

# MULGRAVE SCHOOL **STRATEGIC PLAN**



**2021-2024**

## WEAVING OUR FUTURE COMMON THREADS

When we set out to develop a theme for our strategic plan, we were struck by the intricacies of our education, yet also by the interconnectedness of every component. We thought about the whole of the Mulgrave experience, strengthened by all aspects of our programmes and approach, and also by the individuality that is expressed and celebrated in each of our students. We quickly came to the notion of a tapestry - a weaving that is made more complete and beautiful by every additional thread, yet left with gaps if not fully developed.

As we took a step back to consider the history and importance of tapestries, we came to see even greater resonance in our selection. Weavings and cloth are deeply entrenched in human society. They fulfill a basic need for warmth and cover, but also add exquisite colour and texture to our world. The general practice of weaving transcends cultures, but the methods and stories embedded into textiles are as rich and unique as every corner of our globe. Here in Canada, we recognise the importance of weaving and textile creation for Indigenous Peoples. From baskets to blankets, woven creations are deeply symbolic, capturing history, spirituality, celebration, and artistry.

There are likely many days when we take for granted the time, effort, and thought that has gone into the various textiles that we encounter. We probably don't think much about the artisans who are behind the cloth that has the ability to engage multiple senses. Not only are there those who have created these pieces, but there are also those who are looking forward, thinking about sustainability, better ways to do things, and dreaming of new frontiers or ways to push their artistic limits.

This is a Mulgrave education. I invite you to explore this metaphor as we share our Strategic Plan, 2021-2024. The elements of the plan put additional, sustained emphasis on aspects that strengthen our provision by challenging students to follow new threads and support them as they navigate their self-creation. Their tapestries will become more full and embellished as they explore greater scope and depth with purpose and joy. And while the framework is consistent, the splendour of a weaving is that each one develops into its own unique beauty.

Kind regards,



John Wray (he/him)  
Head of School



### CENTRAL THREADS

The Central Threads anchor our tapestry and are core to who we are as a school.

### INTERLACES

The interlaces reflect all aspects of our programme and are unique to each student's experience. Certain elements may be more developed than others for each individual, but all threads are essential; without the inclusion of even one of them, the tapestry is incomplete.

