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**CONVERGENCE**

# INTERVIEW WITH DR. KINNEAR ABOUT THE 9-DAY SCHEDULE

## Upper School 9-Day Cycle

	1	2	3	4	5	6	7	8	9	Wed
8:30	1	2	3	4	5	6	7	8	9	Faculty Mtg 8:30-9:20
9:45	Community Time	Community Time	Community Time	Community Time	Community Time	Community Time	Community Time	Community Time	Community Time	
10:30	8	9	1	2	3	4	5	6	7	Break
11:45	L	L	L	L	L	L	L	L	L	
12:15	6	7	8	9	1	2	3	4	5	Lunch
1:00	L	L	L	L	L	L	L	L	L	
1:30	Extra Help/Clubs/ /Break	Extra help/Clubs/ Break	Extra help/Clubs/ Break	Extra help/Clubs/ Break	Extra help/Clubs/ Break	Extra help/Clubs/ Break	Extra help/Clubs/ Break	Extra help/Clubs/ Break	Extra help/Clubs/ Break	
2:15	4	5	6	7	8	9	1	2	3	
3:40										

Above: An overall sample schedule for all students. Note: L = lunch, 1-9 = classes, Wednesday is sleep-in schedule.

## CONVERGENCE EXECUTIVES

Starting in the 2022-23 academic year, UCC will be implementing a 9-day schedule. It has been in the works since 2019 and we interviewed Dr. Julia Kinnear, our school's Academic Dean, to find out more about what this new schedule will mean for members of our community.

### What was the reasoning and the process behind the creation of the 9-day schedule compared to the 8-day cycle?

"We recognized how important it is that we structure our time at school together based on research about the ways that students learn best; in particular, we wanted something that was balanced and better for wellbeing. To promote community and opportunities for students across grades and programs to learn together, we wanted a whole school approach to the schedule that ensured appropriate alignment between the Prep and Upper schools. We also wanted something that would allow for greater professional collaboration amongst teachers.

We did much of the creation of the schedule internally in the 2019-2020 school year. We also worked with an external consultant from an organization called ISM (Independent School Management), who are international experts in school timetable design. We included different perspectives through representatives from the academic, athletics, arts, boarding and Prep departments. To obtain feedback we interviewed and surveyed faculty members, students and parents and worked with the Board of Stewards. Time table committee members even shadowed students for a couple of days to make observations on their school lives. Then our consultant took everything that we had gathered and delivered a report that analyzed the strengths and challenges of the current timetable through experience with schools around the world.

Between February and even June of 2020, during the first part of the pandemic, we were planning for implementation of the new timetable design in fall of 2020. The Prep School has been able to use a version

of the schedule from fall 2020; however, we have not yet been able to implement it in the Upper School due to pandemic cohorting requirements."

### How is the 9-day cycle better than the 8-day cycle?

"Firstly, it uses a tumbling model across the school, which accommodates learning better. This means a subject takes place at different times each day because different students learn differently at different times of the day. The new timetable also ensures sufficient breaks at the right times and of a good length so students can access substantial nutrition at appropriate times.

Building in community time and extra help daily is also beneficial. There are also blocks for additional programming at each year level. Specifically, in years eleven and twelve, we have included a block of time for seminars that will accommodate the Extended Essay, a little bit of CAS and other events. Everyone has time for physical activity programming in the in this new timetable, beneficial as physical education is not offered as a course in those years. In years eight to ten, there is an MYP seminar intended for skills development, learning strategies and basically is a time for all-around support. We noticed many people were busy in lunch with clubs or extra help, so we built separate times for these things to ensure a good break for nutrition at lunch. There is an early lunch (for younger students) and a late lunch (for older students) to accommodate and reduce student wait times at the dining halls. Another key benefit of the nine-day schedule is that the course load is stretched over nine days instead of eight. That opens up time for physical activity programming and seminars. It also gives our MYP students progressively more experience that builds towards having independent study. For example in year 10, there is an independent study block that is not supervised. Wednesday sleep-ins are also back where you will forgo club or extra help time and faculty meetings will also start later.

Overall, I believe that the main reason

why this new cycle is better is due to the additional programming we are able to put in for the students. Whether it is time for extra help, clubs, university counselling and even the EE. From a wellbeing standpoint, and what we know about students, the physical activity times for DP students is also a real win.

However, due to these added events, we were forced to add a few more days to the school year and reduce the number of PD days. In fact, you won't notice any change with that next year - we have been using the revised calendar for a few years now - it was just the timetable that we weren't able to implement.

**For IB DP students, will there be any changes to the distribution of class time for Standard Level vs. Higher Level classes? Will there be more class time for our HL courses?**

"To better incorporate and balance higher and standard level courses - higher level classes meet five times a cycle while standard level classes only meet four times a cycle. This way it is more tailored to the depth of the workload for each class.

Many of our tests are packed together. Does this model help spread them out?

