

A photograph of three children wearing hats, looking through green foliage. The child in the foreground is a young girl with a wide-brimmed hat, looking directly at the camera. Behind her, another child with a white hat looks on with an open mouth. To the right, a third child's face is partially visible. The background is a dense wall of green leaves and branches.

Learning to
live well, with
others and for
others, in a just
community.

MEADOWRIDGE SCHOOL



OUR MISSION

Learning to live well, with others and for others, in a just community.

OUR VISION

People are drawn to our school from around the world. In the spirit of active collaboration with teachers, peers, and our community, we learn how to care for ourselves and for others. Knowing that change is the only certainty, we engage with challenging and complex questions effectively and creatively. Through outstanding teaching, programs, and facilities, Meadowridge develops in us the confidence not only to meet the future, but also to create it.

Who We Are

Meadowridge is proud to be a community of vibrant individuals, from diverse backgrounds, with a multitude of passions. The School is highly progressive, and administers its educational policies, admission policies, financial aid program, athletic program, and other school programs, including the hiring of faculty and staff, without discrimination based on race, colour, religion, gender, age, nationality or sexual orientation and identity. We celebrate the world, with all its differences.



A child's hands are visible, holding a thin white string. One hand is at the top, and the other is lower down, holding a red balloon. The background is a solid blue color.

How We Learn

Inquiry is developmental, and is tied in to more traditional learning – sometimes through rote, sometimes through practice, sometimes through listening. The difference is in the way that learning is framed. Inquiry learning is guided by larger questions, which frame the direct instruction. In every unit of instruction, the children have a guiding question which they seek to answer. At the younger grades, the question is generated by the teacher, and smaller questions arise from the students. In older grades, we expect students to generate their own questions, and to personalize their learning.

HUGH BURKE, HEADMASTER



What We Learn

Truly authentic learning occurs when students are able to make seamless connections between what they learn in the classroom and their experiences outside in the community. By investigating conceptual-based inquiries, students are able to reflect on knowledge and skills through all curricular areas. Students become confident explorers of the world, sharing their holistic world view with their wider community, and taking action to make our world a better place.

ANGELA PALLISTER, PYP COORDINATOR





Playing Marimba in Music class is great because you can make wonderful sounding music. We are so lucky to have Marimbas at Meadowridge.

CHELSIE, PYP STUDENT



A DAY IN Grade 5

HOMEROOM **8:25 AM**

ENGLISH LANGUAGE ARTS **8:30**

FRENCH **9:15**

OUTDOOR RECESS **10:00**

UNIT OF INQUIRY **10:15**

PHYSICAL AND HEALTH EDUCATION **11:00**

CAFETERIA LUNCH **11:45**

OUTDOOR RECESS/
MARIMBA CLUB **12:05 PM**

MATHEMATICS **12:45**

MUSIC **1:30**

OUTDOOR RECESS **2:15**

ART **2:30**

HOMEROOM **3:15**

LEGO ROBOTICS CLUB **3:40**

The Primary Years Programme (PYP) is offered to students in Junior Kindergarten to Grade 5.

Making Connections

The Grade 4 students go on a field trip to the Kanaka Creek Hatchery to release the salmon that they have raised in the classroom. Throughout the year, students learn how the interconnectedness of living things and natural resources affect the way we share the planet.

AUDREY LUM, TEACHER







One of the best things about the MYP at Meadowridge is the people. Everyone is so diverse and has different opinions. It is not the same-old, same-old; you meet new people all the time, too. There are so many cultures here, and you can learn so much from just one person in your classroom.

SARAYU, MYP STUDENT



A DAY IN Grade 8

SCIENCE **8:25 AM**

FRENCH **9:20**

BREAK **10:05**

MATHEMATICS **10:25**

PHYSICAL AND HEALTH EDUCATION **11:10**

CAFETERIA LUNCH/
BASKETBALL PRACTICE **11:50**

SOCIETIES AND LITERATURE **12:50 PM**

DESIGN AND TECHNOLOGY **1:40**

ADVISORY **2:30**

CAS MODEL UN **2:40**

FENCING CLUB **3:40**

The Middle Years Programme (MYP) is offered to students in Grades 6 through 10.

Asking Questions

Design classes provide MYP students with the unique opportunity to design, test, and revise real-life projects. Projects include making jewelry and building tables and other wood-working creations. Students also engage in Robotics and other technology applications in Design class.

TERRY DONALDSON, DIRECTOR OF TEACHING AND LEARNING







During my 13 years at Meadowridge School, I feel that I have been prepared for all the challenges yet to come in life. It's a school where you learn much more than just information out of a textbook.

TEJAS, DP STUDENT



A DAY IN Grade 11

THEORY OF KNOWLEDGE/
COUNSELLING **8:25 AM**

BREAK **9:40**

MATHEMATICS **10:25**

CAFETERIA LUNCH/TUTORIAL **11:20**

BIOLOGY **12:20 PM**

LANGUAGE AND LITERATURE **1:20**

CAS GLOBAL CITIZEN CLUB **2:45**

DRAMA REHEARSAL **3:40**

The Diploma Programme (DP) is offered to students in Grades 11 through 12.

Beyond Graduation

The goal of Post-Secondary Counselling at Meadowridge is to help students discover, plan for, and ultimately enrol in their chosen university. The Counselling Department works with students and their families to identify programs and post-secondary institutions that 'best fit' each student's interests, priorities, and potential.