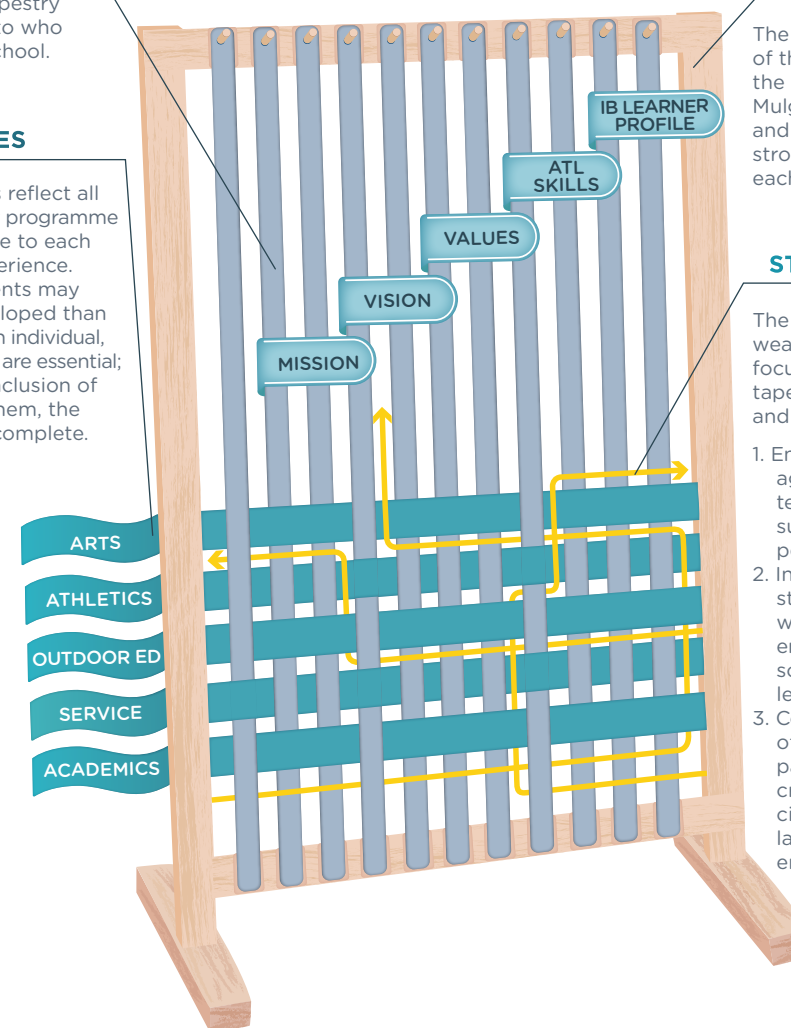
### FRAMEWORK

The solid framework of the loom represents the strength of Mulgrave's community and history. It offers a strong foundation for each learner.

### STRATEGIC PLAN

The Strategic Plan will weave three areas of focus throughout our tapestry, strengthening and adding dimension.

1. Engaging student agency and technology to support increased personalisation.
2. Increased focus on student health and wellbeing with emphasis on more social and emotional learning.
3. Continued development of students' skills, particularly in creativity, global citizenship, additional languages, and social entrepreneurship skills.





## OUR VISION

By inspiring excellence – the continuous pursuit of personal best – in education and life, Mulgrave strives to equip lifelong learners to thrive in a culturally diverse and interdependent world and to embrace, with passion and confidence, their responsibility always to do their best to support others and to make a difference by serving their communities, both locally and in the world at large.

## OUR VALUES

At Mulgrave we believe that:

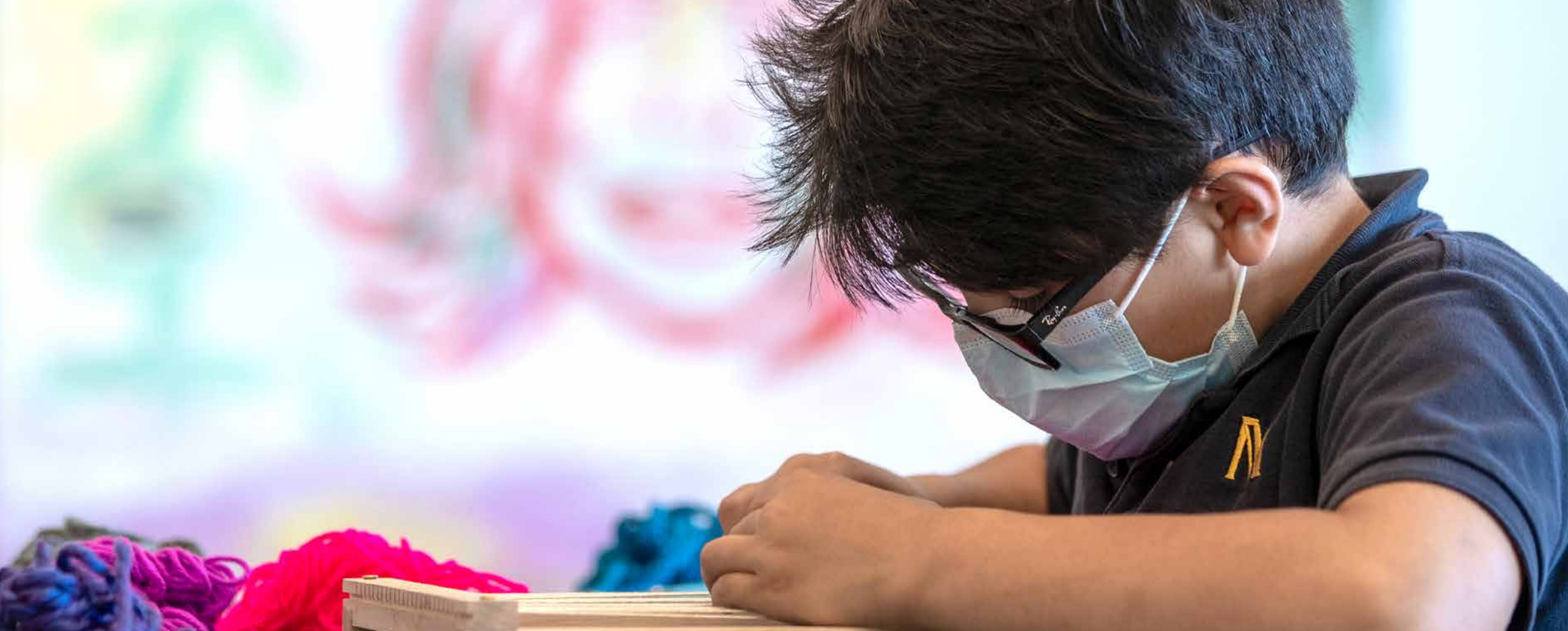
- Individual values are based on personal integrity and acting with respect towards others.
- Our sense of community and friendship is founded on humility, empathy, commitment and inclusion.
- Life-long learning is built upon curiosity, creativity, agility, and innovative thinking.
- A global perspective and environmental and social responsibility are central to becoming true world citizens.
- All members of our community strive for wellbeing and balance and understand that achieving one's personal best should be enjoyable.

