

The Havergal

Torch



SPRING 2014



A Penguin Story

FEATURE STORY:

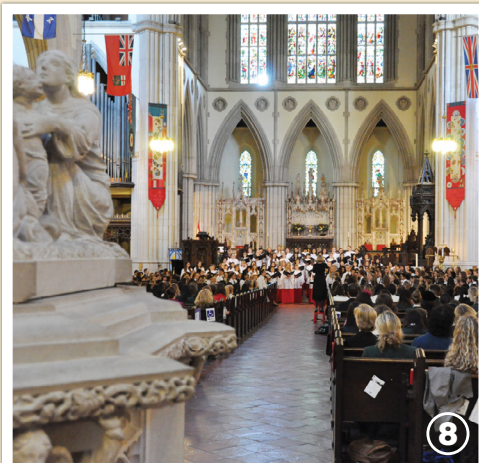
At the STEM of Learning



Havergal
COLLEGE

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Celebrating a Culture of Capability

By Lois Rowe, Vice Principal

As we move toward the close of the 2013-14 school year, I reflect on how much has been achieved in this year of transition while awaiting the arrival of Helen-Kay Davy on April 1. Within our current strategy centred in capability, I have seen our students developing their own innovative ideas and capabilities through the teachings of our outstanding faculty and staff, as well as through engagement in the world around them, as driven by the Institute. As well I have experienced the energy and enthusiasm that comes from developing new strategic goals that will be realized in the form of Havergal's new strategic plan in 2015. The strength of *A Culture of Capability* will propel us forward as it evolves into a new strategy that builds on this remarkable foundation.

As a Vice Principal whose primary focus has been academic, it has been a great privilege for me this year to engage with our Board of Governors in the many areas of school activity that can be largely invisible to the broader Havergal community. My work as Acting Principal has given me a deeper appreciation for the scope and complexity of our school, and I have greatly valued the opportunity to lead Havergal.

A particular joy for me has been witnessing the last group of students whom I taught as Middle-Schoolers prepare for their Graduation this coming June 2014. It is always a source of delight for our faculty to observe the development of Havergal students over their time at the school; they grow into the extraordinary young women who walk across the stage at graduation. As Acting

Principal this school year, I also had the opportunity, through meetings, events and reunions, to get to know our Old Girls in a deeper way and to see women whom I taught many years ago achieving great things.

As you will read in this issue of *The Torch*, our faculty members continue to find innovative ways to enrich learning for our students. I encourage you to read the article starting on page 14, which details the success of STEM in our Junior School. As well, our spring issue marks a time when we honour the retirements of those who have contributed significantly to our school. This year, Middle School Drama teacher Larry Tayler is retiring after a long career with Havergal. We wish Larry a happy and fulfilling retirement. And, to our graduating Class of 2014, we wish every future success as they begin to lead lives beyond Havergal. Finally, to our families, Old Girls, faculty and staff, I wish everyone a happy, healthy and prosperous summer. ■



Discover Great Moments

Our "Discover great moments" timeline paints a picture of the Havergal experience by highlighting the achievements of many Old Girls and the life-changing experiences that they shared at Havergal, along with more recent student accomplishments and historical facts about the school. Visit Havergal College's new timeline:

www.havergal.on.ca/timeline





1. April 1: Prefects welcome 11th Principal Helen-Kay Davy to Havergal.
2. January 24: Grade 6 students Skype with Captain Phillip Tate to learn about flight.
3. January 20: Havergal's Cancer Education Student Group hosts a hair-cutting event.
4. February 26: Junior School wears pink in support of Anti-Bullying Day.
5. January 24: Grade 4 PrinciPALS for the Day with Acting Principal Lois Rowe.
6. January 10: Middle School Social Sciences students learn about pioneering.
7. February 18: The Junior School hosts their own Olympic games.
8. March 4: Students participate in the Middle School Winter Walk for homeless youth.





- 9. December 3: Middle School students volunteer at the Stoneagers Holiday Luncheon.
- 10. February 7: Junior School students participate in Crazy Hair Day.
- 11. January 31: Student performers take the stage at Beatstock 2014.
- 12. February 3: Havergal's Hockey team at Hockey Day.
- 13. February 21: Upper School students attend the Father Daughter Winter Ball.
- 14. February 26: Havergal parent Sisi Azzopardi and her daughter, Old Girl Keira (Class of 2011), discuss Haiti with World Issues students.
- 15. January 27: Grade 9 students on excursion to St. Donat, Québec.
- 16. April 2: Grade 7 students participate in Grad Hunt.
- 17. February 13: Senior Drama students talk about Tokens 4 Change.

A Snapshot of Life at Havergal



A Warm Havergal Welcome for 11th Principal **Helen-Kay Davy**

..... By Ann Kerwin, Chair, Havergal Board of Governors

On April 1, 2014, Helen-Kay Davy assumed her new role as Havergal's 11th Principal. Following the announcement of her appointment in March 2013, Helen-Kay visited Havergal three times. On these occasions, she met with Board members, staff, faculty and students to begin to forge important relationships within the community in anticipation of her transition to Havergal.

Born in the UK, Helen-Kay is a graduate of Oxford University and has spent her distinguished career in education in a series of prominent British schools, culminating in her last position as Headmistress of Haberdashers' Monmouth School for Girls in Wales.

At Havergal, the period from April to June is traditionally a busy one, with many events and activities taking place, which this year has provided Helen-Kay with some wonderful opportunities to become quickly engaged in the life of the school. Having been fully briefed on the school's Master Plan as well as developments around the school's next Strategic Plan prior to her arrival, Helen-Kay will lead Havergal into the future and into the next chapter in its growth as a leading girls' school in Canada. "I look forward to working with our Board and committee volunteers to see the current, innovative strategy *A Culture of Capability* evolve into a new vision for Havergal," she says. "I believe this is an extremely exciting time in Havergal's history and I feel both privileged and pleased to be a part of it."

Havergal is indebted to Lois Rowe for her leadership, serving as Acting Principal since August 2013. Resuming her important role



as Vice Principal, Lois will continue to support Helen-Kay to effect a smooth transition in her role as Principal.

The Board is delighted to have Helen-Kay with us and we hope that every member of the Havergal community has the opportunity to offer her a warm Havergal welcome! ■

Celebrating the Visual Arts

••••• By Susan Pink, Communications Associate •••••

The next time you walk down the halls of Havergal College, stop to look at the student art on display and contemplate the great skill and beauty that is all around us. Visual Arts faculty members constantly engage students in unique, thoughtful and experiential projects that stretch their creativity and imagination. Their explorations are shared with the school community and every student has the opportunity to exhibit her artwork throughout the school year. “What makes Havergal unique is how much the school supports and values the arts,” says Dr. Miriam Davidson, Head of the school’s Visual Arts program. Since joining Havergal as Head of Art in the fall of 2012, Miriam has been impressed by how much the entire school community embraces and celebrates the arts.

The Visual Arts program at Havergal is dynamic and comprehensive. Students have the opportunity to work with skilled teacher-artists to explore a wide range of techniques and materials. “Each faculty member in our department brings a different set of artistic skills and interests that we share with our students to inspire their creativity and learning,” Miriam says.

The formal arts curriculum begins in Grade 1, when students work in the Junior School Art Studio with Visual Arts teacher Rosa Mastri. Rosa explains that her objective is to expose girls to a range of techniques and media, giving them opportunities to discover what makes them artistically unique. The program ensures that her students learn a variety of art skills and theory, such as drawing, sculpting, printmaking, painting, filmmaking, art history and much more in order to prepare them for the Middle School Art program and beyond.

In Grades 7 and 8, students work with Art teacher Kate Berchtold-Wall in the Middle School Art Studio. Kate explores the creative process with her students, which helps them to understand the elements and principles of art and design. “One of the things I really want the Middle School girls to do is to think and act like artists,” Kate says. “That means carrying around a sketchbook, which they use for taking notes, homework and recording process work for major studio assignments. But, more importantly, the sketchbook is a place where they can be creative and experiment.” At the end of each year, the students have an artist’s sketchbook—a record of all the art they’ve produced, along with their collection of creative musings.

Students in the Grade 9 Visual Arts course work with Miriam on an array of art practices and projects. “In my Grade 9 course, students are exposed to a variety of media and they have a chance to give everything a try, including observational drawing, pastel studies, printmaking, stone carving and quilting,” Miriam says.

In Grades 10 and 11, students choose from traditional art courses (drawing, painting, printmaking and sculpture) and non-traditional courses (photography, multimedia and installation art). These courses are taught by Miriam, Burke Paterson (currently on leave) and Tami Fujimoto. “I want to introduce my students to the idea that sometimes thinking outside of the box is a good thing,” Tami says. “Taking risks with your art is courageous and allows you to explore creativity and ideas in new ways.”

Working with Burke and Tami, the Grade 12 students are challenged to think about social justice issues and storytelling through art. “Communication through art and learning how to convey ideas visually are vital aspects of becoming an artist,” Tami adds.

