

PRIVATE SCHOOLS

Friday, February 7, 2020

Advertising produced by the Globe Content Studio. The Globe's editorial department was not involved.



St. Clement's School teaches girls as young as these in Grade 2 to be comfortable with themselves and their experiences through deep learning competencies called the 6 Cs: collaboration, creativity, critical thinking, citizenship, character and communication. ST. CLEMENT'S SCHOOL PHOTO

ATHLETICS BELONG ALONGSIDE ACADEMICS

A well-rounded education includes physical activity that teaches healthy habits and life competencies

PRIVATE SCHOOLS OFFER A WIDE VARIETY OF ATHLETIC PROGRAMS FOR STUDENTS from pre-Kindergarten to Grade 12 and run the gamut from team and individual sports to competitive and recreational ones, as well as clubs and other activities.

At every private school one will see a wide offering of such traditional sports as hockey, basketball, volleyball, and soccer, but also less frequent offerings such as fencing, Nordic skiing, triathlon and curling.

The focus isn't as much on competitive achievement, though. It's more about participation, a holistic approach to education and personal development. Education in these schools isn't just about academics. The objective for the school is to meet the needs of a diverse group of students, working to ensure that sport is aligning with the student rather than trying to make a student fit into a sport model.

"There is a lot of winning here, and we are proud of that, but we are not just a 'win' type of place," says Carla Di Filippo, athletic director of Havergal College in Toronto.

"We like to focus more on the small victories. Maybe it's a volleyball team that has lost a bunch of games but they win one set. Maybe it's an individual who has never done an overhand serve, but they do one in a game. We want everyone to experience the small victories that come with sport."

James McKinnon, principal at St. Michael's College School in Toronto, says "being a naturally gifted athlete can certainly be an asset in one's development" but participating in athletics is about more than what is given but rather what is developed in a young student.

"Developing and growing in mind, body and spirit is the target in meeting the needs of the whole child to be well-rounded. Being physically active and committed to physical challenges is a significant experience in the development of a strong mind, body and spirit," McKinnon says.

St. Michael's offers 20 different sports offerings, 47 competitive teams, eight different intramural sports, with more than 90 per cent of the student body participating.

The personal development that comes with athletics goes beyond physical and mental health. Students learn about teamwork, sportsmanship, self-discipline, problem-solving, goal-setting and communication.

One of the more important benefits is resiliency. Athletics is one of the best ways to practise dealing with failure, say those who run athletic programs at private schools.

Heather Henricks, vice-principal of learning, research and innovation at St. Clement's School in Toronto, says professional baseball players have successful at-bats only around one-third of the time, professional tennis players make dozens of unforced errors in a match and successful NBAers miss three-point shots 60 per cent of the time.

"It is impossible to avoid frequent failure, and so the key to success in athletics is to learn to recover from it quickly," she says.

"Athletes, whether at the elementary school or professional level, have to move on to the next play and cannot afford to dwell on each mistake or small failure."

■ ATHLETICS, PAGE E4

BECAUSE THEY ARE GIRLS

Teaching soft skills such as resilience prepares students to become empowered women

WHETHER IT'S EMBEDDED INTO THE CURRICULUM or into co-curriculars like model UN, robotic competitions and exchange programs, girls-only schools are giving girls a voice. But focusing on 'soft' skills such as resilience, empathy and capacity – just as much as academics – is also helping to prepare girls for an uncertain future.

St. Clement's School in Toronto, for example, is teaching girls to get more comfortable with feelings of discomfort through deep learning competencies called the 6 Cs: collaboration, creativity, critical thinking, citizenship, character and communication.

The 6 Cs is a relatively new pedagogy that focuses on skills students need for the future – regardless of their job.

"This research has really resonated with us," says Martha Perry, principal of St. Clement's. "Girls learn differently [than boys], they value the opportunity for collaboration, but they still need to learn how to do it effectively."

The school has a number of programs to nurture the 6 Cs, such as 'curious kids,' in which girls across grades discuss an issue they consider important. Some girls, for example, were interested in how a community comes together during a crisis, such as in Gander, Nfld., when flights were grounded there after 9/11. So they reached out to the mayor of Gander for a conversation, which helped them understand the notion of citizenship.



THE MABIN SCHOOL PHOTO

There's also a lot of discussion about the future. "It's important we work consciously and purposely on how we manage the unknown," Perry says.

When teaching math, it's about learning how to learn through math. "The way we're working with kids on math is very different than it was seven or eight years ago – it's not a stand-and-deliver method."