## STRATEGIC FUNDAMENTALS

The strategic fundamentals in terms of our essential character as a school are that we should continue for the next 3-4 years to be an international, independent, gender-inclusive, pre-K-12, three classes per grade, secular, day school for local and international families that choose to live on or near the North Shore of Vancouver. We will continue to value our strong sense of community and our pluralism. Our students will continue to be selected on the basis that they will be able to successfully follow and benefit from our deliberately inclusive IB programmes and enrichment opportunities so that they can achieve their personal best and attain post-secondary places according to their skills and preferences.







## MULGRAVE STRATEGIC PLAN EXECUTIVE SUMMARY

In the next three years, it is our intention, while being true to our school's mission, vision, values and traditions, to build on our success from the previous strategic plan 2016-2020 and to ensure that we continue to provide an outstanding future-orientated education for the students in our care.

Our education provision remains broad and holistic from PK3 to Grade 12. While we have embraced the concept of personalisation and student choice, this is to some extent, framed by the IB programmes' broad core curriculum, which we continue to believe is excellent preparation for post-secondary study and life beyond. The IB curriculum is a values-based international programme that not only develops high level cognitive and metacognition skills but also encourages the development of a wide range

of dispositions and practical skills for lifelong happiness and success. The IB approach does not encourage early specialisation, and this means that students have many choices when they consider their post-secondary options. Our students' core academic education is further enriched by an extremely wide range of enrichment programmes and co-curricular opportunities.

We continue to recruit students and families who would benefit from the IB programmes and the school's philosophy, values and opportunities. All of our students follow the IBPYP and IBMYP, however, about 15% of our Senior students choose to follow an enriched pathway to graduation. They customise their programme with selected IB courses and BC Provincial courses in order to pursue their

commitments to athletics, the arts, or other interests. These students benefit from the rigour of our IB programme and create a balance that allows them to manage demands on their time while excelling in other areas of their education.

Our community is inclusive, and culturally and racially diverse with about 40 nationalities represented. We are currently focussing on growing our needs-based scholarship programme to try to improve our socio-economic diversity. At this time, 97% of our students have Canadian Permanent Residency or Citizenship with most of the remaining having long-term student visas. Apart from a very small number of overseas scholarship students (in family homestay), our students

are required to live with at least one parent or guardian in the lower mainland within an easy commute of the school.

During the course of the next three years, we will continue to develop, evaluate and improve all aspects of our education. However, following extensive consultation with all stakeholders, we have identified a number of key areas where we want to put additional focus. Each division of the school (EY, JS, MS, SS) has considered these school-wide goal areas along with other priorities that they may have and have determined the way in which they will contribute to these goals. This overarching whole school plan only gives a high-level summary of some of the divisional activities involved in meeting these goals.

# OVERARCHING WHOLE SCHOOL EDUCATIONAL GOALS

## PERSONALISATION



Engaging **Student Agency** (voice) and **Technology** to continue to support increased **Personalisation** of learning, curriculum and support within and beyond the IB programme frameworks.

