

Torch

HAVERGAL COLLEGE | SPRING 2017





**EXECUTIVE DIRECTOR,
COMMUNICATIONS &
MARKETING**
Antionietta Mirabelli

**COMMUNICATIONS &
MARKETING ASSOCIATE**
Susan Pink

CONTRIBUTORS
Suzanne Bowness
Seonaid Davis
Hailey Eisen

Jennifer D. Foster
Catharine Heddle
(Class of 1989)
Cissy Goodridge
Lynn Janes
Trilby Kent (Class of 2001)
Debra Latcham
Jessica Lewis-Feader
(Class of 2000)
Rosa Mastri
Elisabeth Muir
Diane Peters
Leah Piltz
Susan Pink

Rachel Read
Sandra Sualim
Kate White

GRAPHIC DESIGNER
Carol Tsang

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Havergal
COLLEGE

1451 Avenue Road
Toronto, Ontario, Canada M5N 2H9
Tel: 416.483.3519

www.havergal.on.ca



Front cover: Middle School students investigate the properties of hair under a microscope.

Inside front cover: Students get ready to compete in this year's Grade Cheer-Off.



Join Us For

Celebration Saturday

September 23 • 9am to 1pm

www.havergal.on.ca/celebrationsaturday

Events include face painting, various food options, games, pumpkin decorating, live and silent auctions, a haunted house and more!

Proceeds from this event support our community partners.



“Our girls take the lead in discovering the complex play between facts, experiences and perspectives.”

Exploring With an Open Mind

Helen-Kay Davy

Technology can certainly make things more convenient for us and speed up our access to information. But are we finding that it has actually begun to limit what we discover, understand and believe? The use of algorithms gives us results that resemble what we have liked, read and bought in the past. Social media exposes us to like-minded people. Is the digital revolution helping us to live in our own worlds, rather than taking us out of our comfort zone?¹ Fake and agenda-driven news appears to look just like balanced information backed by reliable facts.

At Havergal, we want our students to explore with an open mind. This is why they are encouraged to question the facts they read on a page or a screen, listen to people they don't agree with and interact with diverse groups in the community.

One of our school's four values is inquiry and our ethos sustains this value in everything we do. Students are often brought around a Harkness table—an oval-shaped table in which everyone is treated equally—and the accompanying teaching method encourages listening to others and exchanging ideas without judgment.

When some of our Board of Governors attended lessons here in April for our “Bring the Board to School Day,” they were struck by the collaborative and respectful way in which the students explored and developed their different viewpoints. This face-to-face rapport with students encouraged mature articulation of ideas and allowed confident problem-solving to take place.

Our students develop a healthy skepticism for information by questioning where facts come from and what evidence is behind them. For instance, in Grade 6 the students are following a News Literacy unit that helps them to test evidence for reliability and corroboration, as well as likelihood. They also learn a mature ability to spot bias and false logic.

And when we have discussions about challenging topics, we demonstrate to the girls the difference between stating an opinion and presenting a conclusion backed by a logically stated argument. We urge our students to spend time with classmates and others they don't already know well, who have different backgrounds or values.

Our girls take the lead in discovering the complex play between facts, experiences and perspectives. The principles for learning that Leonardo da Vinci called *Curiosità*—an insatiable curious approach to life and an unrelenting quest for continuous learning—are embedded in our strategic educational developments of Minds Set Free, Breaking the Marble Spell and Exploring the Brink of the Known.

I believe the students at Havergal well understand that world trends could be encouraging them to think smaller and accept all they see and hear. But they want to go deeper beyond the ivy. Here, both the faculty and the students are pushing themselves to ask difficult questions and learn how to nurture discernment between truth and fiction. 🍌

¹ www.bbc.com/capital/story/20161212-algorithms-are-making-us-small-minded



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1. Grade 11 and 12 students talk to mentors at Career Connections.
2. Havergal celebrates the Chinese New Year with traditional dancing.
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TECHNOLOGY AT HAVERGAL

Building [Digital Wisdom]

By Catharine Heddle, Class of 1989



Technology education at Havergal starts early and finishes strong.

A team of five educators shares the work of introducing Havergal students to a wide range of technologies and how to use them. They also support all of their colleagues, helping them to remain current and assisting them in integrating technology into their lessons across the curriculum.

Their goal is not only to graduate a crew of scientists, engineers and programmers—fields that an increasing number of Havergal graduates are beginning to pursue—but also to show the girls how to use technology to communicate their ideas. They want to expose their students to the world of science, technology, engineering and math (STEM), so that each student can make an informed, bias-free choice about her career direction.

In the Junior School, Technology and Media Studies teacher Helen Carayannis and STEM Coordinator Darryl Reiter work together to pique the girls' interest in STEM. This tech-savvy generation needs no introduction to electronics, but Reiter seeks out ways that they can use their devices to understand the world around them.

Not long ago, for example, the Grade 4, 5 and 6 students used iPads to design air foils for an airplane, testing them in the iPads' simulated wind tunnel. They then built prototypes (by hand) and tried them out in Havergal's actual wind tunnel. Another class downloaded an oscilloscope app, so that the students could visualize a sound wave.

The girls learn to code at an early age, too. "Some of my Grade 2 students enjoy coding so much that they do it at home," says Carayannis. "It makes me happy when they come back to school and show me what they have done."

Meanwhile, Reiter helps the core teachers integrate technology into their regular lessons—like a recent Grade 6 unit on space, in which the students programmed robots to explore the planets. Both Carayannis and Reiter design units and co-teach when called upon, but often they're just there to offer their colleagues a helping hand.

During the Middle School years, the girls can engage in hackathons and the Hour of Code and explore social media in the Guidance program. Through these activities, they learn about digital citizenship, their digital footprint and how to be safe online.

A passion for STEM keeps Havergal's technology specialists dialled in to the tech universe. Recently, they interrupted regular programming so that the students could watch live while NASA announced its discovery of the TRAPPIST-1 system.

By Grade 9, technology is integrated into the students' everyday lives. Teachers embed tech skills into their lessons according to their own styles and interests, "but they always focus on the global nature of digital communications and how to responsibly and safely interact with that aspect of being alive in the world," Paul Shuebrook, Havergal's Technology Integrator, explains.

Specialized technology courses are offered as electives. In Communications Technology, Film, Animation and Graphic Design

“We’re teaching them how they can use technology to build their voice confidently.”

—Andrew McHaffie

courses, the girls learn about the role digital technology plays in the communication of ideas. They study image manipulation, graphic design, 3D printing and animation.

“Regardless of their career paths, these girls will be communicating ideas throughout their careers,” says Upper School Technology teacher Andrew McHaffie. “We’re teaching them how they can use technology to build their voice confidently.”

In Computer Science, taught by Upper School Mathematics and Technology teacher Kyle Cardinale, they learn about regimented programming, database manipulation, object-oriented programming and robotics. As an independent study project, one class recently recreated old games such as Donkey Kong and Super Mario Brothers. Another class recreated Blackjack, Old Maid and Battleship.

Recently, Cardinale took his Grade 11 and 12 students to visit Google Canada headquarters, where they saw a programming demo and learned about career options from the men and women who work there.

“We need to translate their knowledge of tech into the business world,” explains Cardinale. “Being tech savvy will be essential in the workplace of every one of these students.”

If it sounds like a coordinated approach, that's because it is. The work that Shuebrook is focusing on is a multi-year integration framework for education technology, built on the school's vision for technology. That will include a new building for STEM applications, which will include a makerspace in which students can explore engineering and art. Shuebrook also helps Havergal's teachers understand how to use technology with their classes. He researches, adapts and creates tools to help them achieve their curriculum goals, whether that means creating a game to simulate global confrontations or summarizing a 200-page manual to help a teacher figure out a particular program they wish to use.

“The goal is to help build the girls' digital wisdom,” says Shuebrook, “so that they can easily adapt to whatever forms digital tools may take in the future.” 🍌

How Do We Bridge the Engagement Gap?

By Leslie Anne Dexter and Michael Simmonds

Something can happen to students as they proceed through the years from elementary to high school: they become less engaged in their studies and with their schools. While this decline is more dramatic in public schools than independent schools, student engagement has been on the radar for the last 20 years or so for all educators. After all, no good school wants to see its own students become less excited about their learning as they advance in age. And every great school needs an educational philosophy that inspires students to learn and supports them at every step in their journey.

But what do we mean when we talk about student engagement? And why does it matter so much?

Put simply, a student who is attentive, curious, interested and optimistic about her future is engaged. With these qualities in place, she feels motivated to learn and progress. She is keen to explore, ask questions, make connections and meet challenges of all kinds, whether in her studies, her relationships or her own personal growth.

