

LEARN,
LEAD,
CHANGE THE WORLD



www.windsorhall.ca

Message from the Head of School:



Welcome to Windsor Hall where students discover for themselves the opportunity and excitement of a challenging and rewarding education that is truly global.

At Windsor Hall, our students are at the heart of everything we do and every decision we make whatever their age, and we know that a happy child is a successful child. It is a vital part of what sets us apart; our child-first approach, our global perspective, and our warm welcome.

We know just how daunting it can be to find and select a school, and so we are here to lend support, making choices and transitions as seamless as possible for all the family. The quality of the education offered at Windsor Hall sets all our students up for success, regardless of where their future might take them.

Take a moment to review our Mission and Vision statements as we feel that they truly reflect what Windsor Hall aspires to achieve.

We encourage you to meet with us to get a sense of the energy, warmth and purpose that permeates the corridor and classrooms of Windsor Hall. We will be delighted to organise a private tour and have you explore just what makes us so special, and so much more than just a school.

Sincerely,

A handwritten signature in black ink that reads "Robert A. Anstey". The signature is written in a cursive, flowing style.

Robert Anstey



About Us

Welcome to Windsor Hall. Our challenge, as a school and as a community, is to equip our students with the knowledge, aptitude, and skills to thrive in the world of 2030 and beyond.

This is essential given that the world is experiencing a remarkable rate of change. Technological innovation and changing patterns of work and communication mean that those children entering education today will need to develop a different set of abilities and attributes to succeed.

Our school campus is located in the quiet and beautiful city of Richmond, in the Greater Vancouver area. We deliver the highest-quality educational system and personalized university plans for our students.

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 Colour Blue – Azure: Blue signifies a person's unwavering loyalty, faith, truth, and strength.

The 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 central shield has 4 symbols:

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.

The Open Book: Books are a timeless symbol of learning and knowledge.

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.

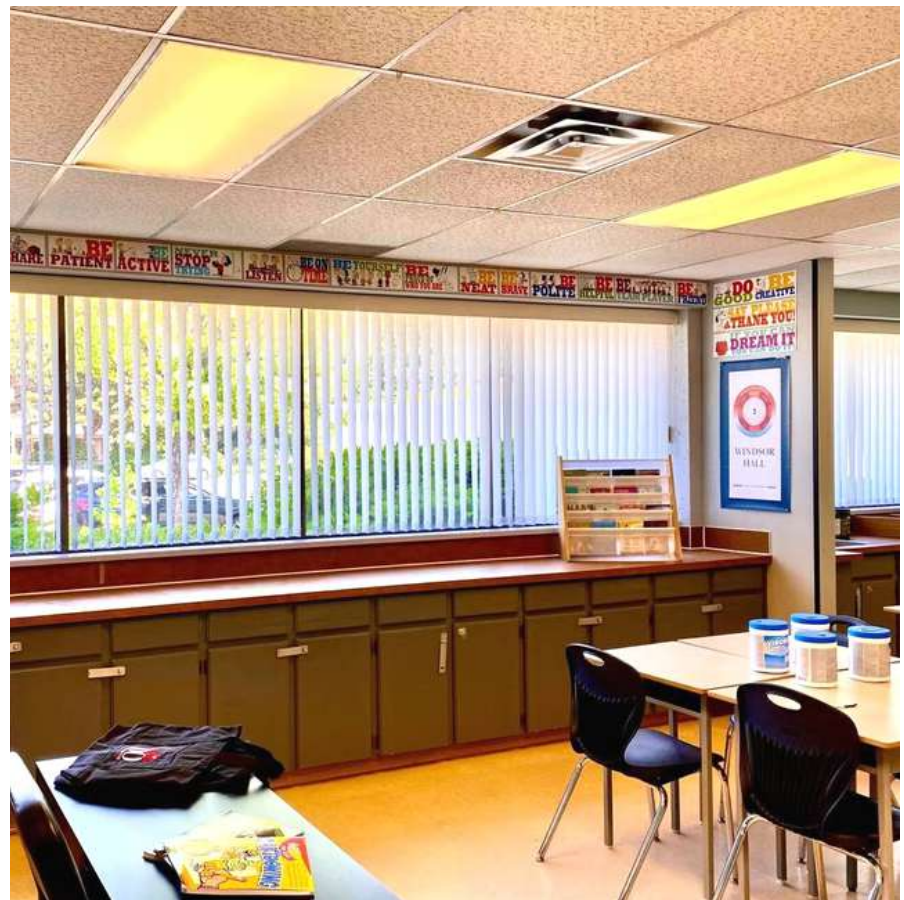
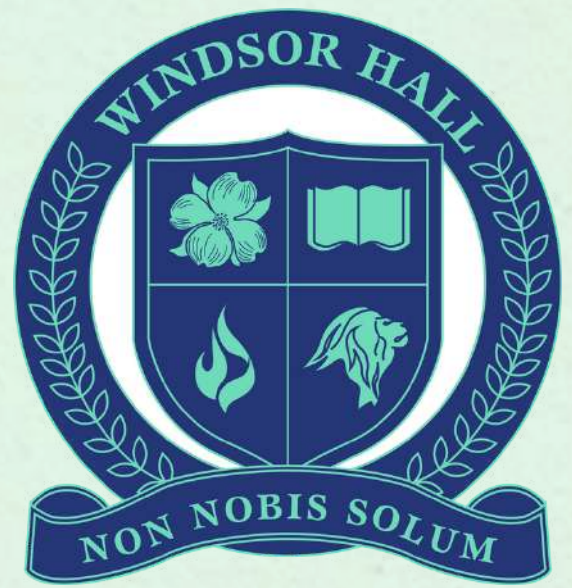
Our Campus



