

JAN. 2021 EDITION

BORDERLESS



PEDAGOGY

CONVERGENCE

INTERVIEW WITH MR. BARDAI ON HIS NEW APPOINTMENT

KEVIN LIU
CO-EDITOR IN CHIEF

During the winter break, the school announced that Mr. Bardai would be departing UCC at the end of the academic year as he has been appointed Principal of the United World College of the Atlantic (UWC Atlantic) in Wales, effective July 2021. The theme of this *Convergence* issue is "borderless pedagogy" - this is particularly fitting for Mr. Bardai. I remember that when I was still in the Prep School, Mr. Bardai joined UCC with his ten years of experience at The Aga Khan Academy in Mombasa, Kenya, where he served as the Principal of Senior School. Now, after six years at UCC, Mr. Bardai will bring his even more enriched experience to yet another continent.

I know that the message of Mr. Bardai's departure came as a shock to many students, and I believe many of us would like to hear directly from him. Therefore, I set up an interview with Mr. Bardai to convey his thoughts and messages to the UCC community.

Convergence: We understand that you will only leave at the end of this academic year. Still, when you look back at your time at UCC, what achievements are you most proud of?

Mr. Bardai: My time at UCC has been full of growing and learning in many ways. I feel so fortunate to have been able to work with a tremendous group of colleagues, so any achievements that we may have had are the result of a strong team. For me, the work around pluralism is the most important in my time at the College. While I feel as though I have been actively engaged in it for a few years, it is only this year that it has become the focal point of the College from a strategic perspective. Working to ensure that every individual who is a part of the school feels like all of their identities belong and are embraced is critical. Working to support those who are marginalized and striving to fix systems that create and perpetuate oppression is one of the most important things we can do.

Convergence: What are your most memorable and most cherished moments during your career at UCC?

Mr. Bardai: I have so many memorable moments. From coaching U12B Basketball in the Prep to the many wonderful theatre productions in the Upper School, I have had the opportunity to see students at their best. One of my fondest memories though was at our Remembrance Day Assembly in 2019 where we were honoured to witness the late Bill Wilder '40 receive the Legion of Honour, France's highest honour for military merit. It was a moving ceremony to recognize the service of one of UCC's most esteemed graduates.

Convergence: Over the years, have you noticed any profound changes taking place in the UCC community, and what is your perspective on these changes?

Mr. Bardai: In my relatively short time at the College, I have seen changes that reflect societal shifts and the needs of the community. On the academic side, with the introduction of the MYP and Design as a signature program, students have access to a greater breadth of technology-based experiences and I have noticed a growing interest in social entrepreneurship. The College's emphasis on wellbeing has been so important for students and employees, placing their care at the centre of what we do. Finally the College's efforts to become more pluralistic by increasing the diversity of faculty, creating more safe spaces for students and beginning to tackle systems and structures that lead to oppression will make us an even stronger community.

Convergence: Is there any advice you would like to leave to UCC students and the broader community?

Mr. Bardai: Continue to strive to be your best-self everyday. And part of being your best-self has to be about how you are making the world around you better, especially for those who face disadvantage. Be thoughtful, compassionate and kind. Act in ways that uphold human dignity and environmental sustainability.



Convergence: What are the school's plans to ensure a smooth transition between you and the next Head of School?

Mr. Bardai: The College is a wonderful place to be and I have no doubt the College will attract a wide range of talented and passionate educators. Mr. McKinney will be leading the process to begin shortly. I will then work closely with the successful candidate to ensure as smooth of a transition as possible.

Convergence: What are the plans for you and your family going forward to adapt to your new life in Wales? Do you plan to return to Canada to visit periodically?

Mr. Bardai: The family is excited for the move, although we will miss our friends and family in Toronto. We will do our best to learn a little Welsh and my four year old will enrol in a public primary school near UWC Atlantic. This is a great learning opportunity for my kids. We will return to Toronto regularly as my parents live here.

Convergence: Is there anything else you would like to add?

Mr. Bardai: I'm so appreciative to the entire UCC community for the past six years. I still have a few more months here and I'm looking forward to supporting students the best I can.

Convergence: Thank you so much, Mr. Bardai.