What the students take from their art courses at Havergal is a sense that art is at the centre of

everything. “We teach our students that art is an interdisciplinary process,” says Miriam, noting that students use geometry and applied mathematics when creating quilts, chemistry when mixing all sorts of art materials, writing when reflecting on their work and engineering when producing a 3D work of art or art display.

In the Junior School, Rosa often collaborates with colleagues to integrate student learning in other subject areas with art projects. The Grade 6 Identity Project—derived from The Communities in Canada, Past and Present unit—and the Grade 2 Penguin Project (read more on page 10) are two examples of how integration supports meaningful learning for young children across subject areas.

At the core of the Visual Arts program is the idea that students will graduate with a better understanding of the arts. “The majority of our students will not go on to become professional artists, but they will continue their appreciation of the visual arts by creating, supporting and investing in it throughout their lives,” Miriam says. “Art makes us more humane, more empathetic, and helps us to better understand people and their ideas in both our personal and professional lives.” ■



► Back row: Miriam Davidson (left), Rosa Mastri and Tami Fujimoto
Front row: Kate Berchtold-Wall (left) and Burke Paterson

What Kind of World Do You Want?

•••• By Mrs. Leslie Anne Dexter, Head of Junior School & Dr. Michael Simmonds, Head of Upper School ••••

Building a culture of capability is at the core of Havergal's whole girl approach to education, JK through Grade 12. This goal takes us beyond developing self-confidence in girls to empowering them to believe that anything is possible, within reason. And what *is possible* looks different at every grade because girls are at different stages in their cognitive, social and emotional development in the Junior (JK–6), Middle (7–8) and Senior (9–12) grades. However, what our students have in common is the opportunity to engage within—and beyond—the Havergal community in different ways.

What does student engagement look like and what purpose does it serve?

Student engagement is rooted in our shared humanity with others. It is focused on people—on understanding and working

with the perspectives of those people, and on working in respectful, learning relationships that may be more aptly called partnerships. The work of the Student Engagement Team (SET) is guided by these principles. It is comprised of Junior and Upper School leaders who work directly with students at every grade. Ann Peel, Director of the Institute at Havergal, is the Chair of SET.

In determining what matters—what purpose student engagement serves—SET seeks to identify the *lacuna* inherent in each opportunity. *Lacuna* means “missing part, gap or deficit.” In other words, SET aims to identify opportunities and initiatives for students that might fill in a piece that's missing. In so doing, the team asks itself: does this initiative add value? And, if so, what is the unmet learning that will happen as a result of the initiative? What gap does this opportunity fill?



▶ From left to right: Michael Simmonds, Danielle Stavropoulos, Kylie Black, Rachelle Li, Kendra Wong and Leslie Anne Dexter

Not surprisingly, the team spends a great deal of its time talking about how best to provide leadership opportunities that encourage students at every grade to ask of themselves: *what kind of world do I want?*

Google “leadership” and you’ll get 154,000,000 results. Google “girls and leadership” and you get even more—161,000,000 results. It can all seem a bit daunting. That is why the work of SET is so relevant to a school that is focused on building a culture of capability for its students. The team understands that leadership makes sense only in relation to culture; and that culture only makes sense in relation to shared values.

What Havergal has always valued since 1894 is the voice of girls. Havergal students have always had what CEO and author Sheryl Sandberg notes as being key for women in every endeavour—a place at the table—a place that girls at every grade are encouraged to take for themselves. And when a place has not been set (by omission or by design), Havergal students are encouraged to take the initiative to set their own place at the table. In part that’s why Havergal graduates have occupied leadership positions in the fields of science, law, politics, medicine, art, design, engineering, architecture, philanthropy, social work, religion, business and education and more. In asking themselves—*what kind of world do I want?*—our students seek out new challenges, take well-supported risks and pursue their goals with the knowledge that they have the capability to achieve them.

Take for example the Junior School students engaged in the Student Institute Team (SIT). Their Penguin Project helped raise awareness about the important role that double-hulled oil tankers can play in preventing ecological damage to the natural habitat of penguins. Not surprisingly, the kind of world a Junior School student wants is a world that is more environmentally aware.

School Captain Rachelle Li and Student Council Prefect Kendra Wong were recently invited to meet with SET to discuss the upcoming student election process in the Upper School. They joined three other students in Grades 10 and 11 to articulate their ideas about how to make the student election process at Havergal as democratic and inclusive as possible. Each student communicated what she perceived as being the strengths and limitations of the current election process, while at the same time suggesting ways to improve it. The kind of world these students want is one in which the democratic process makes possible leadership opportunities for Grade 11 and 12 students that are not steeped in a popularity contest. These students articulated the need to make a place at the table for strong, quiet leaders who might otherwise be left out.

Assistant Head of the Junior School Cheri Grogan 1985, who is a member of SET, noted after the meeting: “We strive so hard in the Junior School to give girls the skills they need to clearly articulate their ideas. In hearing these Upper School students speak, I can see first-hand the confidence, poise and conviction each girl has in

articulating her thoughts and beliefs. These girls have no problem expressing themselves, hearing other points of view and standing behind their opinions.”

Of course it takes an entire community of educators to help our girls achieve a level of confidence in whatever field they may wish to pursue, and we end our message by acknowledging the hard work, commitment and dedication of Havergal’s outstanding faculty. Junior Kindergarten to Grade 12 teachers work enthusiastically to help our students identify and pursue their passion in academics, the visual and performing arts, athletics and a myriad of co-curricular clubs and activities. Their efforts are enhanced by the work of the Institute team in the Forum for Change who organize and develop international academic exchanges, excursions and community partnership opportunities. Institute staff members also help students act on their ideas and, in so doing, contribute to the kind of world they want. One need only visit the student projects posted on the Forum for Change webpage (www.havergal.on.ca/forumforchange) to see the kind of world our students envision.

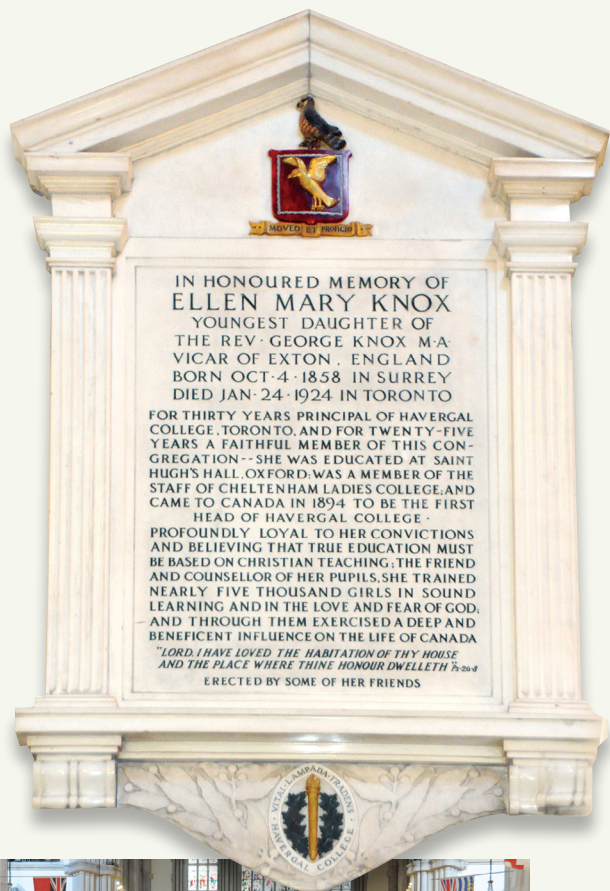
“Student engagement
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Moreover, Havergal faculty members are recognized by other independent schools throughout North America as being leaders in their respective fields *beyond the ivy*. In February this year, Junior and Upper School faculty (and Institute staff) presented their work at the annual National Coalition of Girls’ Schools Conference held in Philadelphia. Additionally, every August, Seonaid Davis, Director of Curriculum & Faculty Development, plans and facilitates Havergal’s Summer Institute for Teaching and Learning (www.havergal.on.ca/pd)—an annual professional development opportunity that attracts educators from around the world to hear from notable educators, including Mark Church, a consultant for Harvard’s Graduate School of Education and one of the authors of *Making Thinking Visible*. That Havergal faculty continually engage in their own learning speaks volumes about a school that asks of its community: *What kind of world do you want?* For us, it’s the kind of world that teaches girls that there are no barriers to realizing their capability. ■

Traditions at Havergal

Linking Our Past With Our Future

By Susan Pink, Communications Associate



In the Fall 2013 issue of *The Torch*, we introduced this feature as a way to encourage the community to learn more about the school's history and its many important traditions. In this issue, we reflect on Founders' Day, the Candlelight Ceremony and Graduation. Thank you to Brenda Robson for helping to bring these connections and memories to life. Brenda, the school's former Dean of Students, retired in 2005 after 42 years of teaching; she is currently working part-time with the school's department of Advancement & Community Relations.

The Founding of Founders' Day

Founders' Day is an annual celebration of Havergal's history. The service is held at St. Paul's Bloor Street on the school day closest to April 23, the day when the foundation stone of our current building was laid in 1926.

