

A Meadowridge School Publication 2016-2017 ISSUE 1

# the GRYPHON





LEARNING TO LIVE WELL, WITH OTHERS AND FOR OTHERS



THERS, IN A  
JUST COMMUNITY

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THE GRYPHON | FALL 2016

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MEADOWRIDGE SCHOOL  
12224 240th Street  
Maple Ridge, BC  
V4R 1N1 Canada



# Welcome to Meadowridge, more than a school, but a community of learners and an expression of common values.

Our school is an International Baccalaureate (IB) Continuum World School, accredited through multiple organizations. We celebrate teaching and learning through the most balanced, demanding, and international curriculum in the world, and have built a culture which enables it: a community of families who believe that children best learn in a culture of conscious caring, academic challenge, clear and high expectation, constant communication, intercultural understanding, collaboration with families, creative teaching, and inviting and open facilities. We live what we teach, and model what we believe – and we do it together with our families.

This allows a process of learning through inquiry, learning through experience, learning which becomes personalized, and learning about ourselves, our community, and our world. It develops young adults who, as leaders, understand that the way to excellence involves understanding and working with and for others, and who have developed the skills, knowledge, and dispositions to be able to engage with complex issues in intercultural settings, with a foundation of fairness and just treatment of all.

To become people who are knowledgeable and fair and balanced requires that their school continually models a commitment to knowledge, fairness, and balance. To become adults who know how to work alongside others from many cultures requires that, in their school, they learn and live within an intercultural community. Our school is designed to help families encourage children to aspire to become the leaders of tomorrow, to be people who love complexity, who insist upon excellence, and who live in kindness and understanding towards others.

Welcome to Meadowridge, more than a school, but a community of learners and an expression of common values.

Sincerely,



Hugh Burke,  
Headmaster



# What's it like to join our community?

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One morning, an email arrived in our inboxes from Ms. Stefany Tunshell, one of our newer staff members at Meadowridge. Curious at the subject line 'Where is the Love?' we opened it up. Here's what it said.

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Upon arriving to the school campus as a new employee, the prestige of the front gates, the look of the school and the perfectly manicured lawns was intimidating.

The highly educated staff, articulate parents, and well-spoken youth added to the fear of potentially not fitting in. Meadowridge was a school I had looked into over a decade ago for my own daughter, but was unable to pursue for her. I wasn't sure how well I would be received both from the staff and the students being in the trades, and coming to work in blue jeans.

From day one, the difference between the Meadowridge Community and what I had experienced other places was admirable. The staff were welcoming and pleasant, the students were helpful and excitable. Students were inquiring and asked lots of questions.

One little girl that stands out in my mind asked if my hair was frizzy from being electrocuted so many times... I quickly invested in new hair products. One little boy asked many questions about how things worked, and although he seemed distracted during my boring presentation, I heard him educating his classmates in the hallway several weeks later with what seemed to be an impressive understanding.

There have been older children that have helped hold the doors open while trying to get large items through, several teens have asked if there's any way that they can help when they see me coming down the hallway with big boxes. Kids have rushed in to help pick things up when they've been dropped, and it's always done with a smile.

Meadowridge is a community; a fantastic community at that, and a community that is helping to shape the leaders of tomorrow. There is unquestionably something very remarkable happening here that we should all be very proud of.



# Experiential learning happens here.

From an ecological area to a library with over 47,000 resources, the Meadowridge campus provides endless opportunities, possibilities, and exploration for our students.



## THE LIBRARY

The library is a favourite meeting place of staff and students alike, outfitted with soft seating and comfortable workspaces, skylights and windows for natural light, a stunning view of the north forest, and wooden bookcases, installed to create intimate sit spots for our readers. Learners have access to a growing collection of 40,000 resources, including books, periodicals, DVDs, and online databases. Students can access the library through a network of technological support.

## JOHN MCLAUGHLIN MUSIC ROOM

For our MYP learners, the John McLaughlin Music Room is equipped with a class set of guitars, recording equipment, a sound system, and pianos.

## THE NORTH FOREST

The North Forest is our own ecological playground, complete with a network of trails, three bridges, a creek, and an amphibian pond. This is all just steps away from our front doors. Classes from junior kindergarten through to grade 12 venture into the forest to engage in experiential education of the head, heart, and hands.





## TRAILS & BRIDGES

Hike, jog, or run: The trails in our North Forest are a space for our students to explore while getting in some physical activity. Our North Forest boasts over a mile of trails, including three bridges.

# THE NORTH FOREST IS FOR EVERYONE: JUNIOR KINDERGARTEN THROUGH TO GRADE 12



## PYP MUSIC ROOM

The PYP Music Room is outfitted for the entire class to get involved: with a complete set of Orff Instruments, drums, marimbas, hand bells, and a variety of smaller instruments for each student, students get hands-on in their pursuit of musical knowledge.



## H. BURKE & E. BOYD ART GALLERY

The H. Burke & E. Boyd Art Gallery hosts student-crafted, multimedia exhibitions throughout the year. Each year, students from every grade – in the PYP through to the DP – have artwork showcased in the gallery, including our graduating class' culminating exhibition.



