

bridge

THE MAGAZINE OF COLLINGWOOD SCHOOL



Community Block

A new approach
to service learning
at Morven

Mackenzie



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students as they pursue
their passions.



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DID YOU KNOW?

104 Collingwood Faculty and Staff have been with our School for over 20 years.

LET'S CONNECT

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CONTENTS

WINTER 2023

FEATURES

6 BUILDING COMMUNITY AT MORVEN

Community Block brings a new approach to service at our Senior School

10 THE GR. 6 MISSION TO MARS

Real-world challenges inspire an innovative, interdisciplinary unit created at Wentworth

12 TAKEL-ING THE CHALLENGE OF COACHING COACHES

Collingwood now has a growth coach for our Athletics coaches

14 BELONGING AT MORVEN

The Art 8 Collaborative Mural Project

18 CAN ENTREPRENEURSHIP PLAY A ROLE IN SOCIAL JUSTICE?

Entrepreneurship 12 and Social Justice 12 students collaborate on a real-world learning experience

IN EVERY ISSUE

2 MESSAGE FROM THE HEAD

4 #WENTWORTH

5 #MORVEN

16 PHOTO GALLERY

20 WHAT'S HAPPENING

24 SUNSHINE TEACHER

25 FACULTY AND STAFF NEWS

KEY DATES:

First Day of Classes after Break, January 9

Re-enrolment, January 30- February 5

Pro-D Day, February 17

BC Family Day-School Closed, February 20

Last day of classes before Spring Break, March 10

First day of classes after Spring Break, March 27

For a full calendar of school events, please see our weekly News & Reminders or visit collingwood.org.

NEWS



Happy New Year, everyone!

I hope all of you had an enjoyable Winter Break! The first half of the year has been absolutely wonderful as we have been able to return to regular school life. Whether it has been at our Welcome Back BBQ, Parent Conference, co-curricular events, performances or games, Collingwood is brimming with activity, and it has been a delight to re-engage with our community. Perhaps it's fitting, then, that our theme of this issue is Building Community.

At Collingwood, Community is one of our core values, and we work intentionally to infuse this into our daily life. Beyond the fun events listed above, we are purposely working to rebuild that sense of community that was interrupted during the pandemic. One of the ways that we are doing this is by inviting people to come together again to celebrate our students' artistic performances and shows. At our Morven Campus, dedicated Community Blocks (please see the article on page 6) are bringing students, faculty and non-teaching staff together to engage in important topics, including Truth & Reconciliation and EDI. We also find opportunities to speak to students about Global issues like the war in Ukraine and women's rights in Iran and Afghanistan. Similarly, Wentworth students and teachers have meaningful age-appropriate discussions and activities in Homeroom and Community and Connections Blocks.

All this work is in service of our belief that a strong community includes diverse minds and perspectives. We need those perspectives involved in all areas of school life. If you haven't already done so, we encourage all families to consider partnering with us across a host of volunteer opportunities at our School. Whether putting your name forward for our Industry Connections Database to partner in experiential learning with students or volunteering for one of our Parents' Council events or initiatives, there is something for everyone. I would also like to encourage families to put their names forward to serve on our Board of Governors or one of the Board's sub-committees—previous experience on a Board is helpful but not required. If any of these opportunities are of interest, I'd be happy to talk with you about the various volunteer roles and opportunities available at Collingwood.

Ultimately, when we do this work together, we help to foster an inclusive and equitable environment that embraces diversity for all members of our school community so that every person feels welcomed, understood and valued.

In closing, one person who had a special way of welcoming everyone to Collingwood was Liz Byrd—one of our founding parents who recently passed away in November. As a parent, friend, Governor and Chair of our first Parents' Council, Liz was a highly respected community member. As you will read over the page, Liz made several significant contributions to Collingwood and to the North Shore community at large. She will be dearly missed by all who knew and loved her.

A handwritten signature in dark ink, which appears to read 'Lisa Evans'. The signature is fluid and cursive, with a long, sweeping underline.

Lisa Evans,
Head of School

Liz Byrd



"Why not?"

Liz Byrd

This past November, Collingwood lost a dear friend and family member. Founding parent Liz Byrd leaves behind her two children, five granddaughters and countless other friends throughout the community.

Liz was Chair of Collingwood's first Parent's Council and served on the Collingwood School Board of Governors for eight years. She was instrumental in raising the funds needed to build the Morven Parent's Wing of our Senior School and believed that supporting Collingwood required the effort of the entire school community. We created Byrd House at our Senior School to honour the significant contributions made to Collingwood by both Liz and Ed Byrd.

