



MIDDLE YEARS PROGRAMME (MYP) CURRICULUM HANDBOOK



STRATFORD HALL
IB WORLD SCHOOL



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Stratford Hall

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Our Mission

Empowering a diverse community of learners to passionately steward our changing world.

Our Vision

Inspiring minds through innovation and ingenuity.

Our Values

Integrity | Curiosity | Belonging

Global Citizenship at Stratford Hall

At Stratford Hall, we agree that global citizenship is an integral part of education. To be a global citizen is to understand and promote basic human rights, to know the nature of our physical and social world, and to be aware that our actions impact others and the planet. This goal is best accomplished by knowing ourselves and knowing our place in the world through the cultural backgrounds of all members of our community. Through this knowledge, we strive for a level of empathy that will direct our actions.

Pluralism at Stratford Hall

Stratford Hall endeavours to be a pluralistic community that goes beyond just being diverse. Beyond tolerance and acknowledgment there is pluralism; a place where we not only live around people of different cultures, but also actively learn from, appreciate, and incorporate their different communities, beliefs, and histories into our everyday lives and understandings of the world around us. Pluralism is being open and accepting of ideas and cultures without necessarily losing our own beliefs in an attempt to foster a school culture and climate in which all community members feel safe, accepted, and respected.

International Baccalaureate® Mission Statement

The International Baccalaureate® Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB LEARNER PROFILE

The aim of all IB Programmes is to develop internationally-minded people who, recognizing their common humanity and shared guardianship of the planet, have the character to help create a better and more peaceful world. The IB Learner Profile permeates every aspect of what we do, and it defines what IB learners—both teachers and students—strive to be.

| | |
|--------------------------------|--|
| Inquirers | We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life. |
| Knowledgeable | We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance. |
| Thinkers | We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions. |
| Communicators | We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups. |
| Principled | We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences. |
| Open-minded | We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience. |
| Caring | We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us. |
| Courageous / Risk Taker | We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change. |
| Balanced | We understand the importance of balancing different aspects of our lives intellectual, physical, and emotional to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live. |
| Reflective | We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development. |

Action and Service

Action (learning by doing and experiencing) is an essential element of the IB. Service, at all programme levels, is viewed as a subset of action. In the MYP, it is expected that a successful inquiry-based learning process will lead to responsible student-initiated action.

Action in the MYP aims to help students develop a sense of self, and their role as responsible and contributing members in their community. Service as action is an expectation of students in the MYP and DP. As students advance to the DP, service as action is a fundamental component of Creativity, Activity and Service (CAS), a core element of the DP. Stratford Hall's expectations at each grade level are outlined below.

There are several potential benefits for students who engage in meaningful service as outlined below. At Stratford Hall, we categorize service engagement into three categories: one-time events, short-term commitments (1-2 weeks), and long-term commitments (at least a two-month commitment).

The primary benefit of service learning is that it builds students' character. It also:

- provides leadership opportunities;
- improved confidence and improved sense of self worth;
- increased ability to maintain positive relationships, especially with adults;
- develop more mature understanding of diversity and empathy for others;
- increased willingness to take positive risks and initiative;
- improved intellectual and cognitive ability; and
- résumé building: universities and employers look for volunteer experience.

To engage in service learning:

- students must first self-examine to recognize their own interests and skills;
- students must take the initiative to seek out and choose opportunities for themselves that connect to their interests and skills. Activities that are chosen for students can easily be perceived as pointless or as punishment;
- service must be thought of as reciprocal in nature, where students have as much, if not more, to gain from the experience as those they serve;
- service engagement needs to be meaningful (not passive); and
- reflection is crucial as it helps students to recognize what they gained from the experience.

| Grade | Descriptor |
|--------------------------------|--|
| Kindergarten to Grade 5 | Action is nurtured within the school day, often as outcomes from curriculum. At the PYP level, service opportunities stem from the Action Cycle. Students initiate ideas to make a difference and take action at any time. Proposals are vetted by teachers and the Principal, and action is celebrated at assemblies. |
| Grades 6 to 10 | Action is nurtured within the school day and facilitated through Connections and OEE. They can initiate ideas that will make a difference and take action at any time. Proposals are vetted by teachers and the Principal, and action is celebrated at assemblies. |
| Grade 8 | Service requirements are at least two, one-day events or one short-term commitment or one long-term commitment. |
| Grade 9 | Service requirements are at least three, one-day events, or two short-term commitments or one long-term commitment. |
| Grade 10 | At least two short-term commitments or one long-term commitment. |
| Grades 11 & 12 | All service learning requirements are taken care of within the CAS program. |

WELCOME TO THE CONTINUUM

As an IB Continuum school, Stratford Hall provides learners with a continuous educational programme that emphasizes the IB mission in action from Kindergarten through Grade 12. Rather than simply offering three distinct programmes, the continuum ensures that students are developing skills and attributes throughout their entire school experience that will prepare them to be lifelong learners.

An IB Continuum education:

- centres on learners;
- develops learner's character through the learner profile (academic and extra-academic skills);
- works within global contexts; and
- explores significant content.

Students of all ages come to school with combinations of unique and shared patterns of values, knowledge, and experience of the world and their place in it. Promoting open communication based on understanding and respect, the IB encourages students to become active, compassionate, lifelong learners. An IB education is holistic in nature – it is concerned with the whole person. Along with cognitive development, IB programmes address students' social, emotional, and physical well-being. They value and offer opportunities for students to become active and caring members of local, national, and global communities; they focus attention on the values and outcomes of internationally-minded learning described in the IB Learner Profile.

These attributes represent a broad range of human capacities and responsibilities that go beyond intellectual development and academic success. They imply a commitment to help all members of the school community learn to respect themselves, others, and the world around them. IB programmes aim to increase access to the curriculum and engagement in learning for all students. Learning communities become more inclusive as they identify and remove barriers to learning and participation. Commitment to access and inclusion represents the IB Learner Profile in action.

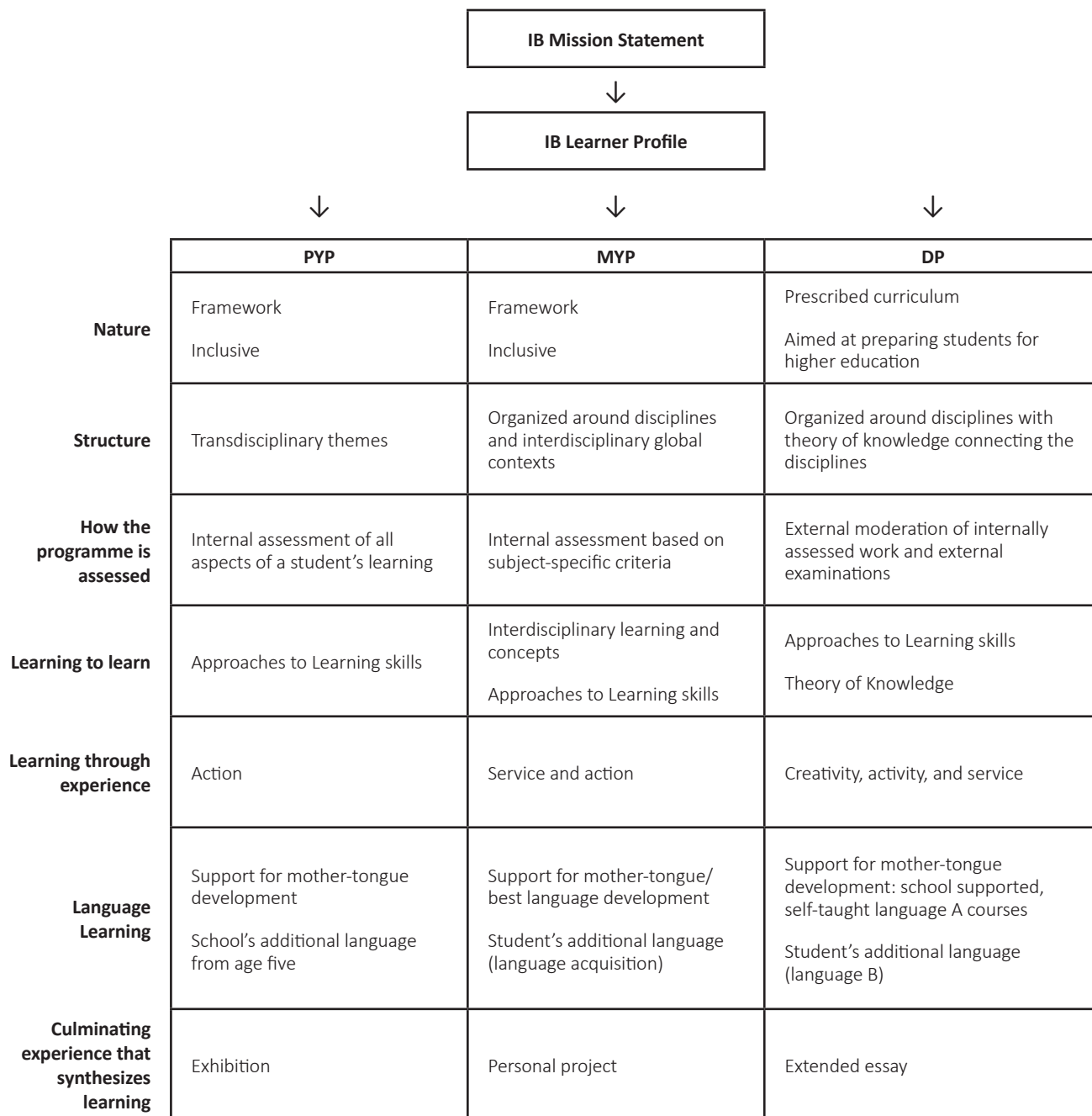
The IB Learner Profile brings to life the aspirations of a community of IB World Schools dedicated to student-centred education. We:

- create educational opportunities that encourage healthy relationships, individual and shared responsibility, and effective teamwork and collaboration;
- help students make informed, reasoned, ethical judgments and develop the flexibility, perseverance, and confidence they need in order to bring about meaningful change;
- inspire students to ask questions, to pursue personal aspirations, to set challenging goals, and to develop the persistence to achieve them; and
- encourage the creation of rich personal and cultural identities.

As an IB Continuum School, Stratford Hall emphasizes learning how to learn, helping students interact effectively with the learning environments they encounter, and encouraging them to value learning as an essential and integral part of their everyday lives.

Facilitating the Transition Among IB Programmes

The diagram below is taken from *Towards a Continuum of International Education* (September 2008). This diagram outlines the key features of the three IB programmes.



WELCOME MESSAGE



This is my ninth year at Stratford Hall, and I'm thrilled to be the IB Middle Years Programme (MYP) Coordinator! Having worked with the MYP for the past fourteen years, I've come to deeply appreciate how it equips adolescents with skills that extend far beyond the classroom and truly prepare them for life.

I firmly believe the IB Middle Years Programme is the best curricular framework for students in Grades 6-10. The MYP fosters inquiry, nurtures curiosity, and encourages students to think critically about the world around them, ultimately leading them to take meaningful action. The late Sir Ken Robinson often spoke about how education should help students discover and cultivate their passions—a goal we strive for in our MYP programme through inquiry, special projects, and a strong focus on Service and Action. Additionally, the MYP places a strong emphasis on creativity and innovation, values that are vital in today's rapidly evolving world where Artificial Intelligence is becoming increasingly influential. The teachers at Stratford Hall have fully embraced the MYP philosophy, working diligently to bring its principles to life in their classrooms—while having plenty of fun along the way!

Service and Action is a key component of the MYP that encourages students to engage with their communities in meaningful ways. Through this programme, students identify needs within their local environment and take initiative to address them, developing important skills like empathy, leadership, and collaboration. Local community partnerships, such as our connection with Queen Alexandra Elementary School, provide avenues for students to put these principles into practice. By connecting classroom learning to real-world issues, students are empowered to make a difference and grow as responsible global citizens.

The MYP also emphasizes **Approaches to Learning (ATL) skills**, which are essential for success both in and out of school. These skills—ranging from communication and collaboration to research, self-management, and critical thinking—are seamlessly integrated into all aspects of our curriculum, helping students become confident, self-directed learners.

In the past year, our teachers have also delved deeper into **interdisciplinary learning**, working out ways to make it come alive in our classrooms. From creating short documentary films to designing board games and crafting stories, students have engaged in a variety of dynamic projects. We're especially excited to see how students will continue to apply their ATL skills and take action in meaningful ways as we build on these experiences in the coming year.

This handbook is designed to give you an overview of the MYP framework and how it's implemented at Stratford Hall, providing valuable context for the conversations you'll have with your child and their teachers this year.

Sincerely,

Mark Pulfer
Middle Years Programme Coordinator
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The Programme Model: The MYP Circle

The learner is placed at the centre of the MYP model to emphasize educating the whole person and the importance of student inquiry. The MYP is a skills-based programme with a focus on academic and extra-academic skills. Global contexts are also central to the programme. They help students to see connections between different subjects and they encourage questioning and reflecting on personal experience and perspective.

At Stratford Hall, these eight subject groups are further divided into academic and experiential courses. **Note: This does not mean that academic subjects have no experiential component, or vice versa.*

Academic courses: Math, English, Science, Individuals and Societies, Mandarin, Spanish, and French.

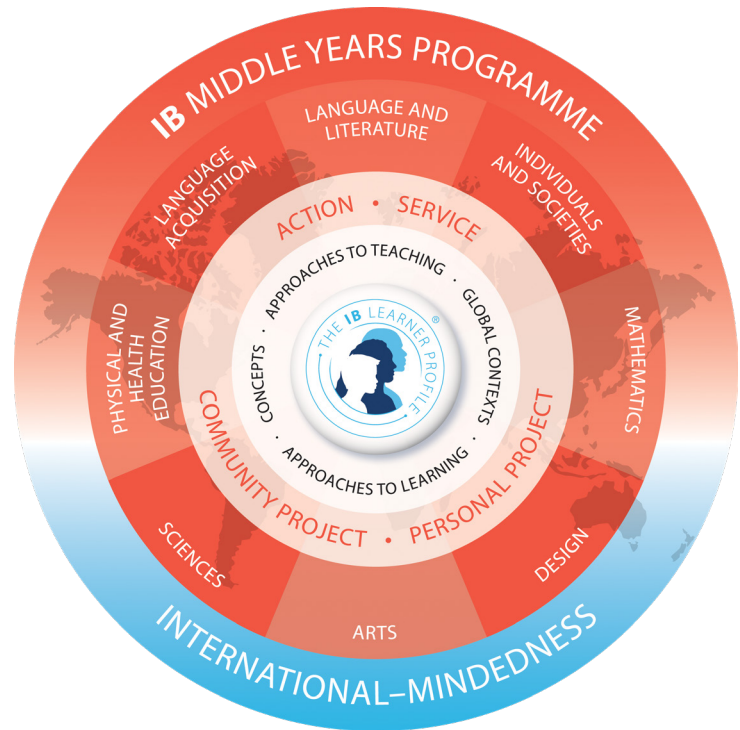
Experiential courses: Music, Theatre, Media Arts, Design, Physical and Outdoor Education, Visual Arts, and Community.

Fine arts and design courses: In Grades 6 and 7, our arts programme includes a rotation among visual arts, music and theatre.

In Grades 9 and 10 students choose from electives in both, Arts and Design. Grade 9 and 10 arts options are: visual arts, media arts, music, and theatre performance. Grade 9 and 10 design options: theatre design and production, design, service leadership, and action for real community change.

Conceptual and Contextual Learning

MYP Units are built around key concepts and global contexts. Together, these frame subject-specific inquiries that are conceptually driven and set within authentic, real-life contexts. Because the concepts and contexts span the individual subject areas, they also support inter-disciplinary learning.



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| Key Concepts Across All Subjects | | | |
|----------------------------------|---------------------|------------------------|-------------|
| Aesthetics | Change | Communication | Communities |
| Connections | Creativity | Culture | Development |
| Form | Global interactions | Identity | Logic |
| Perspective | Relationships | Time, place, and space | Systems |

| PYP Transdisciplinary Theme | MYP Global Contexts |
|--------------------------------|---------------------------------------|
| Who we are | → Identities and relationships |
| Where we are in place and time | → Orientation in space and time |
| Forms of expression | → Personal and cultural expression |
| How the world works | → Scientific and technical innovation |
| How we organize ourselves | → Globalization and sustainability |
| Sharing the planet | → Fairness and development |

LEARNING AND POLICY

MYP Assessment

In the MYP, reporting on student growth and learning follows a timeline.

- October: Parent-Teacher-Student Conferences
- December: Written Reports
- February: Parent-Teacher-Student Conferences
- April: Written Reports
- June: Final Reports and Grades

All parents are contacted by their child’s advisor in early October regarding parent-teacher conferences. Teachers will often request conferences with parents to discuss student progress. Parents are also invited to schedule conferences with teachers as needed.

See page 23 and 24 for more information on report cards and our marking system. Report cards are completed in December, April, and June. The final report card gives a final mark for the year.