It's no surprise that student engagement is linked to academic achievement. It has a higher correlation to academic success than being "brainy" or brilliant. After all, an engaged student is more willing to persist, take risks and tolerate failure than a student who is disconnected from her learning. Who sticks with something they don't really care about? To be engaged is to be involved in and committed to daily life at school. That's what every parent wishes for their child and what an exceptional school makes possible for its students.

Within the complex ecosystem of any school, there are many factors that contribute to a student's level of engagement. For example, social features play an important role. A girl who feels a sense of belonging, who has good friends and who participates in extracurricular activities is more likely to be highly engaged. And intellectual stimulation obviously matters. Students respond eagerly to challenges set at just the right level that are relevant, offer choice and require higher-order thinking skills.

Situated right at the heart of student engagement are teachers who care. Here is an amazing finding revealed in a recent Gallup Poll: a student who feels her school is committed to her growth and has one teacher who makes her feel excited about the future is



30 times more likely to be engaged in the classroom and succeed academically than a student without those experiences.¹ Thirty times! Consider that number for a moment—that's quite an impact.

Feeling excited about the future doesn't simply mean anticipating university or a prospective career. It means caring about how a project will turn out. It means being eager to try out for a team. It means feeling optimistic about tomorrow. It's the promise of good things to come. Great teachers who connect to their students and offer interesting academic challenges fill their pupils with hope.

A Havergal student in Grade 1 can be as excited for tomorrow as a girl navigating the middle years or on the brink of graduation. Each spends time with passionate teachers who inspire and motivate through extraordinary planning and a well-designed curriculum. Our teachers promote engagement by constructing learning tasks that are relevant (connecting to individual interests), authentic (asking real-world questions), collaborative (tapping into the power of relationships), require thinking (inviting creativity and multiple solutions), support autonomy (offering choice) and encourage self-assessment (urging reflection and self-awareness).

¹ <http://www.gallup.com/services/170870/k-12.aspx>

Here are a few snapshots of how our teachers build engagement and, as a result, cultivate curiosity, interest and optimism in our girls:

- Tap into a Grade 1 student’s innate curiosity about shapes and patterns by letting her explore the outdoors. Our natural world and the architectural features of our campus provide perfect lessons in two-dimensional and three-dimensional geometry. Even better, the girls join with their HaverPals to deepen their learning about planes and solids, while connecting to older girls who mentor and share in the fun.
- Ask essential questions in Grade 3 to build a bridge between the past and the present. As our students explore early communities in Canada, they create meaning and build understanding by making connections to today’s world. They apply their knowledge of modern life to that of the early pioneers, while asking questions about how the people who came before them influenced the world they see today.
- Immerse Grade 5 students in an interdisciplinary exploration of history and literature by introducing them to historical fiction. Combining the perspectives of art and social science unleashes creative and analytical possibilities not available through a single-lens study. Plus, storytelling—whether fictional or real—is an incredibly powerful learning tool.
- Encourage Grade 7 students to ask questions about the nature of history through the study of “great humans.” Students choose a great human, engage in scholarly research, establish a connection across time and ask pressing questions about

“Engagement is a precondition for learning.”

—Jal Mehta,
Harvard Graduate School of Education

it all. One student’s question: “What is lost when we can only study great women and not ordinary women whose lives aren’t recorded?”

- Draw on depths of expressive creativity to translate one art form into another. Grade 12 students visit the Art Gallery of Ontario to engage in *ekphrastic* writing. *Ekphrasis* is the Greek term for a verbal description of a visual work of art, such as a painting or sculpture (recall Keats’s “Ode on a Grecian Urn”). Students select a piece and write about their encounter with it, finding meaning in the interaction between forms, periods and artists.



Students explore the Burke Brook with their HaverPals.



French students create art to depict their interpretations of the book *Ru*, by French-Canadian novelist Kim Thúy.

In each of these instances, our girls are following their interests, asking authentic questions, connecting with others, generating solutions, making choices and reflecting on themselves as individuals and learners. In other words, they are engaged with their learning.

Of course, student engagement isn't limited to the classroom. Our girls are curious and interested in all facets of school life. They apply the lessons and themes of Prayers on the playground. They bring their life passions to school clubs. They build close social bonds on the field while competing for a win. They establish charities to help other girls around the world access education. They solve real-world problems, out in the community and in the school.

Consider Havergal's partnership with the University of Toronto's Engineering Strategies and Practice (ESP) students, for example. The trails that connect our Outdoor Learning PlaySpace to the Burke Brook are suffering from the effects of erosion and shifting ground. Budding engineers in this first-year university course are going to tackle the problem and offer a solution, putting their communications and design skills to the test. And our own students will be working on the problem with them, resulting in a presentation to our Facilities staff. It doesn't get more "grounded" and real-world than that!

We could say that Havergal is lucky to have such a strong handle on bridging the engagement gap with our students, but aside from the good fortune every teacher and leader enjoys in being a part of this



Senior School students organize lunchtime STEM panels to highlight the various careers available in science, technology, engineering and math.

school, luck has nothing to do with it. Our strategic plan *Havergal 2020: Our Vision is Limitless* guides us in connecting every girl to her dreams, favourite activities, learning and community.

It's no accident that our broad educational strategies tap into what matters most to students as they advance through the years: creativity and curiosity for our youngest learners, growing independence for our Middle School girls and an expanding community network for our Senior School students, who increasingly take their active thinking out into the world beyond Havergal. These strategies build student engagement by accentuating what students care about at each stage of development.

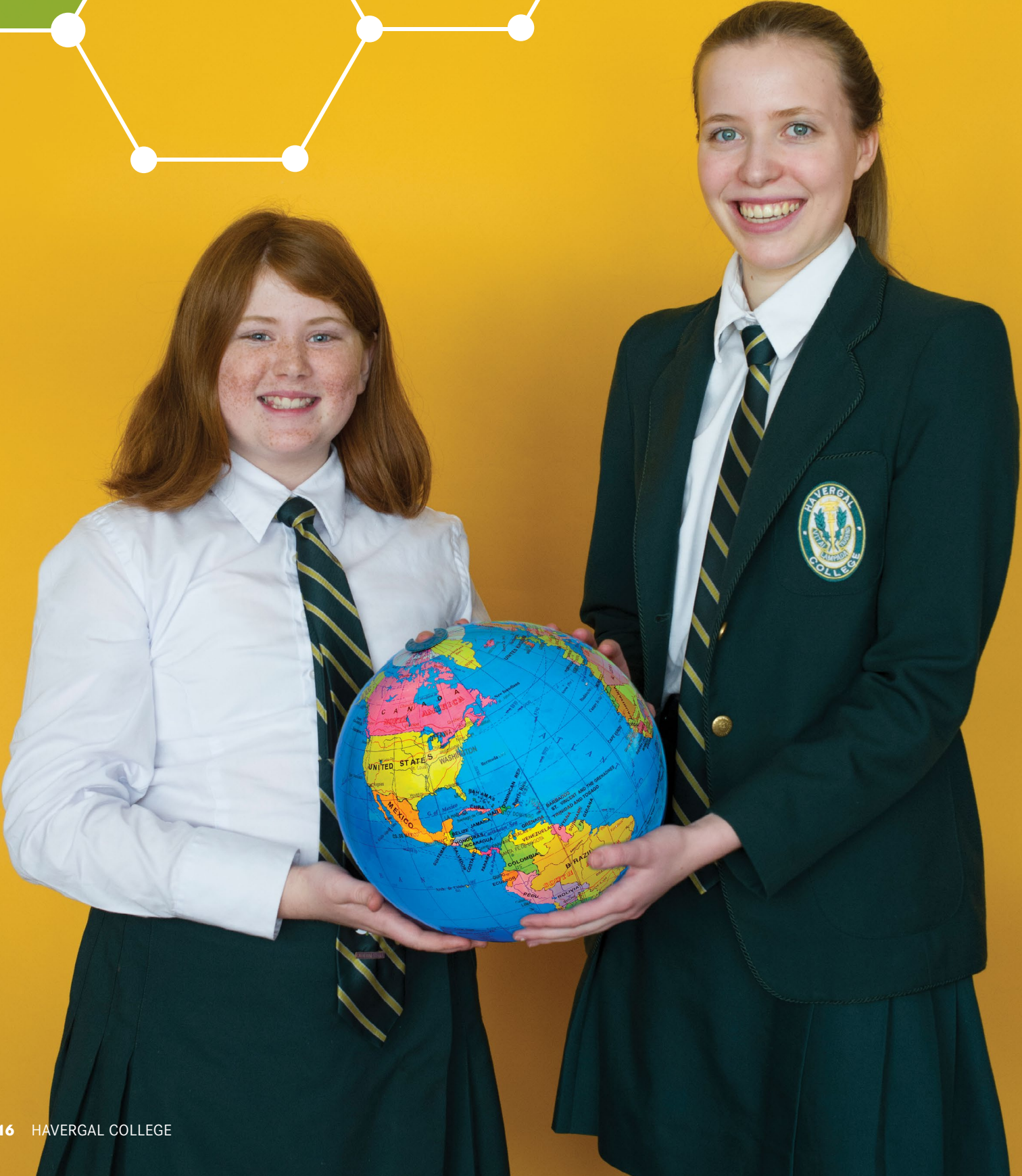
We'll leave you with this thought: a 2006 *High School Survey of Student Engagement* explains why students tune out in class:

75 per cent said the material wasn't interesting, 39 per cent said it wasn't relevant and 32 per cent said it wasn't challenging enough.² This is an American survey of public schools, so the numbers don't apply to our context, but the survey does reveal what students need in order to feel engaged.

