

the **GRYPHON**

people
I are
drawn
to our
school
from
around
the
World



PHOTO Sean B. (Grade 10) offers his perspective at the Model United Nations Conference in Vancouver, BC

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The Internationalism Mystery Revealed

What does it mean to be an international school?

The children in our school come from many nations, speak many languages, draw upon many cultures, and look forward to living in an international and intercultural world. We need to make sure that we educate them for this multicultural world, this global community which is our current reality, and is also their future opportunity. So, how can we do that? **What does it mean to be an international and intercultural school?**

The answer, of course, is that nobody really knows.

There are probably as many meanings of “international” as there are organizations that claim to be international. In our school, it means that we need to continue to embrace people from many nations, and continue to celebrate many cultures. We need to celebrate differences and commonalities between people. And as we celebrate, we also need to inquire: Inquire about how we can communicate together in spite of language difference; inquire as to how others understand human rights as we

uphold our Canadian and United Nations Charters of Human Rights; inquire into the arts in many cultures even as we seek what is universal in art, music, and theatre. We must first understand others in order to celebrate our differences.

Our Vision speaks to welcoming people from around the world – and we do. We also provide opportunities for our students to travel widely. We offer courses which involve people from around the world, initiate communication with other children in different countries, provide international service and support, and study at least three languages.

Importantly, we also hold ourselves to international standards of school quality and of school curriculum. We recently were successful in accrediting as an international school through the Council of International Schools. This was a close examination of every aspect of schooling – governance, facilities, finance, leadership, development, and so on. We are now one of two schools in Canada to hold this rigorous accreditation. Perhaps more importantly, we just completed an International Baccalaureate Continuum authorization visit, one of the few schools in the world to ask for, and to receive, such an accreditation. Both

The *four* Pillars of Education

Knowing that change is the only certainty, we engage with challenging and complex questions effectively and creatively.

01

Learning to know

Learning how to learn, so as to benefit from the opportunities education provides through life.

02

Learning to do

Learning to adapt and to succeed in many situations, and in many contexts.

03

Learning to live together

Developing an understanding of other people and an appreciation of interdependence.

04

Learning to be

Developing one's personality and learning to act with greater autonomy, judgement, and personal responsibility.

were very positive, but both made some recommendations for future development, mostly in the area of continuing to develop international-mindedness in our school. We will continue to do just that.

Essentially, we cannot become complacent in our obligation to create a school where children are truly globally minded and globally competent. We continue to develop the International Baccalaureate Continuum at our school for this reason. In choosing this International Baccalaureate curriculum, we have compared this education to the UNESCO document, "Learning: The Treasure Within, Report to UNESCO of the International Commission". This document seeks to define the attributes of learning for this century, and within a globalized world. They suggest four pillars of learning:

Education throughout life is based on four pillars: learning to know, learning to do, learning to live together and learning to be.

Learning to know, by combining a sufficiently broad general knowledge with the opportunity to work in depth on a small number of subjects. This also means learning to learn, so as to benefit from the opportunities education provides throughout life.

Formal education systems tend to emphasize the acquisition of knowledge to the detriment of other types of learning, but **it is vital now to conceive education in a more encompassing fashion.**

Learning to do, in order to acquire not only an occupational skill but also, more broadly, the competence to deal with many situations and work in teams. It also means learning to do in the context of young peoples' various social and work experiences which may be informal, as a result of the local or national context, or formal, involving courses, alternating study and work.

Learning to live together, by developing an understanding of other people and an appreciation of interdependence - carrying out joint projects and learning to manage conflicts - in a spirit of respect for the values of pluralism, mutual understanding, and peace.

Learning to be, so as better to develop one's personality and be able to act with ever greater autonomy, judgement, and personal responsibility. In that connection, education must not disregard any aspect of a person's potential: memory, reasoning, aesthetic sense, physical capacities, and communication skills.

Formal education systems tend to emphasize the acquisition of knowledge to the detriment of other types of learning, but it is vital now to conceive education in a more encompassing fashion. Such a vision should inform and guide future educational reforms and policy, in relation both to contents and to methods.

At our school, we understand that the IBO Continuum meets the criteria established in the UNESCO document, and that our Guiding Statements embody the principles of both. The IB Continuum curriculum allows our students recognition around the world for their education, enabling them to study and to live internationally.



How does Meadowridge support students' development of the four pillars of knowledge?

THE IB PROGRAMME

The IB is known for its rigour, and programme graduates are now recognized as being very well prepared for university and higher-level education.