St. Mildred's-Lightbourn School in Oakville, Ont., is another all-girls school that has embraced the 6 Cs.

"Our mission is that we develop courageous girls who change and challenge the world," says Carol Steven, head of middle school at St. Mildred's.

Its philosophy of "inspired girls, empowered women" goes back to the school's inception 128 years ago. More recently, it established "signature programs" for academic and co-curricular excellence, which include active healthy living, art and design, global studies, STEM and robotics.

"It's not just about coming to

school and learning, which is important ... but you can't have that without thinking about the social and emotional development of girls," Steven says. "There is a curriculum, there are expectations, eventually they will be taking provincial tests, so that's where balance comes in."

But at the core are the 6 Cs, embedded within the classroom and into the signature programs.

They're also embedded into its global studies program; last year, 110 students studied abroad in nine countries.

"The impact that those kinds of experiences had on them, their confidence, their leadership skills, their resilience – they come back changed people," Steven says.

Havergal College in Toronto also offers global experiential learning to help girls find their voice, as well as encouraging community partnerships and volunteer opportunities locally.

"Our world is changing. To be able to go somewhere else and be uncomfortable, but be adaptable and curious rather than judgemental, [can]

help inform your own values," says Jennifer Russell, manager of Havergal's Forum for Change and co-ordinator of student leadership.

She describes Havergal's approach as Fun A vs. Fun B. Fun A is visiting the Eiffel Tower during a student exchange.

"Fun B is that hard conversation where you had to advocate for yourself but it had a good outcome," Russell says. "Especially in an exchange program, the challenge is the point. They're not signing up for Fun A."

Ultimately, though, finding their voice starts right in the classroom. The philosophy at The Bishop Strachan School in Toronto, for example, is to inspire growth and discovery in the face of life's challenges – through which girls find their voice.

"In the classroom environment, it's the perfect place for girls to start developing their voice. They have a small, safe community, particularly for girls who might be more introverted," says Angela Terpstra, head of school for Bishop Strachan.

"Being in a girls-only school, all of your role models are girls: the athletes, your peers in the classroom," she says. "This is a huge piece of building confidence when you look around and see all of those girls. There's no division into roles."

Whether in the classroom or outside of school walls, the 6 Cs and other novel approaches to learning are helping girls to learn from real-world experience and practise risk-taking in a supervised environment.

"We're not foregoing any of the curriculum," Perry says. "We're thinking of how that curriculum can be delivered in a way that fosters those skills."

OUR KIDS TIP: PARENTS NEED TO EVALUATE IF THEIR CHOSEN SCHOOL'S CULTURE SUITS THEIR GIRL

"Each girls' school develops its own culture and vibe. Visit schools on a regular school day — and bring your daughter — to get a taste of their student culture: How do students interact? Have your daughter pay attention to her visceral feelings. Schools with diverse populations — that have girls with different personalities, interests, and values — will give your daughter more opportunity to find like-minded peers." — *OurKids.net, Canada's Private School Guide*



Boys and girls gain insight from each other.

co : education

And through our collaborative, real-world-focussed programme, our entire community learns and grows together.

Bayview Glen
INDEPENDENT : SCHOOL

Age 2 to Grade 12 in Toronto bayviewglen.ca

SPONSOR CONTENT

ADVERTISING PRODUCED BY THE GLOBE CONTENT STUDIO. THE GLOBE'S EDITORIAL DEPARTMENT WAS NOT INVOLVED.

MOULDING AGENTS OF CHANGE PARENTS PLAY A LEADING ROLE

Learning social innovation and entrepreneurship prepares students to make their mark in the world

ANTONIA KNOTH IS A GRADE 12 STUDENT at Havergal College in Toronto. She's also a changemaker, getting a solid start with the school's blockchain Hack 4 Change.

Now she's chair of the 2020 Toronto Youth STEM & Innovation Conference taking place this spring at the MaRS Discovery District, connecting her peers with industry leaders and new opportunities.

"She's a great example of someone making a difference," says Garth Nichols, Havergal's vice-principal of student engagement and experiential development.

This is part of the school's Forum for Change mandate, which delivers integrated programs with a focus on social justice and innovation. In September, the school launched its Global Leading and Learning Diploma, a distinguishing program for students engaged in the Forum for Change.

"What we're seeking to do is celebrate social innovators and give them the resources, the challenge and the support to really deep dive into what it means to be a social innovator," Nichols says.

