel Service (on Sunday). It is your chance to reconnect with friends and be a part of the great things happening at the school.



This year, Celebration Weekend celebrates classes ending in 1 and 6, which are being honoured for their milestone anniversaries. Last year, more than 450 Old Girls gathered for their class celebrations. It's a fantastic time to meet up with former classmates, friends and teachers, and to see how your Havergal has grown into the school it is today. Events include the Reunion Years Cocktail Party on campus, Boarding School tours and off-campus class parties, as well as activities for the whole family at Celebration Saturday. And don't forget to drop by the Old Girls Beer Tent to meet up with old friends.

Celebration Weekend ends with a wonderful Old Girls Chapel Service on Sunday, which is open to all alumnae to attend. Following the Chapel Service is a 50<sup>th</sup> Reunion Luncheon in honour of the Class of 1966.

Be sure to bring your green and gold school spirit and join us for a memorable weekend of reminiscing and celebrating all that we love about Havergal!

## Celebration Weekend 2016 Events for All Old Girls

### Celebration Saturday

Saturday, October 1 • 9 am to 1 pm • Havergal College,  
Old Girls Beer Tent

### Old Girls Chapel Service

Sunday, October 2 • 11 am to 12 pm • Havergal College,  
Brenda Robson Hall

## Celebration Weekend Events for Years Ending in 1 and 6

### Reunion Years Cocktail Party

Saturday, October 1 • 5 to 7 pm  
Havergal College, Brenda Robson Hall

### 50<sup>th</sup> Reunion Luncheon for the Class of 1966

Sunday, October 2 • 12:30 pm  
Havergal College, Ellen Knox Library

### Reunion Years (1s and 6s) Class Events

If you graduated in a year ending in 1 or 6, it is time for your return to Havergal! Your Class Reps and Reunion Committees are planning exciting events to give you the opportunity to reunite with old friends and stay connected with Havergal. Please watch for further details regarding Celebration Weekend 2016, your class events and how to RSVP when we mail out invitations this summer (for the classes of 1946 to 1961) and send out invites (for the classes of 1966 to 2011). We hope to see you all at Celebration Weekend 2016!

**For a full listing of Old Girls events:** [www.havergal.on.ca/OGevents](http://www.havergal.on.ca/OGevents)

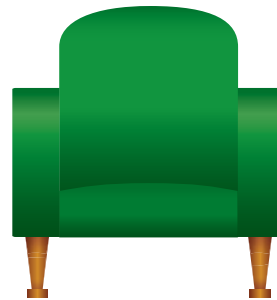
**For a full listing of Havergal College Community events:** [www.havergal.on.ca/schoolcalendar](http://www.havergal.on.ca/schoolcalendar)

**For more information:** Helena Follows, Senior Alumnae Officer, at 416.482.4706 or [oldgirls@havergal.on.ca](mailto:oldgirls@havergal.on.ca)

# Take a Seat

Name a seat in the Legacy Theatre as a way to celebrate and honour your legacy at the school and support Havergal's future.

Front-row Seat  
**\$1,200**  
(17 seats available)



General Seat  
**\$1,000**  
(187 seats available)

## Recognition

Your name, or another of your choosing, will be engraved on a beautiful name plate affixed to a seat in the Legacy Theatre. Also included with your gift is membership in Havergal's Green & Gold Society and an invitation to the unveiling of the refurbished Legacy Theatre currently scheduled for the 2016-17 school year.

Make Your Gift to the Legacy Theatre

[www.havergal.on.ca/support](http://www.havergal.on.ca/support)

Or call 416.482.4707 to make a credit-card donation over the phone.



**Havergal**  
COLLEGE