Our school campus is located in the quiet and beautiful city of Richmond, in the Greater Vancouver area. Our location provides students with all the opportunities of a large city safe and quiet community.

About Richmond

- Mild west-coast climate, Located between the Coast Mountains and the Pacific Ocean;
- 20 minutes away from downtown Vancouver; 40 minutes to ski hills;
- Easily accessible by public transit;
- Known for its vibrant multicultural community;
- Upper-middle-class population of 220,000 people;
- Lowest crime rate in Metro Vancouver;
- Co-host of the 2010 Olympic and Paralympic Winter Games;
- Home to the Vancouver International Airport;
- Home to 14 of the top 100 technology companies in the province, including Microsoft and Nintendo.



IB CANDIDATE SCHOOL

Windsor Hall is a candidate school* for the International Baccalaureate (IB) Middle Years Programme and is pursuing authorization as an IB World School. 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.

The International Baccalaureate® (IB) Middle Years Programme (MYP) is for students aged 11–16.

INTERNATIONAL BACCALAUREATE MISSION STATEMENT

The International Baccalaureate 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 organization 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.

* Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted.

For further information about the IB and its programmes visit www.ibo.org

MYP CURRICULUM




The International Baccalaureate Middle Years Programme (MYP) is an educational programme for students between the ages of 11 to 16 (Grades 6–10) around the world as part of the International Baccalaureate (IB) continuum. Middle Year Programme is intended to prepare students for the two-year IB Diploma Programme. It is used by 1,358 schools in 108 countries.

The International Baccalaureate® (IB) Middle Years Programme (MYP) comprises eight subject groups:

- Language acquisition.
- Language and literature.
- Individuals and societies.
- Sciences.
- Mathematics.
- Arts.
- Physical and health education.
- Design.

MYP teachers use internationally published IB assessment criteria as a benchmark for their grading. They provide a variety of assessment tasks, such as open-ended activities, investigations, organized debates, hands-on experimentations, and reflections, allowing students to demonstrate their achievement according to the determined criteria. In addition, the MYP provides experiential learning through service, whereby students take planned action and reflect on their personal growth.



MYP teachers organize their own curriculum paying specific attention to ensuring that teaching and learning is in context, connected to the lives of the students and the world that they experience. In addition, teaching is concept based, supporting student inquiry, and giving a starting place for deeper academic understanding as well as interdisciplinary learning.

The MYP culminates with the submission of a Personal Project in grade 10, an independent, eight-month long assignment that showcases the skills that our students have developed throughout the five years of their MYP studies. The project is a rich opportunity for students to create an extended piece of work that challenges their own creativity and thinking about personal issues and to share their experiences throughout the process with the school community at an exhibition. Graded against a rigorous set of IB criteria, the Personal Project is not only an integral part of the MYP, but also a continuation requirement for students moving toward the IB Diploma Program.

3 FUNDAMENTAL CONCEPTS

The IBMYP is guided by three fundamental concepts:

Intercultural Awareness

Students are given increased opportunities to learn about their own culture and the cultures of people from around the globe. By viewing issues from multiple points of view, students learn the values of tolerance and empathy.

Holistic Learning

Learning is made more meaningful for students by focusing on how new learning connects to students' own experiences, topics in other disciplines, and situations in the real world. Instruction and assessment become more authentic as students realize how the knowledge from each class relates to their total understanding of the world.