Our graduates are multilingual, balanced, knowledgeable, thoughtful, principled, open-minded, caring, and reflective. We call upon them to be risk-takers, and to base their work on inquiry. That is, we embed the IB Learner Profile into our daily life, as we believe that these dispositions and abilities encapsulate the qualities needed for happiness and success around the world, and across time. These form the basis for our student reporting, and for our awards. They are the basis for selecting our Board members, and the basis for our teacher reporting.

The Learner Profile is the enactment of our Mission statement, and captures the UNESCO principles fully. It requires depth of knowledge, a system of Approaches to Learning and Command terms, a well-rounded education, service learning, action in service, the development of personal capacities and dispositions, and a global understanding. We study other cultures, inquire into the immigrant experience, learn several languages, engage in online learning with people from other countries, and write international tests (CEM, IBO, and OECD).

PROGRAMS OFFERED AT INTERNATIONAL STANDARDS

In all of our programs, we seek the highest in international standards. As one example, our Sexual Health program is consistent with the principles articulated in the UNESCO document "International Technical Guidance on Sexuality Education".

In another example, we have just completed the IBO initiative in the MYP on "Building Quality Curriculum", and received very positive feedback on an international scale. We continue to pursue international excellence through ongoing inquiry. Inquiry

We would prefer to have an ongoing inquiry into what it means to be truly international and intercultural, driven by our belief that **change is the only constant, and that constant inquiry is the real measure of a school.**



is the basis of our pedagogy, and of our school development, and we live it fully. As our Vision makes clear, we “...engage with challenging and complex questions effectively and creatively” in our ongoing quest for a truly international and intercultural education.

INFORMAL AND HIDDEN CURRICULA

Our informal and hidden curricula are also aligned. We live an intercultural life in our school. Our Library is collecting books in several languages. Our parents, working with the Library, are creating sets of books – in English – recorded by them – so that non-English speaking parents might be able to help their children to learn English, while at the same time supporting a maternal language.

We celebrate holidays and important days from multiple cultures, often driven by our parents. We have produced plays drawn from other cultures, and concerts using varied cultural sources of music.

We engage in travel and service to multiple countries throughout the world (Spain, France, Ecuador, Costa Rica, USA, Belize, Japan, Thailand, and Guatemala).

But...we have hesitated to identify our students by race, nationality, or culture, because our students themselves identify as intercultural, and do not see people of different races or heritage or nationality as some sort of “other” kind of person. We have worked with experts in the field of multiculturalism

in our professional development, and have come to see that everyone brings their own beliefs with them, and so mutual understanding is the basis upon which we proceed. We have parents who translate our newsletters for other parents, and who work with the school to bring families closer, families who are in the process of adapting to a new country.

WE KNOW CHANGE IS THE ONLY CERTAINTY

As we continue to develop, we believe that our school is international and intercultural. We do have a definition, but definitions become limiting, and tend more to divide than to unite. In a Canadian school, we would prefer to have an ongoing inquiry into what it means to be truly international and intercultural, driven by our belief that change is the only constant, and that constant inquiry is the real measure of a school.

In the end, we want to learn how to care for ourselves and others, and we want to learn to live well, with others and for others, in a just community.

Hugh Burke,
Headmaster



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.

Meadowridge's Mission and Vision were carefully constructed with the knowledge that our world is "increasingly global, increasingly intercultural, increasingly complex, and increasingly interdependent." These guiding statements not only reflect Meadowridge as an institution, but also our families who believe in what our school offers, and embody the values of caring, community, and culture.

These values shine brightly in two of our most vibrant parent volunteers, Yamini Gandesha, who organizes the annual Diwali celebration, and Jenny Guo who this year emceed the Lunar New Year assembly. We had a chance to talk to both of them about what volunteering at Meadowridge means to them.

Sharing Culture, Sharing Values.

Meet two parents bringing the world to Meadowridge

Yamini Gandesha

Grade 9 and 11 Parent

How long have you been at Meadowridge, and what brought you here?

This is our twelfth year here. We moved from Coquitlam to Maple Ridge to be closer to Meadowridge School, after watching our nieces do very well at the school. In fact, when our daughter started Kindergarten, her Grade 12 buddy was her own cousin!

You are an active volunteer, both within Meadowridge and outside of it. Why is volunteering such a large part of your life?

There are so many reasons, and I am quite fortunate that I am able to give the amount of time that I do to volunteering. Not only do I get to learn a lot from volunteering, I meet some great people along the way.

I love how the school is so open to different cultures, and actually allows us to share and promote individual cultures. At Meadowridge, being welcomed and asked to share important cultural days is very special.

As a Grade Representative, I get to know the school, teachers and families, and help to keep them informed throughout the year. I also really enjoy assisting in worthwhile events around the school and our community.

Why have you stayed at Meadowridge?