That includes the Blockchain Learning Group's Hack 4 Change. "Students have to research a sustainable development goal from the UN and find opportunities in which blockchain can help move in the direction of achieving that goal," says Tanay Naik, director of Havergal's Forum for Change.

The future of work is changing, and a focus on changemaking is aimed at tackling one of the biggest challenges in education today: forming young people who can adapt to rapid change and embrace it.

That's also the thinking behind The



Students participate in a science lab at St. Clement's School. Part of many private schools' mandate is developing students who can adapt to rapid change and embrace it. ST. CLEMENT'S SCHOOL PHOTO

Mabin School in Toronto, Canada's first independent Ashoka Changemaker School. Ashoka is a global organization that supports social entrepreneurship, with a mission to help students become changemakers.

This mission is based on empathy in action, "the idea that everybody can be a changemaker if you can access empathy and take action based on that empathy," says Nancy Steinhauer, Mabin's principal. "The social curriculum is just as important to us as the academic curriculum."

By Grade 6, students have already learned specific "habits of mind" such as empathy, managing impulsivity and taking responsible risks. And it starts as early as Kindergarten.

Mabin's youngsters were interested in saving the bees, so they created a garden on school property with flowers that attract bees and went door to door handing out packets of seeds to neighbours.

"Interests and passions become an excuse to teach [skills like] reading and math," Steinhauer says. And they "often culminate in changemaking."

Habits of mind are also a foundation for learning at Kingsway College School in Etobicoke, Ont. "We have grown to be a school where empathy is being practised and directly taught," says Andrea Fanjoy, head of Senior School.

Schools are promoting student agency through inquiry- and project-based learning. Kingsway has an entrepreneurship program called SFEF, led by its partners at Future Design School, to help students bring a business idea to life. At St. Clement's School, project-based learning gets students out into the community to develop skills and competencies.

New this year at St. Clement's is a food security project, where experts, food vendors and even a chef educate students about this complex issue of equity and social justice.

The school has shifted toward new pedagogies for deep learning, which include developing competencies like collaboration and critical thinking.

"The trick is how do you mix content with these competencies and apply these to authentic situations," says

Heather Henricks, vice-principal of learning, research and innovation. "We're trying to use ways of teaching that kids can use later in life."

While some life skills are developed in the classroom or community, others are developed by leaving the country. At Neuchâtel Junior College, students study the Canadian curriculum in Switzerland, speaking French and living with a local family.

"Living in another culture teaches them to be resilient," says Dorit Tepperman, director of admission at Neuchâtel. In a safe, structured environment, "they have to speak another language, learn to navigate a different culture, learn how to be open-minded in solving problems and using the resources that are available."

New approaches are helping students turn into more resilient adults, capable of taking risks and persisting through difficulties. "In a time of rapid change where we really don't know what the world is going to look like in 10 years," Steinhauer says, "what we need is kids who love to learn. Content is a bit arbitrary."

When schools collaborate with the whole family, they get better results

ONE OF THE MOST IMPORTANT CONTRIBUTIONS THAT PARENTS can make for their kids is a willingness to get involved in their education and it is sometimes taken for granted.

That is less the case in private schools, which are increasingly leveraging parents' associations to help them do just that.

"Parents are the primary educators of their children," says James McKinnon, principal at St. Michael's College School in Toronto. "Our role is to provide a positive and challenging environment to facilitate the learning."

Schools and parents get outsized results when they collaborate. At St. Michael's, that happens through the St. Michael's College School Parents' Association, where representatives meet monthly to assist in co-ordinating volunteers, fundraising and arranging social activities.

"[Our] ambassador program connects current parents to new and prospective parents," McKinnon says. "This enables them to make connections and answer questions about the school experience."

The association also helps parents who want to monitor their children's in-school activities. "Our online portal enables parents to check with teachers and view classroom work and expectations," McKinnon says. "Being informed assists positive engagement."

McKinnon has a point. Parents' role in children's education is well established, according to How Can Schools Support Parents' Engagement in their Children's Learning? – a study produced by the Education Endowment Foundation.

■ PARENTS ON PAGE 4

OUR KIDS TIP: MAKE SURE YOUR SCHOOL'S VALUES ALIGN WITH YOUR OWN

"A supplemental program can certainly influence the direction of your child's development, but what makes a bigger difference are the values that pervade the school as a whole. Schools should be able to clearly articulate these values: What is their vision for a fully developed student? What does the school do well and differently? You want to hear answers that are specific and differentiating. Test for consistency of message, and for coherence between values and programs." — *OurKids.net, Canada's Private School Guide*



"I've got this."