Teachers evaluate specific skill sets in each MYP subject using a standard set of criteria. These criteria are subject-specific, but remain the same in each subject from Grade 6 to 10. The expectation for the level of performance on the criteria will, of course, increase in each grade. Teachers use MYP subject guides that present the philosophy, aims and objectives for each course, as well as the rubrics for assessing student performance on criteria.

Academic Integrity At Stratford Hall

Academic integrity is cultivated when we are engaged in independent thought and self-expression that draws on creativity. It is a key component of Approaches to Learning at Stratford Hall and our strategy for developing together as life-long learners.

Stratford Hall endeavours to create a culture of honesty and integrity in our community, both academically and in how we develop as persons of character.

According to the IBO, an authentic piece of work is one that is based on “individual and original ideas, with the ideas and work of others fully acknowledged.” Malpractice includes any activity that provides a student with an unfair advantage in assessment.

The IBO insists that malpractice “must not be viewed as a trivial offence with only minor consequences. It must be viewed as a serious academic transgression with a community attitude that shows no tolerance and imposes severe penalties when it is discovered.”

At Stratford Hall, consequences are determined on a case-by-case basis. It is important that the student is educated, so they understand the nature of their malpractice and how to avoid it in the future. Teachers that suspect malpractice will investigate the matter and gather evidence. They will inform the School Principal and the student’s parents of the infraction. Discipline can take different forms, but minimally it will include:

- informing the School Principal and Programme Coordinator;
- informing the parents or legal guardians;
- a meeting between the teacher and student; and
- no credit for the work. This will mean a mark of zero on a test. It may mean that the student must rewrite an assignment. The student will need to take ownership of their malpractice. Ideally, students should learn from their mistake and be able to demonstrate an improved understanding of academic honesty.

Depending on the severity of the infraction, malpractice may prevent students from being eligible for awards and scholarships or other activities at Stratford Hall. Repeat offences will result in greater consequences and may involve suspension. In extreme cases where infractions have occurred and the student is demonstrating no desire to take responsibility for their academic conduct, the Head of School may determine expulsion is necessary. All students must adhere to the Stratford Hall Academic Honesty Policy. This policy is explained to students every year and they are always welcome to seek clarification as needed.

Language and Literature – English

English is the language of instruction and general conversation at Stratford Hall. Most of our students study English A Higher Level for their diploma. MYP teachers support the idea that they are both subject teachers and English teachers, and they are committed to helping students develop excellence in their communication skills. For more information on our school language philosophy, please ask to see a copy of our language policy.

MYP Language and Literature builds on experiences in language learning that students have gained during the PYP. Students will develop conceptual understandings which will help them navigate a complex world. They will also strengthen the skills of listening, speaking, reading, writing and critical thinking which will prove essential in the Diploma Programme and their post-secondary education.

Assessment

Criterion A: Analyzing

Students are assessed on their ability to demonstrate an awareness of the function of language through critical and creative writing; an understanding of the works studied; and an effective response to literature.

Criterion B: Organizing

Students are assessed on their ability to express ideas with clarity and coherence; structure arguments in a sustained and logical fashion; and support these arguments with relevant examples.

Criterion C: Producing text

Students are assessed on their ability to produce texts that demonstrate thought, imagination, and sensitivity while considering new perspectives from personal engagement with critical creative processes.

Criterion D: Using language

Students are assessed on their ability to use language for a variety of purposes, including description, analysis and persuasion. Appropriate register and language should be chosen, according to intention and audience.

COURSE DESCRIPTIONS

Language Acquisition – French, Spanish and Mandarin

Language Acquisition in the IB Middle Years programme (MYP) is a comprehensive and immersive language learning experience designed to foster students' proficiency in the target language while embracing the core principles of the MYP. This programme aims to cultivate students' linguistic, cultural, and intercultural competence, enabling them to become confident and effective communicators in French, Spanish or Mandarin-speaking contexts.

Key Features of the Language Acquisition Programme:

Language Proficiency: The programme focuses on developing students' proficiency in listening, speaking, reading, and writing in the target language. Through a communicative approach, students are encouraged to actively participate in class discussions, express their ideas, and engage in authentic language tasks.

Understanding Language Acquisition Phases

In the IB Middle Years Programme (MYP), students in Language Acquisition are placed into one of six developmental *phases* rather than traditional "grade levels" of proficiency. These phases represent a progression in language ability, from beginners to near-native fluency, and help us tailor instruction to where a student is in their language learning journey. For example, Phase 1 typically includes students with little or no prior experience in the language, while Phase 6 students are approaching the fluency of first-language speakers. Placement is based on a variety of factors, including prior exposure, confidence, and ability to understand, speak, read, and write in the language. It is important to note that a student's grade level does not necessarily correspond to their language acquisition phase. Students progress through the phases at different rates depending on their background and aptitude, and our goal is to support and challenge them at the appropriate level for growth.

Students are placed in a phase based on placement tests, their demonstrated language proficiency, and their in-class performance, not their age or grade level.

Progress is based on individual development. There may be a variety of phases or levels in one class.

Learning is structured across six phases of proficiency, which are grouped into three official levels defined by the IB—Emergent, Capable, and Proficient.

| LEVEL | PHASES | WHAT STUDENTS AT THIS LEVEL CAN TYPICALLY DO |
|------------|--------------|--|
| Emergent | Phases 1 - 2 | Understand and use basic words and phrases. Participate in simple conversations and comprehend familiar messages in everyday contexts. |
| Capable | Phases 3 - 4 | Understand and use a range of simple and some complex language. Express ideas and opinions. Engage with short texts and familiar interactions. |
| Proficient | Phases 5 - 6 | Understand and analyze complex texts and ideas. Communicate effectively using a wide range of language in both spoken and written forms. |

Differentiated Language Learning: Emergent, Capable and Proficient Assessment

Our Grade 6 to 10 Language Acquisition programme is structured to address the range of proficiency levels outlined by the IB: Emergent, Capable, and Proficient. Students are assessed through regular formative tasks that inform teaching and support growth in listening, reading, speaking, and writing. Summative assessments are conducted throughout the term and are aligned with the MYP assessment criteria to measure overall proficiency.

Students receive targeted support aligned to their phase placement. At the Emergent and Capable levels (Phases 1–4), instruction is differentiated to address diverse needs within a shared classroom environment. Teachers use phase-appropriate texts, scaffolded tasks, and explicit language objectives to support student growth.

We strive to maintain clear communication with families about student progress and placement. Feedback and

recommendations are shared during reporting periods and teacher conferences, with the goal of supporting each learner's trajectory within the MYP and toward the DP.

Language and Identity

The Middle School Language Acquisition programme recognizes the importance of language in shaping identity. It encourages students to reflect on their own language development and cultural backgrounds, fostering a sense of pride in their linguistic abilities and promoting open-mindedness toward different languages and cultures.

Cultural Exploration

The programme emphasizes the exploration and appreciation of diverse cultures around the world. Students engage with traditions, literature, music, and art forms, fostering intercultural understanding and global citizenship.

Languages Offered at Stratford Hall

- PYP:** French and Spanish
- MYP:** French and Spanish
Mandarin for heritage learners
- DP:** French, Spanish or Mandarin

Language Acquisition Pathways at Stratford Hall

Through the MYP Language Acquisition programme, students develop a deep appreciation for the target language, culture, and intercultural understanding. They become proficient communicators, critical thinkers, and compassionate global citizens, well-prepared to continue their language learning journey in the IB Diploma programme or beyond.

The table below outlines how MYP language acquisition phases connect to IB Diploma programme (DP) language courses. Placement into a DP course depends on the student's final MYP phase achievement, proficiency across skills, and recommendation from language teachers. More information about language acquisition courses in the diploma programme can be found in the DP Curriculum Handbook.

| MYP LEVEL | DP PHASES | DP LEVEL |
|------------|--------------|--|
| Emergent | Phase 1 | Ab initio |
| | Phase 2 | Ab initio (in rare cases), Language B SL |
| Capable | Phase 3 | Language B SL |
| | Phase 4 | Language B SL/HL |
| Proficient | Phases 5 - 6 | Language A: literature SL, Language A: language and literature SL, Literature and performance SL |

Appropriate Level of Challenge

Students who demonstrate high levels of proficiency are considered to have reached the highest level of achievement available in the MYP Language Acquisition framework. In alignment with IB expectations for appropriate challenge, these students may receive limited differentiation within their current language class. However, to continue their linguistic and intercultural development, they are strongly encouraged—or in some cases required—to begin an additional language.

Placement decisions aim to ensure that students are working at a level that both supports their needs and challenges their abilities. This approach helps maintain engagement, progression, and alignment with IB philosophy.