CATHY WHITE, POST-SECONDARY COUNSELLOR







THREE GENERATIONS OF KINDERBUDDIES

Steve Just '05 joined his Kinderbuddy Kendra Brindley '17 at her convocation ceremony. During his visit, the pair snapped a photo with Kendra's own Kinderbuddies.

A lasting IMPACT

Meadowridge provided me with both the opportunity and support to develop my confidence. The teachers, coaches, and friends I had as a student have had a lasting impact on my life and played a huge role in shaping who I am today.

STEVE JUST '05, BOARD MEMBER



Learning isn't limited to the classroom; life skills are built when working together toward a common goal.

CHARLES SCHOFIELD, DIRECTOR OF STUDENT LIFE

SCHOOL SPIRIT



Everyone in the Meadowridge community is a member of one of our four Houses, representing local bodies of water: Alouette, Fraser, Kanaka, or Whonnock. Students develop strong ties to their Housemates and together they participate in events and contests to earn points towards the highly-coveted House Cup, awarded at the end of the year.

A common GOAL

House Spirit Days are a great opportunity to not only unite the school in terms of expressed spirit, but also to build relationships with the other students and teachers in your House and with the other Houses.

SHAUNA, DP STUDENT



Where We Live

The indoor and outdoor facilities at Meadowridge greatly enhance programs for our Junior Kindergarten to Grade 12 students. The Library, Gymnasium, Music and Fine Arts rooms, and Science and Design labs allow us to provide a wide variety of indoor learning engagements. The gardens, trails, greenhouses and forest areas present unique opportunities for us to extend learning outdoors as well.

LANCE LEGER, BOARD CHAIR AND PARENT

**DEMONSTRATION
FOREST**

TRAILS

GARDENS

**EARLY LEARNING
CENTRE**

PLAYGROUND





CAMPSITE

**EXPERIMENTAL
GREENHOUSE**

GYMNASIUM

LIBRARY

**CAFETERIA/
THEATRE**

DESIGN LAB

UNIFORM SHOP



How We Live

I am proud to have my children attend Meadowridge because there is such a strong focus on how we interact with each other. Kindness, thoughtfulness, and respect are embedded throughout the school and my children feel a strong connection with the entire community. Those values are taught in their academic courses and reaffirmed through a variety of extra-curricular activities such as athletic competition, community service and fine arts.

SCOTT BANACK, DEPUTY HEAD OF SCHOOL







Fostering Growth

Athletics is an integral part of the Meadowridge experience. Our programs enable students to participate in a variety of leagues, at various levels of play, from local recreational leagues at the elementary level to high school provincial championships.

SCOTT SPURGEON, DIRECTOR OF ATHLETICS

Being part of the Meadowridge Fencing Club enables students to participate in a modern, Olympic sport, whose appeal lies in its tactical as well as physical aspects. In the last decade we have had ten of our high performance fencers go on to further their training and become national and international medallists on the tournament circuit.

CONNIE CHOW, TEACHER





Expressing Ourselves

My experiences as part of the drama productions at Meadowridge have provided me with opportunities to expand and enhance my acting skills. At Meadowridge, I have been exposed to numerous artistic experiences that have helped me grow for future success.

SAHIL, DP STUDENT

Visual art by its very nature, promotes the development of creative and divergent thinking. It also has the power to convey our ideas and personal perspectives about our world and how we experience it to others, regardless of language barriers.

RHONDA LAURIE, TEACHER





Taking Action

At Meadowridge, we have so many opportunities to be involved in service activities. These help us to become global citizens, give back to society, find our passions and develop our leadership skills.

NOAH, DP STUDENT

Gryphon Pin, Duke of Edinburgh, Grad Transition, and Creativity, Action, and Service (CAS). These kids are more than well-rounded; they're spherical.

AL GRAVESON, POST-SECONDARY COUNSELLOR



A hand is visible on the left side of the frame, holding a thick, light-colored rope. The rope runs vertically down the page. The background is a deep blue gradient, overlaid with a blurred image of green trees and foliage. The overall composition suggests an outdoor setting, possibly a climbing or ropes course.

How We Explore

Through the Duke of Edinburgh program, students in Grades 9 through 12 experience the need to challenge themselves to learn new skills, explore new environments and help others through service and mentorship.

NICK JACKSON, TEACHER

The OE3 Program is designed for students to develop ecological intelligence, using a systems-based approach to learning. Ecoliteracy fosters inquiry into the relationships between human systems and natural systems, ultimately promoting empathy for all of life. Students will establish their own ecoliteracy as they learn, “to live well, with others and for others, in a just community.”

JAMES WILLMS, OE3 COORDINATOR



A caring
COMMUNITY



Families begin with the initial understanding that they are “sending” their child, or children, to the school. What actually happens is that the family becomes part of our community. At Meadowridge, we don’t simply teach children; we collaborate with parents in the education of their children, and we continually seek multiple ways to invite parent participation and membership in our community. We do not just accept children to the school; we welcome families, and we link together in a community of shared values and communal caring. Parents are not simply our customers, or clients, or somehow outside of what we do; they are central to everything we do in our school. Their children come to our school, and their family becomes part of us.

HUGH BURKE, HEADMASTER

As a parent, the Meadowridge community has provided my family the village that it takes to raise a family.

TINA LEE, BOARD MEMBER AND PARENT



Natalie Blomly

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Proud to be an International Baccalaureate
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DO YOU HAVE QUESTIONS ABOUT MEADOWRIDGE?

Contact our Admissions Office at admissions@meadowridge.bc.ca
meadowridge.bc.ca/admissions

MEADOWRIDGE SCHOOL

An International Baccalaureate educational experience for Junior Kindergarten to Grade 12.

