



WINDSOR HALL

Parent Handbook

2023 - 2024



Middle Years Programme

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Windsor Hall equips students with the knowledge, aptitude, and skills to thrive in the world of 2030 and beyond. It is where students discover for themselves the opportunity and excitement of a challenging and rewarding education that is truly global.

ABOUT WINDSOR HALL

Windsor Hall is an officially authorized International Baccalaureate (IB) World School offering The Middle Years Programme. IB World Schools share a common philosophy—a commitment to improve the teaching and learning of a diverse and inclusive community of students by delivering challenging, high quality programmes of international education that share a powerful vision.

Students enrolled at Windsor Hall experience a well-rounded curriculum by taking the core courses of language and literature, individuals and societies, mathematics, sciences, physical and health education, language acquisition, arts, and design. Within these core subjects, students explore various approaches to learning, global contexts and concepts.



OUR MISSION

To honour and educate kind, inquiring, global citizens who are leaders in creating a harmonious and sustainable world. We do this with integrity and in the spirit of deep respect, curiosity and joy in a safe and enriching setting that supports students in their pursuit of academic success, personal growth, and social responsibility.

OUR VISION

To engage students in an unparalleled educational journey as innovative learners in knowledge, creativity, and global action.

OUR VALUES

- Respect
- Resilience
- Kindness
- Integrity
- Global engagement
- Well-being



OUR CREST



Our School Crest tells the story of our school and it is a statement of what is important to our community. While it is the visual representation of our school, but it also reflects very clearly a set of values, beliefs, and relationships Windsor Hall stands for.

The Pacific Dogwood Flower

The Pacific Dogwood (*Cornus nuttallii*) was adopted in 1956 as British Columbia's floral emblem. Dogwood flowers are used as symbols of rebirth. Dogwood flowers are also connected to durability and the ability to withstand various challenges in life. Although the dogwood flower is small and delicate looking, it is surprisingly resilient.

Flames

Flames signify zeal and intense passion. It may be used to show that the bearer has undergone severe trials and came out on the other side victorious. Windsor Hall wishes to ignite in students a passion for learning.

The Lion

The lion is considered the king of the jungle forests. At Windsor Hall, it stands for strength, courage, honour and bravery.

The Open Book

Books are a timeless symbol of learning and knowledge.

The Colour Blue - Azure

Blue signifies a person's unwavering loyalty, faith, truth, and strength.

The Olive Branches

Olive Branches are one of the most recognized symbols of peace that the world knows. This important symbol also signifies harmony.

Our Motto

The spirit of Windsor Hall shines when the actions of students of all ages reflect their school motto, Non Nobis Solum – Not For Ourselves Alone. Each year the students of Windsor Hall raise funds for worthwhile causes. Students also strive to be global citizens, raising awareness of marginalized communities and participating in global aid and community projects.

The aim of all International Baccalaureate programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

- Inquirer
- Knowledgeable
- Thinker
- Communicator
- Principled
- Open-minded
- Caring
- Risk-taker
- Balanced
- Reflective

The IB learner profile represents ten attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

The IB Learner Profile





The IB Middle Years Program promotes student involvement in the community through service. Students learn the issues facing the world and the importance of action and its impact on local, national, and global communities in the classroom; this is **service learning**. Sometimes as part of the class, and sometimes on their own, students will then expand their experience of community through personal service. In doing so, students are encouraged to be caring, concerned, responsible citizens of their local community and the world at large; **this is service action**.

Why Service Learning and Action?

- The power of one. Each one of us can help to make the world a better place.
- Personal responsibility. Each one of us has a responsibility to the local and global community.
- Caring. Through service to the community, we can help build more caring human beings.
- Exposure to new fields and skills. Through community service, students can learn about future career possibilities and learn new skills, such as working as a team, being a leader, organizing one's time, and setting goals.
- Connect learning in the classroom to meaningful action to make changes outside the classroom.

We encourage students to consider their own interests to determine what type of service best suits them as they complete their service hours in the local environment and consider what they can do to contribute to the global community. Service as action can occur in the classroom and/or in school or local settings. It can be done through working in person, creating awareness or engaging with others through letters, blogs, and social media.



Opportunities provided at Windsor Hall Include:

- Scorekeeping and refereeing sports games
- Student Council
- Library Monitors

Outside the school:

- West Richmond Community Centre
- Canada Star Secondary School
- Fraserview Church

PERSONAL PROJECT

Wonder Time at Windsor Hall

Each year, students in Years 1 – 4 (Grades 6 – 9) complete a **Wonder Time** project in preparation for the Personal Projects students will be completing in Year 5 (Grade 10). Each Wonder Work project is a long-term passion project that students complete in their own time outside of school. It is an excellent opportunity for students to practice their project and time management skills, personal accountability and responsibility, and critical and creative thinking.

Students complete monthly journal entries and presentations to reflect on their process, explore ways to grow and expand their project plans, and share their progress with their peers and teachers. At the end of the year, students share a presentation that showcases their entire project, whether it is completed or ongoing.