Our role at Havergal is to take those needs seriously at all levels and in all areas of school life. That's why we have such a strong emphasis on inquiry and thinking (challenge), connections to the real world (authenticity) and students' own interests (relevance). Whether our girls are collecting leaves to study lines and surfaces, asking questions about what history reveals and hides or engineering a solution for a shifting slope, their engagement in the task is evident. And those tasks are designed, of course, by teachers who fill our girls with excitement about the future. 🍀

² <http://files.eric.ed.gov/fulltext/ED495758.pdf>

Feature
Story





Creating, Connecting and Exploring

By Suzanne Bowness

Stories of Discovery and Inquiry Abound at Havergal

If you are parents of Havergal students, you may be accustomed to hearing about fun, yet unconventional, assignments at school. For this year's Grade 7 students, they used two 40-centimetre lengths of balsa wood, an elastic and some popsicle sticks to make model bungee jumps. Or, if your daughter is in Grade 5, she may have asked one of her parents to help her google the Aral Sea area near Kazakhstan to find out more about the changing climate and landscape as part of a slow journalism project in her Media class.

By the time your daughter is a teenager, you may think that she can no longer surprise you, until the day she reveals that she's proposed starting a blog about dementia as a way to explore what she can do for your aging father, who's recently been diagnosed. Add in that she has connected with a renowned expert in geriatrics to help mentor her in the process and invited four other girls to join her

in weekly visits to a seniors' home for the next three months.

Or, if you're an Old Girl reading this, you may be smiling because these stories remind you of some of the projects that challenged you as a student.

If you happen to have read the strategic plan Havergal 2020: Our Vision is Limitless, you may be aware that Havergal students are encouraged "to have lively, enquiring minds, to think carefully about the world around them" and, at the Senior School level, to pursue "active thinking, experimentation, cross-disciplinary programs and discussion for understanding." But, it's even more fun to read about how these things come to life in the classroom, which is why we've put together a series of profiles that demonstrate the discovery and inquiry that's going on at Havergal every day. We've even included a profile of an Old Girl, who will inspire you as to just how far curiosity can take a girl.



Building a Bungee Jump: An Engineering Challenge

The list is impressive enough that it bears repeating: students were given two 40-centimetre lengths of balsa wood, one large elastic band, three wooden popsicle sticks, glue and a bit of masking tape to hold things together during construction. That is all that Grade 7 students were allowed to use in this year's Form and Function Structures unit in their Science class. Their mission? To build a bungee jump platform that could hold a 200-gram mass.

If it sounds like a challenge, it was. But teacher Andrea Loyola, who taught two of the four sections of the course, says they loved it. "They love doing things that are hands-on. It gives the students another way to communicate their understanding than a piece of paper and a pencil for a test."

Loyola says she loves the project, too, because it helps students engage in discovery. "It really allows students to approach topics in their own way. Some students really explore and do a lot of research on their own in advance and some kids just do trial and error. It really gets to a large spectrum of students and their abilities and each of them approaches it from such a different aspect that I find they get a lot out of it," Loyola says. Strict parameters set for the project make it even more challenging.

The unit took place over two months, during which the students learned all the science that would go into their structures, including architecture principles, gravity, mass, weight, applied and non-contact forces, loads, internal and external forces and, of course, safety related to how to use saws and chisels.

As they moved through the lessons, sometimes the girls realized that their new knowledge meant that their original design wouldn't work. "A lot of the students had to modify their structures partway through," Loyola says. At the end, the students explained and tested their creations in front of the class. Most structures did not hold, but of course that wasn't the point. They wrote a report on the structure and the test and, during the project, they kept a builder's log. No two structures were identical.

Already, Loyola, who has assigned the project for a few years (in other years the structures have included a bridge and a swing), says the project is one that stays with the students. "The feedback we get from students after they leave Grade 7 is that they really remember this project. They liked exploring and working with other students."

Thinking About Thinking:

Havergal's Latest Chair of Teaching and Learning Goes Deep

If Havergal encourages students to pursue their insatiable curiosities, it only seems fair to give teachers the same opportunity. That's part of the idea behind Havergal's Gardiner Chair of Teaching and Learning, where teachers are given time to explore a curriculum-related topic and then report back to the community. For the past two years, Havergal English teacher Laura McRae took on one of the biggest topics you could imagine: thinking.

Thinking about thinking seems like a very meta exercise, overflowing with possibilities. How do you even approach it? Aware that there were already some great examples of thinking going on at Havergal, McRae started by asking those around her. "I ran a survey of students and teachers about what kinds of teaching or classroom situations they felt created the best thinking environments and why," McRae says. She then moved on to mixed-grade focus groups with students from Grades 7 to 12 and sat in on classrooms to see thinking in action.

Inspiration also came from reading about and observing learning at other institutions. As examples, McRae points to the Harkness method originated at Phillips Exeter Academy, where students engage in conversation with

minimal teacher intervention and the exercises she observed at Bard College in New York, where students engage in a write-to-learn approach, whereby conversations were enhanced through the practice of preliminary writing exercises. "It became clear that matching the conversational piece with a writing piece was incredibly important to enriching the conversation," says McRae.

Students also cited conversational classrooms as a source of rich thinking at Havergal. "Students talking to each other was, overwhelmingly, where students saw learning and thinking happening," McRae says of her survey. Class size was also important. "Not too small and not too large, so they had enough ideas, but not too many," she adds.

McRae notes that a focus on thinking can be one of the best ways to challenge students. "One of my students said that you can always do the knowledge piece, you can always do more research and you can always check your commas. But thinking, you never know exactly when you start and you never know exactly when you stop. That makes it both the scariest and the most exciting part of any project because it's what gives you the most excitement, yet it's the part where you feel the most exposed."



Curbing the Stigma Around Dementia: A Blog Project

Grade 11 student Selina Chow made a new friend this year. This friend loves to talk and host visitors and is always asking if Chow has a boyfriend. But this new friend is also different from some of Chow's other mates: she's in her 80s and lives in a dementia care home.

While the warmth that Chow has found from her friendship may be personal, she's made her journey into the relationship public via a blog for the Dementia Awareness Program (dementiaawarenessprogram.blogspot.ca) that she started at Havergal. Inspired by her grandfather's diagnosis with the disease, Chow wanted to learn more about dementia, raise awareness and reduce stigma around the condition. "At the beginning, I thought it was just a matter of time until he would forget me. I started to do a bit more research into dementia, to see if there was anything I could do to help with my grandpa," Chow says.

Enlisting the support of The Institute staff, she recruited four fellow students from Grades 10 to 12 and also contacted Dr. Nathan Herrmann, the head of geriatric psychiatry at Sunnybrook Health Sciences Centre, who partnered the girls with residents at the dementia care home.

Since November, Chow has visited her new friend every Wednesday after school and publishes a new blog entry every Tuesday. The detailed posts share everything from statistics and facts on dementia to tips on treatments to advice on communicating with patients. Her mentor, Dr. Herrmann, helps her make sure the posts are factually

correct and also contributes expertise (he has his own blog for Sunnybrook Health Sciences Centre at health.sunnybrook.ca/memory-doctor).

Creating the blog has also made Chow realize that she's not alone in dealing with a relative with the disease, as she realized after she shared her efforts on Facebook. "It was amazing because the next day I had so many people come up to me, both girls I knew and those I didn't, who were just like, 'Hey I saw your blog. Amazing work.' They just really opened up about what it means to some of them," Chow says. She notes that several girls shared their own experiences with the disease.

After 15 weeks of visits, the official project wrapped up for the term, but Chow hopes to continue it next year, both visiting her senior friend and also making the blog even more interactive to respond to readers' questions. At the end of April, she brought in Dr. Herrmann as a guest speaker for the Dementia Symposium.

Chow says she has changed in many ways by her initiative. She's learned a lot about the disease, including the need to continue to destigmatize the condition. An aspiring doctor, she's also considering geriatrics as a focus for medical school.

But probably the most profound change has been her new friendship with the dementia care home resident. "I can tell that, for her, our social interaction is more than just a weekly visit, it's a friendship. She even tells the staff there that I'm her daughter," Chow says.