OUR TEACHERS' RICH EXPERIENCE IN ASIA

INTERVIEW WITH MS. EVANS, MR. WALKER, AND MR. MOON

KEVIN LIU

CO-EDITOR IN CHIEF

Across the world, educational systems can differ quite drastically. For example, in China, there is a college entrance exam, the National College Entrance Examination (Gaokao), which is almost the sole determining factor for university admissions. This is in sharp contrast to the holistic university admission system in North America that considers both academic and extracurricular pursuits. These differences could have a strong impact on how students choose to spend their time and what kind of instruction benefits them most during classes.

UCC is an institution with strong global connections. In fact, many of my teachers had teaching experience from the opposite side of the globe, Asia, prior to coming to UCC. Over the winter break, I interviewed Mr. Walker, Mr. Moon, and Ms. Evans, who taught in Beijing, Hong Kong, and Seoul, respectively, in order to understand whether they felt any differences in educational values and instruction styles between where they taught in Asia and in Canada. Apparently, different values and styles bring different merits and advantages. I hope that this interview allows our readers to appreciate how rich our teachers' experiences are and how unique the UCC education is when compared to other parts of the world.

So please tell me about your teaching experience in Asia. When and where did you teach?

Mr. Walker: From 2014 to 2020, I taught Math and TOK at an international school in Beijing, China. The students were mostly Chinese nationals who also owned foreign passports. A significant proportion of the student body was Korean or Japanese; a smaller proportion was Canadian, American and British.

Before I answer your other questions, Kevin, I'll preface my responses by saying that I speak only from my personal experiences. I do not intend for my answers to be generalisations of all Asian or North American students.



Mr. Moon: I taught at the German Swiss International School in Hong Kong for almost 13 years, before moving to Canada in the summer of 2017. I taught History to Years 7 - 13, and coached one of the football soccer teams. And loved every minute.



Ms. Evans: I taught at an international school in Seoul, South Korea from 2001 to 2005. It was purely a university preparatory school.



What do you think are the most pronounced differences between educational values and culture in Asia and North America?

Mr. Walker: Perhaps the way students show respect is the most notable difference I have observed. The students I taught in China tended to show their respect in terms of their willingness to trust me: the greater their respect for me, the more willingly they trusted me as a teacher.

I am not sure that I have sufficient expe-

rience to speak definitively about North American students' habits; but, anecdotally, it seems that students in North America show their respect in terms of their willingness to form a rapport with their teacher. That is, the more they respect their teacher, the more they desire to develop a healthy connection with their teacher.

Mr. Moon: When hundreds of thousands of students took to the streets of Hong Kong in October of 2014, asking for the position of Chief Executive to be chosen via universal suffrage, they set up tables and chairs so they could continue their homework without leaving the protest zones. I'll never forget that.

Ms. Evans: I can make the comparison between Seoul and Toronto, and will use UCC in the comparison. It would appear that the values align quite closely in terms of educational goals and ambitions. However, a very noticeable difference is the amount of homework that students in Seoul expected and completed and the relationship between students and their teachers. These relationships were strong, and teachers and students were close; however, they remained more formal. The high school culture in Seoul seemed to be one where students would study for long hours, attend extra classes in the evening in order to attend a good university, and then relax somewhat and enjoy college life.

As a teacher, did you have to adapt or modify your teaching style to accommodate these educational and cultural differences?

Mr. Walker: The students I taught in China tended to be reluctant to participate in whole-class discussions. Consequently, I adapted my teaching style to encourage conversation and other forms of active participation. In Canada, students appear to be more willing to participate.

Mr. Moon: Honestly, yes very much so. But also not at all. This will sound corny, but every class is unique, every group has its own dynamic so I think it's something that you do all the time as a teacher.

er - maybe without realising it too much. Some tasks or ideas you just *know* will work really well with some groups, others less so and you change your lesson plan accordingly. I have had to very consciously adopt my vocabulary at UCC though. Who knew Canadians don't use A4 paper, or know what full stops are?! But the historical record is the same wherever your classroom is.

Ms. Evans: Because I taught in the independent international system, and returned to teach in the Independent school system, I would say that very minor modifications were necessary. The only thing that stands out would be the amount of homework assigned. Currently, more thought is put into assigning homework and keeping it to approximately 30-45 minutes per night.