Liz described herself "as a bit of an activist" and showed her vision and determination to make change through her community work. She was elected to the District of West Vancouver Council and was a proud founder of the Kay Meek Arts Centre. Liz was very active in protesting with the Coalition to Save Eagleridge Bluffs, risking arrest for her belief in protecting this land for recreation and conservation purposes in perpetuity. For her contributions and dedication to her community, Liz received the Queen's Golden Jubilee Medal, Canadian Confederation Medal, and Citizen Lifetime Achievement Award from the WV Chamber of Commerce.

Liz's life will be celebrated at 2 pm on Saturday, February 18, at the Kay Meek Arts Centre. Instead of flowers, please consider making a donation to the Kay Meek Arts Centre.



collingwood school



Few things are more precious than the first day of JK! Our little Bears and Eagles were full of excitement and smiles this morning. Welcome to Collingwood, little ones!



Add a comment...



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As a next step in our focus on Outdoor and Experiential Learning we are excited to incorporate a low ropes course to our Wentworth Campus. Thank you Tartan Fund donors!



Add a comment...



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Super fun day for our Gr. 3, 5, 6 & 7 Cross Country athletes at Jericho. Congratulations to all of our runners for working hard and doing their best. Go Cavs!



Add a comment...



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Congratulations to our Wentworth students for running in memory of Terry Fox. We celebrate this run every year as a reminder of Terry's dream, legacy and resilience.



Add a comment...



collingwood school



Science 5 is getting into the Halloween spirit with a pumpkin challenge - moving a pumpkin with at least three simple machines in their design. Their creativity was amazing!



Add a comment...



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This year's Tofino Surf & Service trip was an epic time for our Gr. 7s who had a blast learning to surf, working to clean up local beaches and learning about the coastal environment.



Add a comment...



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This crew flew to London for a @ [roundsquare](#) Conference. They will spend a week learning about internationalism, democracy, environmentalism, adventure leadership and service.




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This group of Gr. 10 students took on the role of leaders at a recent Gr. 4 program @ [campsummit](#). Thank you for demonstrating the power of getting involved in your community!




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Morven Art classes recently visited the Vancouver Art Gallery to source inspiration from the exhibition, *Uninvited: Canadian Women Artists in the Modern Moment*.



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Our Gr. 8 rugby team is off to an unbeaten start! Our coaches are thrilled by the team's performance and are looking forward to the last regular season game this Thursday! Go Cavs!!




Add a comment...

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Our Philosophy 12 class recently attended a Lecture at SFU to learn about the ethics concerning animals and tour the campus to get a feel for university student life!





Add a comment...

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As part of our EXL Program's service learning module, our Gr. 9's have partnered with @ [vancouver_food_runners](#) to bring surplus food to those experiencing food insecurity.



Add a comment...

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Building Community at Morven *

Community Block brings a new approach to service learning at our senior school

THROUGH OUR COLLECTIVE EXPERIENCE with the pandemic, we have all come to understand the value of community more than ever.

Morven's new Community Block program is bringing Collingwood's values to life by dedicating time for our senior school community to gather and engage in meaningful community work together. Every Monday, in all three trimesters, the Community Block features programming centred around in-class learning, whole school assemblies and events, EDI, leadership and service initiatives. Community Block classes are mixed-grade, house-based groups that will help continue to grow a sense of belonging in our school community and encourage house pride. **b**



While we are continually building community at Collingwood, in many ways, we are also rebuilding it this year. For a lot of students, the pandemic experience has left a deficit in the sense of connection and belonging that roots all communities. Community Block is one of the ways that we are providing the time and curricular opportunities needed to reintroduce students to community involvement. We believe everyone has an active role to play in supporting the development of a healthy community. That's why everyone is participating in Community Block, including faculty and staff.

- Martin Jones, Senior School Principal





This change in how we engage in and reflect on our service experiences is intended to allow students to focus more on qualitative experiences and sustained community relationships. That is why service hours will no longer be counted as a graduation requirement. Instead, students will be encouraged and coached to speak to the quality of the meaningful relationships they have created both within and outside of the Collingwood community through initiatives and service learning. In both Gr. 9 and Gr. 12, students will make a high school experiences presentation, which will include discussing meaningful service and leadership experiences. Students are also encouraged to use a project proposal form to start the process of planning a service initiative at Collingwood. Proposals can also involve interested Collingwood community members in an initiative outside of our School.