Examples of Past Wonder Work Projects

- A student created a non-profit organization to teach children coding for free.
- Two students established a business to raise money for the local charity (SPCA)

The logo features the text "Wonder Time" in a large, bold, orange font, with "AT WINDSOR HALL" in a smaller, blue, sans-serif font below it. The text is centered within a white circle that has a subtle shadow effect. The background of the entire graphic is a teal color filled with a dense pattern of white line-art icons representing various school subjects and activities, such as a globe, a calculator, a microscope, a laptop, a graduation cap, a trophy, a lightbulb, and mathematical symbols. The graphic is framed by two vertical dark blue bars on the left and right sides.

**Wonder
Time**
AT WINDSOR HALL



Personal Project

In their final year of the MYP program, students explore an area of personal interest over an extended period. It provides them the opportunity to consolidate their learning and develop important skills they'll need in both further education and life beyond the classroom. It also helps them develop confidence to become principled, lifelong learners.

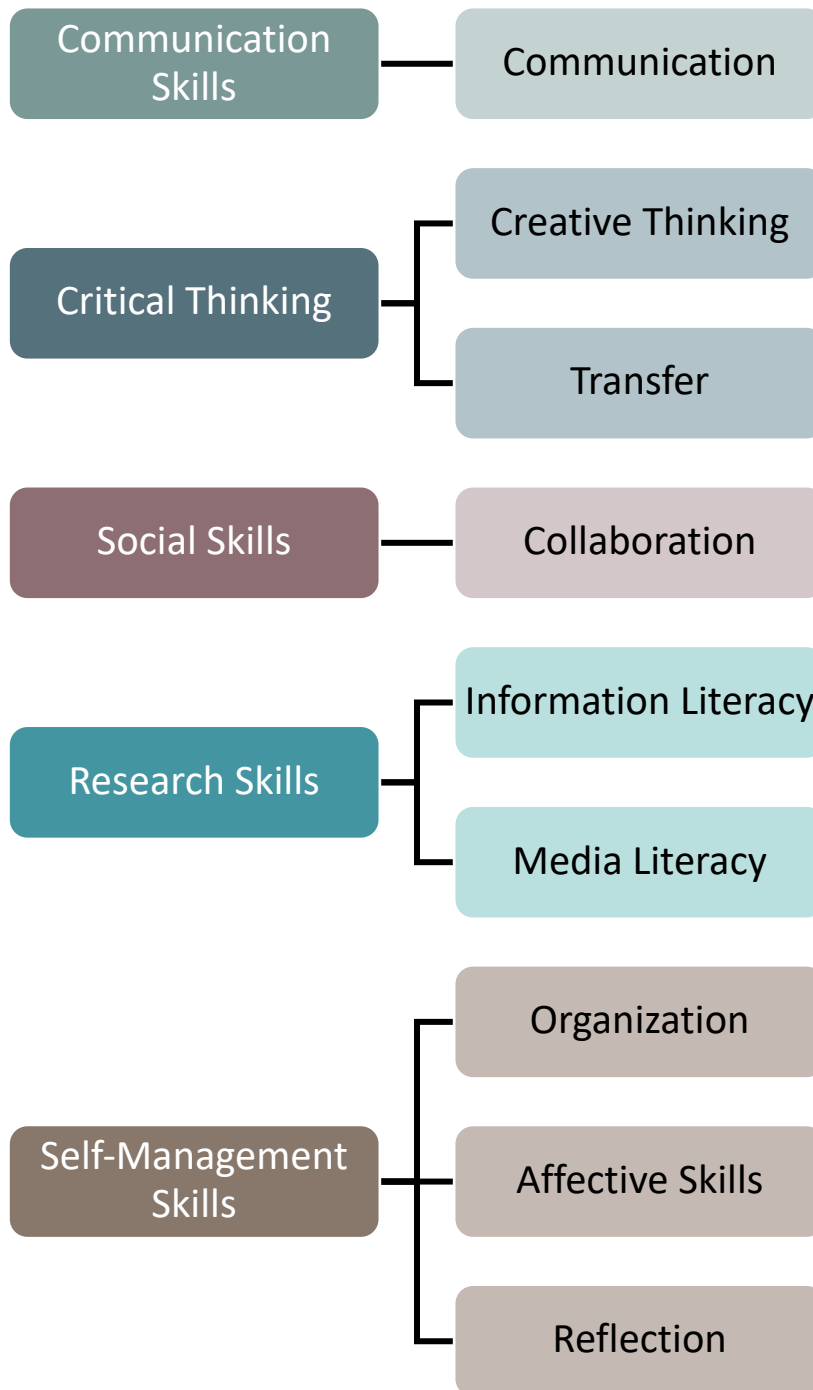
The personal project formally assesses students' approaches to learning (ATL) skills for self-management, research, communication, critical and creative thinking, and collaboration.