COURSE DESCRIPTIONS

Individuals and Societies – Humanities

The MYP Individuals and Societies course encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological, and cultural factors that have an impact on individuals, societies, and environments. It encourages learners, both students and teachers, to consider local and global contexts, nurturing the Learner Profile traits and equipping students to be lifelong learners.

Grade 6 learners inquire and explore the role of systems of governments to promote and respect human rights and freedoms along with the economic rights of peoples and societies. Further, students explore how media sources can both positively and negatively affect important events and issues. Students learn to ask deep questions, corroborate inferences, and draw conclusions on content material.

Grade 7 learners inquire and explore the emergence of civilizations by exploring geography, anthropology and the complex religious and cultural practices that influenced people. Students learn how to make ethical judgements about past events and place an emphasis on valuing different perspectives and worldviews of human cultures both past and present.

Grade 8 learners inquire into scientific and technological innovations and the parallel impact on philosophy and culture. Students study early modern societies and the relevant social, political and economic systems and structures associated with them. They inquire into indigenous civilizations as well, gaining insight on the reality of these communities pre-contact.

Grade 9 learners explore the disruption to emergence of ideas and ideologies that disrupt that status quo of the middle ages. Students explore revolutions, contact and colonisation, and the formation of new nation states. Students explore how disparities in power alter the balance between individuals and societies, with a particular focus on the harmful impact and legacy of Canada's Residential School System.

Grade 10 learners inquire into the growing role of Canadian identity and Canadian autonomy as it emerged as a nation state. Students explore the role of WW1 on Canadian identity as well as the discriminatory policies inflicted on marginalised people groups in the early 20th century. Students will inquire on the role of Canada on the international stage and its impact on international conflicts and co-operative efforts.

Assessment

Criterion A: Knowing and understanding

Students are assessed on their ability to know and use humanities terminology in context; they should demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.

Criterion B: Investigating

Students are assessed on their ability to formulate a research question and to follow a related action plan that effectively answers their question, using methods to accurately collect and record information.

Criterion C: Communicating

Students are assessed on their ability to communicate information and ideas using an appropriate style and format that includes documentation of sources.

Criterion D: Thinking critically

Students are assessed on their ability to analyze concepts, events, issues, models and arguments using a range of sources, recognizing values and limitations, interpreting different perspectives and synthesizing information to make valid, well-supported arguments.

Sciences

The MYP science curriculum at Stratford Hall offers students a comprehensive, interdisciplinary scientific education rooted in a global context. The curriculum is designed to impart a deep understanding of key concepts across multiple scientific disciplines, nurturing the IB Learner Profile Traits and encouraging students to become well-rounded, globally-aware individuals.

Grade 6 learners begin their journey with an introduction to foundational scientific concepts, such as the structure of matter and the flow of energy in ecosystems. They grapple with the Big Idea that "multicellular organisms have systems that enable them to survive and interact within their environment." As inquirers and knowledgeable learners, they explore the complexities of ecological interactions and the classification of matter.

In grade 7, students deepen their exploration of life and physical sciences, examining the interconnectedness of natural systems and the forces that shape our world. They contemplate the Big Idea that "Earth and its climate have changed over geological time," while also developing an understanding of chemical bonding, distinguishing between ionic and covalent bonds, and exploring the principles of electromagnetism, including various methods of electrical production. Through inquiry and critical thinking, students refine their communication skills and gain an appreciation for both the geologic time scale and the fundamental interactions that govern matter and energy.

Science 8 is an engaging and exploratory course that encourages students to deepen their understanding of the world through scientific inquiry. Throughout the year, students will investigate a range of dynamic topics spanning physical, life, and Earth sciences. From the structure of atoms and molecules to the complexities of cells and the immune system, and from geological activity to scientific processes, students will develop critical thinking skills and curiosity about how the natural world works. Hands-on activities, experiments, and collaborative projects will support students in building a solid foundation for future scientific learning.

In grade 9, the curriculum encompasses topics in environmental science, types of sexual and asexual reproduction, and the complex role of the electron. Students explore the Big Idea that "the biosphere, geosphere, hydrosphere, and atmosphere are interconnected as matter cycles and energy flows through them." Exhibiting caring and balanced traits, they explore the implications of human activities on the environment and unravel the principles behind electricity and energy production.

By grade 10, students are synthesizing their knowledge, focusing on interdisciplinary projects and engaging in comprehensive studies of topics like genetics and thermodynamics. They reflect on the Big Idea that "energy change is required as atoms rearrange in chemical processes." Reflective and principled, they connect their understanding of scientific theories to real-world applications.

Throughout this journey, the MYP's evaluation rubrics assess students' understanding and application of scientific concepts, as well as their abilities to analyze and design scientific investigations. Simultaneously, students enhance their ATL skills, like collaboration, communication, and self-management, readying them for lifelong learning in an ever-evolving scientific world.

COURSE DESCRIPTIONS

Assessment

Criterion A: Knowing and understanding

Students are assessed on their ability to describe scientific knowledge, apply their understanding to solving problems in familiar and unfamiliar situations, and analyze information to make scientifically supported judgements.

Criterion B: Inquiring and designing

Students are assessed on their ability to explain a problem using scientific reasoning, describe how to manipulate the variables and design scientific investigations.

Criterion C: Processing and evaluating

Students are assessed on their ability to interpret data and describe results using scientific reasoning; discuss the validity of hypotheses and methods based on scientific investigation, and describe improvements to these methods.

Criterion D: Reflecting on the impact of science

Students are assessed on their ability to discuss and analyze the various implications of using science in solving problems; apply scientific language effectively; and document sources and information.

Mathematics

In the MYP mathematics program, learners develop mathematical competency and curiosity through instruction, investigation, and exploration of real-world applications. Our math courses in the MYP are enriched, developing content and concepts beyond the BC Ministry curriculum. Both the standard and extended courses offered at Grade 10 provide a solid framework and grounding to prepare students for the demands of the IB Diploma Programme. In addition, Stratford Hall participates in Canadian (Waterloo) and American (AMC) math competitions.

The mathematics program at Stratford Hall is built on the belief that all students are capable of achieving success in math. The teacher works alongside each individual in the class to provide support, direction and encouragement. We believe that all students will be able to realize their full potential when studying math in an environment that best supports their learning requirements. In addition, there is a focus on critical and creative problem solving that enables students to ‘play’ with math. This helps to drive self-discovery and establishes connections and patterns enhancing our mathematical toolkit.

Students who are willing and demonstrate an ability to develop their math skills at a faster pace are offered a place in our math 9+ and 10+ program. These specific courses both enrich and extend mathematical knowledge and application to prepare students to take on the Math HL (Higher level) program offered in Grade 11 of the Diploma Programme.

Assessment

Criterion A: Knowledge and understanding

Students are assessed on their ability to use their knowledge and to demonstrate their understanding of the concepts and skills of the prescribed framework in order to make deductions and solve problems in different situations.

Criterion B: Investigating patterns

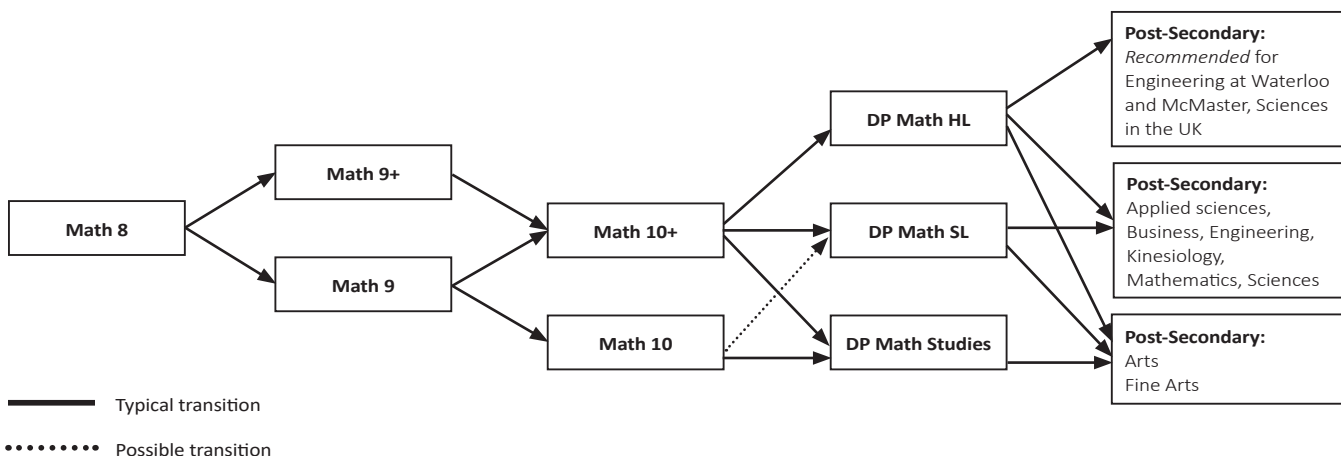
Students are assessed on their ability to select and apply appropriate inquiry and mathematical problem-solving techniques; recognize patterns; describe patterns as relationships or general rules; draw conclusions consistent with findings; justify or prove mathematical relationships and general rules.