Founders' Day brings our community together and allows us time to reflect and to remember our school's purpose, history, traditions and values. It is the legacy of our Sixth Principal, Mary Dennys, whose decision it was that such a service—uniquely Havergal's—would add to the life of our community and offer an occasion when each generation of Havergalians could learn more about their school. Only in looking back, Miss Dennys believed, would each generation be able to maintain the spirit and vision on which the school was founded and upon which it had flourished since 1894. And only in this way could a path forward be forged while at the same time maintaining the essence of the school.

The first Founders' Day service in 1976—50 years to the day from the laying of the foundation stone of the present building in 1926—brought together all faculty and staff from every department in the school and all students (except those in Kindergarten) to the Assembly Hall at the school. To accommodate the growing number of faculty, staff and students, the service was first moved to the Anglican Church of St. Clement's, and then to St. Paul's Bloor Street. Havergal has had a connection to St. Paul's Bloor Street since 1899, when Reverend Henry John Cody, friend and advisor to First Principal Ellen Knox, became the rector of the church. He was on the Havergal Board of Governors from 1904 to 1918. From 1899 to 1973, the Havergal boarders attended St. Paul's Bloor Street on a weekly basis. A plaque dedicated to Miss Ellen Knox can still be seen in the east transept of the church.

Each year, members of the Havergal community, both past and present, are encouraged to attend our Founders' Day Service, which is led by the School Chaplain. Members of the St. Paul's



Bloor Street congregation are also invited to join us in our celebration of the long-standing connection between our two institutions. The service is enhanced by beautiful music provided by the Havergal choirs from both the Junior and Upper Schools. A guest speaker, generally an Old Girl, is invited to give an address that reminds us of the rich heritage we all share. The School Song, the School Hymn and the School Prayer (the latter chosen by Mary Dennys) are all integral parts of the service. This year, we were most fortunate to have Miss Robson herself give the Founders' Day address. Like Founders' Day, Brenda is a living reminder of our school's rich history, representing—as she does so well—the important values and traditions of our school.

Meaningful Moments – The Candlelight Ceremony and Graduation

The Candlelight Ceremony is considered to be one of the most meaningful traditions at Havergal. Designed by students, it was first held on June 7, 1935, as an enactment of the school's motto (*Vitai Lampada Tradens*) between the graduating students and those in the year following. The ceremony symbolizes a trust that the students who follow the Grads will lead the school with honour and will maintain the highest ideals and values.

Although the ceremony has changed over the years due to the increasing number of students and new Houses, still it maintains the three original components: Candle-Lighting, the Installation of Leaders and the Braiding of House Ribbons. The ceremony begins with the Candle-Lighting: the Assembly Hall (now the Brenda Robson Hall) is dark except for one lit candle on the altar. A piano accompaniment signals the start of the ceremony and the graduating students, led by the School Captain, enter the Hall silently in House order and form a semicircle. Grade 11s follow in the same way and complete the circle. Each student is dressed in white and holds an unlit candle in her House colour. The Principal lights her candle from the one on the altar and lights the candle belonging to the School Captain. The House Captains then come forward to light their own candles; then they light those of the girls in their House and Grade. When the semicircle of light is complete, the School Captain reads *The Challenge* to the Grade 11s. When they have recited or sung *The Answer*, accepting the challenge, their candles are lit and they are presented with belts by the Grade 12s in their House. The entire circle of light is then complete and they all sing the School Song.

In the Installation, students who presently hold positions of leadership, for which they were elected, enter the circle and are joined by their successors, who stand facing them. Each student is installed individually and is presented with her belt.

Finally, the Braiding of House Ribbons begins when the School Captain holds the braid high above her head and the House Captains form a circle around her, as in a maypole dance, and weave their year's section of the braid as everyone sings *Forty Years On*. The Principal ties off the section with a ribbon denoting the year. The braid, therefore, provides a record of the founding of the 10 Houses. As part of the Old Girls celebrations in 1994—the school's centenary—they held a Candlelight Ceremony and a section woven in gold ribbons was sewn in to mark that occasion.

The following day is traditionally Graduation, when graduating students dressed in white receive their diplomas and awards as parents, family and friends



proudly watch on. Known as Prize Giving in 1895, the ceremony became Graduation at a later date. This June, 120 students will graduate and join the Old Girls community.

The first alumnae association for Havergal Old Girls was the Havergal Coverley Club, established in 1896. Today, the alumnae association is called the Havergal Old Girls Association (HOGA), which includes more than 9,000 Old Girls in more than 60 countries around the world. ■

Student-Driven Learning

A Penguin Story

..... By Nicole Davies, Inquiry and Literacy Teacher

When you think back to your school days, do you remember your favourite project? What was your topic? What made the experience so special? This positive school memory probably involved a real-world application that engaged your emotions, nurtured your curiosity and stretched your thinking. It was likely research-based, which allowed you to gain depth and breadth in a specific area of interest, and included opportunities to share your learning with peers and family. Learning experiences like this, that foster wonder and excitement, continue to be an essential part of our students' academic experience. Current best practices in teaching and learning and a shift towards a culture of collaboration in which students and educators share the responsibility for learning, have made this process even more exciting, student-driven and meaningful—we call it Guided Inquiry.

When, as adults, our current Grade 2 students reflect upon their remarkable school moments, it would not be surprising if they recall their recent inquiry-based study on the growth and changes in animals, which has affectionately become known as The Penguin Project. When the initial instructional team—consisting of the Grade 2 Core teachers, Yvonne Stephens and Larissa McIntyre, the Visual Arts teacher, Rosa Mastri and myself—sat down to plan this integrated unit, we concentrated on designing meaningful learning activities that would focus on the “big ideas” and place student interests, questions and connections at the

“ Current best practices in teaching and learning and a shift towards a culture of collaboration in which students and educators share the responsibility for learning, have made this process even more exciting, student-driven and meaningful. ”

centre of learning. The goal was to use the curriculum as a vehicle to create rich and engaging learning opportunities that develop the values, dispositions and skills needed to be knowledge builders and innovative problem solvers. The teachers understood that the nature of inquiry-based learning required them to accept and plan for the unexpected as student needs and interests presented themselves; however, even with this in mind, no one could have predicted the passionate and student-driven path this Grade 2 unit would take.



► Missy McCleary / Larissa McIntyre's (on leave) Grade 2 class

The magic began during a small-group learning activity that required students to apply their knowledge of different types of vertebrates. Working together, the students organized various images of animals into categories such as mammals, reptiles, birds and amphibians. The teachers deliberately included animals that would cause tension and spark discussion such as the bat, the dolphin and the platypus. As the activity unfolded, however, it was the penguin that got the students' attention. One group wondered, "Is a penguin a bird or a mammal?" The students noticed that penguins lay eggs like birds, but don't fly. They wondered if penguin bodies are covered in fur or feathers. And they knew that penguins can swim underwater for long periods of time but were unsure if this ability belonged also to birds.

With the inquiry framework in mind, the teachers recognized the students' interest and curiosity surrounding this question and made a spontaneous decision to pause the sorting activity. It was an authentic opportunity to demonstrate problem-solving strategies and to introduce the research process. As a community of learners, all Grade 2 students walked to the Learning Hub to seek out resources that would help them to solve the penguin classification mystery. The students enjoyed the freedom of perusing informational books; it didn't take long for them to gather evidence that conclusively declared the penguin to be a bird.

The time spent exploring information about penguins led to more questions and sparked deeper thinking. The students were surprised by the diversity of penguins and the variety of habitats and behaviours that defied their preconceptions of penguins. With excitement, the students began to share newfound penguin facts with each other. One student announced: "Did you know that there are 16* different types of penguins and there are 16 of us in each class?" This prompted another student to shout: "Perhaps we can all research our own penguin pal!" All unanimously and enthusiastically jumped at this idea, instantly sending the unit in a surprising new direction.

When facilitating the guided inquiry process, one of the teacher's roles is to help students extend their ideas beyond their initial curiosity by finding creative and authentic ways to inspire further exploration while, at the same time, building student conceptual

understanding of curriculum expectations. An effective way of accomplishing this is to integrate several subjects, as appropriate. Not only is this time efficient, but also it creates a genuine opportunity for students to experience how different subjects intersect and are interdependent, drawing a parallel with the outside world.

From the beginning, the teachers planned to integrate Visual Arts as an important component of investigating animal characteristics. The original idea gave way to honour the students' penguin interests. As research on penguin habitats, diets and life cycles unfolded in the Learning Hub, students in the Art Studio were examining images of their specific penguin to deconstruct its body parts, height, shape, markings, texture and colours. The students were surprised at the significant differences between species. They enjoyed comparing their own size to each penguin and were amazed that several penguins exceeded their own height. This close examination led to constant dialogue about the connections between the penguins' physical adaptations and the students' researched knowledge of habitats. In order to deeply comprehend the similarity and differences between all 16 penguins, the students were determined to bring them to life. After several dedicated weeks of meticulous observations—measuring, planning and problem solving—the result was 32 incredible life-size, three-dimensional papier-mâché penguins. Not only did this activity allow students to study the principles and elements of design, but also it shifted the students toward a deep emotional and intellectual investment in their learning and a love of all things 'penguin.'