This year, we are using the United Nations Sustainable Development Goals to give themes to our actions. For example, our Gr. 8s have been focusing on the goal of life below water. We have had the privilege to partner with Ocean Ambassadors to create an ocean health inquiry at Ambleside Beach during our

eXL program. Our Gr. 9s are focusing on the goal of zero hunger. Also, through our eXL program, we were able to create a day where students engaged with the topic of food insecurity. We have partnered with Food Runners, saving almost five thousand pounds of food every Friday. Students also spent time at Loutet Farm learning about sustainable farming.

Holiday Hampers

We all know the holidays can be a difficult time for many families in Greater Vancouver. Holiday Hampers, a long-standing Collingwood tradition, is a heart-warming service initiative that helps bring the joy of the season to those who are struggling in our larger community. We are especially excited about working together to prepare Holiday Hampers this year during Community Block, as the program was not possible during the pandemic. Our School committed to making hampers for 32 families, who requested gifts such as coffee, blankets and board games. Throughout early December, donations were collected, assembled and delivered to these very deserving families throughout Vancouver. **B**



Some examples of service and leadership that our Collingwood community has been engaged with this year include:

- **Screen Time for Seniors.** A service initiative where students visit the West Vancouver Senior's Centre to socialize with seniors and help them learn how to use their technology, such as smartphones or tablets, to improve their connectivity.
- **Entrepreneurship 12 Indigenous Case Studies.** Students examined real-world challenges faced by Indigenous

businesses and presented strategies that honour and align with Indigenous culture, contributing to Truth and Reconciliation. You can read more about this in the story on page 18.

- **CBO's Impact.** The Collingwood Business Organization raises funds and awareness for community partners through various food sales such as Sundaes for Service and the Fantastic Food Fair. Community partners include Feed the Need, who provide hot meals for vulnerable seniors on the North Shore and From the Bottom Up, who provide diapers for mothers living in shelters.

THE GR. 6 MISSION TO MARS

YOUR MISSION

- TRAVEL TO MARS AND PLAN INITIAL SURVIVAL NEEDS
- DESIGN A FAIR AND JUST SOCIETY ON MARS
- REPORT AND PRESENT FINDINGS BACK TO EARTH

WHY IS THIS YOUR MISSION?

THE RELATIONSHIP BETWEEN A PART AND A WHOLE GOVERNS THE NATURAL WORLD. YOUR ROLE WITHIN THAT RELATIONSHIP DECIDES OUR FUTURE.



Real-world challenges inspire an innovative, interdisciplinary unit created at Wentworth

ONCE CONFINED TO THE PAGES of a science fiction novel, colonizing Mars is now the very real aspiration of organizations such as SpaceX.

While it may still be a while before we need to pack our bags, the potential for colonizing another planet raises some fascinating technological, logistical, social and ethical questions. How exactly do we get there? How will we survive once we get there? And, ultimately, what kind of society are we going to build on Mars?

This collection of relevant, real-world challenges served as the inspiration for an innovative, interdisciplinary unit developed by our Gr. 6 teacher team with the support of Wentworth's Academic Innovation Committee. "We're increasingly looking to identify areas where we can design interdisciplinary learning opportunities that challenge our students but are also exciting and cool," said Rheanne Stevens, Director of Teaching, Learning & Innovation at Wentworth. "It's also important that we continue to develop and elevate our teachers' skills and build capacity from within."

Aligned with Collingwood's Forward Focused Learning pillar, the Gr. 6 team wondered if it might be possible to develop an innovative Earth and Space unit that could integrate science, math, social studies and English language arts to better reflect the increasingly interconnected world we currently inhabit. This ambitious undertaking led to a partnership with Zen Maker Lab, a North Vancouver-based organization that specializes in educational innovation and allows teachers to work with specialist software developers, engineers and scientists.

Beginning in September, the Gr. 6 team attended brainstorming sessions at Zen Maker Lab to work through the problems that would make colonizing Mars a challenge and identify connections with different subject areas for student exploration. Working on whiteboards, the Gr. 6 team pinpointed “part of a whole” as the through-line or common thread across the different subjects. They then used the design thinking process to map out a six-week unit that asked big questions in each of the subject areas. How might we measure and quantify to help us understand extreme environments in outer space? How might we design our methods of travel? Our survival tools? How do we create a fair and just society on Mars? How can I look to other pioneers, leaders, trailblazers, and heroes to inspire my role? “Innovation only happens if you create space for it,” said Gareth Ronald-Jones, Director of Education Technology at Wentworth. “Our Gr. 6 team was so keen. They embraced the complexity and risk of developing an entirely new interdisciplinary unit from the ground up.”