When you first came to teach in Canada after your experience in Asia, were you surprised by any aspect of the educational experience here?

Mr. Walker: I was surprised by how strongly students advocated for themselves. Many of my former students in China would have preferred to 'suffer in silence' instead of admitting that they were struggling and needed help.

Mr. Moon: I'm not sure if surprised is the right word, but I have been really impressed by the sheer breadth of opportunities available at UCC. The range of clubs, and the number of sports teams

you can join is nothing like I've known before. I think that really sets the College apart and offers so many other ways to learn and grow. Oh and the singing of the national anthem. I suspect some of my old colleagues would faint.

Ms. Evans: No, the only thing that I had to re-adjust to was not being greeted with a bow and bowing back, just the right amount :) I have been fortunate to teach in Asia and in Canada, and would say that both have been rewarding. The school in Seoul was an American international school, so the systems are very similar and therefore there were no surprises when I returned to teaching in Toronto.

When I went to Korea, though, it took me a little while to adapt to greeting with a bow, and especially learning how to bow back respectfully. As you may know, the Korean society places great importance and value on teaching and learning, and historically is based on Confucian tradition of respecting learning. When I taught in Korea, I heard over and over that teaching is a 'calling' that is saved for those who can accept the responsibility. Teachers are therefore highly regarded in the society, and respect awarded to teachers is shown by the deepness of one's bow when being greeted. Teachers bow back to show mutual respect, but not as deeply. I had to re-adapt to the handshake as a greeting when I returned to Toronto.

In your opinion, in which areas can UCC students learn from students in Asia, and vice-versa?

Mr. Walker: On average, the students I taught in China wanted and expected to do a lot of independent practice. Students in North America appear to have diverse non-academic interests. My former students tended to focus mainly - and sometimes exclusively - on their academic interests.

Mr. Moon: I would hope that students the world over know that our future is in their hands, and that a more equitable, more just society is achievable when they inspire together. I've been reading Mark Kurlansky's '1968' about the student protest movements in Berlin, Warsaw and Prague, Mexico City, Tokyo and across the USA, and hoping the most pressing matters of today - climate control, eroding civil rights - can become causes around which you can coalesce and demand greater accountability. People aren't so different when you strip away the surface things like language, location, and the side of the road they drive on.

Ms. Evans: UCC students can learn that regular homework in mathematics is a necessary and important part of learning and deepening one's understanding of mathematical processes, throughout all levels of their education. Students from Seoul could learn that a balance between school work and recreational activities may assist with productivity and wellbeing.



NAVIGATING THROUGH EXTRACURRICULARS DURING COVID

DEVLIN MONIZ & RAYMOND LIU
STAFF REPORTER & MANAGER

UCC has always been known for its programs outside of academics that support its students outside of the challenging IB diploma program. During the fall, we would often see our sports teams compete on A-Day and hear our bands playing in our assemblies. These activities are central pillars of student life and bring us together as a school. Many of us find the time spent competing on a field or playing an instrument to be an outlet for our non-academic interests; however, given the highly contagious nature of COVID, all of these have drastically changed this year.

We have set up interviews with band conductor Mr. Smith and athletic steward Reid Gledhill to find out more about how the extracurricular programs are being managed during this time.

Our Remarkably Resilient Bands By Devlin Moniz



The Show must go on. In these tough pandemic times, many of UCC's co-curricular activities have remodelled, and some had to be cancelled. The bands, as one of UCC's most popular activities, are still occurring. They have evolved, modified and adapted under these new circumstances. As expected, fewer students signed up this year due to the pandemic. However, there has not been a large difference (5 to 15 fewer band members this year). In fact, the Senior Jazz Band was well in demand with a full complement performing as of September. To learn more about how the band has adapted, I met with Mr. Smith, one of the band conductors - over Google Meets, of course - and he described the agility and resilience of the band and its members.

Band Practices

The band meetings are very different and are running very successfully with a novel approach. Taking place one to two times a week, the band has not been practising given the challenges of the medium. Instead, they use this time for discussions and to pursue other avenues of growth as a group. They discuss organizational issues to make sure everyone is on the same page and know what is going on. They listen to individuals by asking them to play a certain number of bars, and by reviewing random student recordings to provide constructive criticism from the whole group. The inability to physically practice as a group has not hindered the collaboration and teamwork aspect to make everyone their best selves.