The passion for penguins was felt throughout the halls, flowed into the Staff Room and made its way into Grade 2 homes. Capitalizing on this enthusiasm, the Dance teacher, Leta Dayfoot,

continued...



► Yvonne Stephens' Grade 2 class

“The passion for penguins was felt throughout the halls, flowed into the Staff Room and made its way into Grade 2 homes.”

saw an excellent opportunity to further nurture the understanding of this animal’s characteristics by guiding the students to create a community penguin dance. While emphasizing the similarities and differences between the human and penguin skeletal systems, students used movement to explore how skeletal alignment affects the mobility of animals. This kinesthetic activity allowed each student to achieve a deeper appreciation of the penguins’ unique posture and physical capabilities. An unexpected extension of this activity was the students’ realization that while those of the same species share many similarities, each individual possesses distinctive qualities that enhance the community as a whole.



During the research process, the students questioned why there was no resource available that provided adequate information about all 16 penguins in Grade 2-friendly language. As a result of this awareness, the students again collectively drove the next steps in their learning process by suggesting that they turn their research into a book that could be used by others wishing to study penguins. Helen Carayannis, Technology Integration teacher, joined the project and taught the girls the advanced word processing skills and media design techniques they needed in order to create an effective and useful book. Knowing that they would be sharing their product with a real-world audience, students were motivated to polish their writing, think through design dilemmas and collaborate to find solutions.

The Penguin Project has been an extraordinary learning journey for all involved. It is an exemplary model of how teachers and students collaborate toward common goals as a community of learners.



The dynamic and flexible inquiry process empowers students to become independent and invested learners who are accountable for their own development. Teachers understand the challenges and responsibilities of preparing students to become lifelong learners in a world that is constantly changing. The guided inquiry process eases this task by intentionally encouraging wonder, risk taking, creativity, collaboration and problem-solving through authentic and meaningful activities that emphasize learning how to learn. Perhaps, most importantly, by honouring student ideas and interests, the inquiry framework allows students to experience a joy of learning first, and academic rigour second, nurturing a positive and memorable school experience that lasts a lifetime. Just ask any Grade 2 student! ■

Penguins

- | | | | |
|-----------|---------------|---------------|-------------|
| Adelie | Erect-Crested | Humboldt | Magellanic |
| African | Fiordland | King | Rockhopper |
| Chinstrap | Galapagos | Little (Blue) | Snares |
| Emperor | Gentoo | Macaroni | Yellow-Eyed |

www.penguinworld.com/types

Breaking Down the Silos

..... By Lois Rowe, Vice Principal

“The future is a trap.” This provocative phrase launched a lively discussion at a recent meeting of the school’s administrative board (Ad Board), which includes all administrative functions (Academics, Admission, Advancement & Community Relations, Facilities, Finance & Operations and the Institute). The Ad Board meets biweekly to move ahead strategic and operational objectives. In this particular discussion, the group was wrestling with topics and issues that require longer-term planning. What became clear was that the education that will prepare Havergal students for the future is the very education that is valued today; one that provides students with an authentic experience exploring and addressing challenges facing our world.

In his book, *Intelligence Reframed: Multiple Intelligences for the 21st Century*, Howard Gardner, developmental psychologist and Professor of Cognition and Education at the Harvard Graduate School of Education, defines intelligence as: (1) the ability to create an effective product or offer a service that is valued in a culture; (2) a set of skills that make it possible for a person to solve problems in life; and (3) the potential for finding or creating solutions to problems that involve gathering new knowledge. This definition builds upon his concept of “multiple intelligence,” which captured critical attention over 30 years ago and broadened our understanding of intelligence beyond psychometric measures of cognitive function. Gardner’s concepts challenge schools to find ways to reconstruct teaching and learning by breaking down the silos that compartmentalize learning into discipline-related fields and to seek structures and opportunities to connect disciplines through dynamic, problem-solving approaches. Thus, students will learn in ways that bring real-world problems and issues into the realm of the classroom and experience the transference of skills and modes of thinking from one discipline to another.

STEM (Science, Technology, Engineering, Mathematics) is an approach currently utilized in the Junior School that is engaging for the students and transformative for the faculty. The learning taking place is rich and relevant. The connection to art and design often results in the addition of an “A” to broaden the acronym to

STEAM for an even stronger experience. STEM or STEAM marks the beginning of what needs to happen in education. Harvey White, founder and former President of Qualcomm, says both the STEM and STEAM concepts are really “placeholders” for something else that needs to be done in K to 12 education and at universities: the elimination of the silos and a renewed focus on interdisciplinary learning. Havergal’s long-standing commitment to a strong liberal arts curriculum has proven to be a solid foundation for this next step in curriculum development and delivery. In many ways, STEAM is the modern iteration of a liberal arts approach to learning.

The relationship between STEAM fields is not difficult to comprehend and few would not see the benefit of blending concepts and skills in a “whole is greater than the sum of its parts” approach. Why then does higher education continue to teach in disciplined silos? Studying in a focused way within one discipline is also to be valued, not for the traditional way of learning facts and figures but rather as a distinctive way of thinking about the world.

Howard Gardner in his book *Five Minds for the Future* identifies a disciplined mind as one of five characteristic minds

all students should develop. He argues that, during high school, all students should be introduced to and master the ways of thinking in science, mathematics, history and at least one art form. These main disciplines are gateways to other sciences, the social sciences and other forms of art. Without acquiring these thinking patterns, students will be completely dependent on others to formulate views about the world. These forms of thinking will serve students well no matter what profession they eventually choose to enter. Knowledge of facts is a useful ornament but fundamentally a different undertaking than thinking in a discipline.

Rather than setting up a false dichotomy—STEAM versus a traditional approach—a school is wise to find the value in developing strong disciplined minds and providing as many opportunities as possible to break down the silos in order to prepare students for future opportunities now. ■



At the

Engineering a Future

Have you ever wondered how a car engine works or how a memory stick made of metal and plastic contains information? Grade 12 student Sammy Mayer wants to understand these answers on a deeper level.

“Physics is about properties of matter, forces and energy and it helps to explain movement in the world around us both on small and large scales,” says Sammy, who started at Havergal in JK. Even as a young child, Sammy was curious about the world around her. Sammy, like others who have an interest in the fields of science, technology, engineering and mathematics (STEM), wants to know how things work, to solve problems, to analyze and correlate ideas, to ask questions, and to build things and put them together in different ways. She has an analytical mind and likes to be hands-on, think things through and use her knowledge to build upon her understanding. When she talks about self-directed projects on the physics of high jumping and the chemistry behind an aurora, you can tell she is passionate about her learning and full of natural curiosity.

In the fall, Sammy will be studying mechanical engineering and playing NCAA Division 1 Tennis at Indiana University–Purdue University Indianapolis. She doesn’t know exactly where her field will take her, but that’s exactly why she is drawn to it. “I like the idea of making people’s lives more efficient. Mechanical engineering is broad-based and there are so many different aspects to this field and a lot of options for my future. I’m excited to see where things lead me,” says Sammy, who is a Junior School Prefect.

Sammy says her teachers have impacted who she is as a person and she admires them for their guidance. Along with exercise science, physics is her favourite subject. “Ms. Kowalsky has so much energy and passion for physics,” says Sammy of her Grade 11 and 12 Physics teacher. “I often leave my class with my ‘mind blown’ as I learn and understand new concepts.”

In recent years, Havergal’s Physics program was enhanced to an inquiry-based learning model. “Physics looks at the physical world around you. It looks at big concepts and their interconnections.

Students work with new and challenging tasks and are encouraged to take risks,” says Science teacher Petrusia Kowalsky.

Science teacher Kevin Walsh, who teaches Physics and Middle School Science, adds: “Students acquire knowledge through active learning—through experiments and demonstrations that require them to think about what is happening and why, in order to discover the underlying concepts.” His Grade 7 and 8 classes learn through hands-on activities, such as building bungee-jumping structures and creating hydraulic arms. Kevin advised the student team that entered this year’s Grade 7 TechnoCup, which provides students with an introduction to engineering and design, and he and Petrusia advise the Robotics Club.

“STEM puts science, math and computers, and how to apply them, together, to solve problems in the world,” Petrusia says. “Math is the language of physics. Students may be apprehensive about using it in science at first, but with practice they develop confidence throughout the year.”

Alex Shum, Head of Math, agrees. “I encourage girls to take risks, to try something new even if it doesn’t work. I want the girls to learn through discovery, to construct meaning collaboratively, to reinforce or provoke discussion and to drive for understanding. I want to see a shift from ‘I’m really good with numbers’ to ‘I understand the relationships, values and roles they play in patterns.’”

In Upper School classes, math concepts and skills are learned through authentic activities that have seen students designing flower boxes and patios. Using the popular game Angry Birds, students determined the trajectories of parabolas and used productivity tools to graph results, measure angles and determine rates and distances.

“It’s important to draw out the knowledge that they didn’t know they had,” says Alex, noting that in the Upper School, of the 10 Math faculty members, eight are female. “As dedicated educators, all the teachers in the department bring to girls a narrative that appeals to them and inspires them so that they can see themselves, for example, as mathematicians, scientists, architects or engineers.”