The Gr. 6 Mission to Mars launched later in the fall term, culminating with an entire week focused exclusively on the unit. Even PHE was integrated as “basic training” for the mission. Students formed into specialist groups that would focus on exploring issues relating to transportation, shelter, food/water or power. Support from Zen Maker Lab specialists assisted with areas such as coding and 3-D printing.

In early December, the mission reported its findings to Earth. Students shared a wealth of learning and ideas that included potential methods of travel, inventions that would help humans face the extreme environment and recommended systems of government that would enable a fair and just society. Look out Mars, here comes Collingwood’s Gr. 6 students! 📢

“Our aim is to inspire socially responsible students by designing projects that reflect real-world problems and draw upon connections between subject disciplines. In doing so, students are better prepared to navigate a world that is becoming increasingly interconnected and complex.”

- Karissa Peters, Gr. 6 Homeroom Teacher

“As teachers, we guide our students to be risk takers, make mistakes and at times be uncomfortable in their learning. We know that innovation, deep learning, and authenticity can occur in these situations. For teachers, the Mission to Mars unit, from planning to delivery, was really an opportunity to model the very same characteristics that we ask from our students.”

- Gareth Ronald-Jones, *Director of Education Technology, Wentworth*

“I’ll never forget how much of an impact this assignment had on me—it gave me a chance to interact with new people outside my comfort zone, extend my imagination, and, most of all, learn all about Mars. Go Basecamp Prosperity!”

- Amu, Gr. 6

“I learned a great deal about rockets and how they are built. I loved learning about building and working in unison with my partners because that improved our end product exponentially.”

- Jayshaun, Gr. 6






TAKEL-ING THE CHALLENGE OF COACHING COACHES

By David Speirs, Director of Athletics

COLLINGWOOD'S SUCCESS IN ATHLETICS has come from the great partnership between hard-working student-athletes and dedicated coaches. Our coaches are renowned for bringing the best out of players, whether the team has won a BC Championship or finished 2-5 in a tough North Shore league.

Our current senior school coaching staff has played an integral role in 33 of Collingwood's 47 provincial team championships. With driven athletes and great coaches working together to create one of the most successful athletics programs in BC, you might think we can sit back and rest on our laurels. Not here at Collingwood. To become even better, Collingwood now has a coach to coach our coaches.

Aaron Takel joined us at Collingwood two and a half years ago. Aaron has extensive experience with the Canadian Rugby Senior Men's team as their analyst and has also been the Technical Director for both Alberta Rugby and, later, BC Rugby. He is also a Coach-Educator for World Rugby and Canada's National Coach Certification Program (NCCP) and is currently completing a master's degree in performance coaching. 

Aaron's mandate is to now be a growth coach for our Athletics coaches. His five-point plan includes:

1 Help coaches create their own personal growth plan

2 Coach coaches to be innovative

3 Model best practices, support practice design and support coaches in their match day competition

4 Create a community where best coaching practices are shared

5 Provide professional development for any of our coaches

Aaron has only been in this new position for four months, but many of our coaches have already sought out his expertise to help them improve. And, of course, our athletes will benefit from this growth. It's an exciting time to be a coach at Collingwood.

Belonging at Morven

The Art 8 Collaborative Mural Project



ON THE FIRST DAY OF ART 8 this past September, Ms. Spencer began both her classes with a discussion about the idea of community and a sense of belonging. As each of the students was new to Morven, they were asked what they needed to feel a part of the senior school community.

The students were then assigned a collaborative mural project as a means

of jumping right in, breaking down creative barriers and creating connections and community within the class. The theme of the mural project: Belonging. All artistic decisions were to be made as a group of artists.

“As adults, I’m certain we can all reflect on our high school years and appreciate what a sense of belonging or community meant to us or would have meant if we were in a space where we didn’t experience it,” said Ms. Spencer. “Cultivating that sense of belonging early on is crucial to students experiencing a sense of security in a new environment.”

Once the piece was nearing completion, students were encouraged to incorporate words from a ‘free-write’ exercise about belonging. Both murals were on display in the Commons throughout the fall and have now found a home in the Art Department’s gallery space.