However, the most important part is not the creation of the music but the social and collaborative aspects. Band practices are a time of camaraderie and a time for students to let off steam and enjoy themselves. As Mr. Smith states "It's a time to get together, mess around, play a game and play some music". These practices take place in the mornings or evenings, for thirty minutes to an hour, one or two times a week.

Although there are many successes with this format, there are a few challenges. This format does not allow each student to hear others perform collectively, to play like a "well-oiled machine". By each member recording their performance solo when the parts are combined, the tempo and tuning need to be flawless to sound like a single, harmonious piece. Also, maintaining consistent enthusiasm is a small problem. The students are making the most of getting to play their instruments but it is undeniable that the social, in-person interaction aspect of music has been impeded.

Band Performances

Although band competitions are cancelled, they are still performing using an alternative approach, unhindered by the pandemic. The new strategy puts more emphasis on individuals as they are tasked to making separate recordings of their parts. Later these recordings are diligently combined into one final piece by the band instructors (either Mr.

Smith or Mr. Gomes), through software such as Garageband. Many bands are in the process of completing their performance, so stay tuned for these amazing performances to come. The Senior Jazz Band has already completed three performances and performed remarkably well under these conditions at the assemblies.

Future Changes

The new year looks even more promising. The bands are planning to release their first-ever issues of an online magazine. These issues present a celebration of music in the Upper School that will be really intriguing. The magazine will include pictures and bios of band members and even audio. We will get to hear the bands' performance recordings whenever we want as one of the benefits to the fact that it is online.

Practices will also change. More practices will be able to be held at school. Nowadays, Mr. Gomes and his band are holding practices live at the school for rhythm groups. These include mostly stringed instruments playing together as those are low-risk activities permitted at school. There will be more of these types of practices where the pandemic risk is low.

Last but not least, cross your fingers as some rehearsals may soon be permitted at school using safety precautions. However, permission from the administration is necessary to accomplish this feat. These practices will include ten people per cohort, located ten feet apart in the big music room. Between them will be plexiglass barriers making it as safe as possible. Havergal has already been using this tactic.

All in all, the band has come a long way from when the pandemic first hit us back in March. It has been a great presence not only for members but for the entire UCC community. Thank you to Mr. Smith and Mr. Gomes for making this possible and to all members who keep creating fantastic music. It has been tough this year but the band has done so much to overcome these challenges. The band is running extremely successfully and is accomplishing many of its goals. They certainly deserve a big standing ovation - at least virtually for now.

Interview with Athletic Steward By Raymond Liu

Reid, what are some of the special changes that have been made to the athletics program this year?

It comes down to a couple of things; the biggest change really was the cohorting. Basically, by not allowing us to intermingle with other cohorts, it drastically reduces the numbers that you can have in an athletic program. That made it difficult for a couple programs to really happen just because a lot of members are required for such sports. The second big point, I would say, would be obviously the fact that there is no competition, which is a huge blow. Many weren't even allowed to scrimmage; for example, it had a big impact on football. As a result, for each sport, we had to sit down and really think about modifications that would allow engagement and development while ensuring that everyone was safe.

How would you judge the success of these changes?

When we're looking for successes in these programs, we're really looking for a couple of things. The first thing, safety. Look at the number of cases that we've had, across the board. Really, it has been controlled, so I think you can consider that a success. The second comes down to participation and involvement which means encouraging guys to go out there and be physically active. And as you just looked at the numbers from last year and last term and see all the numbers that we've got lined up for next term. I think that it has been a success, especially given the fact that the sports programs at almost every other school are basically non-existent.

Are there any sports that are much more COVID friendly than others? If so, which ones?

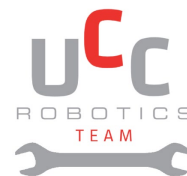
Off the top of my head, tennis, ping-pong, volleyball, since these sports are separated by the net, as well as cross country, baseball, softball, and most racquet sports in general.

A final message for the boys?