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STEM of Learning

By Young Um, Director of Communications

Teaching for Understanding

Havergal's overall focus on teaching for understanding in all subject areas sees students acquiring knowledge and core skills and making meaning for themselves so that they can transfer knowledge and understanding in new situations.

The inquiry-based learning model lends itself to the study of all STEM fields as it involves asking questions about the world, solving problems, using creativity, collaborating, thinking outside the box and having a desire to help people and to make a difference. Teachers are incorporating creative and authentic learning experiences that integrate STEM with core competencies.

In any class, there will be groups of students who are really interested in science and math. Erin Murphy's Grade 4 class is no different—these girls love hands-on exploring and solving challenging puzzles. One of her students placed 11th in Canada in the Caribou Math Competition held earlier this year. Another Grade 4 student ranked in the top 50 (out of 2,300 Grade 3 and 4 participants) and three Grade 6 students (out of 3,400 Grade 5 and 6 participants) ranked in the top 100.

"The goal is to get the girls connected and interested in these subjects so that they can make meaning for themselves," Erin says. "I don't want girls to see any boundaries. I want them to leave the Junior School as curious thinkers who are inspired to explore the world."

The Upper School offers a broad range of choices, allowing students to take courses in the humanities and math and science. "Students enrolling in mathematics, when it is not compulsory, indicates an interest or value for the subject as well as the confidence to be successful. Data from the past 10 years reveals that, on average, 88 percent of our graduating class complete at least one Grade 12 elective course in

mathematics, which is significantly higher than students enrolled at other schools," says Seonaid Davis, Director of Curriculum & Faculty Development. In recent years, for Grade 11 elective courses, about 80 percent of Havergal students take Biology, 80 percent take Chemistry and 60 percent take Physics. In addition, when students graduate from Havergal, approximately 40 percent of them go on to study a STEM field in university.

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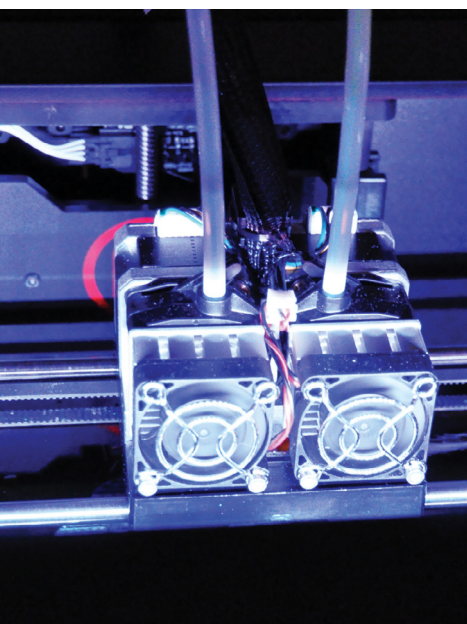


The “T” in STEM

“Technology extends our capability to communicate; it allows us to create, enhance our creations and reach an ever-wider audience,” says Andrew McHaffie, Social Sciences and Technological Education teacher. “Our role as teachers is to help students understand and be aware of technology, its issues and impacts, and to help them present ideas in a medium that makes sense.”

Andrew guides students to learn how to integrate technology in their own style, reflecting what we value as a community. In his classes, students use industry standard software as often as possible so that students learn the tools and skills that are applicable to other more advanced programs. The girls learn to use productivity tools to present information in a medium-appropriate way. This year, students have designed mechanical wind-up toys using the new 3D printer, produced animated and feature films and looked at 3D industrial design.

Across the bridge in the Junior School, girls are learning technology skills that are appropriate for their stage of development. Junior School Technology Integration teacher Helen Carayannis teaches Technology and Computer Science to students from JK to Grade 6. Focusing on skills development, Helen also co-teaches media literacy and works with home form teachers on collaborative projects such as stop motion animations, videos, book trailers, podcasts and the Penguin Project. In all grades, students are learning how to do authentic tasks on a computer and use productivity tools. Starting in Grade 3, students also learn basic programming skills. “I want girls to be good problem solvers and risk takers. I want them to know that they can do it,” says Helen, noting that she talks about successful women in technology with her students. “The more they see and hear about role models, the more they start to think differently about what they can accomplish.”



The calibre at which the curriculum is delivered is above and beyond... My daughters are asking a lot of questions. They approach things in an inquisitive way and with great confidence.

—Annette White, Havergal parent

Learning at the Junior School

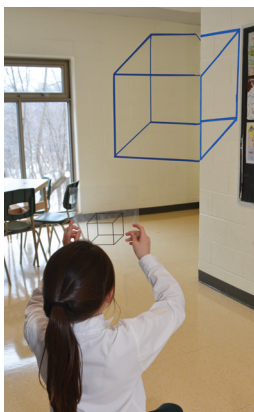
Havergal parent Annette White has noticed a positive change in her daughter Emily’s interest in science. “There was a big impact within Emily’s first week of school back when she was in Grade 5. I asked her how her day was, and the first thing she talked about was science, which was unusual and different,” says Annette, who also has a daughter, Elby, in Grade 5 at Havergal. “Emily liked science before, but now it has risen to another level. The STEM program may have tipped the scales and she may choose science in the future.”

Although Emily White’s favourite subject is still the language arts, during the last two years, her interest in science has grown. “It’s hard work, but you learn a lot from it and it’s a fun way to learn as we get to do experiments, explore and figure out what is happening,” says the Grade 6 student.

Leading the STEM program is Darryl Reiter, who began his work at Havergal in September 2012. In his role, Darryl supports Junior School faculty and provides resources to enhance student interest in STEM. Planning and developing essential questions with homeroom teachers in Grades 1 to 6, Darryl develops interesting educational activities to engage students in the fields of science, technology, engineering and mathematics.

“I focus on experiential learning, which better captures students’ curiosity. Students come to the Science Lab with their teacher and together we team-teach ways to investigate problems and share experiences with scientific ideas, based on the Ministry of Education’s curriculum,” Darryl says. “After their time investigating and experiencing phenomena in the lab, students continue to discuss and apply what they’ve learned with their teachers. This enables our teachers to gather greater assessments through observations and conversations.”

STEM is an approach that focuses on developing scientific thinking and problem-solving skills. “We focus on developing ‘STEM habits of mind,’ a way of thinking about science, technology, engineering and math so that their problem solving and analytical thinking become integrated into their



Inspired by Mind Benders at the Upper School, Darryl has started a similar club in the Junior School as a lunchtime drop-in science program. An open forum to talk about topics that go beyond the curriculum, Mind Benders has drawn a full crowd of excited and engaged learners (including the White sisters) and teachers. At the club's second meeting in March, they learned about anamorphosis and created their own anamorphic illusions. Through the challenge, the girls learned to stretch their creative minds to see how perspective can change the way things are viewed by others.

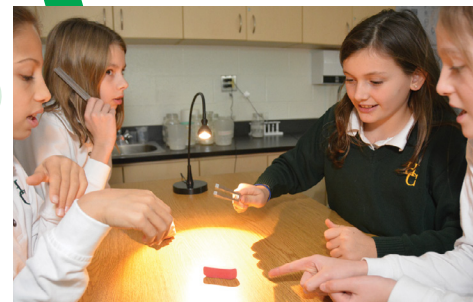
“The calibre at which the curriculum is delivered is above and beyond—it’s fun, thoughtful, age appropriate and collaborative, which my daughters really like. It keeps them interested, learning and happy,” Annette explains. “My daughters are asking a lot of questions. They approach things in an inquisitive way and with great confidence. It is no longer just a concept on a page. They are living the science concepts through examples and experiments. It’s pretty amazing what they are doing.” ■

learning to the point where it becomes habitual and applied across disciplines. Once students are confident with their observation skills, they can focus on making inferences and deductions based on those observations and apply their thinking to creative problem-solving challenges,” says Darryl, noting that when students are actively involved, the learning stays with them. “When you ask students questions about a topic they studied a year ago and they remember—that tells you something really positive is happening.”

This year, the Grade 6 classes studied the physics of flight. “For the flight project, we looked at two questions: how flight has changed our lives and what enables things to fly. We learned about forces, researched wing design and then made our own wings,” says Emily, who notes that her favourite STEM project so far was the design challenge to power an amusement park made out of LEGO.

In collaboration with the tools Darryl introduced, both Grade 6 classes worked on the science unit on flight. “We’ve never done a project like this. The girls applied the principles of flight in a design challenge to build an aerodynamic wing that actually generated lift in a miniature wind tunnel,” says Grade 6 teacher Andy Lucacescu. “When you reduce science to the rote memorization of facts, such as the number of species in an ecosystem, the different types of electricity or the periodic table, you’re taking away the element of inquiry, which is what I believe is at the heart of science and education. We want our students to be naturally curious about the world around them and for them to be collaborative, creative and critical thinkers.”