A funny thing happens when you study things you care about. You dig deeper. And what you learn sticks. At BSS, students are driven by curiosity and passion. Fueled by grit and resilience. Teachers ignite the mind, rather than just filling it. When you're on fire with learning, you're unstoppable.

Over \$1.6 million available in financial assistance. bss.on.ca

 **THE BISHOP STRACHAN SCHOOL**

A leading independent JK-Grade 12 school for girls

SPONSOR CONTENT

ADVERTISING PRODUCED BY THE GLOBE CONTENT STUDIO. THE GLOBE'S EDITORIAL DEPARTMENT WAS NOT INVOLVED.

HOW TO PREP FOR BOARDING SCHOOL

You and your child need to take steps to make the transition smooth for the whole family

FINDING THE PERFECT SCHOOL IS ONLY PART OF THE BATTLE in preparing your child – and yourself – for the boarding school experience. Now you need to be ready for the transition.

The first steps when embarking on the boarding school journey include researching the school to ensure it's a good fit, knowing your expectations and understanding your child, says Laura Franks, head of boarding at all-girls Havergal College in Toronto.

If you have selected a number of schools that you are interested in, next get in touch with the admissions department, which is the first point of contact for most parents, and pose questions about the boarding school experience. Enlist the school to help you.

"One of the biggest challenges for the parent and child is to understand that this will be a break from both of their lives as they knew it up until now," Franks says.

The Canadian Accredited Independent Schools has an excellent website full of information that includes a section on the boarding school experience.

School websites, social media and word of mouth, especially from parents of children who have gone to the school, can help you get started to make the right decisions, Franks says.

Homesickness, which includes not just missing family and friends but a bedroom or traditional foods, is one factor to consider. Havergal has a weekly blog, emails and a newsletter for parents and students, and even uses Facebook Live to broadcast some performance events and concerts. Digital connectivity can help, but it can't cover everything.

For Georgina Shaba of Kirkland Lake, Ont., one of the hurdles preparing herself and her teenage daughter, Hillary, for boarding at Havergal was letting go of parenting at home in a well-known setting. Her family's experience can be instructive for anyone considering a boarding school.

"Here in Kirkland Lake, it's a small community, so if she asks to go to a party, you know the family," Shaba says. "That's all out of my hands now. You have to learn to trust your child's instincts and have confidence that they will continue to follow the values they've learned at home."

Shaba reached out to other parents with children at the boarding school and got feedback on an event that their children would be attending, which she found helpful. It's another example of a way to parent at a distance, maintaining a watchful eye while being respectful of a child's newfound independence.

Parents must also trust in the boarding school staff when situations arise, whether it's medical or otherwise, Shaba says. When Hillary got a



When Hillary Shaba asked to go to boarding school, her mother learned how to prepare for the transition. HAVERGAL PHOTO

concussion playing basketball, Georgina and her husband, Lad, rushed to Toronto but learned the school staff has an excellent concussion protocol and "we didn't really need to worry about anything."

It was Hillary who asked her parents if she could go to boarding school. They gauged her level of seriousness and learned that their daughter had definite goals. First, she wanted to attend a school with an excellent academic program. Second, she wanted a good extracurricular program. They all decided that Havergal offered both.

"A key question for us was whether the school was interested in developing well-rounded students and finding that fit," Shaba says.

Initially, adapting from a public school to a private boarding school that offered a stronger course load was a challenge, but Shaba is pleased with her daughter's academic progress and sees the boarding school experience as a plus.

"At Havergal, they have mandatory study periods, but no one is standing over their shoulder, so they learn to manage their own time and be self-motivated," Shaba says. "The other thing that is really good is that they are in an environment where they all get together and help each other, so there is a strong community and support."

Another question parents might ask is how the day school experience differs from boarding.

"One of the rumours that Hillary was hearing was maybe the boarders were seen as outsiders, but in fact they are very much integrated into the school," Shaba says.

Stephanie Jean-Paul, dean of boarding at The Bishop Strachan School in Toronto, says boarding school offers a deep sense of belonging that is fostered through shared experiences, meaningful opportunities for leadership and building a comprehensive international network of friends.

"Like parents, we wish to see their daughters learn how to cultivate effective study habits, acquire valuable life skills, build and repair relationships, and respect the needs of others," Jean-Paul says.