## GUNNING GREENHOUSE

The Gunning Greenhouse is host to the lab studies of our Middle Years Programme (MYP) and Diploma Programme (DP) students. Outfitted with five separate shelving units, programmable watering systems, variable LED lights, and white lights, the greenhouse affords students the opportunity to investigate all types of variables with precise controlling, allowing for advanced lab studies.

## THE GARDENS

The Gardens are a place for students to get their hands dirty: by planting, tending to, and harvesting crops of vegetables, students learn how to garden, as well as build empathy for food and food production. Through planting, students experience the growth cycle of plants, explore soil composition, and discover sustainable methods of gardening. The gardens are also about simply getting outside and getting hands-on. Students borrow from the serenity of the space, improving their mental well-being. Each garden bed is outfitted with an automated watering system.



## DESIGN STUDIO

In this 3,000 square foot space, our children can engage with the design cycle – the cycle of designing something, then building it, then considering how to improve, then redesigning, and so on. It is the cycle of planning and doing, reflecting and improving; it is a cycle that translates directly into everyday life.

In the lab, students can work with wood, with robotics, with jewelry, with metal, and with plastics. They use computers and hand tools, 3D printers and soldering irons – they get to use a large variety of tools and materials to create models and robots and things they have designed. In doing those things, they learn the dispositions that will allow them to create, to build, to succeed in business or the arts or life generally: precision, care, design, reflection, patience, and collaboration.







## SENIOR ART STUDIO

Inspired by artists, for artists: the senior art studio is a spacious room with high vaulted ceilings and is lit by skylights which let the natural, north-facing light beam in. The studio is outfitted with design tables, easels and drawing boards – the latter two can be picked up and brought outside when inspiration strikes! Beside the bank of windows, a wall of cork panels is available for students who wish to work vertically or on larger pieces. The studio is equipped with a ceramic kiln, large format clay extruder, and a styrofoam carving tool and scroll wire to support exploration in all artistic mediums.

THE DESIGN STUDIO IS OUTFITTED  
WITH TOOLS FOR ALL MEDIUMS  
WOOD, ROBOTICS,  
METAL & PLASTICS.

## THE PRIMARY YEARS PROGRAMME WING



## CONNECTED, OPEN, AND COLOURFUL

Our Primary Years Programme (PYP) wing is bright, open, and colourful. As you walk down the hallways, you'll notice the high ceilings with natural light pouring through the windows. Each classroom has large windows and a door to the outside. Inside each classroom, there is a barn door which separates our teaching teams; most PYP grades have two classes, and our teachers can open the door to create one large classroom or close them to create two. The classrooms are distinctly warm and inviting – groups of tables and flexible work spaces are favoured instead of typical rows of desks, inviting collaboration and inquiry.



## GYMNASIUM

The Gym is the hub for sports, spirit, and special occasions. Our gym is complete with specialty flooring, electronic score boards, and Gryphon murals to get students pumped up, while our equipment room is stocked to the brim with gear for every sport or activity.



## ALL WEATHER FIELDS

Our two fields are a constant buzz of activity; serving as the place for athletes to compete and practice, and for students to play and learn. Our back field is an international-sized, fully-lit soccer pitch, and we are proud to host many games and tournaments for our athletes.

OUR SMALL GYM  
IS BUILT FOR  
MOVEMENT

## FITNESS CENTRE

No matter the fitness goal, the fitness room is equipped with the machines to help achieve it: cardiovascular machines, including a stepper, treadmill, elliptical, rowers, bikes, and step boxes; strength-focused equipment, including slam bags, medicine balls, wobble pads, balance boards, kettle bells, free weights; and more.



## GYM C

Movement is an important part of physical education, and our smaller gym is built specifically to get students not only to move, but to watch, improve, and build on their movements.

While practicing a variety of athletic pursuits – dance, karate, bouldering, and more – students watch their bodies in a wall-to-wall mirror, learning and adjusting as they go; attempt new moves on specialty spring flooring, allowing students to jump, kick, and dance; and, as early as Junior Kindergarten, push themselves to scale our popular bouldering wall.



## EARLY LEARNING CENTRE

Over in the Early Learning Centre our earliest learners are hard at play. The centre is designed specifically for our junior kindergarten and kindergarten learners: from layout to furnishings,

finishes to colours, each room supports play, invites socialization, and is adaptable to all types of learners and activities. The rooms are soft and inviting, with soft rugs, cushions, and

blonde wood, while the large windows provide a natural brightness with a view of our forest – there are even window seats which provide the perfect sit spot to take it all in.



## PLAYGROUNDS

Steps away from our North Forest, three playgrounds are the source of adventure and excitement for our PYP learners. Playing in a playground helps children learn to cooperate. It teaches balance, and thoughtful risk-taking. A great playground also allows children to be alone for a while, or to play with many others. It provides sand and water so that imaginative games can develop – and with it, teamwork and the imagination itself. It provides for competition within a cooperative framework – just as most careers demand. It allows exercise for every part of the body, without making the exercise into work.



## JUNIOR ART STUDIO

Prepare to get hands-on in the junior art studio – artist smocks are a must! Students are encouraged to get creative with a variety of hands on activities, projects, and art history lessons. The studio offers a spacious, well-organized creative space where students can work individually or collaboratively at large workspaces.