Well, firstly, my children love it here! They have so many opportunities

available to them at Meadowridge. I value that Meadowridge strives to develop caring lifelong learners, challenges them to connect what they learn to the real world and also prepares them for success at university and further.

I love how the school is so open to different cultures, and actually allows us to share and promote individual cultures.



At Meadowridge, being welcomed and asked to share important cultural days is very special.

Do you think that is why the Diwali celebration is so successful?

I think the Diwali celebration at Meadowridge is successful because there is a genuine interest from children, families, and teachers to share and learn about different cultures and traditions at our school. The event is a success due to the effort of so many wonderful volunteers who are eager to help whether it is to assist organizing the celebration, teach about rangoli, henna, saris, or dance and music. The vast array of delicious traditional snacks and treats brought in by so many families is always the highlight of this successful event.



Jenny Guo

Grade 11 Parent

How long have you been at Meadowridge, and what brought you here?

We have only been here for three years, but it really seems like longer! Our family moved to Canada from China to be closer to my brother, who lives in Burnaby, and also for the cleaner environment here. When

we were looking at schools for my son, this is the only one we seriously considered.

The very first time we came to see Meadowridge, we were greeted in the parking lot by a teacher. She smiled at us, and said “Welcome to Meadowridge.”

It was such a warm welcome, that we knew we wanted to stay.

Why do you volunteer at the school?

I like to help others when I can, and I want my son to see me helping others, so he will do the same. He may be in Grade 11, but I still want to be a role model for him.

When I was asked to be the Emcee for the Lunar New Year assembly, I was so nervous! I don’t know how to communicate well with small children, and my English is not perfect.

Then, I remembered how last year I encouraged my son to join Drama, but he said his stage fright was too bad to do it. So, I decided that I would be the Emcee, even though I was afraid, so he could see me face my fears. I want him to be able to face his challenges, no matter where he is!

[Lunar New Year] is the biggest celebration in China, and people come together with all of their family and friends to celebrate. Meadowridge is an important part of our life, and we want to share the special time with the school, too!



My son even helped me prepare, by listening to me practice and reading my speech. Later, a teacher asked if he had seen my performance. He hadn't, because he was too busy studying! But I could tell he was proud of me.

Lunar New Year has become a huge celebration at the school, involving many of our parents. Why do you think it is so successful?

Well, we do have a lot of families here that celebrate Lunar New Year at home. It is the biggest celebration in China, and people come together with all of their family and friends to celebrate. Meadowridge is an

important part of our life, and we want to share the special time with the school, too!

The parents all come together to help one another in everything. If I need something, I can just ask, and a parent is willing to help.

I have made so many good friends here through volunteering, which is important as an immigrant and a new family at the school.

Why do you stay at Meadowridge?

Very simply, because my son is happy here!

Yamini and Jenny are two of our vast network of parent volunteers, who do everything from write class emails, to coach students, to be guest speakers.

Each contributes in the way that they can best, and we are ever grateful. Meadowridge is a place where our whole community joins together to support and celebrate our differences, while sharing the same single goal: a place for our children to learn to live well, with others and for others, in a just community.



THE NORTH FOREST IS Open Minded

STORY BY: JAMES WILLMS

Our community is fortunate to have a whole host of global citizens – parents, students, teachers, staff, and friends – to learn from; together, they represent over 40 countries from around the world. Knowing that children are entering a world that is increasingly global, increasingly intercultural, and increasingly complex, **it's now more important than ever to teach students to be open-minded.**

To foster cultural and international mindedness, students embody the characteristics of the International Baccalaureate (IB) Learner Profile, and are encouraged to be risk-takers, to be caring, to be open-minded... these concepts are lived and learned; students learn by experiencing and practicing, not by study and concept.

As IB Learners, our community strives to be open-minded. We appreciate our own cultures, as well as the traditions of others. We seek and evaluate a range of points of view, and are willing to grow from experience.

How students learn to be global citizens—to be open-minded—looks different from grade-to-grade. That's because these characteristics are practiced and built upon across the continuum, from Junior Kindergarten to Grade 12.

How does a grade five student interpret open-mindedness?

Mr. Willms found out by asking a simple question: *what does the North Forest mean to you?*

Over the past four years, our community has engaged in a shared inquiry, exploring Meadowridge's outdoor campus—our North Forest and our gardens—and how they help to define a sense of place. This inquiry has directed the efforts of our staff, students, and the greater community as we discover the ways in which these spaces help us to live and learn.

It has been my privilege to teach many of our current grade 5 students when they were in grade 3, and I thought it would be interesting to ask them, the students, to reflect on their sense of place in the North Forest and gardens. To ask them how they view the outdoors at their school.