Students complete three elements:

- **product or outcome**—evidence of tangible or intangible results: what the student was aiming to achieve or create
- **process journal**—ideas, criteria, developments, challenges, plans, research, possible solutions and progress reports
- **report**—an account of the project and its impact, to a structure that follows the assessment criteria. The report includes a bibliography and evidence from the process journal that documents students' development and achievements.

APPROACHES TO LEARNING

The **Approaches to Learning (ATL) Skills** are “learning how to learn” skills that helps our students become lifelong learners. The BC curriculum’s Core Competencies align closely with the Approaches to Learning skills. Students reflect and assess on their progress on the ATLs.



Windsor Hall's Assessment and Grading is grounded in and guided by IB's Middle Years Programme for Students in Grade 6-10. All teachers use and report with shared assessment language and criteria.

Philosophy of Assessment

Assessment in the MYP aims to:

- Support and encourage student learning by providing feedback
- Inform, enhance and improve the teaching process
- Provide opportunity for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary units
- Promote a deep understanding of subject content by supporting students in their inquiries, set in real-world contexts
- Reflect the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts
- Support the holistic nature of the programme by including in its model principles that take account of the development of the whole student

Formative Assessment and Summative Assessment

Formative assessments occurs during a period of learning and gives an opportunity for teachers to provide feedback to students for improvement. Formative assessments can take the form of student-teacher interviews, peer and self feedback, teacher feedback, dialogue journals, class discussions and other formal or informal means.

Summative assessments occur at the end of a learning period and are an evaluation of student learning, skills and knowledge within a particular period of time. This demonstrates the students' knowledge and skills based on the desired objectives of the particular unit of work.

MYP Assessment Criteria

MYP assesses students on 4 Criterion per course. Each Criterion is a general skill applicable for becoming active members of the larger community. The Criterion are then divided into 3 to 5 specific skills. Each skill uses specific performance scale descriptors to portray student ability from levels 1 to 8.

MYP assessment does not use letter grades or percentages unless required by BC Ministry of Education. This criterion-based model creates the opportunity for

- students to know expectations to reach each level prior to starting the work.
- students to be assessed objectively and with purpose.
- students to be assessed for what they can do, rather than being ranked against each other.
- students to focus on personal achievement and growth, rather than grades.
- students to receive feedback on their performance based on the criteria level descriptors.



Each subject area is assessed through 4 criteria based on skills development. The criteria varies slightly for each subject.

Course	A	B	C	D
Language and Literature (English)	Analyzing	Organizing	Product Text	Using Language
Language Acquisition (French)	Listening	Reading	Speaking	Writing
Individuals and Societies (Social Studies)	Knowing and Understanding	Investigating	Communicating	Thinking Critically
Science	Knowing and Understanding	Inquiring and Designing	Processing and Evaluating	Reflecting on the impacts of Science
Mathematics	Knowing and Understanding	Investigating Patterns	Communicating	Applying Mathematics in real-world contexts
Arts (Visual Art, Drama)	Investigating	Developing	Creating/ Performing	Evaluating
Physical and Health Education	Knowing and Understanding	Planning for Performance	Applying and performing	Reflecting and improving performance
Design (ADST)	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
MYP Projects	Planning	Applying Skills	Reflecting	
Interdisciplinary (Assignments created for two subjects)	Evaluating	Synthesizing	Reflecting	

Level of Achievement

MYP assessment uses levels 1-8 for each Criterion to show student proficiency. The description column in the Criterion contains the information about student ability for the particular levels. The Criterion also shows a level 0; however, this is only used when there is no evidence of the skill available. **The levels cannot be used to calculate a percentage or determine a letter grade.** Each student will receive an Overall Level of Achievement (OLA) for each course indicating overall progress for the year in each subject.

The level numbers represent a scale of growth relating to the Criterion skill and can only be used to understand **student proficiency**. As the levels increase, the skills increase in complexity and ability to successfully demonstrate critical thinking skills. Students are not ranked against each other (there is no bell-curve distribution of grades). It is used to emphasize individual achievement. Students are encouraged to reflect on their own learning and use the descriptors to motivate themselves to a higher level of achievement.

Students can start the course with lower level of achievement, but as continued growth is displayed, the student's overall performance for the course will strongly reflect this growth. Therefore, by the end of the course, students will achieve the appropriate level based on their proficiency of course skills and content. The level of proficiency relates to grade level expectations

Level 0	Work is not meeting expectations or has not been submitted. Student has an "I" for in-progress
Level 1/2	Produces work of limited quality that shows an emerging understanding of concepts and contexts.
Level 3/4	Produces work of acceptable quality that shows a developing understanding of concepts and contexts. May demonstrate critical and creative thinking with support
Level 5/6	Produces high quality work. Communicates a proficient understanding of concepts and contexts. Demonstrates critical and/or creative thinking skills with sophistication
Level 7/8	Produces high quality work that exceeds expectations. Communicates excellent understanding of concepts and contexts. Consistently demonstrates sophisticated and creative thinking skills



CONTACT US

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