# ANATOMY OF A SAGE MENU

CREATING A MENU THAT  
IS GOOD FOR YOU AND YOU  
WANT TO EAT.



SAGE Dining has been promoting healthy eating habits since its first day on the job in 1990. They know that nutrition has a big impact on our students' academic performance, attendance, athletic performance, and long-term health. That's why they put such care into making sure every menu here at Meadowridge is delicious, nutritious, and diverse.

Every menu is composed of a variety of from-scratch recipes. Each recipe begins as an idea in a SAGE Chef's head. It's then submitted to SAGE and tested in their kitchens. After every ingredient in the recipe is examined, it's tagged with allergens, colour-coded based on its nutritional value, and entered into the Recipe Database of more than 10,000 recipes.

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They use antibiotic- and hormone-free milk, antibiotic-free chicken, and cage-free, Certified Humane eggs in all of their dishes. They're also proud to use local and campus-grown ingredients where possible.

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At Meadowridge, Chef Gary constructs our menus by choosing specific dishes based on the needs and preferences of our community—which means the frequent inclusion of breakfast sandwiches with house-cured bacon, breakfast burritos, and mashed potatoes with gravy! He then shares the menu with one of SAGE's five Registered Dietitians, who go through each menu by hand with a three-page checklist to make sure it meets SAGE's rigorous standards.



Chef Gary and the Dietitians ensure that each menu provides plenty of options, including complete-protein vegan and vegetarian dishes with all nine amino acids, and allergen-free options, especially for any allergies that are prominent in the community. SAGE is careful to offer food allergen and animal product alternatives every day, including rice and soy milk, sunflower seed butter, house-made hummus, and a plain steamed veggie with no sauce. This way, every Gryphon stays safe and satisfied.

Community members without dietary restrictions benefit just as much from SAGE's focus on variety. We learn about different cultures and culinary trends through the diverse station concepts—like Crossroads and Mangia! Mangia!. During menu construction and review, Chef Gary and the Dietitians check that these options are offered frequently, and that each main dish is accompanied by healthy, complementary sides.

SAGE also makes it possible for students to choose a good balance of healthy foods and treats. The SAGE Spotlight Program, which uses a colour-coded system to show nutritional value, helps students make informed decisions about what to eat based on SAGE's approach to variety, balance, and moderation. Using the Spotlight system, SAGE Dietitians assign each menu item a dot color to make sure that we have a variety of nutritious dishes to choose from each day, alongside popular—but less nutritious—treats to be enjoyed in moderation.

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Our chefs are big fans of using the fresh herbs we grow in our gardens: parsley, cilantro, and basil are used in dishes like cheese quesadillas, margarita pizza, Italian wedding soup, house-made pasta sauce, and pizza sauce.

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In addition to these guidelines, each menu meets SAGE's standards for fresh, wholesome ingredients and sustainable sourcing practices. They use fresh fruits and vegetables, and they offer a variety of whole-grain breads, bagels, and rolls. They roast deli meats and make salad dressings in-house.

They cook with trans-fat free oils and MSG-free seasonings. They use antibiotic- and hormone-free milk, antibiotic-free chicken, and cage-free, Certified Humane eggs in all of their dishes. They're also proud to use local and campus-grown ingredients where possible. They're particularly big fans of the parsley, cilantro, basil, mixed greens, zucchini, pumpkins, and butternut squash that are grown in our garden!

Cooking from scratch is especially important to SAGE, and Meadowridge is no exception. Megan and Chef Gary bake fresh croissants, cinnamon buns, cookies, cakes, cupcakes, and fruit tarts. Josh and Chef Gary roast all meats in-house, brew their own sweetened and unsweetened tea, and prepare stocks, soups, and sauces all from scratch. Beau whips up house-made granola, house-made granola bars, and all of the salad dressings. Even staples like bacon, corned beef, chicken fingers, and french fries are all made from scratch on site!

Our SAGE Team values our community's feedback just as much as they value our fresh-grown produce, so feel free to reach out and let them know about favourite dishes you'd like to see more of!



## What are Meadowridge's favourite dishes?

You've all been wondering, and we twisted Chef Gary's arm to get the answer!

Cheese pizza, spaghetti with homemade meatballs, homemade mashed potatoes and gravy, enchiladas, and – last but not least – vegetables, and lots of them!

Students gobble up broccoli, green beans, mushrooms, and corn.

Our SAGE team heads into the gardens, harvesting delicious squashes to put into three student favourites: ratatouille, butternut squash ragout, and zucchini burgers.

# 1,000

Altogether, our team uses over 1,000lbs of fresh fruits and vegetables per week!

# 150%

A big number to celebrate: already, our team is over by 150% of last year's vegetable consumption.

# 4lbs per month

Our kitchen staff goes through four pounds of parsley, cilantro, rosemary, basil and thyme; when it comes to dill and mint, they use about two pounds.

When it comes to the tasty treats our team prepares, they always sneak in fruits and vegetables. They use shredded carrots, zucchini, pineapple, raspberries, blueberries, and strawberries in all sorts of baked goods.