For the study of mathematics, Andy says it’s a combination of inquiry-based learning and math fact recall. He wants his students to believe that math has a greater influence in their lives as a system of thinking about the world. “I want girls to think about how to solve complex problems with a set number of resources—math gives us the opportunity to challenge students on this level. Math education is about striking a balance between computational skills, which I believe are very important, and abstract thinking, and to understand and see patterns that help students make connections to the output,” he says. “As teachers, it’s our job to expose students to new ideas and ways of thinking in a positive, safe and engaging manner.”



Lifelong Learning

Junior School faculty are leading by example—after school on Tuesdays, home form teachers were in school to enhance their own professional learning. Havergal brought the Primary/Junior Mathematics Additional Qualification course to all Junior School core teachers—they have all completed Part 1, and by the end of June, some will have completed Part 2 as they work toward their specialist designation.

“Supporting faculty’s professional growth is a strategic priority at Havergal. A statement of the school’s values, the investment in professional development strengthens the teaching environment at Havergal, directly benefiting student learning in the classroom,” says Seonaid Davis, Director of Curriculum & Faculty Development.

Forum for Change and Student Institute Team

..... By Ann Peel, Director, Institute at Havergal

As a school, we have students ask themselves: **“What kind of world do I want?”**

This question frames our programming and whole-school dialogue.

The Institute at Havergal is tasked with bringing the school’s strategic pillars of global capability and self-efficacy to life by giving students the global knowledge and skills they need to be successful anytime, anywhere, with anyone.

Our project is the development of agency: teaching for understanding.

People, Perspective, Partnership

To address problems, we work with people, enriched by multiple perspectives, in partnership (or collaboration).

“The true test of understanding is the ability to transfer learning.”

—Stephen Katz

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.

The Institute enables students to experience impact by working on self-selected and directed real-world, real-time problem solving. Through the Forum for Change and the Student Institute Team (SIT) in the Junior School, we provide the opportunity for students to practice shaping their world with relatively low-risk projects and activities—to learn by doing—and support them as they transfer their learning.



Students Act Now

What we do at SIT and in the Forum for Change to encourage innovative approaches to problem solving...

- Ask lifeworthy questions that explore a problem as part of a system, without rushing to a solution.
- Enable students to articulate their ideas.
- Work with students to motivate others (build a group and reach out).
- Build on the ideas of others and collaborate (the process of co-creation).



Student Engagement Team

The Student Engagement Team is a new leadership team at Havergal that includes those who support student learning beyond the classroom: the Director of the Institute (Chair), the Head of Upper School, the Assistant Heads of Junior, Middle, Senior and Boarding Schools, the Athletic Directors of the Junior and Upper Schools, the Chaplain and the Lay Pastoral Associate. We are dedicated to working together to ensure that students are enabled to learn through everything they do at Havergal. A Havergal education is a journey of self-discovery for students as they learn, in a safe and supportive environment, to take their place at the table (or create a new table) with confidence, as active, questioning and engaged citizens of the world.

Our guiding framework as we examine the role of student governance, House, clubs, athletics and Institute programs is to examine the experience of student engagement in the context of an expanding universe of education. We must focus on learning that matters in the lives of learners, that addresses the big questions of our time and that connects learning to life and to real-world problems and opportunities.



Global Experience Program

We have planned excursions to South Africa (to support NOAH with One Laptop Per Child and the AIM sports camp), China (to work in the Chengdu panda reserve), Jamaica (to build a school with GirlsHelpingGirls) and the Northwest Territories (to learn more about aboriginal culture and community and economic development) for the 2014-2015 school year.

Community partnerships have been very active again this year—students are contributing to learning at Grenoble and Lawrence Heights, creating art at Art Heart, dancing at Dance4Life at Grenoble, running and reading at Start2Finish, as well as working with New Circles, Best Buddies and the Appletree Farmers' Market (whose bounty we have enjoyed three times at Havergal this year).

During March Break, 19 students went on exchange to other parts of the world, participating in one of Havergal's long-standing programs of experiential education. Next year, we will be adding an exchange opportunity for Grade 8 students to attend St. George's School in Edinburgh, Scotland. The Exchange Program continues to thrive as students enrich their experience of the world.



Getting Involved & Experiencing Impact

At Havergal, students develop the confidence and resilience that are vital to self-efficacy by bringing their ideas forward in the safe and supportive environment of the Institute at Havergal. In the Junior School, all students are welcome at the Student Institute Team (SIT) meetings on Thursdays at lunch. In the Upper School, students can walk into the Forum for Change any time to share their ideas.

With the support of the Institute, student councils and clubs, students have been creating and leading various initiatives and events to support their learning above and beyond classroom expectations. Often, these initiatives are about issues that are close to their hearts, and they want to share the knowledge and passion they have for these issues with the Havergal community. Listed below are a few of the student-initiated campaigns from the 2013–2014 school year.

In the Junior School



GirlsHelpingGirls at the Junior School ♥ Grade 11 student Susanna Manziaris is expanding the work on her non-profit organization GirlsHelpingGirls in the Junior School. Together with her Junior School liaisons Lauren Rozenberg and Margot Dent, they are raising awareness about the lack of quality education globally for girls. Visit www.girlshelpinggirls.ca for more information.



Angel Hair ♥ Inspired to help children who lose their hair as a result of medical treatments, Grade 5 student Carlyne You started an Angel Hair initiative at the Junior School. “My idea was to encourage girls to grow, cut and donate their hair,” she explains. On February 24, she kicked off the campaign by having a hair stylist cut her and Grade 6 teacher Andy Lucacescu’s hair.



Free Wild Animals in Captivity ♥ Grade 4 student Samantha Blackstein invited animal protection specialist and author Rob Laidlaw to speak to the Junior School. After reading one of his books, Samantha felt inspired to raise awareness about the issue of animal captivity. During SIT, Samantha phoned Zoo Check to invite Rob Laidlaw to speak to her peers about what animals need to thrive. Samantha will continue her efforts in the Junior School to build a community that cares about the health and safety of animals.

In the Middle School



Gators in the Kitchen – The Havergal College Cookbook: ♥ Three Grade 8 students are compiling a cookbook to celebrate Havergal’s 120th anniversary and to raise money for the school’s community partnerships. The cookbooks will be for sale at Celebration Saturday 2014.

In the Senior School



Havergal Cancer Education Group ♥

The Havergal Cancer Education Group, led by Grade 10 student Ceilidh Mendelson-Grasse, hosted a hair-cutting event at the school. Volunteer hairstylists collected hair from 29 participants, which was enough to make four and a half wigs for cancer patients. In recognition that cancer affects our community deeply, the group continues its efforts to educate members of the community about cancer prevention and treatment through educational workshops and other events.



Anti-Bullying Cupcake Campaign ♥

To mark National Bullying Prevention and Awareness Week 2013, members of the Community Council and Gay-Straight Alliance (GSA) hosted an Anti-Bullying Awareness Cupcake Campaign in the Upper School. Students, faculty and staff were asked to write their thoughts about bullying on paper ivy leaves, which were then put on display in the Temerty Commons. As a thank-you for contributing to the campaign, the GSA handed out cupcakes to participants.



Friends of Kakuma ♥ Grade 9 student Clare Morneau started a Kakuma-Toronto Girls Education Partnership with the goal of helping students to succeed at the Morneau Shepell Secondary School—a boarding school for girls in the Kakuma Refugee Camp. The Kakuma camp is run by the United Nations High Commissioner for Refugees (UNHCR) in Northern Kenya and is one of the largest camps in the world with refugees from Sudan, Ethiopia and Somalia, among other countries. Ensuring that refugee children have an education is part of the core mandate of UNHCR.



Grade 10 Toy Drive ♥ At the Ontario Excellence in Leadership Centre (OELC) workshop this fall, a group of Grade 10 students were challenged with the question: *What will you do to change your school and your community?* The girls responded to this challenge with the formation of the Grade 10 Toy Drive initiative. The group raised more than \$300 in cash donations and several boxes of toys for children at the Red Door Family Shelter.



Freedom Girls ♥ *What does it mean to be free?* Freedom Girls hosted a coffee house Freedom Night event on March 28. It was an evening of dance, music, poetry and art with a focus on identity and self-expression. Thank you to all the students from Grades 9 to 12 who showcased their talents and celebrated the freedom of expression.



AIM Grenoble Day ♥ The Upper School Athletes in Motion (AIM) student leaders organized AIM Grenoble Days in November and February. Grade 5 students from Grenoble Public School, one of our community partners, joined Havergal's Grade 5 students for a fun and interactive team-based Sports Day in the Athletic Centre.

Dance 4 Life ♥ Grade 11 student Ali Scaini and a group of students are sharing their love of dance with students at Grenoble Public School. At this weekly after-school Dance 4 Life program, Ali and her friends are providing Grenoble students with the opportunity to express themselves through dance and movement.



On the Forefront: Advancing Girls Together

The National Conference on Girls' Education (NCGE) brings together educators from organizations focused on the healthy development of girls. Co-hosted by the National Coalition of Girls' Schools and Young Women's Leadership Network, this year's conference, *On the Forefront: Advancing Girls Together*, brought together 625 educators from 12 countries in Philadelphia from February 7 to 9, 2014.