I think the pace of the day, and the pace of the cycle is very beneficial for preparing for assessments due to the built in extra help and supervised study periods.

We will also reinforce centralized planning for teachers to make sure students do not have too many assessments at the same time.

You can also go seek help with the MYP coordinator or the Diploma coordinator so they can help navigate the load that you have."

**Can you give an outline - like two to three points - that would be beneficial for teachers in this new schedule?**

"Just like for students, the pace of the day is much better for teachers.

The nine-day cycle also creates a built-in opportunity for department meetings. We also think we are going to be able to get common times where certain groups of teachers are free at certain times so they can better collaborate with each other. This means they do not have to meet early, after school or squeeze it into lunch.

The additional programming is also beneficial to teachers as well. Since teachers supervise the Extended Essay and Personal Projects, the blocks dedicated to this better support the students, which should also support the teachers."

Upper Canada College  
Upper School  
9-Day Cycle  
Year 8 Example

	1	2	3	4	5	6	7	8	9
8:30	French	Music	English	Science	Design	PE	Geography	Math	Supervised study
9:45	Community Time	Community Time	Community Time	Community Time	Community Time	Community Time	Community Time	Community Time	Community Time
10:30	Math	MYP Seminar	French	Music	English	Science	Design	PE	Geography
11:45	Lunch (early)	Lunch (early)	Lunch (early)	Lunch (early)	Lunch (early)	Lunch (early)	Lunch (early)	Lunch (early)	Lunch (early)
12:15	PE	Geography	Math	Supervised study	French	Music	English	Science	Design
1:30	Extra help/club s/break	Extra help/club s/break	Extra help/club s/break	Extra help/club s/break	Extra help/club s/break	Extra help/club s/break	Extra help/club s/break	Extra help/club s/break	Extra help/club s/break
2:15	Science	Design	PE	Geography	Math	MYP Seminar	French	Music	English
3:40									

Upper Canada College  
Upper School  
9-Day Cycle  
Year 11 Example

	1	2	3	4	5	6	7	8	9
8:30	Classic Lang	Physics	Econ	TOK	Chem	English	Physics	Physical activity	Math of Data Mgt
9:45	Community Time	Community Time	Community Time	Community Time	Community Time	Community Time	Community Time	Community Time	Community Time
10:30	Math of Data Mgt	Math of Data Mgt	Classic Lang	Physics	Econ	TOK	Chem	English	
11:45	English		Physical activity	Math of Data Mgt	Classic Lang	Physics	Econ		Chem
1:00	Lunch (late)	Lunch (late)	Lunch (late)	Lunch (late)	Lunch (late)	Lunch (late)	Lunch (late)	Lunch (late)	Lunch (late)
1:30	Extra Help/Clubs/Break	Extra Help/Clubs/Break	Extra Help/Clubs/Break	Extra Help/Clubs/Break	Extra Help/Clubs/Break	Extra Help/Clubs/Break	Extra Help/Clubs/Break	Extra Help/Clubs/Break	Extra Help/Clubs/Break
2:15	DP Seminar	Chem	English	Econ		Math of Data Mgt	Classic Lang	Physics	Econ
3:40									

Above left: Sample schedule for a Year 8 student. Above right: Sample schedule for a Year 11 student; blanks indicate spares.



# RELAY FOR LIFE 2022 RECAP

**RAHUL NANDA**  
MANAGING EDITOR

**Convergence:** Can you provide a brief introduction and description of what Relay For Life is?

**Lewis:** Relay for Life is an event run by the Canadian Cancer Society occurring all over Canada. School and communities fundraise in teams and come together to participate in the “Relay Event,” in which at least one person for each team will stay on the track for the entire time to represent the continuous fight against cancer. In my opinion, its true purpose is to function as a community event to celebrate those who have survived cancer and those who are currently battling it and those who have battled it.

**Convergence:** Why did you get involved with Relay For Life in terms of any personal connection you have or motivation to take part in the event?

**Lewis:** From a personal perspective, in terms of my relationship with cancer, I have been fortunate to not have anyone in my immediate family that has been hurt by it. But I have a lot of friends and more distant family who know people who have members of their family and friends that have died due to cancer. But for me personally, what was more motivating this year was the fact that as a Grade 12 graduating this year, I wanted to make sure that, this event still happens this year in the same capacity—or better—than how it happened two years ago (2019), which was such a great event due to the leadership of James and Jake Moffat. Due to this, I wanted to be a part of replicating that.

**Convergence:** What did the team look like this year and what was the planning process like? How long was it?

**Lewis:** When started in January 2022, the Executive team was comprised of just four UCC students: myself, Lucas Timusk, Lucas Fiorini, and Apostolos Zezos. Later, we added Havergal to the team since they wanted to contribute to the Relay with us. Following this, it transformed into a COSSOT relay event, rather than exclusively a UCC event. Each UCC and Havergal created their own team, covering logistics, sponsor-



Photo credit: Tre Ahn '22

ship, recruitment, etc.. Then, later in March, 2022, Crescent became really eager to get involved, which allowed us to get two representatives from Crescent on our Executive Team as well. In terms of participation, we obviously had heavy participation from UCC, Havergal, and Crescent, however, we also had a lot of participation from Branksome Hall and BSS.