## Each week our chefs go through

45 pounds of Green Beans



72 pounds of Carrots



30 pounds of Cauliflower



40 pounds of Broccoli

45 pounds of Grapes



250 pounds of Potatoes



125 pounds of Melons

35 pounds of Squash



40 pounds of Tomatoes

35 pounds of Onions



8 pounds of Garlic



# WHAT'S GOING ON IN THE GARDENS & GREENHOUSES?

## JUNIOR KINDERGARTEN

Our Junior Kindergarten students get hands-on in the gardens, learning about how to plant, tend, and harvest a crop of lettuce. While they harvest, they learn about the colours, textures, and shapes of the different varieties they plant.

## KINDERGARTEN

Kindergarten students pair up with their Grade 12 Buddies to harvest carrots in the gardens. As a class, they also explore insects and local plants. In the forest, they head out and take walks and develop their sensory awareness and active listening.

During the spring, they also head into the forest armed with digital cameras and clipboards to “LOOK Closely” at the forest floor, recreating pages of the *Looking Closely Series*; the series includes macro (close up) photography and labelled diagrams, which our students recreate to gather knowledge about living areas in the forest. Soon, they’ll be planting lemongrass, lemon balm, and peppermint to grow and harvest - when they’re done they’ll be using these plants for their own tea service!

## GRADE 1

Grade 1 students visit the forest every week to walk about and appreciate the outdoors. They also incorporate the gardens and forest for their Units of Inquiry. In *Who We Are*, students practice mindful breathing and calmness in the forest’s surrounds. In *How the World Works*, students observe the changing seasons by walking through the forest and investigating the changes in the trees.

In *Who We Are in Place and Time*, a Unit focused on homes and journeys, students inquire into how and why people expand their sense of place by journeying into the forest to appreciate and learn about who calls the forest home: they learn about plants and animals, and finish the Unit by taking their families on tours. By the end of the unit, students observe how the forest is one of their many homes, too.

In *Sharing the Planet*, students investigate how living things interlace and impact one another. Specifically, they look at insects and how they pollinate our gardens by tending to their own pollinator garden.



### GRADE 3

Grade 3 students develop socio-emotional skills through team building and practicing stillness in the forest. They also inquire about the plant cycle by observing indigenous plant species.

### GRADE 5

Grade 5 students plant and tend to their own garden bed, which includes a variety of vegetables. They also head into the forest to draw inspiration from their surroundings for creative writing activities.

### GRADE 4

Grade 4 students experience first nations' connections to the land through indigenous ways of knowing, welcoming guests from our local community into our forest and gardens for tours and workshops. Students learn about the importance of the cedar tree and other forms of vegetation and its uses.

Students learn to appreciate nature and see its part in developing healthy social, spiritual, and emotion well-being. The forest provides an opportunity to see first-hand how food webs, food chains, and how living things are interconnected. The forest and the creek are also used as real examples when teaching the importance of sustaining natural areas for the salmon population.

### GRADE 8

Grade 8 students look into the characteristics of living things as part of their science class.

### GRADE 9

Grade 9 students build bat houses in their design classes, offering refuge for our forest's bat population.

### GRADE 10

Grade 10 students jog through the forest on our 1km of jogging trails.

### GRADE 6

Grade 6 students head out to the forest with Mrs. Storgaard during the nicer months for outside reading as a class; afterwards, students spread out and read in their favourite spots – in smaller groups or solo.

### GRADE 8

Grade 8 students head into the forest to investigate variations of species in the forest. Come spring, Ms. Payne's class will be venturing into the forest for their Exploration Unit. They'll walk into the forest and consider their surroundings as one would when discovering it for the first time; they'll ask and look into questions one would consider when building a town: where would I install a water wheel? How do you choose where the well goes? Is this a good place to build a town?

### GRADE 11 & 12

Students who elect to pursue Biology as a topic for their Extended Essays, as well as those completing their Internal Assessments with a focus on plant science and photosynthesis, head into the Greenhouse to conduct a variety of experiments. They've tested how lead nitrate affects the growth of different rice plants, compared the effects of drought conditions on GMO and non-GMO soy beans, and compared the effects of acid rain on two different species of radish plants.

As part of DP Biology, students use the Greenhouse to conduct a variety of experiments. They grow plants, comparing their photosynthetic growth rate as they manipulate different variables, including light wavelengths and intensity, and amount of water added. Afterwards, they dry and record their biomass to calculate the rate of photosynthesis. In the spring, DP students also grow vegetables to transplant into their garden bed.

As part of DP Biology, students venture into the North Forest to compare the biodiversity in disturbed and undisturbed spaces. During this time, they collect data through transect and quadrat sampling of both areas. This data is then used to carry out statistical tests, such as chi-squared and t-tests to investigate the relationships of different species of plants in the disturbed and undisturbed areas. Students also test dissolved oxygen levels, pH, and nitrate levels in the nearby creek to look at the relationships between these factors and biodiversity of the disturbed and undisturbed parts of the creek.

# Extended Essay

Our Class of 2017 breathed a collective sigh of relief, handing in and bidding farewell to their Extended Essays, an independent, self-directed piece of research, finishing with a 4,000 word paper. This is what they wrote about.