Each student's connection was personal, and their answers unique; they ranged from



activities in the forest—playing favourite games, observing changes, growing foods and eating them, and imagining the North Forest is the Forbidden Forest from Harry Potter—to feelings or specific memories—things like favourite hiding spots, a profound moment of awe and wonder, and a sense of calm. Each student’s answer further emphasized how natural spaces like the North Forest and gardens hold an infinite capacity for exploration, discovery, inquiry, and reflection.

I am humbled by this student’s response and their understanding of the IB Learner Profile and in their ability to pause, reflect, and personify the North Forest with such a flattering disposition.

The North Forest is a place that receives all things as they are and offers all that it has to whatever and whomever inhabits it. As we continue to explore, experience, and enjoy the North Forest and gardens, we must be cognizant of this ‘open-mindedness’ and



It is through intentional relationships with people and place that intrinsic connections are built and genuine care and empathy can be given the opportunity to flourish



There was one response which caught my attention, for it translated the IB Learner Profile to the North Forest in the simple way only a young mind is able.

understand that we in-turn inherit the responsibility of ensuring the North Forest remains open-minded for generations to come.

The student remarked “the forest is open-minded, because it is always accepting of what and who enters it. I would like to be this open-minded.”

It is through intentional relationships with people and place, that intrinsic connections are built, and genuine care and empathy can be given opportunity to flourish as we pursue to “live well, with others and for others, in a just community.”



ABOUT THE AUTHOR *James Willms is in his sixth year at Meadowridge School and currently instructs a grade 5 class and coordinates the Outdoor Experiential Education for the entire school. He has completed a graduate degree in Ecological Education and continuously looks for ways to integrate outdoor learning into his teaching practice. James has travelled extensively, including teaching in Thailand for two years and is now somewhat grounded by his rowdy son, Trail.*



Developing global citizens, people who are active, engaged, and involved.

We learn relevant to the realities of the world

Meadowridge School exists as a point of departure for parents and students who are seeking more meaning from education; an unfettered education that has greater impact on the whole individual and more relevance to the realities of the world.

We learn together

A culture that values the whole child, the whole school, the whole community, both built and natural, and the whole world; the perspective that is both a part of, and apart from, the knowledge it seeks.

We learn knowing change is the only certainty

Education has become a system of production, with specific focus on grades as the measure of success. Meadowridge challenges the conventional wisdom of education, on the grounds that invention rather than convention is needed in a world where change is the only constant.

We learn with our heads, hearts, and hands

The focus on narrow academics ignores the true value of education and, more importantly, the key to successful individual learning: the ability of teachers and parents to relate the student's entire life experience to school, to engage mind, heart, and body in the pursuit of meaningful knowledge — to have multiple perspectives.

We learn how to learn

Meadowridge doesn't fill the student's mind with information; it trains the mind to bring order to the world, to consider it calmly, and ultimately understand it.

We learn and live our Mission

We have created a just community within the school — one that is shaped by caring and trust, and also clarity of expectation and rules. We have a commitment to supporting communities around the world, because we know that social justice depends upon communities becoming self-sufficient and educated.



20

Our staff can speak up to 20 languages other than English. Listen closely and you can hear perhaps six different accents of English alone!

38

In our latest count, we have 38 different languages spoken by members of **our whole** community.

30+

Our community hails from over 30 countries from around the world. Just look at the flags hanging outside our school!

165+

Over 165 language resource books were circulated by the Library last year alone.

5

Last year alone, we welcomed families from five different countries, including Canada, Ireland, United Kingdom, China, and India.

Learning to live well, with others and for others.

Why Travel?

Lately, we've been seeing it more and more: schools, and even entire districts, are preventing student travel.

WRITTEN BY MR. PATRICK NIWA

The reasons are many; some see international travel as too risky, and hope to limit liability, while others consider it too much work to plan and organize.

Unfortunately, no matter the reason, the students affected are deprived from a wonderful learning opportunity and the means of appreciating other cultures. Travel is important, and that's why Meadowridge continues to encourage, sponsor, and promote international trips.

Why travel?

01 To appreciate other cultures and people

Tolerance is a word often used to describe how we should interact with people who are different than us. The premise is that if we tolerate one another, the world would be a better place. With tolerance, religion, customs, skin colour and everything else which makes us unique aren't as divisive. Tolerance, however, is not the appropriate word either - nor is acceptance. Acceptance


doesn't allow us to see the value in what cultures bring to other societies, to celebrate their uniqueness and recognize their histories. Appreciate is a much more powerful word, as it allows us to recognize, value, and even reveal differences in a much deeper way.

Meadowridge appreciates the uniqueness of culture and this is why we have an International Travel Program. We embrace every culture amongst students and staff and hold them equally important to every other.