Communications

In order to be successful in the modern world, students must be able to communicate their ideas in multiple forms. This focus helps students to develop competency in reading, writing, speaking, listening, design, and technology. All students also have the opportunity to learn another language.

SIX GLOBAL CONTEXTS

MYP Global Contexts provide common points of entry for inquiries into what it means to be internationally minded, framing a curriculum that promotes multilingualism, intercultural understanding, and global engagement.

The six Global Contexts are:

- Identities and Relationships
- Orientation in Space and Time
- Personal and Cultural Expression
- Scientific and Technical Innovation
- Globalization and Sustainability
- Fairness and Development



DISTINCTIVE FEATURES OF THE MYP

Distinctive features of the MYP include:

- Key and Related Concepts are big ideas, which form the basis of teaching and learning in the MYP. They ensure breadth and depth in the curriculum and promote learning within and across traditional disciplines.
- Global Contexts provide shared starting points for inquiry into what it means to be internationally minded, framing a curriculum that promotes multilingualism, intercultural understanding, and global engagement.
- Approaches to Teaching and Learning, a unifying thread throughout all MYP subject groups, are skills which help students manage their own learning. They provide a foundation for success in further education and the world beyond the classroom.
- Action and Service, essential components of the MYP, set out clear learning outcomes that grow from students' participation in local and global communities.
- The Personal Project, for students completing the programme in year 5/sophomore year, is a culminating experience in which students apply their approaches to learning skills to complete an extended, self-directed piece of work. This required component provides opportunities for creative and truly personal demonstrations of learning.

The International Baccalaureate 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 organization 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 lifelong learners who understand that other people, with their differences, can also be right.



Our approach to teaching and learning

The MYP aims to help students develop their personal understanding, their emerging sense of self and responsibility in their community.

Teaching and learning in the MYP is underpinned by the following concepts:

Teaching and learning in context

Students learn best when their learning experiences have context and are connected to their lives and their experience of the world that they have experienced.

Using global contexts, MYP students develop an understanding of their common humanity and shared guardianship of the planet through developmentally appropriate explorations of:

- identities and relationships
- personal and cultural expression
- orientations in space and time
- scientific and technical innovation
- fairness and development
- globalization and sustainability.

Conceptual understanding

Concepts are big ideas that have relevance within specific disciplines and across subject areas. MYP students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically. The MYP prescribes sixteen key interdisciplinary concepts along with related concepts for each discipline.

Approaches to learning

A unifying thread throughout all MYP subject groups, approaches to learning (ATL) provide the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts. Developing and applying these social, thinking, research, communication and self management skills helps students learn how to learn.

Service as action, through community service

Action and service have always been shared values of the IB community.

Students take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of the community who demonstrate a commitment to service—making a positive difference to the lives of others and to the environment.

Service as action is an integral part of the programme, especially in the MYP community project.

Inclusion and learning diversity in MYP

As part of the MYP curriculum, schools address differentiation within the written, taught and assessed curriculum.

This is demonstrated in the unit planner and in the teaching environment, both of which are reviewed during programme authorization and evaluation.

The MYP allows schools to continue to meet state, provincial or national legal requirements for students with access needs. Schools must develop an inclusion/special educational needs (SEN) policy that explains assessment access arrangements, classroom accommodations and curriculum modification that meet individual student learning needs.

STEM education in the MYP

The MYP curriculum focuses on STEM as an important perspective from which to consider integrated teaching and learning in concepts and skills related to science, technology, engineering and mathematics.

The MYP is designed to facilitate interdisciplinary learning and teaching. The structure of the programme offers a variety of opportunities for students to make connections between and among traditional academic disciplines, including STEM subjects.

STEM-based learning can be structured through MYP personal and community projects as well as through both formal and informal interdisciplinary learning experiences in many MYP subject groups.



SUBJECT GROUPS

Language & Literature

Language is fundamental to learning, thinking and communicating, as well as providing an intellectual framework to support conceptual development. It plays a central role in developing critical thinking, cultivating international-mindedness, exploring and sustaining personal development and cultural identity, and responsibly participating in local, national and global communities.

MYP Language and Literature courses equip students with linguistic, analytical and communicative skills that help to develop interdisciplinary understanding. Students develop skills in six domains—listening, speaking, reading, writing, viewing and presenting—both independently and with others.

MYP Language and Literature courses include a balanced study of genres and literary texts, including a world literature component. Students' interactions with texts generate moral, social, economic, political, cultural and environmental insights. Through their studies, students learn how to form opinions, make decisions, and engage in ethical reasoning.