Time-lapse videos were created to document the collaboration and can be viewed on the school website. [📺](#)



“In order to allow ourselves to take creative risks in the art studio and create work with a personal voice, it’s crucial to feel a sense of belonging and community.”

- Courtenay Spencer, Visual Arts Teacher, Morven

“Our first project was to create a collaborative mural around the theme of belonging. For the Gr. 8’s, belonging was a very relevant topic since we were all new to Morven.”

- Chanelle, Gr. 8

“Building a community is crucial when starting a new school, in my opinion, because it allows you to feel a connection to the people you meet there and to know that you can depend on them.”

- Kiana, Gr. 8



Scan this QR code to see the time-lapse video.





For more pictures, see the Photo Gallery
section of collingwood.org



Can entrepreneurship play a role in social justice?

Entrepreneurship 12 and Social Justice 12 students collaborate to explore how Indigenous enterprises can contribute to Truth and Reconciliation.



THIS PAST FALL, ENTREPRENEURSHIP 12 students engaged in an innovative, real-world project that focused on Indigenous enterprises.

Students had the opportunity to choose from one of two Indigenous organization cases to address a specific business issue discussed during a client briefing. The first case involved developing strategies to increase sales for artistic mason bee refuges made by Indigenous young adults through a joint project between North Vancouver-based Spirit Works and the Squamish Nation Trades and Training Centre. The second case

focussed on developing a marketing strategy for Indigenous medicinal salves and teas made by Splitrock Environmental in Lillooet. Both organizations were adamant that potential business strategies must align with their Indigenous values and contribute positively to Truth and Reconciliation efforts.

These unique business challenges led to some critical questions. What role does Indigenous enterprise play in redressing historical injustice? What role does entrepreneurship play in Indigenous resurgence? To help work through these questions, Social Justice 12 students were engaged to collaborate with teams as consultants and help provide a social justice lens to their work and try to ensure the business strategies reflected an understanding of our history, laws and current social justice thinking.



This innovative, real-world project culminated with the top five strategies being presented to a panel of judges. These judges included Geena Jackson, a member of the Frog Clan of the Sechelt Nation with 20 years of experience in business development and the creator and producer of the Bears' Lair and Kristin Kozubak, a business consultant and communications manager. The panel also included Collingwood's Martin Jones, Chris Jacoby and Morgan McLaughlin. **B**

We wanted to explore whether Indigenous economic sovereignty could be a force for amending historical injustice. We looked at the benefits and limitations of official apologies, reparations and financial settlements. Indigenous entrepreneurship offers a path toward economic independence separate from the government and links with self-governance as an expression of personal, financial and political sovereignty.

- student reflection

The origins of the Indian Act

- R

The Indian Act was passed by the Parliament of Canada under the provision of the Constitution Act of 1867 which provides Canada's federal government exclusive authority to govern in relation to "Indians and Lands Reserved for Indians"

The Indian Act came to be developed over time through separate pieces of colonial legislation regarding Indigenous peoples across Canada

The Indian Act was created to assimilate Indigenous peoples into mainstream society as well as implement policies that terminated cultural, social, economic and political rights of Indigenous peoples.

A revised Indian Act, 1951

- B



In 1951, following the Second World War, societal reflection took place in Canada. This led many Canadians to reconsider some of the more restrictive and oppressive aspects of the act. For the first time, Canada consulted with First Nations communities regarding changes to the Indian Act. As a result a revised version of the act was given royal assent on 20 June 1951. The revisions removed some of the more offensive cultural, political and religious restrictions but, ceased to rid the Act of discrimination. These revisions also provided provinces jurisdiction and power over Indigenous child welfare which allowed the sixties scoop to take place which continues to have intergenerational traumatic effects that continue to affect Indigenous communities today. The new version of the Act also did not overturn the discriminatory nature of Indian Status. The provisions regarding women's rights were especially extreme.



Entrepreneurship at Wentworth

Throughout the winter term, Morven's entrepreneurship team will collaborate with the Wentworth Design and Technology program to deliver this year's entrepreneurship unit for all Gr. 7 students. Intended to build consistent themes and language that will bridge to entrepreneurship learning in later grades, the unit will utilize the Design Thinking Process. Lessons will culminate with a project where teams of students are tasked with developing a business plan for a booth at Collingwood's annual spring fair. Two senior CBO executives are running the lessons, along with four other senior students who have completed Entrepreneurship 12. The winning team will have the opportunity to create and operate an actual booth at the spring fair. Proceeds from the Gr. 7 booth will be donated to Collingwood Business Organization's community partners, Feed the Need and From the Bottom Up.