02 To change lives and inspire action

Having had discussion with parents, students, and teachers, you hear the life-changing experiences our student travelers have enjoyed. Some students have even been moved to tears when they realize how lucky we all are to live in Canada. Others have been motivated to make volunteerism a greater part of their lives.

When students show photos of new friends, and tell stories of what they've seen, smelled, and felt, their peers are captivated.



“Some students have even been moved to tears when they realize how lucky we all are to live in Canada. Others have been motivated to make volunteerism a greater part of their lives.”

03 To make authentic memories

The memories our students make during travel cannot be attained by visiting all-inclusive resorts. The cultures cannot be experienced as deeply.

This is why our international travel program fosters a deeper appreciation of culture, language, and environment by staying in hotels and homestays, and by interacting with people and the environment. In doing so, students also better appreciate our country, our social security, our economy, and help us to better realize the amazing country in which we live.

To ensure the greatest value, safety, security, and life-changing experiences, a lot of planning must take place, which is why our teachers are already planning and proposing trips for the next school year.



This Year's Trips

Over Spring Break, our students travelled to Orlando, Costa Rica, and Thailand.

In Thailand, students trekked through the Thai jungle, slept in hammocks, and worked with elephants; they visited markets, ate Thai cuisine, and visited ancient temples. In Costa Rica, students spent time saving sea turtles, boated through the jungle and saw monkeys, crocodiles, and sloths. In Orlando, students worked to rehabilitate wild mustangs; they also kayaked with manatees and went horseback riding before they get a behind-the-scenes look at the science of amusement park rides and entered the parks before the public.

Our International

Travel Program fosters

a deeper appreciation of

culture, language, and

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by interacting with people

and the environment.

While some of these trips focus on deepening a curricular understanding, others focus on service work and culture. Hopefully during the entire MYP and DP programme, our students will be able to participate in a wide variety of trips and learn to appreciate what the world has to offer and appreciate our Canadian quality of life.



Travel 2017 Snaps

From left to right: **1** Students hard at work, helping out where they can around the Wild Horse Rescue Centre in Mims, Florida. **2** Students in Costa Rica venture into the jungle by boat. **3** During students' stay at the Elephant Sanctuary in Thailand, transportation to-and-from camp was a bumpy ride in the back of a truck. **4** Students in Thailand visited a local school where they got to meet local children and check out the facilities – the children welcomed Meadowridge by performing a beautiful Thai dance! **5** After a full day's work, students in Florida had the chance to hand-feed the horses. **6** Students in Costa Rica helping out at the sea turtle hatchery. **7** In between their hard work at the Rescue Centre, students had the chance to practice lassoing, archery, and kayaking. **8** Students in Thailand visited the Elephant Sanctuary and met baby elephants. **9** Smile! Students snap a quick photo on one of many rides during their stay in Orlando.

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Every effort has been made to ensure the accuracy of this report. If, however, any errors or omissions have occurred, please accept our apologies and advise the Advancement Office so that corrections can be made.



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 Mr. & Mrs. Michael & Chantal Schutz
 Dr. & Mrs. Allen & Rosemarie Shen
 Mr. & Ms. Justin & Jennifer Simpson
 Mr. Troy Sobotka & Ms. Andrea Frisby
 Mrs. Norma-Jean Spika
 Mr. & Mrs. Scott & Yoshimi Spurgeon
 Mr. & Mrs. Ryan & Christal Storgaard
 Dr. Lun Wei Su & Mrs. Tian Liang
 Ms. Nadine Sugden
 Mr. & Mrs. Jianmin & Jingzhao Sun
 Mr. Kevin Sun & Ms. Helen Li
 Mr. Kefei Tan & Mrs. Hanfang Guo
 Telus
 Ms. Michelle Vally
 Ms. Joyce Villadiego
 Mr. Dong Wang & Ms. Linda Li
 Mr. Peizhi Wang & Ms. Yan Zhou
 Ms. Tamara Warner
 Drs. Qasim & Tehmina Wasti
 Dr. & Mrs. Lawrence & Tracey Welsh
 Mr. & Mrs. Paul & Kalie Whitaker
 Mr. & Mrs. James & Leslie Willms
 Mr. William Wong & Ms. Tina Lee
 Mr. Feng Xu & Ms. Shuo Chen
 Mr. Shuo Yang & Ms. Jia Xu
 Mr. Jiaxue Yang & Ms. Weijie Chong
 Mr. Zitao Ye & Mrs. Jenny Lu
 Mr. Rondald Zhang & Mrs. Anita Sheng
 Mr. Yong Zhang & Ms. Wenqing Chen
 Mr. Yongjun Zhang & Mrs. Yvonne Wei
 Mr. Yong Shun Zhang & Ms. Dan Dan Hu
 Mr. Jianmin Zhang & Ms. Shenghong Han
 Mr. Min Zhang & Ms. Ruoqi Zheng
 Mr. Baoming Zhang & Ms. Hui Cui
 Mr. Haifeng Zhao & Mrs. Kechun Zhang
 Mr. Jian Hong Zhang & Ms. Beiying Zhou
 Ms. Gilda Zivec
 Mr. Lianjie Zu & Ms. Bo Han