PRIVATE COLLEGE OFFERS UNIQUE SWISS EXPERIENCE

In Switzerland, a country where time is measured with impeccable watches, it's fitting that a private school with a twist on the boarding experience aims to make its students have the best of times as they get a pre-university year education abroad. Neuchâtel Junior College is a Canadian school that is located in a French-speaking Swiss city.

"What makes Neuchâtel's program unique is that our students actually live in the community with Swiss-French families. They are not living in a boarding facility," says Dorit Tepperman, the director of admission at the college's offices in Toronto.

Most of the homes are in outlying villages, with an efficient and safe public transportation system. "Aside from the academic opportunities, the students can develop language skills, learn how to manage their

time, attend authentic events and cultural experiences, and become part of a family and a community."

The small city of Neuchâtel sits on the shores of Lake Neuchâtel and has been a temporary home to students visiting from Canada since 1956. "Given that we are a Canadian school with a focus on academic rigour, we offer great opportunities for students to travel in Europe and learn about Canada and the world while they do so, with safe and structured trips to historic locations such as Normandy, as well as independent travel," Tepperman says.

More than 5,200 Neuchâtel alumni span the globe, and many maintain the life-long relationships they developed during their time at the college, Tepperman says. "Whenever I meet anyone who has been to Neuchâtel, they say it was a pivotal time in their lives."

OUR KIDS TIP: INVESTIGATE YOUR CHOSEN SCHOOL'S WELLNESS PROGRAM

"Many boarding schools have gotten serious about their wellness programs. Ask schools what they do specifically in this regard. Then, when preparing for the transition to boarding, have your child commit to availing themselves to these resources — before they feel they 'need' to."

— OurKids.net, Canada's Private School Guide



168 YEARS STRONG

INQUIRE TOUR APPLY

Grades 7 to 12

Bursary assistance available

APPLYMCS.COM

SERVICE
MENTORSHIP
COMMUNITY
SPIRITUAL LIFE



ST. MICHAEL'S COLLEGE SCHOOL
Under the direction of the Basilian Fathers

168YEARSTRONG.COM



NEUCHÂTEL JUNIOR COLLEGE
Fondé en 1956 Suisse Step Outside

Students choose to step outside of their comfort zones at NJC. While studying Canadian High School curriculum in Switzerland, they travel the world, debate in the Model UN, connect with international business leaders, do service work and make the best friends of their lives. Living in a Swiss French community, with new-found independence, they develop exceptional life skills for university and the global workplace. Academic preparedness and guidance expertise lead to acceptances from the world's finest universities.

Contact us at admissions@neuchatel.org for more information.
Grade 12/ Gap Year | NJC.ch | CAIS SGLS

A Canadian High School in Switzerland



Step Outside
Curious Minds to Global Citizens



REACH YOUR ULTIMATE POTENTIAL

Co-ed, Pre-kindergarten to Grade 8
Book a personal tour | kcs.on.ca

Learn more about our Senior School, opening as early as 2021

www.kcs.on.ca/senior-school

KINGSWAY COLLEGE SCHOOL



Adaptive Leaders

Caring Citizens

JK - 6

Original Thinkers

40

The Mabin School
mabin.com



It All Starts Right Here.

For the things they love the most. And the things they want to discover. For the places they want to go. For all that they want to become, there's one place that will start them out on a lifelong quest of learning. And that place is right here.

ST. CLEMENT'S SCHOOL
Pasadena, Covington, Kentucky
SCS.ON.CA



Where Wonder Emerges

St. Mildred's-Lightbourn School embraces the wonder that learning creates for our students. From Preschool to Grade 12, we support each girl's interests, talents, learning needs and strengths. And, our Signature Programs help her emerge into the world with the confidence that makes her a Millie. Experience the wonder at one of our Open Houses or call to arrange a visit.

She's a Millie!
ROSLYNNE, GRADE 2

1080 Linbrook Road Oakville, ON L6J 2L1
905-845-2386 | smls.on.ca

OPEN HOUSE

8 FEB | 11 FEB



THE GLOBE AND MAIL **WHAT MAKES THE MOST SENSE FOR YOUR MONEY?**

If you've got money questions, Gen Y Money and its award-winning journalists like Rob Carrick and Roma Luciw have answers.