**Convergence:** How was the event itself? What was the turnout and what were some of the highlights?

**Lewis:** The turnout was really good! We had 650-700 people participate in-person, which is way more than we expected—students and parents combined. In addition, we exceeded our fundraising goal by over \$100,000. Originally, it was \$80,000 and we finished with 183,000. So that was fantastic! In terms of the actual event, I think people had a good time. Because “Event Experience” was my department or area of expertise, I tried to be critical in organizing an enjoyable event, while also ensuring that I was effectively leading and setting an example for next year’s students and Executive Team. In all, I think everyone seemed like they were having a good time. In comparison to 2019, I also thought this iteration was a huge improvement because there were a lot more activities—whether that being

on the turf outside or within the actual Relay. I think that was a really positive outcome for this event.

**Convergence:** As a follow-up question, how did you manage to raise that much money and exceed your original fundraising goal?

**Lewis:** Originally, because we started planning during COVID, the Executive Team was quite modest when it came to how much we thought we were gonna raise. Our original goal was to raise \$60,000, but we thought we were only going to be able to achieve \$20,000. Then, after some time, we changed our goal to \$80,000. Although it took off right away, there was a little bit of delay between when we opened donations to when fundraising really took off. At one point, we were seeing \$10,000-\$20,000 increases in fundraising. In fact, in a conversation with Ms. Marshall earlier in the year on why she thought we were able to raise so much money, I think she hit the nail on its head by saying that because people have been in lockdown for two years, events such as Relay For Life have not been widely available or accessible to any student. In combination with this being a charity event purposed to bring the community closer together, we were able to create a relatively popular event.

**Convergence:** Were the donations from external sponsorships or just individual donations?

**Lewis:** It was all individual donations. Our sponsorship team was focused on in-kind sponsorships, in which a company would directly provide their products for the event. We thought that looking into companies for money would not be the greatest idea coming out of the pandemic because it was a possibility that some companies were still hurting financially. This is how we got most of our prizes. For example Craig's Cookies was a huge provider and we were able to give out Starbucks Gift Cards. From a fundraising perspective, it was all individual. There were around 30-40 people who took the initiative who raised from \$1,000-\$5,000. This was the type of active fundraising which we got from individuals. Even when I would look at a middle-of-the-pack team, they would have at least a few individuals donating \$100-\$1,000. Everyone who registered for the event was able to contribute and do their part. Additionally, we received a \$12,000 boost in donations near the end of the event due to the registration fees, which are \$20 per person. This registration fee takes into account putting together a luminary bag and your shirt. This was all visible when the donation cheque was finally presented at the event.

**Convergence:** How was the event different from previous years? What unique

theme or element did this year's team try to add to the event?

**Lewis:** The main goal for this year was to re-create what was produced in 2019. Also, obviously, this was the largest event the school had hosted and experienced since everyone went into lockdown. Because of this, honestly just getting people out there to participate was the main goal. In terms of making things different in comparison to the previous Relay event, while I can not speak for every department, but for my focus, Event Experience, the main focus was ensuring there were more activities for participants to do. I felt that at the previous Relay event, there were not that many actual activities on the Oval. This time, we made sure to have mini golf, a mechanical bull, face paint, spike-ball, volleyball, and basketball, in addition to a couple of other things. These provided more activities for participants to bond over while they were not necessarily participating in the Relay by running or walking on the track.

**Convergence:** What is your message to current and future students about getting involved with Relay For Life? What is in it for them to join and participate in the event?

**Lewis:** From a participant's perspective, I would definitely say to participate! It is a lot of fun, especially because it provides a time on a Thursday Afternoon after school where you can hang out with some

of your friends from UCC and from other COSSOT schools. What this events especially means for the community, it is just a fun time. I heavily encourage any form of participation! When it comes to actually really engaging with the event, I hope people actively participate in the activities and traditions at the event. For example, I remember that the Luminary Ceremony at the end was very meaningful. For me, personally, I have never really seen this much of community support and collaboration until this year's Relay. In particular, in the first lap and the last lap, the entire group was walking on the track together. I literally saw half of the track filled with people, which was really great to see since there was just so many people coming together to support a cause. Then, when it comes to engaging with the event from a leadership perspective, Relay For Life obviously provides leadership experience, which is positive wherever you do it. Especially this year, Ms. Marshall did a great job of helping us and the Canadian Cancer Society was able to provide a lot of resources to help us out in planning. We were able to have our own liaison between the Canadian Cancer Society and UCC. In all, I think any student should engage with the event, whether it's in the capacity of being a member of the leadership team or just being a participant.

**Convergence:** Great! Thank you for that.



Photo credit: Tre Ahn '22