WE LEARN

FROM EACH
OTHER

Grade 5 interviews
Mr. Burke about
immigration

GRADE 5 STUDENTS' STORY Over the past few months, our grade 5 students welcomed over 40 people into their classroom to learn about their immigration experience. The series of interviews were conducted as part of their transdisciplinary theme, *Who We Are in Place and Time*. Guests shared their stories about immigrating to—or migrating from—Canada.

What skills did students practice?

Following the interviews, students summarized their guests' stories in an essay and presented them orally to their peers. Throughout the interview process, students gained experience using primary sources, formulating strong questions, engaging in discussion, asking clarifying or pertinent follow-up questions, recording information, and synthesizing information to create their own understanding. All of these skills help prepare students for their upcoming PYP Exhibition.

Inquiry into migration

Written by Sulakshana A. & Shifa A. (Grade 5)

In January, we interviewed Mr. Burke for a practice interview to help us with our upcoming immigration interviews. Our central idea was, "Migration leads to the spread of culture and ideas". Some Approaches to Learning (ATLs) that we focused on were: listening for important information, asking appropriate questions, respecting the interviewee, focusing to organize the interview and information, and synthesis as we pulled everything together. The concepts we looked at were perspective, causation, and change, which we demonstrated throughout our inquiry into immigration and how it has shaped our world.

Mr. Burke's immigration story

Mr. Burke and his family came to Canada for a better life. It took 12 days to arrive, travelling by two trains and a boat. One of his biggest challenges was to make friends and leave his old friends. It was even harder because he got bullied by teachers and students because of his accent. Immigrants try to prove themselves, and that's exactly what Mr. Burke did. When he arrived, there were many things he had to get used to. In Scotland, they ate a lot of potatoes and meat, but here in Canada they eat different kinds of foods; he said he liked the food here.

Another thing is that instead of wearing traditional shorts, like the ones Mr. Burke wore in Scotland, he switched to pants. One change was that it was colder in Scotland and warmer here. Another change was that in Scotland they play lots of cricket and here we play more baseball. Mr. Burke's emotional feelings went up and down along the way until he got used to being here. Some advice Mr. Burke would give to other immigrants is to "be patient, and try to have more humor and not be like I was." On behalf of the grade five class, this is the immigration story of Mr. Burke as it was told to us.

ON IMMIGRATING

You miss your family and friends

"Mr. Burke's challenge was missing his family and friends in Scotland. He says that immigrants get that feeling of being happy of the new country and then start missing their family or friends in their old country. Personally, my family gets that feeling every month or so." **Yassin H. (Grade 5)**

ON INTERVIEWING

You must learn the key elements

"I am proud of this piece because I learned how to conduct an interview, I learned how to write a letter, ask quality questions and put the information together."

Omer W. (Grade 5)

ON BEING OPEN-MINDED

Don't be afraid to ask questions

In reality we never stop and ask about other people's culture and we never try to learn, we should try... I learned that sometimes you have to talk to strangers in order to learn about different cultures.

Shifa A. (Grade 5)

ON EXPERIENCING NEW THINGS

Appreciate the little things

In Scotland, there weren't a lot of trees so Mr. Burke had never seen a house made of wood before he came to Canada. Some of the experiences Mr. Burke had were: for the first time in his life, as soon as he got to Montreal, he saw houses made of wood and he said, "wow those houses are made of wood!". His mouth was hanging open for most of his trip.

Ashwin K. (Grade 5)



WE LEARN

FROM EACH
OTHER

Mr. Burke interviews
Grade 5 about
immigration

MR. BURKE'S STORY A few months ago, I was interviewed by our Grade 5 students for their enquiry into the nature of immigration. They asked a wide variety of questions, including why I immigrated from Scotland, what it was like, the differences and similarities between Canada and my country of origin, my emotional response, and so on. They were very thorough.

Our students' stories

During my interview, I discovered that many of the children were themselves immigrants. So, I decided to interview them to find out a little more.

What do they think about immigration?

When I asked what word came to mind when they thought about immigration, the most common word mentioned was "multicultural". "Moving" was a close second! Some mentioned "challenges", and others said "refugees". They said it was emotional, stressful, inspiring, surprising, permanent, heartbreaking, and exciting. I asked about what we learn from this, and after some discussion, the conclusion was that, in their words, "...we all make a difference".