## GROUP ONE

### LANGUAGE AND LITERATURE

How was the fictional literature published during the Cold War shaped by the political stances of the US, Britain and Soviet Union? [Imogen B.](#)

To what extent does the use of the character of Coyote expose the challenges and struggles of the post-colonial culture clash between Euro-centric Canadian culture and the Aboriginal Peoples in Canada in Thomas King's novel *Green Grass, Running Water*? [Olivia M.](#)

## GROUP THREE

### HISTORY

To what extent did the USA's policies towards Iran between 1953 and 1979 stimulate the Islamic Revolution of 1979? [Donya A.](#)

To what extent did the Eight-Year War between Iran and Iraq lead to the invasion of Kuwait on August 2, 1990? [Nadine H.](#)

To what extent did the conflicts between the Kuomintang of China and the Chinese Communist Party contribute to Japan's decision of invading China in 1937? [Catherine L.](#)

To what extent did inadequate modern Chinese historical education (1911-1949) in colonial Hong Kong from 1948 to 1990 minimize Hong Kong peoples' sense of belonging towards China? [Charleen L.](#)

To what extent was Japanese ultra-nationalism from 1929 to 1937 the most significant cause of the Nanjing Massacre? [Nina S.](#)

To What Extent Did the Actions of Qasim Razvi and the Razakars Lead to India's Decision to Invade Hyderabad State? [Nikhil V.](#)

### BUSINESS MANAGEMENT

To what extent does BYD's (Build Your Dream) affordable pricing work better than Tesla's premium pricing in the Chinese market? [Victor C.](#)

To what extent is crowdfunding a viable financial option for Sienci Labs to raise start-up capital? [Matheson G.](#)

To what extent have Gap Inc.'s offshore-outsourcing decisions impacted their corporate social responsibility (CSR) policy? [Berrender J.](#)

To what extent has e-commerce affected the traditional model Valve Corporation used in designing, promoting, and selling video games and other Intellectual Properties? [Ujjwal N.](#)

## GROUP FOUR

### BIOLOGY

To what extent do increased amounts of nitrates dissolved in water in the Soil Surrounding the *Hericium Erinaceus* mushroom (Lions mane) affect the Dry Biomass, measured in grams, of these mushrooms over a 4-week period? [Gurmerhar R.](#)

To What Extent Do Fertilizers Affect the Biochemical Oxygen Demand of Algae Contaminated Water Samples? [Om V.](#)

To what extent is there a difference in bacteria growth, measured using the grid method, between polymer Canadian banknotes and cotton-linen American banknotes? [Borna A.](#)

To what extent do different concentrations of lead nitrate, affect the growth of *Oryza sativa*, which will be measured through dry biomass (g), with a growth time of 2 months? [Jonathan H.](#)

### CHEMISTRY

To what extent would baking technique have an effect on the Vitamin B1 contents in the sunflower seeds? [Eric H.](#)

How does the pH of hydrochloric acid affect the raft height formed by HCl and Heartburn Relief tablet reaction? [Bill W.](#)

How does different concentration of sodium chloride ions in copper [II] sulfate electrolyte while keeping the electric current supplied constant affect the efficiency of the electroplating process? [Alfred Z.](#)

### PHYSICS

How did the elastic constant, k value, of a

compressed ruler vary with the length of the ruler extending past the edge of the table? [Sam D.](#)

## GROUP FIVE

### MATH

What role do mathematical patterns play in music theory and how do they reflect the difference in the style of music composition of Liszt and Chopin? [Ryan Z.](#)

## GROUP SIX

### THEATRE

How does the actor development, costumes and sets of realism in *A Doll's House* by Henrik Ibsen compare to that of naturalism in *Therese Raquin* by Emile Zola? [Azynah P.](#)

### VISUAL ARTS

To what extent has aesthetics in modern architectural design changed to reflect more green and sustainable functions and forms? [Emily L.](#)



# So, what is the Extended Essay really like?

**My favourite part about history was digging up old information: the more difficult it was to procure a certain primary source, the more I loved the process.** Charleen L.

I learned that I am capable of understanding and utilizing all the knowledge learned in class, and interlacing all this information into my essay. I learned that I am very persistent, never settling for anything less than what I was looking for. I had even returned to school during the summer to perfect my experiment and finish it. Jonathan H.

**This was the biggest assignment I have completed in my academic career ever; it was a big milestone for me.**

Olivia M.



“

Do. NOT. Procrastinate. The EE is a very long process and you should choose a topic you would enjoy learning about but there will be times where you want to save it until last minute. Don't. [Azynah P.](#)

The Extended Essay process sounds lengthy, but it really isn't: it'll be over before you know it. Try not to procrastinate and don't forget about deadlines. They come up quick.

[Berrender J.](#)

**I learned the philosophy of  
“Done is better than perfect”.** [Ujjwal N.](#)



**I was not very interested in my initial idea, which was a bit boring, but after modifying it to strengthen my personal connection, I found myself genuinely interested in the experiment and investigation.** *Borna A.*

**MAKE SURE** you pick a topic you are personally engaged to; you will regret picking a topic that is not within your interest. As you lose interest, you will not be able to write a good essay.

*Nadine H.*

I did not think that I would be so interested in the topic that writing a 4000-word essay would become somewhat entertaining.