## STUDENT HEALTH AND WELLBEING



Increased focus on **Student Health and Wellbeing** with more emphasis on **Social and Emotional Learning** and the increased use of **Experiential Outdoor Education**.

## SKILLS DEVELOPMENT



Continued focus on students' **Skills Development** with special emphasis on **Creativity, Global Citizenship, and Social Entrepreneurship**.

These goals, following extensive stakeholder consultation, have come from combining the results of CIS/IB and CAIS self review exercises, the hopes and aspirations of our parents and students, and the educational vision provided by the leadership team and the staff at the school. The Board is committed to this agenda and looks forward to steering Mulgrave to new levels of excellence over the coming years.

To achieve our educational vision, we will continue to recruit and retain the highest quality staff and leaders and develop them, along with our culture of innovation and continuous improvement, so that they can inspire our children and achieve our vision and mission. We will maintain and further develop our strong sense of community and recommit to actively involving parents in all aspects of school life. We will aim to further enhance our learning environment and facilities in order to improve the education programmes for students, and continue to strengthen advancement activities to achieve this and to support all methods of financial assistance. We will ensure that our school operates effectively and efficiently and confirm that we have the correct funding in place to achieve our goals.

We will continue to be connected to, and be a leader in, our local and international educational communities being fully engaged in the activities of the International Baccalaureate Organisation (IBO), the BC Ministry of Education, the Independent Schools Association of BC (ISABC), Canadian Accredited Independent Schools (CAIS) and the Council for International Schools (CIS). We will use these organisations to continually support our internal quality assurance processes with their various external accreditation and verification exercises so that we can further develop our culture of continuous improvement and innovation.





## PERSONALISATION



Engaging student agency (voice) and technology to continue to support increased personalisation of learning, curriculum and support within and beyond the IB programme frameworks.

### PERSONALISATION OF LEARNING

In all divisions, we will continue to strive to enhance the quality of teaching, learning and our students' 'personal best' academic achievement including through a focus on differentiation, executive functioning and other core skills, and the more sophisticated use of assessment data.

In the Upper School, we will use the Mulgrave personalisation and innovation framework to develop the increased use of technology to enhance blended learning and student agency in learning.

We will continue to enhance students' technology skills and utilise the best technology applications to personalise, enrich, and deepen student learning and achievement.

### PERSONALISATION OF CURRICULUM

We will look to further develop student agency and choice within the curriculum. Students in the PYP will increasingly choose the direction of their inquiries, in the MYP select from a wider range of electives, and in the Senior School select from a growing range of courses and experiences.

### PERSONALISATION OF SUPPORT

We will look to further improve and personalise the support available to students. This includes counselling and university counselling, learning support, and increased levels of oversight and care from advisors, class teachers, and divisional leaders.

## STUDENT HEALTH AND WELLBEING



Increased focus on student health and wellbeing with more emphasis on social and emotional learning and the increased use of experiential outdoor education.

We will have a strong focus on improving our students' sense of wellbeing using a wellbeing framework to guide our work across all aspects of school life based on the positive education curriculum and positive psychology approaches. Our approach will be to ensure that we have both proactive wellbeing approaches and practices in place, along with exceptional reactive support strategies. The wellbeing framework focusses on identity, accomplishments, engagement, sense of purpose, relationships, emotions, and physical health.

There will be an increased focus on identity as a key part of wellbeing. Understanding all aspects of one's own emerging identity, understanding the identity of others, and having the skills to connect with people from different backgrounds are all part of this framework.

As part of wellbeing, we will enhance our students' outdoor learning, outdoor education, and residential experiences both on the school campus and beyond. We will explore having our own OE centre and partnerships with OE organisations and look at extending off campus residential trips.







## SKILLS DEVELOPMENT



Continued focus on students' skills development with special emphasis on creativity, global citizenship, and social entrepreneurship.

### CREATIVITY

We will strive to have an increased focus on both creativity and creative thinking skills.

### GLOBAL CITIZENSHIP

We will work intensely to ensure that our students have a deep understanding of

- all aspects of their identity, including their cultural and racial identity.
- the identities of others, especially those who face prejudice, discrimination, equity and social justice issues.
- the intercultural skills necessary to connect with people from cultures different from their own.