How we live together at our school

Meadowridge is a school of the world, in a world that is rapidly shrinking. In our lives, we will learn and work and play, vote and engage and live beside people - Canadians - from all over the world. Our children are learning from and with each other - in the best way - how to interact interculturally and internationally.

By graduation, most will be at least bilingual as they study French or Spanish, as well as retaining their familial languages. In this way, our students represent Canada, the country in the world which has an official policy of multiculturalism, a country that welcomes immigration as the best opportunity for all Canadians.

And as I spoke with this class, our children, I was really inspired by the possibilities of the future which they brought, a future of collaboration, learning, growth, understanding, and opportunity. I was encouraged that they are learning an international curriculum (International Baccalaureate), and learn in an accredited international school (Council of International Schools). They are prepared for a Canadian future with an international understanding.

They, perhaps more than many adults, understand that their future is not simply in understanding differences, but in embracing their common humanity. I was very grateful to them, and to their parents for creating our school.

ABOUT OUR STUDENTS

We come from around the world

77.5%

Students in the classes were immigrants, or the children of immigrants.

17

Students spoke seventeen different languages, but all spoke English at school.

16

Students originated from sixteen different countries.

18

Students' parents originated from eighteen different countries.

A number of students who were third or fourth generation Canadian were not of European descent.

There seemed little relationship between race and citizenship or immigration. Canadians, like immigrants, come from all over the world.

100%

Every student liked being Canadian.

Supporting a Well-Rounded, Inquiry Based, World Education

GRADE 7 SPANISH

During Classrooms Without Walls (CWOW), students in Grade 7 Spanish use legends and stories from Spain and Latin America to retell in their own videos, creating their own scripts and props, as well as filming and editing the footage.

PYP MUSIC

In PYP Music, students take part in the World Music Drumming program to explore the music of Africa and the Caribbean; the program also incorporates percussion instruments from around the world, allowing students to learn multicultural traditions. During their Marimba and Handbell Units, students in grades 2 through 5 carefully select music from a variety of different cultures. A strong emphasis is placed on learning the musical symbolism, culture, and history of our Indigenous people in BC. Indigenous music study is performance-based, incorporating authentic instruments and songs as sanctioned by our First Nation people. PYP Music views all instruments and vocal music choices in the program to be an opportunity to learn and play music from other parts of the world.

GRADE 6

In Grade 6 Language and Literature, students take part in three units which expand their understanding of the local and international communities around them.

Urbanisation Unit: Students explore the benefits and challenges of urban migration by investigating different major cities from around the world and exploring benefits and challenges particular to that city.

Government Unit: Students investigate the universal nature of governance, learn about different government systems, and compare government systems of Canada and China.

Make a Difference Unit: Students look at global issues, such as human rights' issues, and consider the power they have to advocate and inspire change. Students then undertake a human rights campaign in this regard, and complete a study on the Novel *The Breadwinner*, which takes place in Taliban governed Afghanistan.

Students also inquire into the role and mission of the United Nations in advocating and implanting change on an international scale, and participate in a Model United Nations conference in class.

GRADE 6

In Grade 6 French, students learn about cafés, restaurants, and food; then, during CWOW, their learning comes to life. Students learned from Mme Boyd, who showed students how to make a typical French crêpe. Students then made their own and enjoyed them to the last bite!

GRADE 3

In Grade 3, students participate in curricular activities which speak to our connection to the world beyond our immediate borders, investigating different number systems, indigenous ways of knowing, and structures from all around the world.

MYP FRENCH

In MYP French, students naturally explore other Francophone cultures, such as Québec, France, the French Caribbean, North Africa, and other French-African countries. Students research culture, local French expressions, food, music, and more. Without leaving the classroom, students experience and learn the cultures from around the world. Students also learn about school life in France, and have the opportunity to imagine what student life is like there, comparing it to their life here in Canada.

GRADE 8

One topic, multiple perspectives.

In Grade 8 Design, students explore different perspectives by studying castles from throughout history and building them. This unit is further explored in students' Societies and Literature classes, when they put themselves in the place of the castle inhabitants and describe for their classmates how their castle would have protected them in the Middle Ages.

KINDERGARTEN

In Kindergarten, students explore their Unit of Inquiry 'How We Organize Ourselves' by learning about families: students learn about their own families, as well as their classmates' families from around the world.

The classes also explore the function of our own school and its organization, inquiring about how schools in other parts of the world function, which encourages students to look for similarities and differences.

During the year, students and families are asked to present stories and share artifacts so students may learn more about family traditions. Students listen to each other share traditions which may be new to them.