Visit the Gen Y Money hub at tgam.ca/genymoneyhub
Join our Facebook group at facebook.com/groups/genymoney

SPONSOR CONTENT



Holy Trinity School in Richmond Hill, Ont., offers 50 athletic teams and clubs for its students to choose from. HOLY TRINITY PHOTO

ATHLETICS: MAKING LEARNING BETTER

■ FROM PAGE E1

"Everybody fails, and the key to success is how quickly you can move on from it. This lesson is transferrable to many different areas of life," Henricks says. Seventy-five per cent of St. Clement's School students are on at least one sports team.

Vice-principal Chris Russell and physical education teacher Jill Haigh at The Mabin School in Toronto say including parents in the children's athletic activities is important. With events such as Mabin's track and field day at the end of the year or the Terry Fox Run, students see their own parents participating and getting involved as well.

Haigh says Mabin's focus is to not have kids specializing in a sport too early. "I want every student here to feel like they are an athlete," she says.

"We want every student to be a musician, an athlete, an artist — everything they can be."

Sherri Field, director of athletics at Kingsway College School in Toronto, says their school's programs focus on the "four doors of learning" — academics, athletics, arts and citizenship. Kingsway students are even evaluated on their report cards in physical education for some of the skills that come out of athletics, such as leadership, persistence, self-control, collaboration and organization.

Troy Hammond, director of university counselling and student services at Bayview Glen School in Toronto, points to the connection between athletics and academic

achievement.

"By engaging in athletic pursuits, students are likely to be refreshed, clear-headed and prepared for academic tasks," he says. "It makes them better equipped to handle stressors in and out of the classroom."

Holy Trinity School in Richmond Hill, Ont., makes athletics a huge priority. The school offers 50 teams and clubs, competitive levels in a wide variety of sports from Grade 4 to Grade 12, in three gymnasiums, three outdoor fields, four tennis courts and one fitness facility. Student participation in sports and clubs is mandatory.

"As educators, we know that one size does not fit all, so we create intentional opportunities for students for whom competitive sports may not be 'their thing,'" says Melanie van de Water, Holy Trinity's dean of students.

Students learn best when physical activity is part of their day, she says.

Still, it's important to point out that merely participating in a sport doesn't guarantee positive outcomes. While being mindful to create positive experiences, schools will bring in qualified coaches from the outside if need be, in part to ensure teachers who are also coaching have external support if there are gaps in knowledge and skills.

"We want the best people working with the kids," says Sheila Allen, director of athletics for Junior School and Middle School at The Bishop Strachan School in Toronto. "There is a connection if the teachers are coaching, since they have that connection with the kids in class as well."

OUR KIDS TIP: FIND THE RIGHT ATHLETICS PROGRAM

"The point of intercollegiate sports is lost on kids who never make the cut. If your child wants a prominent role playing a range of competitive sports, look for schools where they can make a range of competitive teams. The more elite the program, the more elite the athletes."

— *OurKids.net, Canada's Private School Guide*



PARENTS: GET INVOLVED

■ FROM PAGE E2

"The evidence suggests that it has many benefits," note the authors. These include "improvements in literacy and math skills, better school attendance and closure of the achievement gap."

Haverger College, an independent girls' school in Toronto, also makes great efforts to encourage families to get involved. These include supporting activities ranging from coaching, to chaperoning on school trips and "Dads and Daughters" nights, says Tony diCosmo, its executive director.

"Our parents' association plays a big role," he says. "We are in constant dialogue with them."

Parental grade representatives from Kindergarten to senior year, meet monthly to share information and plan new initiatives. These include presentations by support specialists on such academic issues as literacy and STEM (science, technology, engineering and math), to child development and what parents can expect at various ages and stages. The grade representatives can then share that information with other parents.

Kingsway College School in Etobicoke, Ont., is in many ways a poster child for parental engagement. According to Hallie McClelland, its director of advancement, the pre-Kindergarten to Grade 8 school was founded by parents who wanted to foster an educational environment that focused on "respect, manners and trying your best."

That involvement continues to this day. An impressive 95 per cent of parents' volunteer at various activities and the average Kingsway College School family contributes 15 hours per year to a variety of initiatives.

For example, last year the parents' association contributed to the launch of an environmentally friendly uniform recycling and retention effort that reduces the school's ecological footprint and meshes with its existing green initiative.

"It's been a fantastic success," McClelland says of the program, through which its 406 students saw 17 volunteer parents do much more than just talk about the environment. "Kids today are very concerned about the future. The initiative provided a great way for parents to show that they care, too."