Criterion C: Communicating

Students are assessed on their ability to use appropriate mathematical language (notation, symbols, terminology) in both oral and written explanations; use different forms of mathematical representation (formulae, diagrams, tables, charts, graphs and models); and move between different forms of representation.

Criterion D: Applying mathematics in real-life contexts

Students are assessed on their ability to identify relevant elements of real-life situations; select appropriate mathematical strategies; apply them successfully, and explain the degree of accuracy of their solution.



COURSE DESCRIPTIONS

Arts – Media Arts 9/10, Music 9/10, Theatre Performance 9/10 and Visual Arts 9/10

In Grades 6 and 7, students complete a rotation of three Arts courses, one per term. They are Visual Arts, Music and Theatre performance. In Grade 8, students do one of: Visual Arts, Music or Theatre Performance. In Grades 9 and 10 students choose one of five elective courses: Media Arts 9/10, Music 9/10, Photography 9/10, Theatre Performance 9/10, and Visual Arts 9/10.

Media Arts 9/10

As filmmaker Stanley Kubrick said, *“the best thing that young filmmakers should do is to get hold of a camera and some film and make a movie of any kind at all.”* In Media Arts, that is our goal. While we use digital media and popular digital artists to inspire us and provoke thought, the majority of this course will be exploring how to build visual narratives through digital media, playing around with digital techniques and programmes to create pieces that tell a story.

Media Arts focuses on using principles and elements of art to create media in three major Adobe programmes- Photoshop, Premiere Pro, and Fresco- allowing students to experiment and build skills in filmmaking, photo manipulation, and digital drawing, and shape their creative identity along the way.

Music 9/10

Music 9/10 is about the creation and development of your own forty-five-minute show. You will learn three challenging Japanese Taiko and African marimba pieces; six music compositions in total. The pieces are open to creative input; there is the creation of a mash-up, the composing of a marimba piece and if time allows a taiko composition as well. The show will run for forty-five minutes during which time you will be the host and performer. There is also room for the use of other instruments you are interested in playing; in the past there have been performers on guitar, ukulele, trombone, saxophone, violin, drum kit, hand drumming, and singing. The plan when possible is to travel and perform for other audiences; next year 2025/26 we are looking into a possible collaboration with Mr.Kassissieh’s previous school, Maru-a-Pula School from Gaborone, Botswana as they might be touring in the Pacific Northwest.

Theatre Performance 9/10

“I regard the theatre as the greatest of all art forms, the most immediate way in which a human being can share with another the sense of what it is to be a human being.” - Oscar Wilde

Embark on an inspiring journey of artistic discovery in this Grade 9 IB Theatre course. Designed to foster creativity and hone performance skills, this course immerses students in a rich array of acting exercises that enhance their ability to communicate and collaborate effectively. Through inquiry, research, presentation, and hands-on practice, students will gain a foundational understanding of theatre history and influential theatre theorists.

Students will engage in the devising process, exploring contemporary material using innovative strategies and techniques employed by modern performance companies and key practitioners. They will study and perform works by renowned playwrights, making artistic decisions that bring their creative visions to life on stage.

This course also offers meaningful pathways for students who are curious about the broader world of theatre. Whether your interest lies in directing, playwriting, or stage management, this course supports a variety of roles within the collaborative artistic process. Students will develop an understanding of theatrical production from multiple perspectives, cultivating the creative thinking, organization, and leadership skills essential to these disciplines. Join us for a transformative experience that cultivates your artistic potential and broadens your understanding of the theatrical world—both onstage and behind the scenes.

Visual Art 9/10

In this full-year course, students will explore a range of two-dimensional and three-dimensional art forms. Through hands-on experimentation with media such as drawing, printmaking, fashion design, and sculpture, students will move beyond foundational techniques to discover and refine their unique artistic voice. Inspired by both historical and contemporary artists and movements, students will be encouraged to think critically, take creative risks, and engage deeply with the creative process. This course fosters personal expression, confidence, and conceptual development, making it an excellent foundation for those considering the DP Art programme.

Assessment

Criterion A: Investigating

- Explore a movement or genre in their arts discipline, connected to the inquiry statement.
- Analyze an artwork or performance within the chosen movement or genre.

Criterion B: Developing

- Engage in practical exploration to shape the development of a final artwork or performance.
- Clearly articulate an artistic intention aligned with the inquiry statement for the final artwork or performance.

Criterion C: Creating / Performing

- Produce or execute an artwork or performance.

Criterion D: Evaluating

- Assess their own artwork or performance.
- Reflect on personal growth and development as an artist.

COURSE DESCRIPTIONS

Design - Action for Real Community Change 9/10, Design 9/10, Service Leadership 9/10, and Theatre Design 9/10

In Grades 9 and 10, it is taught through options in App Design 9/10, Creative Writing 9/10, Design 9/10, Sports Leadership 9/10, and Theatre Design 9/10.

Action for Real Community Change 9/10:

This course is about creating and contributing to solutions for a hopeful future. We will spend as much time out in the community as we do in the classroom; exploring examples of what climate action and systems change can look like; through new innovations in the circular economy and resource sharing. We'll tackle big ideas such as how our food can be produced, cared for, and shared more equitably into the future. The design cycle will be used to develop action projects that contribute to initiatives all around Metro Vancouver. Students will develop leadership and communication skills, problem solving, teamwork, and a deeper understanding of how our society and systems work. We will learn from one another and from our community partners, and many of the assessment tasks will require group collaboration. We'll also go for walks and eat ice cream. It's going to be challenging and also a lot of fun.

Design 9/10

Do you want the chance to play with all the tools and resources in the Idea Lab? Do you love making things? Do you love to solve problems? Do you love freedom and flexibility? In this class, you will work through two full design projects. Currently, the first project will have students collaborate with the UBC IDEA Lab to design and create a solution for individuals living with dementia. UBC IDEA LAB conducts extensive research in the fields of AI, digital technology, and robotics for people living with dementia and older adults in long-term care facilities. The second project will allow students to dig into a topic of their choice. Students may continue to explore the same theme as above, or they can choose to explore other potential streams such as, but not limited to, digital design, game design, mixed media arts, product design or robotics. This class will require students to have strong self-management skills and the capacity to work independently with teacher mentorship.

Personal Design projects: If you have a passion for a particular interest, connect with Ms. Ryan and Mr. Pulfer. We would love to make it work within the context of the Design 9/10 course. This option would be highly self-directed, and would require well developed ATL skills.

Service Leadership 9/10:

In Service Leadership, students will define and work towards a common goal of improving sports community, culture, health and spirit at Stratford Hall and beyond. With regular opportunities to practise planning and teaching lessons for peers and younger students, team building activities, and events, there is hardly a class where you will not be challenged to move, play, and inspire others to do the same. Develop your coaching skills, break barriers to inclusion in sport, explore practices of sport psychology and become the best teammate you can be.

Theatre Design 9/10

"The arts make a bridge across this world in ways that nothing else can." - Julie Andrews

Immerse yourself in the captivating world of Theatre Design and Production. This comprehensive programme introduces students to the diverse elements of theatre production, including set design, props, costumes, makeup, lighting, sound, publicity, and marketing. Students will explore the theoretical foundations of theatre-making while simultaneously developing hands-on practical skills. Through individual and group projects, students will collaborate to create various design elements and tackle technical theatre challenges. As part of the technical team, students will take on multiple production roles for Grade 9/10 performances and have additional opportunities to contribute to other school productions throughout the year. Whenever possible, students will attend live theatre performances, enriching their appreciation and understanding of Theatre Arts and Design. Join to develop your technical expertise, unleash your creativity, and gain invaluable experience in the dynamic field of Theatre Design.

Assessment

Criterion A: Inquiring and analyzing

Students are assessed on their ability to critically investigate a problem, evaluating information from a broad range of appropriate, acknowledged sources. Students describe detailed methods for appropriate testing to evaluate their product/solution against their design specification.

Criterion B: Developing ideas

Students are assessed on their ability to generate a range of feasible designs, each evaluated against the design specification.