*Emily L.*



# Thank You.

Thank you to our families for their continued support.



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MEADOWRIDGE SCHOOL

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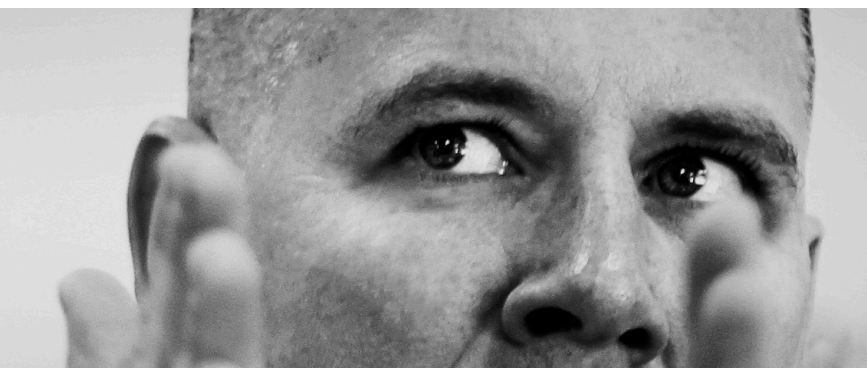
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Meadowridge School gratefully acknowledges all donors. This report recognize all gifts and pledges to the Annual Fund from July 1 2016 to November 1, 2016.

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 advice the Advancement Office so that corrections can be made.



In the Diploma Programme (DP), our students are learning to crack the code to life's big questions. Who is the greatest host of Saturday Night Live? It's a question Hannah Weselowski '16 took on as part of her Internal Assessment (IA), and it's one she answered – through the study of math.

Our DP students are asking questions like these all the time. That's the simplest way to explain the IA's, notes Mr. Michael Bruins "students have to create an original research question, and it has to be one they care enough to spend hours and hours working on. It doesn't have to be ground-breaking to everyone; just to them."

That's the IA's. Equal parts inquiry, classroom curriculum, and student-driven passion: the IA's are the chance for students to tie it all together for one unrivalled learning experience.

Mr. Bruins is one of our DP teachers guiding our student inquirers. His field of expertise? Physics and Math. And yes, he understands that those two subjects aren't always the most favoured; in fact, they can be downright polarizing. Students either

# Getting excited about math & physics *Yes, really.*



embrace or are terrified of these two infamous areas of study. No matter the student, Mr. Bruins puts it upon himself to help them find a topic that will get them excited about their IA.

“There are three types of students who come to me,” he explains. So, while some students hit the ground running, others require some – and others a whole lot more – guidance. So, how does he do it? How does a student become passionate about math or physics when tackling the IA’s? Easy. He helps them find that one question they’ll love to answer.

“When you’re not busy doing school work and have some downtime, what’s your passion?” It’s the question Mr. Bruins has asked his students over his last two years as an IA mentor, and it’s one which he has yet failed to answer with a connection to math or physics.

Nascar racing? Check. Art? You got it. Guitar? No problem. Students quickly come to understand that they can apply math and physics to just about anything, and that’s where the passion is unleashed. The inquiry and learning through the IA’s is “natural and authentic – it tells students you can go there; it doesn’t have to just be another dry subject,” Mr. Bruins explains, “the most important ingredient in learning is engagement.”

DP students excitedly tackle these questions with the skills, techniques, and concepts they’ve learned in class, ultimately producing a paper worthy of publication in an undergraduate journal.

While the process looks different from group to group – in physics they complete their labs during a Classroom Without Walls (CWOW) event, while in math it’s largely classroom based – the learning it takes to get there is the same.

In physics, it’s teaching how to use equipment, how to fix errors and adjust, how to test, describe, analyze and conclude, while in math it’s about learning concepts and applying all types



of mathematical study to everyday things. Everything is built up over time; targeted lessons build the skills our DP students will rely on in their self-study. In the end, it’s all worth it: “the IA’s represent everything students have learned to do. It represents all their skills in one finished piece,” Mr. Bruins explains.

Students ask a question and do anything it takes to get to the answer. Sometimes they don’t know exactly where they’ll end up, or might not even know the best way to get there, but in the end they’ll arrive upon something they’ve concluded completely on their own.

Authentic, inquiry-based learning: that’s the IA’s. Mr. Bruins, this time posing a question of his own, smiles: “If that’s not worth celebrating then what is?”

**Through math and physics IA’s, our students – led by Mr. Bruins – have generated a bevy of questions, each as unique as the next:**

How much does heating up formula one tires affect traction?

How do I create art with fractals?

What’s the relationship between tension on a guitar string and the frequency produced?

How does the malleability of a piece of clay vary with temperature?

Alumni Spotlight: Emily Drain '13

Thanks to winning  
an invitation-only  
scholarship of \$12,000

Alumni Emily Drain  
spent a semester  
traveling and  
studying in Isreal at  
the Interdisciplinary  
Centre (IDC) Herzliya.



# say yes to adventure

Never turn down an adventure; especially when going to business school. Most would agree that having an international point of view and travel experience can only help you in your career and education.

Emily Drain from our class of 2013 believes so, and when planning her third year at St. Francis Xavier, she decided to study abroad.