UNIVERSITY GUIDANCE

Although, at this time of year, the focus tends to be Gr. 12s and their application cycle, we wanted to shine the spotlight on Gr. 10s and 11s who are beginning to compose their college lists. With fewer COVID-induced barriers to domestic and international travel, we would love to encourage students and families to visit colleges in-person.

During the pandemic, many schools channelled resources into comprehensive online tours, which remain available today. By searching the university website, you can view videos or click buttons to navigate around a three-dimensional, virtual campus environment. However, nothing compares to the feeling of touring a campus yourself. In person, you can see the surrounding neighbourhood, obtain a better sense of scale than on a map, eat at a dining hall, or observe a lecture in progress. Most of all, you can feel the excitement in the air.

These visits can put certain aspects of “best fit” into more concrete terms. It’s one thing to read a statistic that a university has 50,000 students and quite another to join those students in a crowded stadium for a rousing homecoming football game. Equally, it’s one thing to know that a small liberal arts college is located in the interior of Massachusetts and quite another to experience the planes, trains and taxis required to travel there from Vancouver. Students may think they know what they want for their post-secondary experience, but tangible experience could illuminate individual preferences (or dislikes!). What kids these days like to call “vibes” are real. Most students intuitively sense whether a college’s energy matches their own.



Now that we’ve sold you on touring campuses, how do you set up these visits? The first stop is the school’s website. They may have a registration form for scheduled tours or contacts available to arrange a tour via email or phone. Additionally, it is worth inquiring if the school offers a fly-in opportunity, such as Oberlin College’s Multicultural Visit Program, which can offset the cost of travel and even arrange for the student to stay overnight in a dorm.

If you don’t have the time or resources to make an out-of-town trip happen, do not worry. Local campuses like UBC and SFU are great places to start and can be easily visited in a day, even if these schools aren’t on the list. These tours can help you understand your preferred size and “vibe” of campus. For colleges further afield, many representatives have been presenting at Collingwood and Vancouver university fairs this fall and will continue to do so into the spring. Some schools, such as Acadia University, waive their application fee if the student attends an information session hosted locally. UG is also happy to connect students with representatives if they would like to ask more nuanced questions that aren’t easily answered on the college’s website.

For Gr. 10s and 11s, now is an exciting time to explore. Travel widely (in-person and/or online) and enjoy the process – your future is wide open! As a reminder, anyone in the Collingwood community is welcome to follow us at @collingwoodug.

ADMISSIONS

Important Dates

Re-enrolment for the 2023-24 school year commences on Monday January 30. The deadline for re-registration is Sunday February 5. If your child will not be returning to Collingwood next year, please let Mr. Lindsay Thierry, Director of Enrolment and Financial Assistance know as soon as possible at lindsay.thierry@collingwood.org



ADVANCEMENT

What is Advancement at Collingwood?

The Advancement Department supports community initiatives and Collingwood's strategic goals through fundraising, alumni relations and community events. We work hard to ensure that our staff and students have the tools they need, whether it be enhanced resources, facility upgrades, professional development or innovative programming to pursue their passions and make the world a better place.



Tartan Fund Update

Collingwood wrapped up another successful Tartan Week in November, and our community raised an incredible \$870,000 toward our goal of \$1,000,000, with over 50% participation from Collingwood families. It's never too late to donate to the Tartan Fund to provide resources, learning tools, program enhancements and facility updates that help and inspire our students to pursue their passions. Visit collingwood.org/tartan

Gifts to the Tartan Fund are directed to priority areas that have an immediate and lasting impact on students' learning and growth. This year, a few exciting projects have already been launched thanks to the generosity of our donors.

Wentworth's Gr. 6-7 Nutritower

The Nutritower is a vertical hydroponic gardening system that uses conventional hydroponic techniques in a vertical, gravity-fed system. With the Nutritower, students are learning about vertical farming and growing a connection to their food, as well as applying the system to subjects they're learning in math, science, art, and physical health.

The Laramie Project Theatre Production

Morven's theatre students put on a successful run of The Laramie Project in December, with production costs supported by the Tartan Fund. Without these funds, integral elements like set construction, costumes, props, and production licenses would not be possible. Our impressive actors and stagecraft students are excited to start work on the spring production of 12 Angry Men and 12 Angry Women soon.