Seven faculty members from Havergal's Junior and Upper Schools were invited to present and lead sessions at NCGE 2014. Along with sharing their knowledge and experience around innovative programs and best practices for girls' education, they provided participants with valuable insights and practical tools to bring back to their schools and organizations. The presenters summarize their conference sessions below.



► From left to right: Katie Tranter, Leslie Siegrist-Hood and Laura Logaridis

Empowering Early Learners: A Culture of Capability in Girls' Education

By *Laura Logaridis, Senior Kindergarten Teacher, Leslie Siegrist-Hood, Grade 1 Teacher, and Katie Tranter, Senior Kindergarten and Kindergarten French Teacher*

In response to our understanding of what is critical for women in the future workforce, it is necessary to reflect upon our practices in educating girls, beginning with our earliest learners. In this interactive workshop, we presented Havergal's early years (Kindergarten to Grade 1) approach in which girls explore concepts and ideas in a supportive and developmentally appropriate environment that is rooted in inquiry and empowers learners to ask questions and to think critically. Based on research and classroom experiences, we defined

principles of play-based learning, Reggio Emilia-inspired settings, inquiry and social constructivist theories. Attendees were exposed to the power of the classroom environment and examined how organization of the space can empower and support rich and authentic learning. Within the environment, projects emerge that allow girls to act as leaders and collaborators who initiate learning opportunities based on interest. A rich discussion emerged in which educators from North America examined current research on learning in the early years across contexts.



► Kassandra Wowk (left) and Britney Coleman in Ghana (August 2013)

Global Leadership: Developing Values-based Agents of Change

By *Britney Coleman, Grade 5 Teacher and Kassandra Wowk, Health & Physical Education Teacher*

In an ambiguous world of continuous change, independent schools must assume the responsibility of developing a values-based approach to learning that prepares students to understand and to act on their responsibility as agents of change at the local, national and global levels.

Powerful tools and models created by faculty and staff at Havergal College through the Institute demonstrate a transformational approach to preparing girls to become values-based agents of change. The end result is students rising to the challenges of the 21st century and making a difference in the world.

After our session at the NCGE conference, participants walked away with practical tools, ideas and strategies to implement a powerful values-based model to develop global leadership capabilities in girls. The message

was disseminated through sharing stories of Athletes in Motion (AIM)—a student-led example of community engagement with local and international impact as seen this past August during the Institute's Global Experience Program excursion to Ghana. This trip allowed our students to look inside themselves and to see what they were truly capable of while forming partnerships through the medium of sport.

A big takeaway for the presentation participants was the *Ready, Set, Dream: Thinking Your Ideas to Action* goal-setting booklet. The participants saw this booklet as a valuable, user-friendly tool that students of all ages in a variety of contexts could access.

Our participants were extremely impressed with the work of the Institute and with the opportunities it provides to our students to become self-efficacious citizens of the world.

Helping Girls to Engage Deeply With Text of All Types: Close Reading

By Erin O'Farrell, English Teacher

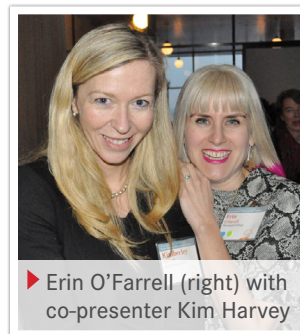
Since 2004, I have been working with my former colleague, Kim Harvey (former English teacher at Havergal and currently the Director of Senior School at York House School in Vancouver) to develop curriculum founded in the power of close reading. We want to ensure that we engage students each and every day and help them to learn the skills that will enable them to derive meaning from all text, both online and in print. These are the skills that will help them to better understand themselves, others and the world around them.

And yet, current culture does not encourage students to engage deeply with text; they are accustomed to speedy, superficial interactions with content. Consider Snapchat, Tumblr, Twitter and Instagram, all of which ask students to do nothing more than “like” an item before moving on to the next image or sound bite. The idea of engaging with text on a deep and meaningful level is a hard sell, as to do so seems demanding, difficult and time-consuming. However, nothing succeeds like success and, if we can show girls how to explore text deeply, enabling them to understand complex ideas and to access meaning by questioning what they read, we can equip them to interact more meaningfully with the world around them, to assess and understand all the various texts they consume every single day.

Girls thrive in collaborative settings that give them an opportunity to share ideas, to question assumptions and be reassured by each

other. Using a method of study that pairs students together to read text aloud, ask questions and find meaning allows them to understand challenging material and to achieve a high level of comprehension, which is usually found in more advanced course work. It helps them build confidence in their ability to approach any text and to see the benefits of slowing down and of thinking deeply. In addition to their sense of mastery of the material, students also reap the health and wellness benefits inherent in taking time to think deeply and to connect with another person, face to face. We hope to help students discover the power of connection: to other learners, to the text and to the world around us.

In our session, participants worked in pairs to learn how to help girls engage with texts of all types in order to empower them to ask the questions that will enable them to go beyond the superficial in their reading and analysis of text in any subject matter. Participants learned as they engaged actively in the technique of close reading, which we have used successfully in our own classrooms and with faculty over the past 10 years. Participants left our session with the resources and skills to help empower them to use the technique with their own students.



▶ Erin O'Farrell (right) with co-presenter Kim Harvey

Financial and Civic Literacy: Stepping Forward Together—A Grade 10 Curriculum

By Denise Hartford, Social Sciences Teacher

Financial literacy is the underpinning of wise and sustainable choices. At Havergal College, we embed financial literacy into the Grade 10 Civics course. Not only has this built financial literacy skills and knowledge, but also it has deepened civic skills and literacy.

In an interactive program, girls develop an understanding of debt, deficit, surplus and interest and put this knowledge into practice by creating budgets for their future selves. Their surprise at the constraints and considerations that they will face often turns to shock as they go on to calculate the incomes of minimum-wage earning families and struggle to design balanced budgets that include reasonable shelter, nutrition and daycare. The students, as budget experts, explore the very limited opportunity for governments to provide additional support to marginalized groups. The tough choices students are forced to make in this case study helps develop understanding of the needs that exist in their community and the need for grassroots, community-based charities. In groups, students head out to visit the food banks, shelters and after school programs they are studying and to learn from each other through classroom presentations where they competitively advocate for financial support for the charity. The Toskan Casale Foundation awards \$5,000 to the winning charity. At the end of the course, each student proposes a financially sustainable solution to a civic issue, in letter format addressed to

the parliamentarian or municipal councillor who could push the idea forward.

There is a second reason to embed financial literacy in the Civics program. Research demonstrates that women self-exclude from the financial services sector of the economy. Their participation rate in senior financial management is only nine percent. Yet the sector itself generates almost 20 percent of GDP. Introducing financial basics to girls in a non-math environment opens up their minds to the possibility of considering financial service sector employment. Beyond financial services, women can be game changers in business. Fortune 500 companies with at least three women on their board of directors for sustained periods of time outperform other companies by 84 percent return on sales, according to Catalyst Inc. (2012). Successful companies, therefore, have a profit mandate to attract and retain competent women. Financial phobia should not be a barrier for girls to climb the corporate ladder.

More women in the financial services sector and in upper management, and the skills and values that inform financially sustainable choices, will benefit individuals and businesses, society and the economy. At Havergal College, that is a civic issue.



▶ Denise Hartford (right) with students and guest speaker Old Girl Stephanie Miller 2009

Havergal says Goodbye

Thank you to Larry Tayler for his dedication and contribution to Havergal. We wish him a happy retirement.



PHOTO BY DAVID MORRIS

Larry Tayler

Larry Tayler began his 24-year-long career at Havergal in September 1990, primarily teaching Drama and English to students in Grades 7, 8 and 9. As he retires this June, he will leave behind a legacy of Middle School plays in which the script, performance and design are of the highest quality.

“It has been a wonderful experience adding high quality expectations and production values to the Havergal Youth Theatre plays,” Larry says. He adds that he could not have done it without the support of a team of dedicated individuals on his side, including Old Girl Frances Key 1967, former faculty member Norman Martin, current faculty members Ina Szekely and Diane Ankenmann and current parent Erin Carrique. “These individuals and their magnificent skills allowed me the freedom to be much

more ambitious in our productions,” he says. Earlier this May, he took his last bow with the Havergal Youth Theatre after the group’s wonderful production of *Munsch at Play*.

“My years at Havergal have been the most exciting, fulfilling and challenging part of my teaching career,” Larry says. “The thing I’m going to miss most is the wonderful energy of the Middle School kids, an energy that is delightfully innocent and says ‘bring on the world’ at the same time.”

This summer, Larry and his husband will settle into their new home in Belleville, Ontario, where he will spend his time building model trains, researching railways and planning future travel adventures (including a planned trip to Tasmania in October 2014). A dedicated faculty member for the past 24 years, Larry will be missed by the entire Havergal community.

ADVANCEMENT & COMMUNITY RELATIONS

Havergal at Koerner Hall

Celebrating the Arts

Thursday, November 20, 2014

On November 20, Havergal will host a very special event to celebrate its 120th anniversary and to formally install its 11th Principal, Helen-Kay Davy. This milestone occasion will be held at Toronto’s Koerner Hall—a spectacular performance space with ties to Havergal through the Koerner family.