Emily chose Australia, because, she says, "I had never been there, and it was as far away as I could get from Nova Scotia winters!"

Then, everything changed when she was approached by the Dean of Business to apply for the Tanenbaum Canada-Israel Student Exchange Scholarship.

This invitation-only scholarship is awarded to two St. Francis Xavier third year business students who have at least an 80 percent average and have demonstrated leadership. Emily and one other student were chosen, and she was awarded \$12,000 to fund the experience of studying at the Interdisciplinary Centre (IDC) Herzliya in Israel for one semester.

Emily quickly jumped at the chance for adventure, and soon found herself studying in Tel Aviv. Having travelled before, Emily didn't experience too much culture shock, though she admits that it was nice to "have a bit of Canada" with her, in the form of her St. Francis Xavier exchange partner.

Still, there were adjustments to be made, such as being a minority. "Israel is very multicultural, but everyone is connected through Judaism." Emily explains. Though the school has a large group of exchange students, nearly all of them are Jewish and speak Hebrew. "It's a very difficult language to pick up, compared to getting by in Spain for example" she says.

Luckily for Emily, all of her nine (yes, NINE) classes were in English. She had to take so many to get her full credits in Canada. Always putting a positive spin on things, Emily is thankful for the courses that she normally would not have taken. Political Science, for example, really complemented not only her business courses, but was fitting for her environment.

She took full advantage of her semester abroad, and managed to see nearly the entire country. Israel is small, so you can see everything; Emily especially recommends West Bank. "Everyone should experience, just for a moment, the tensions that the people there live with every day."



“It was a very ‘heavy’ place to live”, she says. “Even with the constant threat of terrorism, the people don’t let fear rule their lives.” While she never felt in direct danger, she knew that it was within the realm of possibility that when she went out, a market or car could explode.

As a result, the experience took on a spiritual overtone for her. “It was beautiful to see people’s nationalism and pride in where they live, when every day they were at risk because of it,” Emily explains. “Current world events are so much easier to put into perspective now.”

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“It was beautiful to see people’s nationalism and pride in where they live, when every day they were at risk because of it,” Emily explains.

“Current world events are so much easier to put into perspective now.”

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If offered the chance, she would definitely go back again; it was the most impactful experience in her life so far, culturally and educationally. “I learned more about what I can actually do in business,” Emily explains. “Israel has a very large start-up culture. They are very innovative with business and entrepreneurship compared to in Canada. Here, it feels like you should work for a business, rather than start one.”

For now, Emily is just focussing on completing her fourth year while working as a research assistant. She may end up in marketing, but in the meantime, she is just staying open to experiences and opportunities like this one.

# say hello to the new www.meadowridge.bc.ca

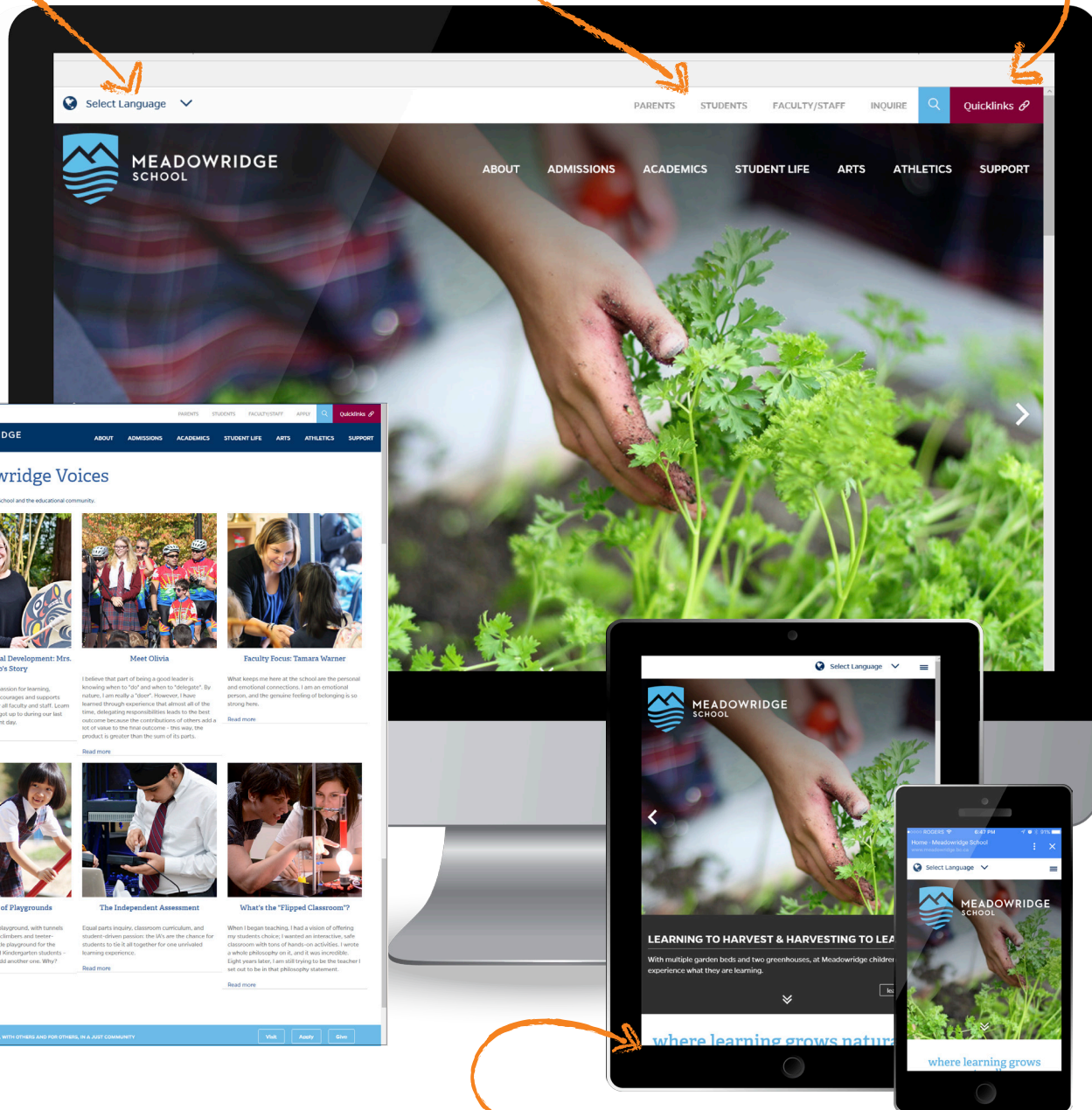
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Look for your "entry point" to your section at the top of the site. Parents can use their MyBackPack login and password to access their own portal.