Pen Pals of the Digital Age: Connecting with Classrooms Around the World

The world, and indeed Havergal, can be a fast-paced place. For students with 24-7 connectedness, not to mention a variety of classes, extra-curricular activities and social opportunities, the invitation to slow down and reflect, to pause and really connect, can be a challenge.

All the more reason to discover the upside of slowing down, says Grade 5 teacher Raeme Lockington. Along with Junior School Technology and Media Studies teacher Helen Carayannis, she's leading the Grade 5 Language and Social Studies students through a slow journalism initiative sponsored by Harvard's Graduate School of Education research groups. "We thought, 'What a great opportunity for the girls to have a real-life, present-day ability to see the world from a perspective that is so unique and totally outside of textbooks,'" Lockington says.

The project follows Pulitzer Prize-winning journalist and National Geographic fellow Paul Salopek on a 21,000-mile Out of Eden Walk, where he retraces the migratory pathways of ancient human ancestors. Salopek has been documenting his journey since 2013 and, since then, more than 1,000 classes in schools from 52 countries have been following his mission to "slow down to observe the world carefully and to listen attentively to others" (read more about the project at www.pz.harvard.edu/projects/out-of-eden-learn).

In practical terms, the project, which takes place during Media class time, has students connecting with others from six or seven other classrooms around the world. Havergal is paired with classes in Italy, Greece, the United States and Canada, where students use online platforms to share

aspects of their own regions. "One of our girls took a picture of her dad shovelling the driveway after a big snowfall and with it she wrote a brief post. This may be a regular part of our daily lives, but for a child living in a much warmer climate, that might seem like a pretty remarkable thing," Lockington recalls. The relationship is similar in some respects to pen pals of past eras, except that in today's world the connection is instantaneous. "The girls absolutely love it because they're learning about other cultures, other countries, through the perspective of kids their own age."

Students also watch Salopek answer questions about his journey and keep a "slow looking" journal, where they answer questions such as: "If you could walk around the world, what do you think you would see?" and "If you could connect with someone your age from any country across the globe, what would you tell them about where you live?" The class is exploratory and often based on what Salopek is up to in his journey; for example, one week he talked about the ways that hair is used in other countries and in another post he explored the dying Aral Sea in central Asia, near Kazakhstan. This provides the girls with a unique opportunity to observe aspects of our world that they wouldn't otherwise see in the news or other mainstream media outlets.

Lockington says that reactions to the project have not only been positive, but also profound. "When I asked the students what they've learned that they didn't know before September, a lot of them said: 'It's really taught me to slow down and really observe things more closely. I look at things in a new way now. I think about other people's worlds and cultures differently than I might have before.'"



The “What If” Project: Imagining History that Never Happened for a Deeper Understanding of What Did

What if Abraham Lincoln was not elected for a second term? What if the American Civil War had been averted? What if tobacco had never succeeded as a cash crop? What if slavery never happened?

These are all questions that Grade 11 students in Ina Szekely’s American History course found themselves not only asking, but also answering as a part of a thought-provoking and challenging exercise that asked them to imagine what would happen if one thing in history had happened differently. It’s a foray into an established historical exercise called counterfactual or alternative history.

In the project, students create a point of divergence in history any time after the American Revolution until the reconstruction (after the American Civil War) around 1877. For example, student Lauren Coady imagined that Lincoln did not get elected for a second term. In her new version, his less-competent successor tried to end the American Civil war too early, which led to a second civil war and the new president’s eventual assassination.

To make the project even more challenging, Szekely asks the students to create fake artifacts for their alternative history. Coady created a textbook entry to explain the backstory and a peace treaty between the Confederate and Union states.

Coady says thinking about those who would have created the documents made her see the people behind the artifacts. “You see history in a more human light because you have to figure out how people actually felt. Instead of thinking of facts, we got to look at it as the story of individuals,” she says.

Szekely adds that creating documents makes students think about how history is made and about bias. “The students realize that history is created, even history that purports to be factual or unbiased. They are mimicking historical language and its various primary and secondary source forms—and have fun doing it! I always tell students they’re like chickens constantly scratching at the soil,” she says.

This year was Szekely’s second time teaching the project and she says she incorporated a lot of feedback from last year’s students. While students at first resist the seeming impossibility of rewriting history, they love it by the end, she says. “They all have come back as Grade 12 students and said: ‘Oh, we loved that project. We know we complained, but we loved it.’”

Coady is one of those appreciative students. “It showed me that little things have a big effect on history and if things had turned out the slightest bit different, it could have changed things. It made it more interesting and exciting to learn about history,” she says.

Hidden Figures:

A Crossover Collaboration for Grades 6, 7, 8 and 12

When Havergal students go to the movies on a class trip, they don't just passively sit and watch, even when the film has Oscar buzz. Although teachers saw potential in *Hidden Figures*'s portrayal of the female African-American mathematicians who helped launch the American space program, they saw even more potential in their students' ability to really go deep into those themes. A cross-grade collaboration was born.

And what a wide collaboration it was. Led by Upper School teachers Paul McCulloch and Jeff Adams, the project involved a dozen teachers supervising 230 students divided into 17 groups of five and, of course, supported by Melanie Belore and Anastasia Wowk from The Institute at Havergal. The idea was to ask the students in Grades 6, 7 and 8 to identify their favourites of the film's key themes, divide them into conversation groups based on their answers and, after discussion, create a visual representation (a poster) of their thoughts and ideas. The conversations would be facilitated by McCulloch's Grade 12 Education for a Changing World students, who would put into practice the discussion facilitation skills they had been working on all year.

Although the Grade 12 students were asked not to see the film (so they wouldn't have all the answers), they still rose to the challenge of facilitating conversations. "The Grade 12 students were really quite unhappy with me, but they were spectacular in the end. It was one of those *I know*

what they can do and they don't know what they can do moments," McCulloch says. "They had agency and control of the room. They knew that they wanted to try to get these younger girls to come to a deeper understanding of their questions so they could try all the different methods they've been exposed to," he says.

That approach fit perfectly with what Adams and the other Grade 6 and Middle School teachers were trying to accomplish, too—getting their younger students to delve into an abstract form of the creative response in the poster. Students had approximately one hour each for the conversation and the poster creation and, by the end, everyone was excited to see the gallery they posted on the walls. All the posters were photographed and the smiling faces of their creators speak volumes about the project's success.

If the open-ended nature of the project made it a bit uncertain for all involved, the teachers say the enthusiasm made all the effort worthwhile. "This was a real opportunity to step in and have agency and voice and I think they appreciated that," McCulloch says of his students. "That's true leadership. You're not just following rules; you're actually making it up." Adams thinks that it was definitely the kind of project he'd like to try again. "I love the idea that it's driven by the students and lets the curriculum be fun. I like this idea of delivery that's more organic and meaningful to the kids," he says.





Old Girl Linda Hiraki (1995) Makes Discovery and Inquiry her Full-time Job

If these stories about exciting Havergal projects make you wonder about how far such a spirit will take a girl, this last profile of Old Girl Linda Hiraki (Class of 1995) will make you smile. She's made discovery her full-time job. A Havergal student from kindergarten to graduation, Hiraki is now a pediatric rheumatologist and genetics researcher investigating childhood onset lupus at The Hospital for Sick Children. She is also a Havergal parent of daughters Sloane and Rae in the Junior School.

Honoured in 2015 as the recipient of Havergal's Young Alumna Award, Hiraki recalls her time at the school as one of growth and confidence building. "I was a really shy kid. I think that was actually the reason my parents chose Havergal," she says. Over the years, participating in dance clubs and choir, as well as holding student leadership positions, helped her to come out of her shell.

After Havergal, Hiraki majored in human biology at the University of Toronto, where she also focused on women's studies. There, she discovered her love of research and embarked on her first project on the genetics of nicotine addiction. "Now that I look back, I can see that my interest in genetics began then," Hiraki says.

That interest led to medical school at Queen's University, followed by a PhD in genetic epidemiology at The Harvard School of Public Health. In 2015, she joined the faculty at The Hospital for Sick Children as a clinician scientist in rheumatology, dividing her time between research, patient care and teaching. Her work investigates the role of genetics in both the inheritance of lupus and the progress and symptoms of the disease. Hiraki says she likes being at the forefront of a discipline with so much potential.

"Rheumatology is a relatively young specialty in medicine and, in the last 10 or 15 years, it's become an exciting field with more available treatments leading to better outcomes for patients."

Hiraki credits her mother, a psychology professor, and her father, a surgeon, as huge influences on her career choice. "They were always really engaged in and energized by their work. In this way they were wonderful role models. I knew that I wanted a career that would be just as fulfilling," she says.

Hiraki also credits her time at Havergal for inspiring her strong work ethic and resilience. "I certainly appreciated the value of hard work and goal setting. In the supportive school environment, I felt that I could push myself to face new challenges. I also learned not to be deterred by setbacks, but rather to use them as learning experiences."