The event will highlight the importance of the arts at Havergal throughout its history and will include performances by Havergal students of all ages who are involved in band, strings and vocal music, the dance troupe, the fine art program and the drama program.

Special guest artist, renowned jazz musician and Old Girl Carol Welsman 1978, will be performing on the program along with recent alumna Ariel Shetzen 2013, who is currently studying jazz music performance at the University of Toronto. They will be accompanied by Ms. Welsman’s band and some of our very own Havergal faculty!

This incredible evening in celebration of the arts at Havergal is sure to leave everyone feeling the green and gold pride. Tickets for this special event will go on sale in the Fall of 2014. Mark your calendars and stay tuned for details.



Havergal Pinboard



Havergal College

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The Havergal College Grandparents Program

Involve your daughter's grandparents in the life of the school through the Havergal College Grandparents Program. A vibrant part of our Havergal community, our grandparents have the opportunity to share in their granddaughter's experiences.

Grandparents enrolled in the program receive communications from the school including mailings of our signature publications, *The Torch* and *Chronicle*, invitations to special events, such as Grandpals Day, and an invitation to participate in Havergal's Annual Giving program.

If you feel that your daughter's grandparents would enjoy being part of the Havergal community, please complete the online form at www.havergal.on.ca/grandpals.



Sustainability at Havergal

At Havergal, we strive to raise awareness about the importance of environmental sustainability, and we have been changing the way we think and operate in order to address our concern for our natural world. Our current focus is to continue to increase our knowledge and to develop actions for sustainability, particularly in the areas of energy, waste and water. Through creating awareness of the issues, and specific actions to address them, community members are encouraged to develop a greater appreciation of the importance of sustaining our environment and to learn how to preserve it.

Did you know? Havergal currently diverts 67% of its waste from landfills.

How are we doing this? We reduce, reuse & recycle and compost.

For more about Havergal's actions toward sustainability, visit www.havergal.on.ca/sustainability.



Pin it

Send



SAVE THE DATE: Celebration Saturday 2014

Saturday, September 27, 2014

Celebration Saturday brings together the entire Havergal community in support of the school's community partnerships. Invite your extended family and friends to join us on this special day.

📌 23 ❤️ 96

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your Summer 4 Learning

2014 Summer Institute Courses

Summer Institutes for Teaching and Learning

Havergal College is a centre of excellence in the delivery of professional development opportunities for educators to both learn and share practical strategies that effectively enhance student understanding. Each summer, teachers from the GTA and beyond attend our workshops facilitated by renowned experts, including Havergal faculty members. This year's sessions include:

- *Powerful Play* with Laura Logaridis, Leslie Siegrist-Hood and Katie Tranter (Havergal faculty from the Junior School)
- *Executive Functioning for Students* with Cathi Bremner and Richard Guare
- *Project Based Learning* with Blair Hatch and Ann Peel (Director of the Institute at Havergal)
- *"Thought-Full" Classrooms: Consider Opportunities, Language & Discourse* with Mark Church
- *Assessment with the End in Mind* with Jay McTighe

To learn more about the Summer Institutes, visit www.havergal.on.ca/pd.

👍 17 ❤️ 85



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 be 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 HCC!

The Havergal Community Committee (HCC) is looking for volunteers to assist with ongoing positions and special events.

Becoming an HCC 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 parent volunteer. You can sign up online at 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 HCC at volunteer@havergal.on.ca.



Congratulations to the Class of 2014!

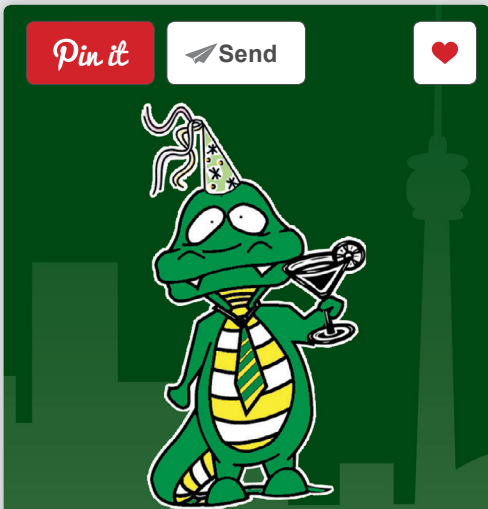
Celebrate the legacy of this graduating class by making a gift to the Class of 2014 Bursary. To donate, call 416.482.4703 or go online to www.havergal.on.ca/support.

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“Gators in the City III” Golf Event

Monday, June 9, 2014

Ladies’ Golf Club of Toronto
7859 Yonge Street, Thornhill, ON

- 5:30 pm - Registration
- 6:00 pm - 9 holes or clinic
- 8:30 pm - Cocktail Reception

The “Gators in the City III” Golf Event will include a two-hour golf clinic for beginners with clubs, or nine holes of golf for intermediate players with power cart, followed by a wine and cheese cocktail reception.

Tickets cost \$90

To purchase your ticket, contact Helena Follows, Alumnae Officer, at 416.482.4706 or hfollows@havergal.on.ca. Tickets are non-refundable.



SAVE THE DATE: Old Girls Annual Dinner

Tuesday, October 21, 2014

Reception: 6:00 pm, Ellen Knox Library
Dinner: 7:00 pm, Brenda Robson Hall
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, please contact Helena Follows, Alumnae Officer, at 416.482.4706 or hfollows@havergal.on.ca.

📌 50 ❤️ 135



Havergal Grandchildren’s Party

Thursday, May 29, 2014

4:00 pm to 6:00 pm
Havergal College Upper School

All Old Girls are welcome to come out and celebrate over 100 years of tradition! The Havergal Grandchildren’s Party was started in 1910 by First Principal Ellen Knox for Old Girls and their descendants. 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. RSVP to Helena Follows, Alumnae Officer, at 416.482.4706 or hfollows@havergal.on.ca.

The Havergal Old Girls
online community

Keeping Us Connected Beyond the Ivy
www.havergal.on.ca/oldgirls

Like Us
www.facebook.com/HCOldGirls



Network with us
Search ‘Havergal College Old Girls’



Tweet with Us
www.twitter.com/HCOldGirls





Reunion Weekend 2014

Saturday, September 27 & Sunday, September 28

Havergal is pleased to welcome back all Old Girls to Reunion Weekend 2014! This special weekend provides a great opportunity to reconnect with friends, classmates and former teachers, relive old memories and create some new ones.

Join the entire Havergal community with your family and friends at Celebration Saturday for a chance to tour the school, shop, eat and have fun! Make sure to drop by the Old Girls Welcome Desk in the Rotunda and purchase a cup of coffee at the Hava Java Coffeehouse in the Ellen Knox Library. Please also attend the Old Girls Chapel Service on the Sunday of Reunion Weekend.

Special events have been planned for the honoured years ending in '4 and '9, which are celebrating milestone anniversaries.

Reunion Weekend 2014 Events for All Old Girls

Celebration Saturday

Saturday, September 27 • 9:00 am – 1:00 pm • Havergal College
Old Girls Welcome Desk and Hava Java Coffeehouse

Old Girls Chapel Service

Sunday, September 28 • 11:00 am – 12:00 pm • Havergal College

Reunion Weekend Events for Honoured Reunion Years

Reunion Years Cocktail Party

Saturday, September 27 • 5:00 pm – 7:00 pm • Havergal College

50th Reunion Luncheon for the Class of 1964

Sunday, September 28 • 12:30 pm • Ellen Knox Library, Havergal College

Community Events and Calendar:

To view a list of community events at Havergal for the rest of the school year, visit www.havergal.on.ca/OGevents for Old Girl events and www.havergal.on.ca/schoolcalendar for school events.

For more information:

Contact Christine Lawson, Alumnae Officer, at 416.480.6524 or clawson@havergal.on.ca

Reunion Years ('4s and '9s) Class Events

Your Class Reps and Reunion committees are planning special events to bring your class together so that you can see familiar faces and renew old friendships. We will send you more details regarding Reunion Weekend 2014, your class event and how to RSVP for activities when we mail invitations for Reunion Weekend (Classes of 1944 to 1979) in July or email invitations (Classes of 1984 to 2009) in mid-August.



Together we will change the lives of many students.

Please join our students, faculty and staff in supporting
Havergal's Annual Giving Program.

Donate now:



Mail your cheque,
made payable to
The Havergal College Foundation



Go online to
www.havergal.on.ca/support
and fill out our secure donation form



Call us with your
credit card number at
416.482.4703

Call 416.482.4703 for other giving options: Pledge, Monthly Giving, Gifts of Publicly Traded Securities and Matching Gifts

Annual Gifts are a critical source of support for students now and in the future.

Questions? Contact: Advancement & Community Relations, 416.482.4703 or annualgiving@havergal.on.ca

*T*he joy of entering a happy place.
Of knowing that place will be with you
for a lifetime.
Of friendships found at unexpected moments

and special times that can happen anytime.



*T*he joy of being girl.™



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Preparing young women to make a difference