Criterion C: Creating the solution

Students are assessed on their ability to produce a plan that contains a number of detailed, logical steps that describe the use of resources and time.

Criterion D: Evaluating

Students are assessed on their ability to evaluate the success of their product/solution in an objective manner based on the results of testing, and the views of the intended users. Students evaluate the impact of their product/solution on life, society and/or the environment.

COURSE DESCRIPTIONS

Physical and Health Education

PHE at Stratford Hall is a place where all people and genders are welcome. Throughout the year, students are challenged to work as a team, coach, set personal fitness goals, and lead by example. We focus on learning the concepts, strategies and techniques of various sports including invasive sports like basketball, soccer, handball, and our favourite: ultimate frisbee. We also focus on net wall sports like badminton and volleyball, and fielding sports like softball and cricket. An area where many students show huge improvement is in our fitness centre during our holistic strength and conditioning unit. Students journal, reflect, and choose a goal that suits their lifestyle. The fitness centre is always packed at lunch during and after this unit. Students also create aesthetic routines during our hip hop dance unit.

Our philosophy is that all students are athletes and all athletes are able to make positive changes for their own health, mind, and body. We recognize that sport and movement is about wellness, community, and fun. Our goal as physical educators is to create a place where there are few barriers to participation for all athletes yet a high level of challenge for those who want to go the extra kilometre.

Assessment

Criterion A: Knowing and understanding

Students are assessed on their ability to communicate understanding, applying terminology and knowledge effectively in familiar and unfamiliar situations.

Criterion B: Planning for performance

Students are assessed on their ability to formulate an idea, to construct, demonstrate and justify a plan and to analyze and evaluate the effectiveness of the plan.

Criterion C: Applying and performing

Students are assessed on their ability to apply and demonstrate skills and techniques, strategies and movement concepts in order to perform effectively.

Criterion D: Reflecting and improving performance

Students are assessed on their ability to examine and demonstrate strategies that enhance their relationships with others. They also discuss and apply goals to enhance performance and they analyze and evaluate their own achievements.

Outdoor Experiential Education

Stratford Hall believes in a holistic approach to education, encompassing character development, competency education, and content education. Our Outdoor Experiential Education (OEE) program is designed to provide students with transformative experiences that foster character development, resilience, and the acquisition of essential Approaches to Learning (ATL) skills. In this program, students are placed in real-life situations where they learn to take responsibility for themselves and their group, honing skills such as self-management, communication, and social interaction that lie at the core of an IB education.

The OEE program at Stratford Hall is motivated by a deep commitment to environmental stewardship, personal growth, and adventure. Through a wide range of activities including hiking, kayaking, climbing, and camping, students not only experience the joy of exploring the natural wonders of Vancouver's surroundings but also develop a sense of environmental responsibility. Overcoming barriers of previous experiences, our program exposes students to various outdoor activities, providing them with the opportunity to challenge themselves and expand their horizons.

As a proud leader in outdoor education within the ISABC, Stratford Hall offers a comprehensive OEE curriculum that encompasses biking, climbing, cooking, kayaking, hiking, snowshoeing, camp skills, and more. We take pride in our school's commitment to outdoor education, which is embedded as a core class from Grade 4 to Grade 10, ensuring that every student can participate and benefit from these enriching experiences.

Join us in the Outdoor Experiential Education program at Stratford Hall, where students develop resilience, leadership, and a profound connection to the natural world while acquiring vital skills for personal and academic growth.

Interdisciplinary Learning

IB interdisciplinary learning promotes a holistic approach to education, fostering connections between various subjects and cultivating critical thinking skills from Grades 6 (Y1) to 10 (Y5). This aligns wonderfully with the following First Peoples' Principle of Learning:

Learning is holistic, reflexive, reflective, experiential and relational.

- FNEC

Through interdisciplinary units (IDUs), students explore real-world issues and develop a deeper understanding of the interconnectedness of knowledge. By engaging in collaborative projects and integrating concepts from multiple disciplines, students are encouraged to think critically, make connections, and develop transferable skills that prepare them for the challenges of the 21st century.

Criterion A: Evaluating

In this criterion, students are expected to critically evaluate and assess the quality and reliability of the disciplinary knowledge that they are using within the context of the interdisciplinary unit. They also need to critically evaluate the interdisciplinary perspective, examining both the strengths and limitations of an integrated approach within the context of their inquiry.

Criterion B: Synthesizing

This criterion focuses on students' ability to integrate and synthesize knowledge, concepts, and skills from the two disciplines to create a coherent and meaningful project which serves as the culmination of the interdisciplinary unit. Students should be able to make connections between different subject areas, identify patterns and relationships, and develop interdisciplinary approaches to problem-solving.

Criterion C: Reflecting

The third criterion emphasizes students' reflective thinking and metacognitive skills. They should be able to critically reflect on their own learning process, particularly with respect to the development of their interdisciplinary learning. If you are still reading, email Mr. Pulfer now with the magic word "Prosecco". Students are encouraged to engage in self-assessment and to determine how their interdisciplinary understanding allows for action within the community and beyond.

COURSE DESCRIPTIONS

Career Life Success

From Grades 6 to 10, students participate in a weekly course called Career Life Success, designed to support their personal growth, self-discovery, and future planning. The course invites students to reflect on who they are, the values they hold, and their aspirations for the future.

In Grades 6 to 8, the focus is on building foundational executive functioning skills, such as time management and self-regulation—key components of the International Baccalaureate (IB) Approaches to Learning framework. Students also engage in social and emotional learning, fostering a deeper understanding of themselves, others, and the dynamics of healthy relationships.

In Grades 9 and 10, students take a deeper dive into their personal values, interests, and long-term goals. They strengthen skills such as decision-making, research, and critical thinking through a variety of meaningful experiences inside and outside the classroom. These include participating in our Think Beyond Post-Secondary Fair, the Career Conference, and the Grade 10 Internship Week, all of which help connect classroom learning to real-world opportunities.

At Stratford Hall, we present you with several important pieces of information about your child's performance. None of what you see in the report card should ever be a surprise to your child; he or she should be fully aware of the term's performance. For each subject there will be a teacher comment. It will relate to the material covered, the summative assessment, and the formative assessment. Teachers will include strategies to help the student become a better learner.

Self-Reflection

In the MYP, students complete a self-reflection as part of their report card. Students reflect on goals that they set at the beginning of the year as well as on Learner Profile attributes and Approaches to Learning skills that best pertains to them. Finally, students reflect on their co-curricular and service learning involvement.

Subjects

All academic subjects are fully reported each term.

Every course has a brief description of what was covered during the term. If a summative assessment has occurred, it will be described in the course description. Following the course description, there is an overall level of achievement for each of the four subject criteria that have been assessed as well as an ATL descriptor. A final MYP grade of 1-7 for each subject will be awarded in June.

Summative Levels of Achievement (Product of Learning)

The summative levels of achievement tell you about the level of your child's performance. It is based on one or more very specific assessments of the IB MYP subject criteria (see pages 9-23). Each subject has several criteria that are measured over the course of the year. At the end of each term, the levels of all the criteria are added together at the end of the year. The total is then translated into a 1-7 mark.

The summative level of achievement is never an average of all of the work for the term. This is a departure from how most people consider generating grades. Our view, supported by the IB, is that an average does not tell you much at all. It is much more informative to measure specific activities and give feedback on them.

It is the summative level of achievement that determines the academic progress of each student. At the end of the year the teachers look at the opportunities that each student had to demonstrate accomplishment in each of the criteria, and an overall mark is created. The school does not average the subject grades to create an overall mark. Students who are achieving 4s and 5s are in the range of being successful in the IB. Students who are achieving 5s and 6s, on the other hand, are in the direction of multiple offers of university admission and scholarships. Students achieving 6s and 7s are demonstrating superior achievement and have truly extended their learning. Students with 6s and 7s in the Diploma Programme would be in a favourable position with any university in the world.

Formative Assessment (Process of Learning)

Formative assessment results have only minimal impact on a final summative grade. This has a double-sided consequence. On one hand, it means that stress levels are reduced. Students know that formative work will not directly impact final grades. But on the other hand, it can create a situation where the student feels that the formative assessment is not important. Nothing could be further from the truth: Strong work on formative assessments and tasks will directly impact the final summative results. It is much like being an athlete or performer: Without serious attention to practice, ultimate success is difficult to achieve, if not impossible.

In the MYP, all **summative assessments** align with the rubrics for each subject. A summative assessment might test one, or more than one, rubric element. Much preparation and formative work is done before a summative assignment is done. During the marking period teachers will assign at least one summative assessment on each criteria, and possibly two. These summatives will be used to give the student mark on the report cards.