Now that her daughters are in the Junior School at Havergal, Hiraki takes great pride in seeing them share in the same school traditions that she experienced (such as the Harvest Festival), as well as participate in new ones (like Pi Day). "It is wonderful to see how the school continues to honour its history while adapting to our changing times," she says.

As a successful graduate, Hiraki is now in the position to offer advice to current students, including her daughters. So what's her top tip? "Stay true to yourself. Find what it is that really motivates and interests you and pursue those dreams. Don't be easily deterred by life's inevitable challenges. With hard work, resilience and perseverance, you can do anything you set your mind to," she says. 🍀

The History of Music at Havergal

By Trilby Kent, Class of 2001



Carol Service marking Havergal's 90th anniversary at Roy Thomson Hall, 1984.

Ask any Old Girl about her memories of school and—more likely than not—music will figure in her reply. From mastering the melodically unorthodox *Vitae Lampada Tradens* in Prayers, to learning the jaunty *Forty Years On* for Candlelight, Havergal students mark their days (and years) to music.

The school's earliest musical highlights involved excursions to Massey Hall, where students heard Paderewski and Rachmaninoff play, and visits from such eminent performers as Ruby Gordon and the contralto Clara Butt. Old Girls would later recall impressive harpsichord recitals during the war years by Greta Kraus, a refugee from Vienna who came to teach at Havergal in 1941. And in 1950, a production of *Iolanthe* marked the first time a theatrical event was enhanced by the musical contributions of "excellent male talent" from brother schools.

However, it was in the 1970s that music at Havergal truly came of age. When Elisabeth Muir arrived at the school in 1968, there was just one choir and a piano group. As impressive as the piano department was, Muir was determined to develop equally strong Choral and Orchestral programs. A new choir was established and the first choir trip took place in 1971.

"I organized seven choir tours to Britain, singing in such majestic places as Westminster Abbey and York Minster," she recalls. "But, I was especially proud to resume connections with our sister school, Cheltenham Ladies' College (CLC)—Havergal's founding fathers had poached Ellen Knox from CLC to be the school's first Principal in 1894. In total contrast, we gave concerts in remote Astley, the hometown of Frances Ridley Havergal."

Muir's greatest pride was establishing Havergal's annual Carol Service. This event, which usually took place at Havergal, was staged at Roy Thomson Hall in December 1984 to mark the school's 90th anniversary; an event that was repeated in December 1993 for the centennial celebrations. At the turn of the new millennium, owing to a dramatic swelling in attendance, Carol Service was relocated from the Brenda Robson Hall to St. Paul's Bloor Street church. In 2016, the event was live-streamed for the first time, making it possible for Old Girls around the world to share in this perennially popular tradition.

"The response was excellent," says Lynn Janes, Havergal's current and retiring Head of Music. "So many Old Girls could watch from their dorm rooms as many were still writing and preparing



Head of Music Lynn Janes with members of the Senior Choir at Carol Service 2016.

for exams. Old Girls who live in other countries watched, as did people who were sick and unable to attend. It doesn't replicate the beauty and serenity of attending the event, but it was an excellent new opportunity for many." Not to mention being the best way to expand the service's reach, now that numbers at St. Paul's Bloor Street have reached capacity at 1,500 attendees. "This makes my heart so very happy as it is an event that often starts people on their Christmas season of peace and joy."

The Music program would not be what it is today without the contributions of Caroline Spearing (Head of Music from 2001 to 2007), who Janes explains was "instrumental in hiring excellent music educators for the Band and Strings program and helped continue to build the choral program with an emphasis on the Middle School Vocal program, overseas trips and yearly participation in Kiwanis Festivals."

Asked what distinguishes music at Havergal from other schools, Janes says she believes it comes down to the people involved. "I think we're lucky at Havergal that the arts are so well respected by staff, students and our parent community. We are one of a few schools in the Conference of Independent Schools (CIS) that still has a vibrant Strings program and there are 75 girls in Senior Choir. Not many schools have that much buy-in to choir and singing."

Today, Band, Vocal and Strings classes are offered throughout Grades 7 to 12. Then there's the plethora of performance groups: five bands, three orchestras and three choirs, plus a piano trio and

“ [Today] there is more attention given to music of different countries and cultures—not just listening, but exploring through instrumental music and singing. ”

—Lynn Janes

Cello Choir. The Music department hasn't shied away from change, either. "In the Junior School, we have steel pans, Orff instruments, ukuleles and African drums," says Janes. "There is more attention given to music of different countries and cultures—not just listening, but also exploring through instrumental music and singing."

What has remained the same is the high level of instruction and performance. Several ensembles recently received best in class at Kiwanis with Platinum and Gold standings at OBA and OVA. "We've had band trips to Vancouver and Ottawa for MusicFest. In April, the entire department and 100 girls travelled to Halifax to participate in the Atlantic Music Festival. It's all exciting, but also very busy!"

Asked what the coming years hold, Janes's response is optimistic. "I think in the future, more people in the GTA will know about the arts at Havergal College. And there are new programs that are using music as a vehicle for social change, such as community partnerships that have the girls going to seniors' homes, hospitals and rehab facilities to perform and engage the people there."

Retiring from teaching music in the GTA for more than 30 years, Janes will continue singing, conducting and teaching privately. But one song in particular from her time at Havergal will likely prove hard to forget. "As crazy as it is with its numerous key changes, time changes and old poetry—I still love *Vitai Lampada Tradens*. Most schools can't say that they have a school song written by one of Canada's best-known composers, Sir Ernest MacMillan." 🍷



Havergal's 1950 performance of the musical *Iolanthe*, the first time collaborating with a brother school.



Grade 6 students perform on band instruments at the 2016 Junior School Christmas concert.

Paying It Forward

By Hailey Eisen



The Simpson family (from left to right): Debbie, Abbie, Oliver and Colin.

When Abbie Simpson started Junior Kindergarten at Havergal, she was not quite four years old. And, as her mother Debbie recalls, it was the first day of school and she was wearing a uniform that looked like it would fit her in Middle School. “We’d always admired Havergal,” says the mother of two and CFO of Maple Leaf Foods, “but what really attracted us to it back then was the combination of this wonderful school with great character and resources right in the middle of the city, surrounded by beautiful, expansive outdoor space.”

Abbie, who is now in Grade 5, loves to access the outdoors, where she and her classmates have a variety of space for sports, hanging out and free play. Abbie particularly likes how her teachers use their outdoor space as a natural extension of the classroom and their studies. In fact, when the Simpson family made a contribution to Havergal’s *Limitless Campaign* earlier this year, Abbie selected the Quilted Garden, the stunning natural space outside the Upper School, to be named in her family’s honour.

The Simpsons were among the first families to contribute to the capital campaign, which aims to raise \$21 million—the school’s largest fundraising effort in more than a decade—to support major enhancements to the facilities in the Junior and Upper Schools, including both the renovation of existing spaces and the construction of new ones.

“We are delighted that these enhancements—which are expected to be completed in time for the school’s 125th anniversary in 2019—will contribute to a more inspiring learning environment for the girls by enhancing connectivity between the various subjects, the indoor and outdoor spaces and the technology that brings it all to life,” says Debbie.

As Tony diCosmo, Havergal’s Executive Director of Advancement & Community Relations, explains: “These enhancements will help continue to develop our students’ abilities to think critically and encourage cross-disciplinary thinking.” The idea is that the new spaces will support our key areas of development to fulfill our vision



Renderings of Havergal's new and enhanced spaces.

in the areas of art, STEM (science, technology, engineering and math), music, and health and well-being.

For example, in the Upper School, a new building will feature innovative classroom spaces for technology, media, art, design, filmmaking and robotics. These spaces will be designed to support Havergal's belief that thinking critically and asking big questions leads to limitless possibilities for learning.

"The one thing that continues to stand out for me is Havergal's focus on building a love and passion for learning in the girls. Too often today there is pressure on our kids at an early stage to narrow their education to areas specific to vocations or jobs. Building a love of learning gives them time and space to experiment and find their passion," Debbie explains. "While the building enhancements are going to be fabulous, to me the genius is in the developments to the program that they will enable."

As Havergal parents for almost seven years, Debbie and her husband Colin were thrilled to hear about and support the *Limitless Campaign*.

Being parents at two different schools, they understand the need to invest and continually enhance programs that support the well-being of students in the pressures of today's competitive landscape.

"We see our relationship with our schools as a partnership and it is important to us that we prioritize those partnerships in making our philanthropic decisions," says Colin. "Supporting our daughter and other young women so that they can go into the world as capable and educated thinkers who believe in themselves as leaders is extremely important to us."

Debbie recognizes that a donation to the *Limitless Campaign* will not only support Abbie and her peers as they move up through high school, but also support future generations of girls.