Language and Literature courses are offered in English and French for students whose strongest language (sometimes referred to as mother tongue language) is either English or French.

Language Acquisition

The ability to communicate in more than one language is essential to the concept of an international education that promotes intercultural understanding and is central to the IB's mission. The study of additional languages in the MYP provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, behaving and viewing the world.

At H.I.S. language acquisition classes are offered in English and French. The MYP Language Acquisition course aims to develop a respect for, and understanding of, other languages and cultures, and is equally designed to equip students with a skills base to facilitate further language learning. The course is organized into six Phases. The Phases represent a developmental continuum of language learning. Students can enter their language acquisition course in any Phase and exit from any Phase on the continuum. Teachers will determine and keep track of how students move through the single Phases as their proficiency develops.

Individuals & Societies

The MYP Individuals and Societies subject group incorporates disciplines traditionally studied under humanities and social sciences. This subject group encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, geographical, political, social, economic, and cultural factors that affect individuals, societies and environments.

The study of individuals and societies helps students to appreciate critically the diversity of human culture, attitudes and beliefs. Courses in this subject group are important for helping students to recognize that both content and methodology can be debatable and controversial, and for practising the tolerance of uncertainty.

The IB's approach to this subject area includes a strong focus on inquiry and investigation. Students collect, describe and analyze data; test hypotheses; and learn how to interpret increasingly complex information, including original source material. This focus on real-world examples, research and analysis is an essential aspect of the subject group.

Sciences

With inquiry at the core, the MYP Sciences framework aims to guide students to independently and collaboratively investigate issues through research, observation and experimentation. The MYP Sciences curriculum explores the connections between science and everyday life. As they investigate real examples of science applications, students discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment.

Scientific inquiry fosters critical and creative thinking about research and design, as well as the identification of assumption and alternative explanations. Students learn to appreciate and respect the ideas of others, gain good ethical-reasoning skills and further develop their sense of responsibility as members of local and global communities.



Mathematics

The study of mathematics is a fundamental part of a balanced education. It promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. The MYP Mathematics and Extended Mathematics courses promote both inquiry and application, helping students to develop problem-solving techniques that transcend the discipline and are useful in the world outside school.

Mathematics in the MYP is tailored to the needs of students, seeking to intrigue and motivate them to want to learn its principles. Students should see authentic examples of how mathematics is useful and relevant to their lives and be encouraged to apply it to new situations.

Arts

In MYP Arts, students function as artists as well as learners of the arts. Artists have to be curious. By developing curiosity about themselves, others and the world, students become effective learners, inquirers and creative problem-solvers. Students create, perform and present arts in ways that engage and convey feelings, experiences and ideas. Through this practice, students acquire new skills and master those developed in prior learning.

Development in the arts is a dynamic process, and not necessarily linear. Students move freely through a creative process towards a deeper understanding of the arts. The process of creating artwork, as well as the product, demonstrates what students have experienced, learned and attempted to convey.

Arts in the MYP stimulate young imaginations, challenge perceptions, and develop creative and analytical skills. The course encourages students to understand the context and cultural histories of artworks, supporting the development of an inquiring and empathetic worldview. Arts challenge and enrich personal identity and build awareness of the aesthetic in a real-world context.



Physical & Health Education

MYP Physical and Health Education aims to empower students to understand and appreciate the value of being physically active while developing the motivation for making healthy and informed life choices. To this end, the PHE curriculum fosters the development of knowledge, skills and attitudes contributing to a balanced and healthy lifestyle.

Students engaged in physical and health education will explore a variety of concepts that help foster an awareness of physical development and health perspectives, as well as positive social interaction. Physical activity and health are of central importance to human identity and global communities, creating meaningful connections among people, nations, cultures and the natural world.

Through physical and health education, students learn to appreciate and respect the ideas of others and develop effective collaboration and communication skills. This subject area also offers many opportunities to build positive interpersonal relationships that can help students to develop a sense of social responsibility and intercultural understanding.

Design

Design, and the resultant development of new technologies, has given rise to profound changes in society, transforming how we access and process information, adapt our environment, communicate with others, solve problems, work and live. MYP Design challenges students to apply practical and creative-thinking skills to solve design problems; encourages students to explore the role of design in historical and contemporary contexts, and raises students' awareness of their responsibilities when making design decisions and taking action.