Yeah, I think that we have all been doing a really good job so far. I would just encourage everyone to stay strong, stay resilient. And, if we keep this up, maybe we can get some actual competition going in the spring. I know it's brutal, especially for the Year 12s, but I promise everyone we'll get through it and really we just have to try to make the best out of a difficult situation.

Thank you for the interview, Reid. We look forward to a recovery and for the boys to be competing again. I know it is hard to navigate through these times especially for athletics, so thank you and the athletic department for allowing us to get in some exercise.

INNOVATION AND IMPROVEMENT: UCC ROBOTICS

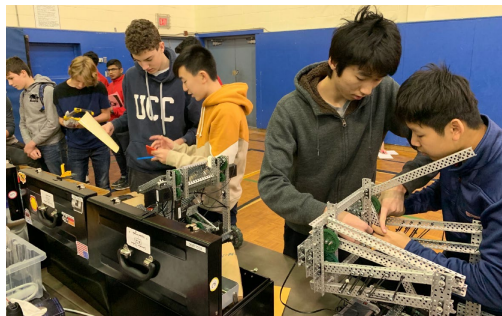


TYLER STENNETT STAFF REPORTER

Adaptation is an essential quality integral to UCC with the goal of consistently maintaining and improving its prestigious reputation as a top global high-school. The College, since its founding in 1829, has continuously developed new ways to accommodate and prepare its students for the ever-changing availabilities and needs of society. Alongside the advancements to the UCC Design Program, the UCC Robotics Club embodies UCC's spirit of adaptation and innovation in response to the growing use of technology.

Robotics, in many ways, can be considered the key to the future and the epitome of modernization. With enhancements in technology, robots are expected to overtake various job markets - particularly within the driving and manufacturing industries - creating a novel era of autonomy. Evidently, the robotics industry has vast potential, and this is manifested in the forecast that, for the next five years, the global market for the robotics industry is expected to rise at a compound annual growth rate of approximately 26%. With this in mind, UCC rightfully seized the opportunity to give its students firsthand experience with robots.

The UCC Robotics Club aims to offer its members the opportunity to delve into the topic of robotics and its applications with a variety of technology. In the past, the club met after-school within the newly innovated Design Lab where groups of students worked together to create Vex Robots, some even competition-ready. This was no small feat as producing these robots would require months of designing, building, coding, and testing. The process may, to many, even seem overwhelming at first, but given the communal atmosphere of the club, there is no shortage of mentors and peers willing to lend a helping hand. In terms of competition, the UCC Robotics Club is able to compete with the best-funded and coached teams around Toronto, despite being student-led. In fact, just last year, a UCC competition team got to the quarter-finals of a prestigious tournament with over 100 participants.



However, in recent months, given the collaborative and interactive nature of the Robotics Club, COVID-19 posed various challenges. Nonetheless, the club managed to communicate with the Design Department and create a solution which still allows for the engagement of its members. Given that cooperative building on the Vex equipment is impossible, the club members have decided on affordable Arduino kits that will be distributed to interested members. This is accompanied by video instruction and challenges during club meetings. In addition, the club continues to make informative presentations on Vex Robotics to prepare members for future years - continuously making the most out of the digital environment. For example, the club showed off a virtual reality simulation platform where members could test Vex Robotics programs from the comfort of their homes.

With all these being said and done, the Robotics Club encourages people interested in the influential subject to give it a try. After participating, one will improve their soft skills, gain insight into robotics, and create ever-lasting experiences amongst their closest peers. You surely won't regret it!

UCC AZULES

EDITOR'S NOTE

On October 20th, **Ms. Zulay Rodriguez** wrote to *Convergence* that: "My Y12 Spanish class has been working really hard in creating a digital newspaper in Spanish about current events in the school and topics of interest to the community... I think it would be neat (for this publication) to reach members of the community that speak Spanish and have learnt Spanish at any point."

And then **Bojie Fan**, a Y12 student in Wedd's, sent us three sample articles from this amazing 21-page digital newspaper in Spanish, called the "**UCC Azules**". Together with the three articles, he wrote a note which says: "For the first unit of my Y12 Spanish class, our class learned about the different components of newspapers. The students then tried our hand and wrote some articles on the new things going on at the College: remote learning, the new food options, and a different boarding experience. We hope that you'll enjoy reading them, and perhaps pick up some Spanish vocabulary."