DELE AND DELF EXAMS

Diplomas of Spanish as a Foreign Language (DELE) are official titles certifying degree of competence and mastery of the Spanish language, granted by the Ministry of Education, Culture and Sport of Spain. In Spanish, students strive to achieve their DELE certification. This year, we've had eight students achieve it (so far).

DELE A2 Rose W., Sabina V., Severine T., Suhaana S., Inara K., Andy H., and Tory F.

DELE B1 Clea C.

Diplôme d'Études en Langue Française (DELF) has been recently introduced in BC schools, and was organized at Alliance Française since 1990. International examinations in languages take an important place in student's curriculae, as they are recognized standards. This year, we've had 11 students achieve it (so far).

DELF B2 Imogen B., Borna A., Olivia M., Nikhil V., Donya A., Charleen L., and JR Z.

DELF B1 Alex B., AJ D., Jonny H., and Meison Y.

People of *immigration edition* Meadowridge

Ms. Lezelle Bredenkamp

WHERE YOU'LL FIND MS. BREDEKAMP helping out at the front desk and keeping the Educational Leadership Team (ELT) in check **SINCE** 2016

How did you end up in BC?

It's a long story! My best friend immigrated to Canada (Lower Mainland) with her family in Grade 11. During a visit to South Africa two years later, she played matchmaker with her boss (back in Canada) and my sister (in South Africa). They started communicating through letters, phone calls, and visits. My sister made the move to BC in 1997 and in October 2001 my daughter and I, along with my parents, came to BC for their wedding.

I was apprehensive about travelling 21 hours with a 3-year-old and didn't really have any expectations about Canada. Even though we were busy with wedding to-dos from the moment we landed, I felt a sense of peace and respect... for each other, community, country, and cultures. And so the day after the wedding, under a beautiful maple tree in Port Moody I realized that my heart and mind had fallen in love with how this beautiful place made me feel and how I had never before felt more 'at home'.

Back in South Africa my parents and I agreed to apply for immigration together. They were sponsored by my sister and I had to immigrate as a skilled worker. I was a single parent working full-time, completing a 3-year degree via correspondence in order to meet the requirements. Right before I was ready to submit my application, the immigration rules changed and more "points" were required for skilled workers. I was one point shy! My last option was to learn French so I took night classes and passed my exam with enough points to complete my application.

I applied through New York, the quickest processing centre at the time. Three years later I received instructions for medicals and a year later we were granted Permanent Residency. Without delay I planned a visit to Canada to validate our PR status along with a school tour, play-dates etc. The plan was to return to South Africa for a year before making the final move but once I was legally allowed to call Canada home, I found it impossible to wait. Shortly after returning to South Africa, I bought one-way tickets to Canada and we began our 'adventure' three months later, with my parents arriving in Canada later that year. I was recently asked if the "honeymoon" phase of immigration is over but I can honestly say that I am just as moved and honoured to call Canada home today as the moment I first caught a glimpse of this dream. We are very proud Canadian Citizens and my daughter (now 19) often thanks me for the life we built here.

What surprised you the most when you moved here?

I was mentally prepared for the weather and cultural changes, but it was the small things that took me by surprise. Our first weekend here my daughter and I went to McDonalds. I stood to the side sorting my money (very different than South African currency) and walked up to the counter with such confidence - ordering a side of chips with extra tomato sauce. The cashier had a confused look on his face until my then 7-year-old daughter stepped in to order fries with extra ketchup. I ended up having to learn a completely new version of English as words like robot, boot, pram, dummy etc. often created some blank stares. And how can you not understand the time-frame of 'now-now' and 'just-now' ...?

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What do you miss the most about South Africa?

Sunshine, thunder storms and the smell of the bushveld and game parks.

Where do you consider “home”?

British Columbia is home, but I will always have South African blood running through my veins.

One person you would like to sit down with, living or deceased?

Princess Diana or Nelson Mandela.

Spring or fall?

Fall - it was the colours and coziness of the season that made me ‘fall’ in love with BC underneath that maple tree.

What’s something people would be surprised to find out about you?

I would choose a tool-belt over shoe-shopping any day! I love working with wood and creating things.

Favourite Meadowridge memory?

The day two of us surprised another colleague with a special milestone birthday surprise... card, gift, singing, dancing - but wrong month!

One piece of advice you would give to 13-year-old you?

Boys are not as cool as you think.

A large, bold, yellow ampersand symbol is positioned on the right side of the page.A large, bold, yellow letter 'A' is positioned in the bottom left corner of the page.

JUNE

17

save the date

**MEADOWRIDGE
SCHOOL GOLF
TOURNAMENT**

PRESENTED BY LORDCO PARTS LTD