Kingsway College stakeholders recently got another good reason to care about the future. School officials have announced that they would be holding a town hall on Feb. 11 to celebrate that the school has secured a site for its Senior School, which will open in September 2021. This would enable current students to complete Grade 9 through to Grade 12 with the friends that they made during their elementary and junior years.

The site sits next to greenspace along the shores of Lake Ontario and will consist of the second and third floors of commercial space at the Empire Eau de Soleil condominiums. It will include access to a rooftop terrace above the third floor.

OUR KIDS TIP: TAP INTO PARENTS

"You can infer a lot about the inner health of a school by its leadership — parents often underestimate its importance. The best way to gauge a school's leadership, as an outsider, is to speak with current parents. Call on them to provide insight into the administration. You'll find them happy to oblige."

— *OurKids.net, Canada's Private School Guide*



SPONSOR CONTENT

EDUCATION WITH A PERSONAL TOUCH

Private schools customize learning to each child's needs, skills and interests

THE DAYS OF A TEACHER LECTURING TO GLASSY-EYED STUDENTS in a monologue that ignores their personal interests and strengths is fading like a decrepit paper calendar.

Personalized learning in private schools is in. One-way pedantic lessons are out.

While perspectives vary among educators and schools, personalized learning is generally an approach that customizes a child's learning based on the student's abilities, interests and needs.

"Learning is something that can't be done to students anymore. Students have to be engaged in it and believe," says Helen Pereira-Raso, head of school at Holy Trinity School in Richmond Hill, Ont. "Personalization is creating a system where you honour the uniqueness of the student, foster agency and choice, and invite their curiosity."

As the world and workplace skills rapidly change, education must evolve to ensure students can thrive.

"We are seeing fragmentation of traditional pathways and systems. Our job is to prepare students for the path that is most meaningful to them," she says.

Brad Read, head of senior school at St. Mildred's-Lightbourn School in Oakville, says forging relationships and making connections are key to a personalized approach to learning.

"If we can connect with students' passions and interests, the learning really starts there," he says. "We want to allow them to drive their own stories. Personalization is an approach to education that facilitates

this process and allows them to be authentic."

Parents are also key to the process. "We see that parents are increasingly aware of contemporary education and the various roles of learning," Read says. "When I meet new families, I find they are often widely read and they have done their research, so we can have great conversations."

Digital and media literacy are among the top priorities for this generation of students, Read says, and sustainability and social justice are two of the modern, emerging themes among students at the school.

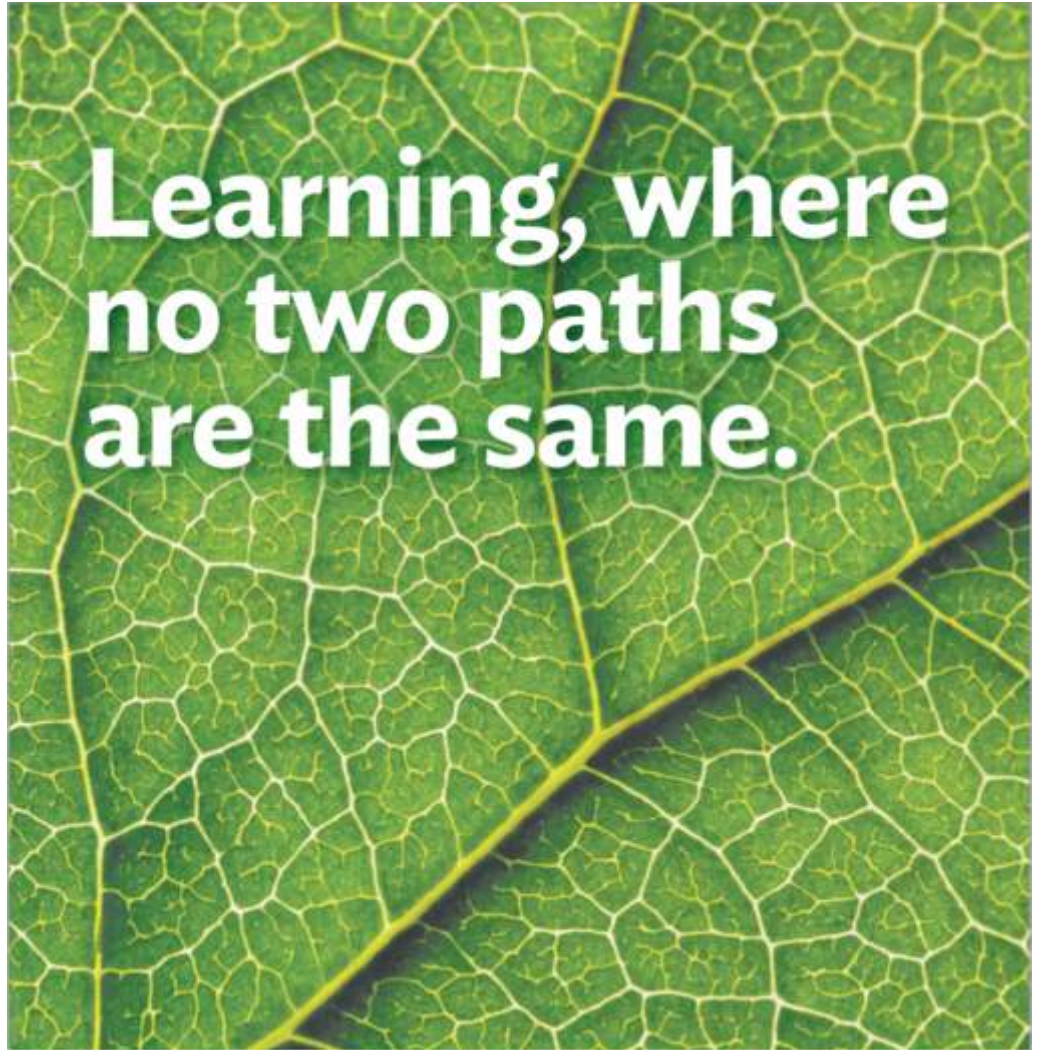
"Empowerment is part of our school's mission," he says. "It gives students the agency to create and co-construct their own story, and it's something we talk to both parents and students about."