Looking for the Calendar and News? Click on the Quicklinks bar to see a list of frequently used site pages.

Check out our new blog, Meadowridge Voices, for stories about our school and community.



**Questions or Feedback?** Let us know what you think. Fill out our survey at [meadowridge.bc.ca/forms/website-feedback](http://meadowridge.bc.ca/forms/website-feedback) or email us at [communications@meadowridge.bc.ca](mailto:communications@meadowridge.bc.ca)

It's responsive! Our site now has a responsive design, making it easier to read on any device, such as a tablet or smartphone.



# YES,

It's these three simple words that have created a unique culture over in Mrs. Jamieson and Ms. Vally's Grade Three Classes.

We sat down with the teaching duo to learn how these three small words have create a big difference in the lives of our learners.

# I CAN.

**They get it.** It's the holy-grail teaching moment. When a teacher realizes that they are getting through to a class, and something they've taught has got one, or two, or all fifteen of them fired up and excited about learning.

At Meadowridge, this excitement bubbles all the time. Something in class sparks a passion or a feeling, a curiosity or a realization, and students – on their own time, by their own doing – take action: they write books, offer help, lead campaigns, and share their findings. These actions are big and small, individual and collaborative... and they're happening in grade three.

Action in the Primary Years Programme (PYP) is encouraged by the action cycle: choose, act, and reflect. It's posted up in our classrooms and the terms peppered in our conversations and curriculum. Action is something our grade three teaching team, Mrs. Allison Jamieson and Ms. Michelle Vally, look to when forming a unit of inquiry, with one important element: "we can't plan it or force it," Ms. Jamieson explains, "students have to be inspired to take action on their own."

To inspire action, the classroom culture is key. For Mrs. Jamieson and Ms. Vally, a big part of that is telling students they can: *you can change your mind about that, you can make a difference, you can inspire others...* "We're always reminding students that they can learn and do more on their own," Ms. Vally explains, "it's a way of getting kids to think about what they themselves can do."

It's a small shift of empowerment that makes a big difference. A culture of action – of "I can" – tells each and every student that they have the power to choose, act, and reflect; and, by employing that action cycle, students experience learning in real ways and in ways important to them. It puts the student at the centre of learning.

When a student takes action, they're bringing everything they've learned to life. Components of the PYP – things like the Learner Profile, Approaches to Learning, Attitudes, and Concepts – they all work together to empower students who think, act, and reflect. It's wholly-encompassing, and it's active. That's the wonder of action: "It's not passive – it's active learning," Mrs. Jamieson affirms.



This culture of action in grade three has empowered a whole group of active learners. Learners who are excited about taking action: "there's no external motivation to take action," our teaching team advises. "there's no big reward for these students to do it... they are inspired all on their own."

Since the inspiration to act lies with each student, our teachers are privy to acts as ingenious and unique as the next. "Kids take action in lots of different ways," Ms. Vally smiles, "it's always interesting to see what got them interested. It's a chance for them to show a different side of themselves."

"Just the other day," Mrs. Jamieson remarks, "we were learning about calm breathing, and one my students came to me the next day to let me know he was nervous at badminton practice, so he employed calm breathing and it worked!"

This one anecdote spurs a whole series of exchanges between our two teachers, who continue on in an excited exchange of grade three student action: presentations about refugees, mathematical sketches to build a deck, mindset books for positive thinking, recycling campaigns to keep our campus clean...It's all action, and it's all coming from the hearts, heads, and hands of our grade three community.

# GALA

TWO THOUSAND AND SIXTEEN

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Thank you to our  
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Volunteers

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The gala is a black tie fundraising event in  
support of Meadowridge School