"Past families have supported our capital campaigns, which have helped make the school what it is today," says diCosmo. "Our current families are benefiting from past support and have the opportunity to continue to build a legacy—to pay it forward—for generations to come." 🍀

An Interdisciplinary Approach to the Arts

When Music and Art Collide

By Susan Pink

In the Junior School, learning is often an interdisciplinary effort, which means that student understanding of topics is deepened through the deliberate integration of different discipline areas. An example of interdisciplinary learning is the collaboration of Junior School Art teacher Rosa Mastri and Junior/Middle School Music teacher Rachel Read, who have been working together on various projects that tie together visual art and music in the classroom. One project in particular, which Mastri and Read have named *When Art and Music Collide*, is aimed at supporting students' understanding of the elements of the arts and demonstrates how integrated learning can blur the disciplinary boundaries to support deeper learning of theoretical concepts.

The aim of *When Art and Music Collide* is to create art inspired by music. Each student is tasked with visually representing their interpretation of texture, timbre, expressive controls and form in a piece of music of their choice. "We hope that our students will be inspired and energized when discussing fundamental concepts and analyzing music," Read says. "The aims of this project are to

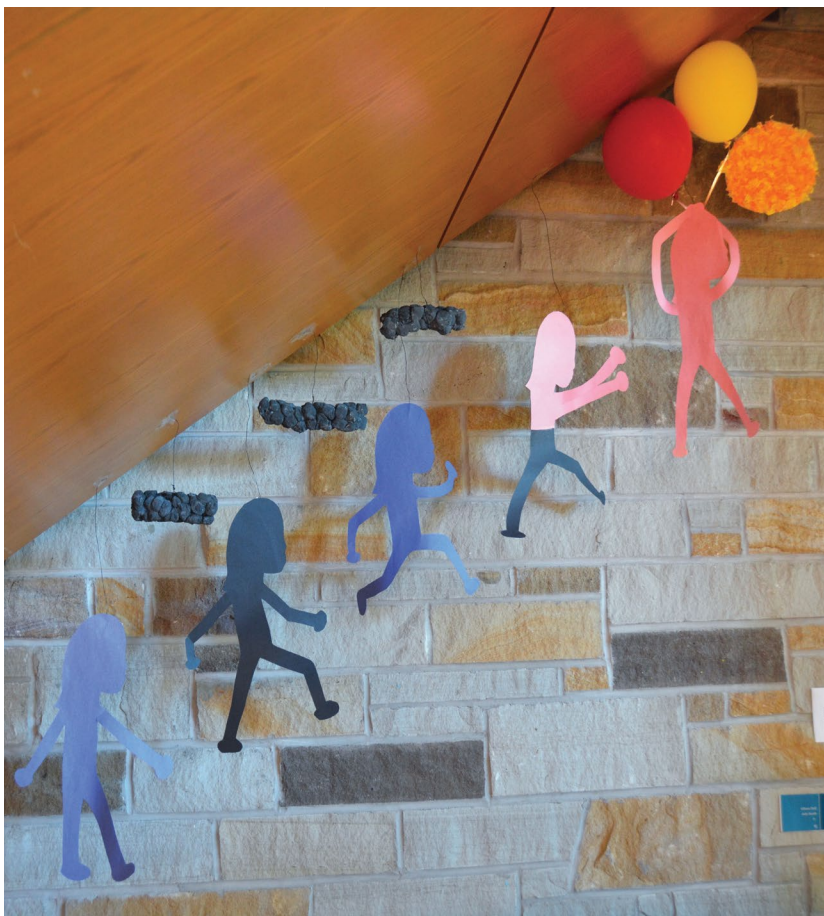
allow the girls to become comfortable with using correct musical terminology, while gaining an understanding of the elements of music and the elements and principles of design."

"The question that we hoped the students would process was: 'When creating works of art, in what ways do the arts share common elements in the composition of the pieces (a song, an artwork, a dance, a written prose, a theatrical performance, etc.) to communicate ideas in creative ways?'" explains Mastri. "We set them on their journey to explore this question between the intersection of music and visual art."

This teaching duo has delivered *When Art and Music Collide* to students in various classes (Grades 4 to 6) during the past three years. "Our enthusiasm for this project is fuelled by the increased confidence and incredible pride we witness in our students while they work and as they express their knowledge once completed," Mastri explains. "We appreciate the value of collaboration and exchange, using observation, continuous dialogue and reflective practices to inspire our students."



When Art and Music Collide student projects.



Students created unique spaces in the school as a part of the *When Art and Music Collide* initiative.

During class time, Mastri and Read encourage their students to reflect on and refine their projects based on peer and teacher feedback. “We place a strong emphasis on encouraging students and teachers to work together to help develop and revise ideas in a constructive manner,” Read says.

When the art projects are completed, students give short presentations, submit artist statements and are asked questions by their peers. This year’s projects were on display during Junior School Arts Week (May 8 to 12) and will remain on view until the final week of the school year. One year, Read and Mastri included Quick Response (QR) codes with each work so the viewer could listen to the musical piece that was the inspiration for the work while enjoying the visual representations. “This art becomes a part of the school and lives on walls, ledges and inside nooks and crannies,” Read says.

In March 2017, Mastri and Read presented *When Art and Music Collide* at the National Art Education Association (NAEA) National Convention 2017 in New York City. They showcased how interdisciplinary learning at a young age provides students with creative ways to transfer their understanding of concepts and express highly developed ideas in innovative ways. Through the conception and creation of these projects, Mastri and Read have helped their students in recognizing the connections between art and music, as well as with the various disciplines (math, language, etc.) that arise during production.

Grade 4 Sound Sculpture

Junior School Art teacher Rosa Mastri and Junior/Middle School Music teacher Rachel Read begin to explore the links between art, music and design with students in Grade 4. One project these students have been working on for the past couple of years is creating a Sound Sculpture Garden. “This unit encourages students to explore materials and think of ways of designing and building interactive, esthetically pleasing musical sculptures that will be available for our younger students to play with in the Outdoor Learning PlaySpace,” Read says.

As part of the process, the students are tasked with interviewing their target audience (students in Kindergarten and Grade 1), collecting data, designing, testing and refining their prototypes, all while discovering scientific concepts. Once the students complete their sculptures, they install them in the Outdoor Learning PlaySpace for the younger students to engage with during recess and lunch outdoor time.



One of the Grade 4 Sound Sculptures from the 2016–17 school year.



Grade 7 Music students share what they have learned about the contributions of Canadian composers with their peers in fun and creative ways.

Studying Canadian Composers of the Past

Students in our Grade 7 Music classes travelled back in time this year as they learned about Canadian composers and the history and significant events that had an impact on their work. Middle School Music teachers Cissy Goodridge and Rachel Read developed this music history project as a way for their students to better understand the contributions of Canadian music on our country's culture and history.

The scope of this research was not limited to music; it also included the events of the time and place where the composers lived and the physical instruments each of them played. The students discovered what the instruments looked like during the composer's era and how they have changed throughout time.

Once they completed their research, they worked in groups to create interactive presentations to educate their peers about their chosen composers in meaningful and creative ways. They created scripts, characters, props and costumes to enhance their interactive presentations.

"This interdisciplinary project connects the areas of social studies, English and drama," says Read. The takeaways from this interdisciplinary project included:

- how the different musical time periods have different styles, form, instrumentation and methods of notation;
- how the patronage system benefited some composers;
- how composers tested the limits by taking a standard form of music of that time and pushing the boundaries;
- how changes in art are reflected in the music of the time (for example, nationalism, exoticism, French Revolution, 20th century, serialism, etc.);
- how one can identify musical forms and significant musical features from different time periods (for example, medieval, Renaissance, baroque, classical, romantic and 20th century); and
- how instruments have evolved over time.

"While working on this project, our students not only learned about Canadian history, but they also learned how to collaborate, negotiate and communicate with each other," says Goodridge. "These are skills that are transferable, not only in music class, but also in daily life. Both Rachel and I have found that when you give the girls a creative framework to work in, they always surpass our expectations." 🍌

Middle School Form Challenge

By Gordon Gris , Program Manager, The Institute at Havergal

In its second year at Havergal, the Middle School Form Challenge provides students in Grades 7 and 8 with a chance to exercise their imagination and ingenuity through a series of self-directed learning opportunities. Modelled after Genius Hour programs running throughout North America and inspired by Google’s 20% Time initiative for their employees, the Form Challenge was a way that The Institute staff could encourage Middle School students to ponder about what matters to them and work on anything and everything they were fascinated with. The idea came from the Self-Directed Strategic Team and was implemented by The Institute staff, who set up the Middle School Form Challenge to take place during Form time (between 8:20 and 9:10 am) on eight Tuesday mornings during the year, which was time the students used to follow their passions and pursue project ideas they felt were important. Armed with an ideas notebook, which included activities aimed at helping students identify specific interests, and reflective guides to provide structure for each session, students took to designing a project, activity, item or event of their choice.