We will further develop our students' inclusion, intercultural and additional language skills.

We will ensure that our students are even more aware of the UN sustainable development goals and the need to be active in achieving them.

We will support students' development and application of ethical leadership skills and qualities in a variety of theoretical and practical opportunities.

### SOCIAL ENTREPRENEURSHIP

We will further empower students as changemakers and leaders to address equity and social justice issues through enrichment and co-curricular activities. Through these activities, students will develop entrepreneurial skills which can also be applied through an increasing range of business and design opportunities.





**SARA  
GANSCHOW**

My tapestry represents me going out of my comfort zone during my experience at Mulgrave this year. Since the top is the same pattern for a few rows, it represents me staying in my comfort zone; however, as time passes by, some of the rows get quite unorganised, representing my effort to try new things.

**JULIA  
SLATER**

I feel as though my weaving represents me growing up by going through different grades, learning new things, and making mistakes along the way but learning from them.



**ELLA  
ZU**

My tapestry reflects my Mulgrave experience. I came to this school last year, and I was kind of overwhelmed by the new people around me. That is why the very first column of my tapestry is filled with multiple colours. I had different mixed up feelings to start. Then, it slowly became organised and clean. That is because as the year passed, I recognised Mulgrave as home, and I don't feel overwhelmed or left out anymore.



**JOSH  
WANG**

The theme of my weaving focuses on my time spent at Mulgrave. The first layer is just a base for the construction of the patterns above. Next, I decided to use dark blue as my second layer, signifying my life before Mulgrave. The knots above the dark blue are a variety of different bright colours, signifying my life after Mulgrave, which is much more 'colourful'. The extra space at the top of my weaving represents the future I have yet to weave.



**VANDA  
VAZIRI KASHANI**

My weaving tells a story of my life, one of growth, interconnectedness, and community. The white represents my youth, my growing stage; with Mulgrave being the eye in the middle of it in color. I used those three colors all throughout the weaving to represent how the skills I learn at Mulgrave will shape my adult life and how they will always be a part of me, working in tandem with one another to propel me forward.

**MIKKAH-ALI DAMJI**

My piece shows a few simple colours that represent my values here at Mulgrave, the values, morals, and ethics I have developed in this community. As one's eyes move up the tapestry, the style of the weaving changes going from simple to more complex. This represents how, while the colours stay the same, there is growth in technique and skill which parallels my journey here. My values have remained the same, but I am growing as a student and person.

**QAIM BURGNER**

My tapestry started out rough like a newborn fish going through rough waters to get to the ocean and find its home. My first year at Mulgrave started somewhat like that, but the welcoming teachers, staff and students helped it quickly become a smooth transition. Now, having been at the school for a few years, and just like my tapestry where every string gets woven into one piece, I feel like I too belong to one big Mulgrave community!



## TYING IT ALL TOGETHER

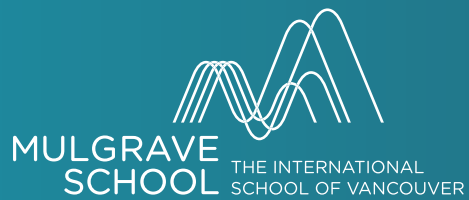
We are excited to see this strategic plan take shape, and for a new tapestry to emerge that is even stronger and more vibrant, yet still based on the foundation of our history. Each student who has ever passed through our campus has experienced Mulgrave differently, in a highly personalised way, and we expect the same of students to come. The threads that they pull into their own loom, and touch with their creativity and passion, will transform into a piece that is as unique and vibrant as each of them.

Through the actions outlined in this plan, we will create an environment and culture for students to flourish and thrive throughout their education and for years to come. Like a weaving, this doesn't happen quickly, and it requires patience and thought. We'll pause and assess. Like a piece of art, there are times that we will need to critique, iterate, and even try again.

We look forward to sharing yearly updates with you in our annual report and through the stories in our newsletter.







For more information including  
videos and updates please visit:  
**STRATPLAN.MULGRAVE.COM**