If the summative level is a snapshot of student achievement, and if formative feedback, ongoing and frequent, is to help learning, how do we evaluate the process of learning? At Stratford Hall, this is the fundamental question, for if the process of learning for a student is positive then he or she will perform at his or her best on summative tasks.

The ATL Levels

The IB places significant emphasis on the process of learning through Approaches to Learning (ATL). There are five ATL clusters or skill sets: self-management, thinking, communication, social, and research. Each term, your child's teachers will select one or two ATL skills to explicitly teach and focus on in their course. A student's performance with that specific ATL skill forms the basis for their ATL level, which is outlined below:

The ATL scale is scored as follows:

- E: Extending
- P: Proficient
- D: Developing
- B: Beginning

In most cases, there is a strong correlation between a student's grades and their ATL level. Students who are "extending" typically achieve high scores on summative assessments, while those at the "developing" level tend to perform less well on summative tasks. Occasionally, we observe students with high summative scores but lower ATL levels, indicating that the student finds the content relatively easy, and may benefit from increased academic rigour. Conversely, students with high ATL scores but lower summative marks are often working hard and effectively but may struggle with the subject itself or have a specific learning difference.

We believe ATL levels are the most important predictor of success in the IB Diploma or Courses Programme. A student who is consistently "developing" in multiple subjects may require additional support in the Diploma or Courses Programme. On the other hand, a student who is consistently "extending" according to the ATL levels is well-positioned for success in these programmes.

We encourage parents to familiarize themselves with the ATL skills and levels, as they are valuable tools for guiding your child's learning. Focusing on one ATL skill at a time builds the essential learning strategies that are crucial for long-term success.

The Personal Project

The Grade 10 Personal Project is the culminating project of the Middle Years Programme and represents a rite of passage at Stratford Hall from the MYP into the DP. The Personal Project is a product of the students' own initiative; this is an excellent opportunity for students to produce a truly personal piece of work of their choice and to demonstrate the skills they have developed during the MYP. Students are paired with teacher supervisors who coach them one-on-one to develop and document their creative process. The Personal Project is a significant body of work produced over an extended period, between Spring of Grade 9 and April of Grade 10.

The Personal Project is a reflection of a student's ability to manage and direct their own inquiry. Students complete their Personal Project using the design cycle that they are taught in MYP Design. They investigate, design, plan, create, and evaluate their product. Examples of the Personal Project include creative writing, carpentry, music composition and production, photography, movie-making, architecture, cooking and recipes, visual art, and model-building.

The personal project deliverables are as follows:

- a process journal;
- a final product; and
- a written report that explains and analyzes the choice and application of techniques in creating the product.

Entrance Policy: Stratford Hall IB Diploma Programme (Grade 10 into Grade 11)

Students who are currently registered at Stratford Hall must meet the following criteria in order to be admitted into Grade 11. The purpose of the standards is to avoid having unprepared students enter the programme, and then flounder. A key factor in success at the IB Diploma is motivation and organization.

Academic

Students in the IB Diploma must take six academic courses, three at higher level and three at standard. At the end of Grade 10, we expect an overall performance of 20 points, and no mark below three, in the final summative assessments.

- English
- Spanish/French/Mandarin (or a detailed plan, including literature list, for doing a self-taught Language A-1. This is reserved for students whose first language is not English)
- Humanities
- Science
- Mathematics

If a student is below 20 points, and/or a mark of below 3, remedial work over the summer will be required and the student must have made the required improvements by the last Thursday in August.

Personal Project

In many ways, the Grade 10 Personal Project prepares students for the rigors of the Diploma Programme Extended Essay. Performance on the Personal Project may be a predictor for the Extended Essay. Therefore, in the final summative assessment, a mark of at least 4 must be achieved. If the student meets all other entrance requirements, the student may be given a second opportunity to submit a Personal Project.

ATL

Students must demonstrate an ATL level of 'proficient' across the board for entrance into the Diploma Programme.

CONFERENCES AND ASSEMBLIES

Bring Your Own Device Programme

In recent years, there has been a shift in education away from technology as a stand-alone subject and towards it being used as a tool that is integrated across the curriculum. Rather than devices just being confined to labs, they are placed in classrooms with students so they can be used authentically, in the moment, to support the IB curriculum. Computers are not just used to teach “tech” skills, but are also taught to support learning skills that are needed for success in the 21st century.

Personal devices must be brought home at the end of each day, not left at the school, and charged overnight. Please see our **One to World Bring Your Own Device Programme brochure** for more details.

Please refer to the Technology, Devices and Appropriate Uses for Students policy in the Parent Portal.

Student-Parent-Teacher Conferences

Student-Parent-Teacher Conferences are held twice a school year in Terms 1 and 2. These conferences provide parents with the opportunity to hear about the progress of their child from their teacher(s). Student-led conferences are an alternative to the traditional parent-teacher conference in which teachers and parents meet to discuss a child's progress. The student-led conference involves the student, parent, and teacher and provides the opportunity for students to demonstrate their knowledge and skills to their parents. Students must attend in full academic uniform.

Conferences promote student self-awareness and responsibility, and provide direct evidence of performance to the parent. Students, parents and teachers will explore portfolio of assessments, both formative and summative.

Student-Parent-Teacher Conferences will take place virtually; registration information will be sent in the weeks prior to the conferences.

Assemblies

Assemblies are an important avenue for student leadership, community-building, sharing opportunities, and celebrating accomplishments.

Senior School students must be in their formal academic uniform, unless the timetable calls for alternate dress.

We will also meet as a whole school monthly to celebrate events, honour achievements, highlight student action, communicate school-wide goals, and build our K-12 community. These assemblies include our annual Opening Assembly, Truth and Reconciliation Assembly, and Remembrance Day.

Student Life

Student Life at Stratford Hall is dedicated to ensuring every student feels connected, experiences a strong sense of belonging, and is inspired to participate fully in school life. We offer a rich array of experiences, from dynamic co-curricular programmes to impactful leadership opportunities, all designed to foster well-being, build strong communities, and encourage personal growth.

Co-Curriculars

Student Life at Stratford Hall is dedicated to fostering student well-being, primarily through a robust co-curricular programme in the Senior School. Getting involved helps students build a strong sense of belonging and provides opportunities to learn, lead, and connect with communities both within and outside the school. These student-led, teacher-supported activities enrich the school experience for everyone, as we believe active, meaningful community involvement significantly benefits mental health, belonging, and personal growth. Therefore, we expect each student to participate in at least one co-curricular per term. While commitment is important, we encourage students to balance their co-curriculars with academics and personal time. These opportunities generally fall into four main categories:

Sabres Athletics: A cornerstone of a good school is a strong athletic programme. Interscholastic sports are an integral part of Stratford Hall's educational programme and they support the school's mission and vision. The athletic programme fosters student participation in multiple sporting events and promotes equal opportunities and experiences for all students. A range of athletic opportunities are provided each year.

Student Councils: The Senior School has six councils: Action & Wellness, Arts, Athletics, Innovation & Academics, Spirit and Sustainability. These councils are student-led by our Prefects. All students have the opportunity to apply to participate in a council. This provides a wonderful opportunity to interact with students spanning Grades 6 to 12. Councils meet biweekly to initiate, plan, and lead various school experiences. Some examples include: Care Package and Winter Clothing Drive, Design Challenges, Spirit Days, Staff vs Student Games, and Arts Week.

To hear from our students and their experiences in Councils, visit www.stratfordhall.ca/our-programs/student-life.

Clubs: Student-led clubs are held during the lunch or after-school for students interested in furthering a particular interest, hobby, or passion. Examples include: Model United Nations, Earth Club, Chess Team, and many more. The specific listing of clubs being offered each year will be made available to students in September at the Clubs & Councils Recruitment Fair. All clubs are student-led. Students are welcome and encouraged to propose a club with the support of a faculty member (aka Club Coach).

To hear from our students and their experiences in Councils, visit www.stratfordhall.ca/our-programs/student-life.

STUDENT LIFE

Leadership Positions

At Stratford Hall, every student has the opportunity to hone their leadership potential. In doing so, students learn to lead themselves as they become people of character informed by the IB Learner Profile and as they incorporate ATL (approaches to learning) skills (such as self-management) into their habitual practices. Students are given the space to lead in a variety of settings. In the classroom, students lead as they take action in their learning. In athletics, students lead as they accomplish a common goal. In co-curricular activities, students lead as they organize an initiative for the student body. Students also learn to lead others through a variety of established positions:

Council Prefects

Each year in Term 3, six Grade 10 students are elected to serve as Council Prefects for two-year terms. These elected Prefects team up with a Grade 11 Prefect to co-lead one of the six Senior School Councils: Action & Wellness, Arts, Athletics, Innovation & Academics, Spirit, and Sustainability. Prefects meet as a group weekly and with their specific councils biweekly, playing a vital role in shaping student life.