If you walk around The Mabin School in Toronto, you may see students sprawled on the floor, tucked into a beanbag, or working with each other on the landing of a set of stairs – all solving problems and creating together, says the school's principal, Nancy Steinhauer.

"The curriculum is co-created with students; they lead the way," she says. "The kids learn that everyone has their strengths, and everyone has something to learn."

The learning includes inquiry, integration and reflection. The school and teachers ensure there is integration and work across age groups and across disciplines, making sure there is full inclusion for students.

"We all know each other, we all take care of each other, we all teach and support each other," she says. "Everyone here is a learner."



Learning, where no two paths are the same.

At HTS, we believe that learning is a journey, not a destination. A journey that honours each learner's passions and fuels their curiosity. The result is a pathway of rich learning experiences that are worth discovering.

HTS
HOLY TRINITY SCHOOL
Leaders in Learning



Come to our Open House on Wednesday, April 8, 2020, at 10:00am and receive our guide *Something more. How to choose an independent school.*

Discover the HTS difference.
HTS.on.ca/TAKEATOUR

11300 Bayview Ave.
north of Elgin Mills

Admissions:
905-737-1115

OUR KIDS TIP: GET SPECIFICS ABOUT THE PROGRAM

"Find out exactly what personalized learning means and looks like in the classroom: individualized learning plans, independent studies, one-on-one guidance, hours of support, etc. Be specific about your situation. You want to hear concrete answers and an interest in learning about your child."
— *OurKids.net, Canada's Private School Guide*



LOOKING FOR MORE GLOBE OPINION?
Visit tgam.ca/opinion



**She builds her dream.
We build her team.**

A Havergal student doesn't face her future alone. She's backed by a community of peers, faculty and alumnae that are her champions for life.

Discover the Havergal difference at havergal.on.ca.



Havergal
COLLEGE

*Preparing young women
to make a difference since 1894*

Go beyond the surface presentation of schools.

Uncover:

The values

—both explicit and implicit—held by school administrators, faculty, students, and parents.

The type of student

most appropriate for the school—and type of person the school ultimately cultivates.

The culture

of the school community—its personality and feel—which includes the student culture.

The education philosophy

and in-class practices; what it's like to learn in the school's environment.



CANADA'S PRIVATE SCHOOL GUIDE



Search & Compare Tools



Detailed School Profiles & Reviews



Expert Insights

"Without questions, the Our Kids website is comprehensive and user-friendly... a powerful platform and trusted one-stop shop for families. Our Kids is really the ultimate platform for parents to research, engage with, and choose private schools."

—Chantal Kemp, Education Consultant and former Executive Director of Admissions at Upper Canada College

Make a more informed school choice:
OURKIDS.NET