PARENTS' COUNCIL

Happy New Year! As our regular routines resume, we are delighted to welcome our students, faculty and staff back to campus for another exciting trimester of meaningful and memorable connections.

We have a lot to look forward to this season, with Lunar New Year and Nowruz celebrations at both campuses right around the corner and Valentine's Family Bingo at the Wentworth Campus returning on February 8th. Also, save the date for our largest annual event, Spring Fair, which takes place on Saturday, April 22nd.

In between our big events, our regular gatherings so far this year have been a big hit with parents:

- Parent's Council Coffee Mornings in September marked the first time many parents were able to meet face-to-face and mingle with members of the School's Senior Leadership Team. We loved seeing new friendships forming!
- We welcomed parents back onto the Wentworth and Morven campuses with evening socials that gave some parents the opportunity to see inside their child's classroom for the first time.



- Our first formal Parent Party, 'Enchanted', took place on October 15th at Glowbal restaurant and received rave reviews. Parents across both campuses enjoyed a delicious dinner and hit the dance floor with an 8' LED robot.
- Grade-wide book clubs are currently running and are an excellent opportunity to meet other parents in your grade level in a casual social setting. It's never too late to join – email bookclubs@mycw.org to find out more.
- Unishop sales continued to provide good-quality, gently-used uniform pieces to our Collingwood families at significantly reduced prices – while keeping good clothing out of the landfill.



- Parents continue to enjoy our Hiking and Workout in the Woods groups, rain or shine, each week. The outings are fantastic opportunities to connect with fellow parents while getting active in the outdoors! Our Chinese Cultural Interest Group once again organized the 'Double Ninth' climbing event in October.
- PC hosted memorable events, such as the annual Festive Craft Day at the Wentworth Campus, trimming the tree at the Dunderave Forest of Miracles in December, a nutrition workshop, a Personal Colour Analysis session with an image consultant, the popular winter evergreen planter workshop, as well as the 'French Night at the Christmas Market' with the French Cultural Interest Group.

Thank you for getting involved and supporting our various Parents' Council events. We love the fun and strong community connections we are all experiencing together!

Be sure to check the Parents' Council page on the Veracross Parent Portal to learn more about what we do and to stay up to date on all our events.

Sincerely,

Kristen Langdon
Chair, Parents' Council

Athena Kondopulos
Vice Chair, Parents' Council

**DO YOU HAVE AN IDEA
FOR PARENTS AND FAMILIES
TO CONNECT?**

Email pcchair@mycw.org

ALUMNOTES

Alumni profile: Elena Unger '15



It takes incredible talent to make it in the art world, and Elena Unger is one Collingwood alumnus whose work has been featured in the Saatchi Gallery and British Vogue. After graduating in 2015, Elena moved to London to study fine art at the University of the Arts London and the University of London. She also completed a Philosophical Theology degree at the University of Cambridge and a Law degree from the University of Law.

A blend between arts and academics, Elena's career and practice inform one another. As an artist, she combines painting, sculpture, performance, sound, film, and installation to produce immersive, extra-liturgical installations. As an academic, she is concerned with the ontology of artistic making, arguing that works of art do not merely represent the divine but participate in it.

2022 was a big year for Elena. She was appointed the Artist-in-Residence at Saint Bartholomew the Great, London's oldest church, exhibited her work at the Saatchi Gallery, and was mentioned in British Vogue.

On her work, Vogue wrote: "How many angels can fit on the head of a pin? Elena Unger's masterful paintings use the language of high romanticism to draw you into their sublime scenes. Closer inspection of the paintings reveals immense detail alongside myriads of hidden figures. Found in collections and galleries worldwide, Unger's work continually surprises and delights."

If you're visiting London in 2023, you can find Elena curating and creating artwork for the Great St. Bart's 900th anniversary.



Where They Go - Fragment No.1

ALUMNI EVENTS

Register for events at collingwood.org/alumni

STRONGER TOGETHER: COMMUNITY SUPPORT AND SELF CARE IN A TIME OF GLOBAL DISTURBANCES

Join an evening talk for alumni, staff and parents presented by the Alumni Executive and hosted by Dr. Maryam Zeineddin to discuss recent global events, the emotional triggers and trauma they can bring, and the benefits of education and support. Takes place on January 25 at the Wentworth Campus.

CAVS BUSINESS LUNCHES. SAVE THE DATE!