Inquiry and problem-solving are at the heart of design. MYP Design requires the use of the design cycle as a tool, which provides: the methodology to structure the inquiry and analyze problems; the development of feasible solutions; the creation of solutions; and the testing and evaluation of the solution. In MYP Design, a solution can be a model, prototype, product or system independently created and developed by students.



MYP Projects:



Through the Middle Years Programme (MYP) projects, students experience the responsibility of completing a significant piece of work over an extended period of time.

MYP projects encourage students to reflect on their learning and the outcomes of their work – key skills that prepare them for success in further study, the workplace and the community.

Students who complete the MYP in Year 3 or Year 4 complete the community project. All students who complete the MYP in Year 5 complete the personal project.

The community project provides an important opportunity for students ages 13–14 to collaborate and pursue service learning. Schools register all MYP Year 5 students for external moderation of the personal project, promoting a global standard of quality.

MYP projects are student-centred and age-appropriate, and they enable students to engage in practical explorations through a cycle of inquiry, action and reflection.

What are the aims of the MYP projects?

The aims of the MYP projects are to encourage and enable students to:

- participate in a sustained, self-directed inquiry within a global context
- generate creative new insights and develop deeper understandings through in-depth investigation
- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
- communicate effectively in a variety of situations
- demonstrate responsible action through, or as a result of, learning
- appreciate the process of learning and take pride in their accomplishments.

What will students learn through the MYP projects?

TMYP projects involve students in a wide range of activities to extend their knowledge and understanding and to develop their skills and attitudes.

These student-planned learning activities include:

- deciding what they want to learn about, identifying what they already know, and discovering what they will need to know to complete the project
- creating proposals or criteria for their project, planning their time and materials, and recording developments of the project
- making decisions, developing understandings and solving problems, communicating with their supervisor and others, and creating a product or developing an outcome evaluating the product/outcome and reflecting on their project and their learning.

As students become involved in the self-initiated and self-directed learning process, they will find it easier to construct in-depth knowledge on their topic, and develop an understanding of themselves as learners.



HOW TO APPLY:

**2022-23
Admissions
now open for
grades 6-8**



STEP 1: Complete the application form

You can start by completing our online application form on our website: www.windsorhall.ca

STEP 2: Submit all required documents

Pay the application fee and submit the following documents:

- Transcripts of the most recent school results (last 2 academic years) in English
- Copy of the personal information page in your passport
- Current immunization records

STEP 3: Interview/Assessment

All applicants must take part in an interview with a member of our Admissions team as well as an Admissions Assessment.

STEP 4: Payment of Tuition Deposit

An official Letter of Acceptance will be issued when the full amount is paid. Places cannot be guaranteed unless the tuition deposit has been received before the deadline.

STEP 5: Study permit Application (International Students only)*

Successful overseas applicants should present their letter of acceptance to the nearest Canadian High Commission, Embassy, or Consulate as part of the application for a Study Permit to study in Canada. Applicants should allow adequate time for processing of the Permit.

*Students who are already in Canada, and hold a valid study permit, must submit a copy of their valid Study Permit with their application documents.



TUITION & FEES

2022-2023 Academic Year

TUITION FEES

Domestic Student	\$14,800
International Student	\$18,500

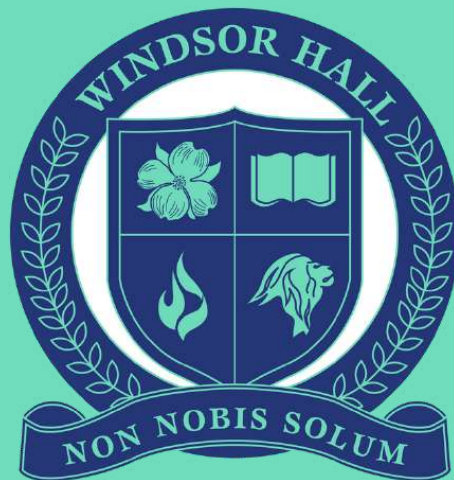
OTHER SCHOOL FEES

Application Fee	\$200
Books Fee	\$200
Student Services	\$400
Clubs & Academic Activities	\$600

OPTIONAL FEES

Homestay	
Application Fee	\$200
Homestay Fee	
(monthly) from	\$1,200
Custodianship Letter	\$200
Custodianship	\$1,000
Medical Insurance	\$1,000

For a complete list of Fees and our detailed Refund Policy, please visit our website:
<https://www.windsorhall.ca/admissions>



Contact us

11295 Mellis Dr

Richmond, BC, V6X 1L8

Phone: +1(236)881-8095

Email: info@windsorhall.ca