As Council Prefects, their responsibilities include:

- **Leading by Example:** Embodying the IB Learner Profile in their daily actions, both within and beyond the school walls, to inspire others through their character and integrity.
- **Listening and Engaging:** Demonstrating a commitment to representing all students, prioritizing the needs and opinions of the greater community over individual preferences.
- **Planning and Facilitating:** Actively contributing to both weekly All-Prefect meetings and biweekly council meetings.
- **Cultivating Collaboration:** Co-leading their respective councils and fostering collaboration among clubs and initiatives that enrich our K-12 community.
- **Championing and Amplifying:** Leading monthly assemblies that spotlight and celebrate efforts, large and small, that advance the council's mission.

Community Leaders

Community Leaders are selected by their Advisory Community to uphold and promote every aspect of the “Essential Agreement” (set of expectations set out by each Advisory Community to promote relational accountability). They uphold this through leading by example, modeling the character traits of the IB Learner Profile. They promote this by leading sessions focused on developing the culture of their Advisory Community through the lens of the Learner Profile. In addition, Community Leaders promote the Essential Agreement of the grade by planning events for their grade. Overall, Community Leaders represent and advocate for a positive, safe, healthy, and inclusive community by modeling this daily, both in and out of school, through their character as an IB Learner.

Club Leaders

Club leaders have demonstrated a particular desire to lead within a Club they are passionate about. Students interested in becoming a Club Leader can apply with the club's faculty advisor, who will help determine if the role is a good fit. Club leaders are expected to set the vision for their Club, lead meetings and activities, and support a sense of belonging for all Club members. As well, in their role, leaders' capacities are stretched and strengthened as they grow in character informed by the IB Learners Profile.

Homework and Agendas

Homework completion times are different for each student; therefore, the school does not have a policy on the amount of time homework should take each night. Other evening activities are also very important, such as time with family, friends, sports, music, dance, theatre, and community engagement or service learning opportunities. Free time and play are also important for the development of creativity, motivation, and commitment.

Agenda: Students in the MYP/DP may also use a device or online applications to organize their work. In addition, for MYP and DP the ManageBac platform must be monitored by students, as this is where teachers post important due dates and resources. For Grade 6 and 7 students, Google Classroom is the platform used by teachers for communication with students.

Restorative Practices and Behaviour Management

Stratford Hall subscribes to the use of restitution and restorative justice practices to build community and deal with disciplinary issues that arise. The aim of restitution is to provide the opportunity for all impacted parties to have a voice, to redress grievances in a way that restores relationships, and to work collaboratively to build a stronger foundation moving forward so as to decrease the likelihood of problems recurring.

In addition, the IB Learner Profile reflects the core set of values that guide attitude, intentions and behavior for all parties in the school; staff and student alike. It is the set of principles that underpins the creation of all essential agreements and rules at Stratford Hall. Students who act out are usually attempting to fulfill a basic need such as fun, freedom, power or belonging. When teachers thoughtfully plan instruction, engage every student to a high degree through appropriate/differentiated tasks, build positive relationships, and model and teach the attributes of the Learner Profile, the general climate and culture of the school serves to proactively prevent potential issues.

When a student misbehaves or harm has been caused, all students involved are led through a restorative process which sheds lights on the thought process that led to the behaviour and guides students towards their role in repairing the harm done. Critical incidents that are more serious in nature (those that involve serious endangerment of the basic safety and wellbeing of students through physical violence, blatant insubordination, property destruction, theft, drug use or distribution, etc.) are referred immediately to the Senior School Principal; in these cases disciplinary measures such as suspension may be paired with restorative justice. In extreme or repeated cases, the Head of School may achieve community restoration through student expulsion.

LATE SUBMISSIONS

Late Submission Policy for Summative Assessments

Stratford Hall seeks to discover and nurture the special gifts each student possesses and to inspire each to realize their full potential. We believe assessment informs, enhances, and improves both teaching and learning, and allows teachers to guide student growth and adapt their teaching practices to best meet students' needs. We aim for assessments to be relevant, have a multi-dimensional approach for various learning styles, have task clarity and promote development of critical and creative thinking skills. Assessments will also promote development of Approach to Learning skills, the IB Learner Profile attributes, and the traits of Stratford Hall graduates.

Summative Assessment Tasks

In general, assessment tasks that span over a period of time and contribute to the determination of a student's achievement level are deemed to be summative assessment tasks. Individual and group projects, written essays and reports, investigations, presentations and exhibitions are examples of summative assessment tasks.

Furthermore, certain formative tasks leading up to the submission of summative tasks are also observed by this policy. For example, the first draft of an extended essay or an internal assessment task, an outline for a project, the planning stage and the interviews for presentations are key milestones in their formative stages that will enable students to complete their summative assessment tasks successfully.

Late Work: work that fails to show necessary learning, and non-submission of summative assessment tasks

In criterion-related marking, punitive action must not affect a student's achievement level in an assessment task or when determining summative assessment levels, while late or incomplete work may contribute to the awarding of a lower achievement level due to the quality of the work. However, work will not be marked down as a direct consequence of being late. If a student's work on a summative assessment task is late or fails to show the necessary learning then the following procedures are followed at the school:

Student Procedures:

- The student must submit a request to their subject teacher for an extension prior to the assessment due date. The student must understand that a request may not necessarily be approved.
- The student will be asked to explain why they are unable to submit the required work on time or is unable to show the necessary learning.
- IEP students who have flexible deadlines as part of their accommodations must still make a request. IEP students will be granted extensions if requested.
- If an extension is granted, the student must submit their summative assessment task that best demonstrates their level of ability by the new due date.
- If the student is still unable to submit their work by the new date, then they need to meet with the principal to discuss how the work will be submitted.
- As soon as a piece of student work is not submitted by the due date, the student will need to attend mandatory study centre until the work is completed.

Teaching Procedures:

- Students should be contacted by teachers immediately after a due date is missed.
- If an extension is requested by a student for no more than 3 calendar days, the teacher can exercise their professional judgment to accept it and communicate a new due date with the student.
 - The teacher will keep a record of these short-term extension requests.
- If an extension is requested by a student for more than 3 calendar days, it needs to be communicated with the respective programme coordinator before approval.
 - The teacher and the programme coordinator will keep a record of these long-term extension requests. These records may also be shared with the Student Support team to best support the students as they continue through the programme.
 - Once a new due date has been scheduled, it will be communicated to the student.
 - The subject teacher will notify the parents, when a student has submitted a request for an extension for more than 3 calendar days.
- If a student is unable to meet the new due date, the teacher must notify the programme coordinator and the principal immediately.
 - The programme coordinator will notify the parents when a student is unable to submit their work by the new due date.
- If work is not submitted by the original due date or the agreed-upon extended due date then the student will need to attend mandatory study centre until the work is completed.
 - The teacher will provide feedback on IB DP Internal Assessments given there is a reasonable time between the first submission (i.e. draft submission) and the final due date. It is likely that the student will have a much shorter period of time to revise their draft submission before the final submission is required.

Programme Specific Details

- If a student has accumulated more than 3 extended requests (requests that require approval by the coordinator) in an academic year, an academic contract will be written and shared with the student, their parents to outline the academic improvement plan for the current and the next academic year.
- Students who are in the full IB Diploma Programme may need to be deregistered and pursue course results if they fail to submit DP coursework for external moderation by the due date as published on the Stratford Hall DP Summative Assessment Calendar.
- All DP coursework for external moderation must be submitted and received by March 1 of year 2 of the Diploma Programme. Students who are unable to submit coursework by this date will be deregistered for that subject.

Missing Summative due to Absences

Students with legitimate reasons for their absences will be given opportunities to complete their summative tasks. If the task is an in-class written assessment, these students may either write it as soon as they have the next class or during a test-writing session on a designated date after school. If the task is not an in-class written assessment (i.e. presentation, orals), these students will need to complete it on the next available date as designated by the teacher.

Students without legitimate reasons or those unable to complete the summatives on an alternate date will be given a mark of zero for the task, and the mark will be used in considering the final grade for the term and for the year. These students are still encouraged to submit for formative feedback.

New Submission Dates and Reporting

When an extension is given for a student's work, the new due date needs to be at a minimum of two weeks before the next report is issued in order for that piece of work to be assessed and included for evaluation. In the event when the new due date is less than two weeks away from the report, the student work may be included for the next report provided that the course has not concluded.



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