By clustering these Form Challenge mornings together, students were able to keep momentum from week to week by building off their successes and learning from their failures. One group even worked on a project called “Failures,” which outlined their Form Challenge journeys of unsuccessful projects.

During these sessions, many of the students realized that their ideas would not work and decided to change their project ideas once, twice or even three times as their personal interests and understanding of various issues grew. At the end of each session, students reflected on the following questions in their ideas notebooks:

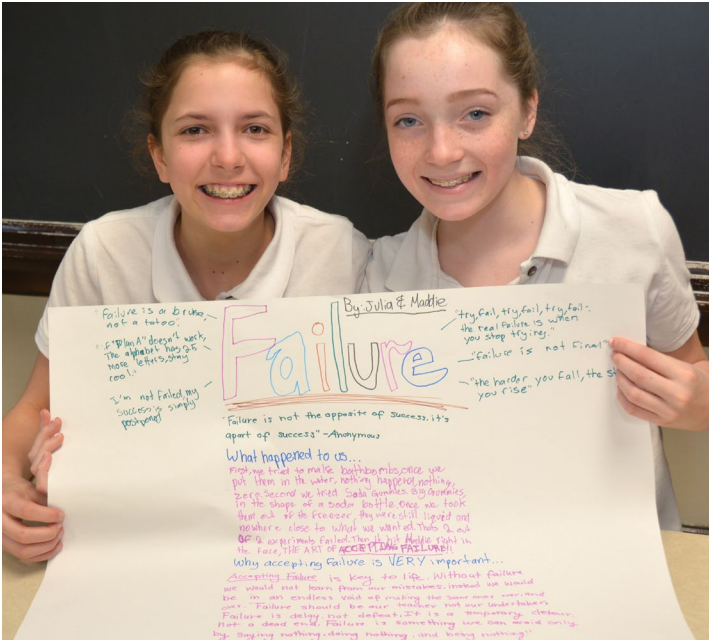
- What did I learn today?
- What did I make/create?
- What did we learn from today’s successes and failures?
- Did I accomplish my goal from the last Form Challenge morning?
- What’s my goal for next Form Challenge morning?

“The Form Challenge was a way that The Institute staff could encourage Middle School students to ponder about what matters to them and work on anything and everything they were fascinated with.”

—Gordon Gris 



Middle School students work on projects of their choice during Middle School Form Challenge mornings.



Middle School students enjoy having the time to reflect on projects of their choice, even if some of their ideas were failures.

The Institute relied on the eight Middle School Form teachers to take on the complex and multifaceted role of coach, mentor, motivator, researcher and guide for their students during Form Challenge time. Drawing on their incredible diversity of experiences and knowledge, these teachers worked tirelessly with students to help kindle ideas from small sparks into roaring fires.

For students, the Form Challenge is something of an oddity. Students are asked to come up with their own topic and carry out their own plans without any external rewards, which became an exercise in both creativity and self-discovery. Given time to think and learn about their own passions meant they could explore topics that piqued their interest.

Examples of the Form Challenge emphasize the strong prominence of Havergal's values of compassion, courage, integrity and inquiry. In Jeff Adams's 7B class, Zoë Mohan used her Form Challenge time to create and refine an application to become an Education First tour ambassador, a program to identify young Canadians eager to make an impact in their community

and provide them with mentorship from political leaders. This opportunity also came with an all-expenses-paid experiential trip to France to participate in the 100th anniversary of the Battle of Vimy Ridge. "The most exciting part of Form Challenge was identical to my disappointment with it," Mohan says. "It was thrilling to submit my application and then I had to wait two months for a response. Every day during that time, I anticipated either receiving an acceptance or rejection." Although her hard work didn't end with a position in the program, she's eager to continue what she began this year: "I would like to enhance [my Form Challenge goal] by staying informed about current government issues and policies."

Ellie Chisholm of 7B also reflected on the creative process behind her project of making book trailer videos to advertise literature in a similar way to films: "It took me a long time to figure out how to incorporate the music into my videos. I learned how to do it in the end, though. The most exciting part of Form Challenge was how free I felt on those Tuesday mornings. It felt good that only I could decide what to do with my time."

For Taylor Machado and Lauren Anderson in Sarah Croft's 8B class, they spent their time on a socially conscious project recycling milk bags. "The most exciting part of our Form Challenge project was the fact that we were making a difference in the world. When we created the schedule for our project, we didn't properly estimate how long it would take... we decided not to rush through the process of making [our collection boxes]. Instead, we made them as eye-catching as possible to raise awareness. Although it would take some time to build the loom and weave the milk bags, we have the opportunity to make a difference in someone's life, which by far is the best reward imaginable."

The work of students in the Form Challenge culminated on the morning of March 7 with a sharing of ideas and passions between all Middle School students. Titled "The Form Challenge Extravaganza," this day was an opportunity for students to meet with peers and talk about what they learned during the previous six months working on their ideas. To stress the importance of focusing on the process, rather than the results, Havergal Old Girl Natalie Green (Class of 1992) kicked off the morning event with

an inspiring talk on her role at Google as Head of Industry: Food & Beverages. Green spoke about the focus at Google on sharing any and all ideas through weekly company-wide meetings and prototyping, where engineers are encouraged to fail quickly and fail often in a way that allows for more time and resources to be dedicated to iterating improved concepts over time, rather than getting it right the first time. At the end of her talk, someone asked Green what advice she would have for herself as a Middle School student. To this, she stressed that at their stage of life, it often seems like you are on a linear path from A to B to C, where to achieve a specific career goal you must complete clear prerequisites. However, she notes that it's more often that

working diligently on areas in which you are passionate leads to unexpected outcomes and uncovering success that might not have been clear from the beginning.

Self-directed learning requires students to think about school in a new way. A.J. Juliani, in his book *Inquiry and Innovation in the Classroom*, says to teachers and parents: "Even when [a] student spends their time doing nothing, you've already succeeded in giving them choice. The next time they're given choice, maybe they'll handle it differently." Form teacher Heather Barr (7D) echoed this in her thoughts on the Form Challenge: "The type of energetic, messy, hands-on, often-chaotic experimenting and learning I witnessed was exponential.

Some girls became chemists: trying out new recipes for bath products until the perfect consistency was reached. Others researched non-toxic ingredients for nail polish. They all became proficient in creating a pitch for their idea or product. The volume level was high, working cooperatively was a necessity and every second of Form Challenge time was used as the girls were highly motivated by their own choice of inquiry topic. The result? A teacher's dream classroom!"

As Havergal continues to embrace the 2020 vision for a Minds Set Free in Grades 5 to 8, the Form Challenge is yet another example of how we encourage and provide time and space for students to work through their creative ideas. 🍌



Grade 8 students Lauren Anderson (left) and Taylor Machado (right) work on a socially conscious project, recycling milk bags to weave bedding for the homeless in Haiti.

Saying Goodbye to Our Retirees

Ylita Garland: A Tribute from Her Colleagues

For the last 13 years, the very first face you were greeted by as you entered the Junior School office was Ylita Garland. Her primary role was to assist the Head of the Junior School and support the day-to-day operations of the school. Anyone who ever met her, however, knew that her role went far beyond this. She was a mom to all, a nurse, a party-planner, a trusted colleague and a friend. Mrs. Garland loved working at the Junior School. When she asked you how you were, she genuinely wanted to know. Her care and compassion is a legacy she leaves behind, not to mention her legendary organizational skills, which kept us all on track.

When we asked Mrs. Garland to describe what typical day was like, she laughed, saying, "Is there such a thing?" One thing is certain, though: every day, Mrs. Garland

enjoyed coming to work bright and early at 6:30 am. "I loved knowing that I would be one of the only ones at work with Ylita before everyone else arrived," says Valerie Taylor, who works in the Junior School kitchen. "Ylita is my forever friend, a confidant, a shoulder to cry on and someone to laugh with."

Retired since November 2016, Mrs. Garland already misses being around the students. "I enjoyed watching them blossom into amazing young women right in front my eyes," she says. "But the things I miss the most are their many hugs. It was always such a treat to look up and see them skipping as they passed by the office. Their pure love for Havergal warmed my heart."

"Our school is indebted to Ylita for her loyalty, and we will be forever grateful for



what she has contributed both personally and professionally," says Head of Junior School Leslie Anne Dexter.

Valerie Rixon: A Personal Goodbye



Havergal is a hard place to leave. How many people start their day listening to the sound of children singing? How many people are greeted each morning by beaming faces excited for the day ahead and end the day with an exhausted hug?

My years at Havergal have given me many such wonderful moments. I don't think that there is anything better than watching

a child grapple with the complexities of the world around them and then, one day, beginning to get it together. The best time is spent in a classroom that is buzzing with excitement or quiet moments with a child whose thinking is reaching new heights (and she knows it).