On February 9, we are excited to bring you another CAVs Business Lunch event at Glowbal at Telus Garden. Join us for a two-hour lunch-and-learn and mingle with your fellow alumni. This event is capped at 20 attendees.

ALUMNI AWARDS NOMINATIONS

To recognize the excellence and growth of members in the alumni community, each year the Collingwood community has the opportunity to nominate alumni for three different awards. For more information and to nominate please visit collingwood.org/community/alumni/awards

STAY CONNECTED

 Search Collingwood School Alumni Network

 Collingwoodschool

 CollingwoodSchoolAlumni



James Manning

*Design Technology and Outdoor
Education Teacher, Wentworth*

5 THINGS YOU DIDN'T KNOW ABOUT HIM:

1. Grew up in Drayton Valley, Alberta, building tree forts and log cabins in the bush with his brothers and friends.
2. Spends his weekends throwing pots and building structures with clay.
3. While living in Dubai, spent a Christmas camping in the desert watching wild camels wander over the sand dunes.
4. Eats breakfast cereal after dinner for dessert.
5. Favourite teaching memory is hiking up Cypress Mountain with students to build snow caves.

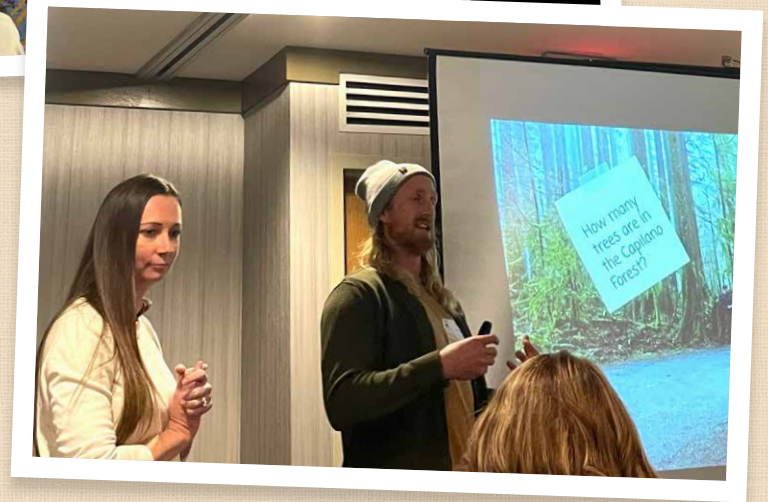
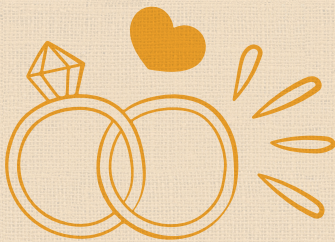


Congratulations!

Allison Mulock completed her Masters in Health, Outdoor Ed and Physical Education from UBC this past fall. Rheanne Stevens and Lindsay Thierry were invited to be part of the Canadian Association of Independent Schools' Peer Review teams in November.

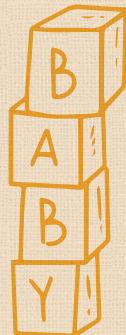
Wedding Bells

Recently married: Brenna Hutchins, Elise King Cohen, Marlaina Deane, Sheena Grasse



Conference Presenters

At this year's BC Association of Teachers Northwest Mathematics Conference, Math and Key Teacher Blake Mahovic and former Collingwood teacher Ashley Carlbeck presented on problem-based learning in their grade 8 classrooms. The packed presentation was well received and was a great example of the forward focused learning we are committed to providing at Collingwood. The entire Morven Math Department was pleased to attend the conference as well.



More Babies!

Jenna Beattie welcomes baby girl Georgia who was born in August. Marisa Allen welcomes baby boy Boyd who was born in October.



WE'RE PROUD TO BE A SUPPORTIVE
MEMBER OF OUR COMMUNITY.



One of our School's core values is Community. Through meaningful engagement, our goal is to help shape our students into local stewards, community partners and global citizens. With this in mind, our Service Learning program instills a sense of responsibility for social and environmental issues through opportunities to work with non-profit organizations right here in our North Shore community and Greater Vancouver. You can find out more about our students' relationships with our local and global communities at collingwood.org/service.



COLLINGWOOD
SCHOOL

Return all undeliverable Canadian addresses to:

Collingwood School

70 Morven Dr, West Vancouver, BC V7S 1B2 Canada