Highlights from my 27 years will include exploring different cultures with trips to Little India and China Town topped only by the construction of an Indian wedding bower in the classroom and marrying 21 little girls dressed in saris accessorized with jewels and henna. Celebrating women by shadowing each and every mother of the class in their daily pursuits was an education for me, as well as for the children. I'll mention The Year of the Story, mock trials, *James and the Giant Peach*, adopting trees in the woodland, fairy tales and fashion shows in an effort to trigger memories for each girl reading this.

But I think that my fondest memories are probably similar to those of the students. It is the everyday moments that I treasure: the relationships, the laughter and the fun. Learning the complexities of spelling isn't bad, but dancing and laughing uncontrollably when everyone aces the spelling test is priceless.

I will treasure lifelong relationships formed with both students and parents and also with my fellow teachers who inspired and sustained me through good times and bad.

Philosophy for Children (P4C), however, has to top my list of memorable moments. I remember one of the questions that emerged from a philosophy circle: "If Havergal were destroyed, would it still exist?"

It seems that Havergal will always be a part of me, wherever I am in the world. You really don't ever leave.

Lynn Janes: Leaving on a High Note

By Susan Bell

It's important to say from the outset that Lynn Janes, Head of Music, is merely taking a pause in her musical career as she retires from 10 happy and fulfilling years at Havergal College. She is leaving with a view to continue music-making in the wider community. As she says: "Music is in my soul—I will do it until the end!"

New horizons notwithstanding, the decision to retire from this wonderful school filled with accomplished staff and faculty and talented students was not taken lightly, nor arrived at easily.

So, a cup of tea in hand, Mrs. Janes ruminated with me about her time in the school—about the things that drew her to Havergal in the beginning and the anchors that have kept her here over the years.

She came to Havergal to fill the post of Head of Music from Greenwood College in 2007. Before that she'd been at Earl Haig/Claude Watson and Victoria Park, where she'd cut her pedagogical teeth.

When asked, "What drew you to Havergal College in the beginning?" She replied: "The level of music-making and the opportunity to work in an all-girls school that valued the arts and had its roots in the Anglican tradition. So much of the choral repertoire is found in sacred music. That tradition gave me the opportunity to introduce it to the girls because it was culturally appropriate."

She said that it was very important to her that the school valued the place of the arts in the curriculum. "Even though there are so many choices in the course calendar, there is still an inherent value in the arts for the soul, our heads and our hearts."

Over the years, one of the things Mrs. Janes has enjoyed most about teaching has been the act of singing with girls who are enthusiastic and gifted. As a talented singer herself, it has been very gratifying watching the transformation and joy in her students as they realize their own abilities. She has particularly enjoyed working with the Senior Choir, which has continued to have a membership of 70 to 80 students. Touring with that group of young musicians to Europe



several times has been a highlight. The opportunity for performance at music nights and most especially at Carol Service, an event that has grown into a treasured whole-community event, has been an achievement. She remarked: "It is wonderful that we continue to be the guardians of that tradition."

After a 31-year career, she's thankful for the opportunities that singing has afforded: travel, friendships, the honour of acting as teacher and mentor to hundreds of former students who continue to have music in their lives. Mrs. Janes says that is the magic of music-making: "There is something unique and special about the human voice coming together with other voices. You bring your whole self to that."

Not surprisingly, Mrs. Janes says that she will miss her students and colleagues deeply as she moves on to another phase of her career. For our part, we imagine that teaching at Havergal must have been like conducting a monumental Mahler symphony with tremendous energy, exhilaration and beauty. However, it's hard work! In your retirement, we wish for you all the elegance, refinement and tranquility of a Mozart symphony! 🎵

Havergal Highlights

COMMUNITY EVENTS



Principles and Practicalities: Formative Assessment, Descriptive Feedback and Summative Judgment

Thursday, August 24 • 9 am to 3 pm
Havergal College
Presenter: Rick Wormeli

Attention teachers: Join us for a thought-provoking workshop in which we identify fundamental elements of formative assessment and contrast them with elements of summative judgment. Teacher, author and education leader Rick Wormeli will emphasize how clear and consistent evidence over time and the use of effective rubrics can help teachers figure out:

- what's important to teach;
- how to give descriptive feedback;
- why it is important to correlate assessments to objectives;
- how to apply dozens of formative assessment techniques; and
- how to design effective rubrics that identify what is most important.

Don't miss this insightful workshop to enhance your assessment practice. Visit www.havergalPD.com to learn more and to sign up for this professional development opportunity.



Celebration Saturday 2017—Save the Date!

Saturday, September 23 • 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 bouncy castles, art activities, music, dancing, food trucks, cookie decorating, a book drive, silent and live auctions, the Old Girls Beer Tent 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.

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 2017–18. 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 learn more about opportunities at www.havergal.on.ca/volunteer or on the Parent Portal (www.havergal.on.ca/login). Volunteer for a single event or throughout the year—there are positions that work with every schedule. For more information, contact the HCPA at spector@rogers.com.



Members of the 2016–17 HCPA.

Follow us online for the latest school news and happenings.



Old Girls Reconnections

COMMUNITY EVENTS

Visit www.havergal.on.ca/OGevents to view a list of community events at Havergal for the rest of the school year.

Havergal Grandchildren's Party

Wednesday, May 31, 2017 • 3:30 to 5:30 pm
Havergal College
Rain or shine! (Rain location is Brenda Robson Hall)

Old Girls, their children, grandchildren and great-grandchildren, along with our youngest students from the Junior School and their families, are invited to the 107th annual Grandchildren's Party. It's one of our oldest traditions at the school, started by our First Principal Ellen Knox in 1910.

The event is an opportunity for the kids (boys and girls) to participate in fun activities such as pony rides, bouncy castles, a petting zoo, bubbles, games and treats. Visit www.havergal.on.ca/community/old-girls/events/grandchildrens-party to register.

Save the Date—2017 Old Girls Annual Dinner and General Meeting

Monday, October 23
Reception: 6 pm • Dinner: 6:30 pm
Havergal College

Havergal Old Girls are capable of amazing things. At the Old Girls Annual Dinner and General Meeting on Monday, October 23, we will honour two inspiring members of the Havergal community who, through their extraordinary endeavours, have taken the lead on important issues to create positive social change. We will also be recognizing the contributions of our dedicated Class Representatives at this special evening.

Contact the Old Girls Office at 416.482.4706 or oldgirls@havergal.on.ca for more information.

The Havergal Old Girls Online Community
Keeping Us Connected Beyond the Ivy
www.havergal.on.ca/oldgirls

 Like us—[facebook.com/HCOldGirls](https://www.facebook.com/HCOldGirls)

 Network with us—Search “Havergal College Old Girls”



All Old Girls and their families are welcome to our annual Grandchildren's Party!

STAY CONNECTED

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. Email oldgirls@havergal.on.ca to add yourself to the *Connections* distribution list.

September 23 & 24
Celebration
WEEKEND 2017

Your Friends. Your Class. Your School.

More than 1,000 alumnae, students, friends and family members gather annually at Havergal for three days of celebration. It's a fantastic time to reconnect with friends and classmates and see how your Havergal has grown into the school it is today.



Weekend events include the traditional reunion cocktail reception, class parties, campus tours, activities for Old Girls of all ages, 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 50th Reunion Luncheon in honour of the Class of 1967. 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!

This year, Reunion Weekend celebrates classes ending in 2s and 7s, which are being honoured for their milestone anniversaries.

Celebration Weekend 2017 Events for All Old Girls

Celebration Saturday

Saturday, September 23 • 9 am to 1 pm
Havergal College, Old Girls Beer Tent

Old Girls Chapel Service

Sunday, September 24 • 11 am to 12 pm
Havergal College, Brenda Robson Hall

Celebration Weekend Events for Years Ending in 2 and 7

Reunion Years (2s and 7s) Cocktail Party

Saturday, September 23 • 5 to 7 pm
Havergal College, Brenda Robson Hall

50th Reunion Luncheon for the Class of 1967

Sunday, September 24 • 12:30 pm
Havergal College, Ellen Knox Library

Reunion Years (2s and 7s) Class Events

Your Class Reps are busy organizing a fun, off-campus event for your reunion. If you are planning to attend the event, please let us know and we will add you to your Class Reunion List. We will send you official registration information this summer.

For a full listing of Old Girls events: www.havergal.on.ca/OGevents

For a full listing of Havergal College Community events: www.havergal.on.ca/schoolcalendar

For more information: Sandra Sualim, Senior Alumnae Communications Officer, at 416.480.6524 or oldgirls@havergal.on.ca



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Havergal College Havergal College is an independent girls school (JK to Grade 12) in Toronto, Canada. www.havergal.on.ca



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I'm a Havergal Girl.

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www.havergal.on.ca/limitless

To learn more, please contact Tony diCosmo, Executive Director,
Advancement & Community Relations, at 416.482.4704.

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