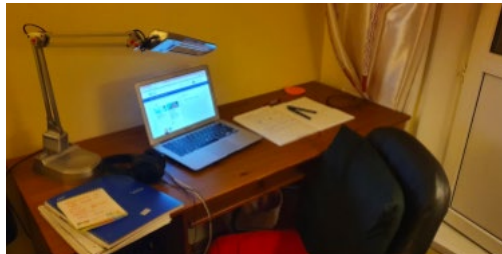
As a Special Feature, we are including these three articles as follows, and hope they help demonstrate the versatile Spanish curriculum offered at UCC and foster further interest in the wonderful language of Spanish.

LA PERSPECTIVA DE ESTUDIANTE REMOTO - BLOG DE ARMAN NARZIBEKOV

Este año es uno de los años únicos de historia de nuestros colegio. Porque la pandemia, muchos estudiantes decidieron a estudiar remotamente. Algunos estudiantes escogieron a estudiar remotamente porque ellos están asustados a enfermarse, algunos porque prefieren a estudiar en línea. Y algunos, como yo, no regresan a Canadá porque las restricciones de viajar. Después de los 2 meses de estudio remoto, yo quiero compartir mi experiencia sobre la educación en línea.

Mi día empieza muy diferente que los chicos en Toronto. Ahora, yo estoy en Moscú, Rusia, y tengo 7 horas de diferencia horaria con Toronto. Por eso, me despierto muy tarde para mi tiempo (en 1 de la tarde) pero muy temprano para

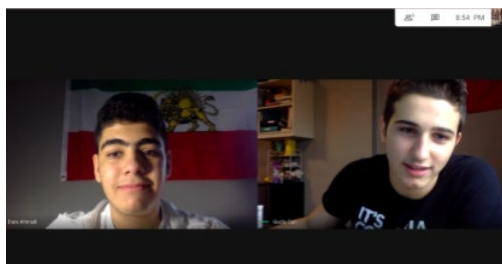
el tiempo de Toronto (en 6 de la mañana). Antes voy a la escuela, termino mi tarea, preparar espacio de trabajo, y pasar un poco tiempo con familia. Cuando la escuela empezó, regresé a mi habitación y empecé a trabajar!



Mi espacio de trabajo

Yo asisto a todos de mis clases en línea, y participo mucho cuando estoy involucrado (tomó notas y habló durante la clase). A veces, la experiencia es muy mala porque los asuntos con internet o Bright Space, pero la mayoría del tiempo, estoy muy sorprendido como la habilidad del colegio de educación durante los tiempos difíciles. Entre las clases, hago mi tarea o pasar tiempo con mis amigos en clubes.

Terminó la escuela muy tarde en la noche (en 10 o 11 de la noche). Después de escuela estoy muy libre! Para entonces, mis padres duermen, y tengo todo la casa para mí! Pero en realidad, yo continuo a hacer mi tarea y veo series de televisión (yo sé, mi vida es muy aburrida).



Participo en la clase de Español con otros chicos

El año pasado, estaba una parte de residencia estudiantil y tenía muchas oportunidades para interactuar con otros estudiantes. Nosotros pasamos tiempos en uno al otro habitaciones e iba a "village" juntos. ¡Yo extraño "los chicos", y planifiqué regresar a Toronto pronto!

LAS VIDAS DE LOS INTERNOS: UNA ENTREVISTA CON JACK EDELIST - GÜÇLÜ CAN:

Una entrevista de Güçlü Can con el interno

de Seaton's, Jack Edelist.

¿Cuál es el mayor cambio que ha experimentado en la residencia estudiantil este año?

"Un gran cambio para mí es el hecho de que no podemos entrar en las habitaciones del otro debido a las restricciones. Siento que esa es una parte importante del programa de alojamiento porque disfruto pasar tiempo con mis compañeros y charlar con ellos"

¿Qué haces en tu tiempo libre ahora, ya que tienes acceso a menos instalaciones?

"En mi tiempo libre toco la guitarra y practico algunas canciones nuevas. También empecé a practicar nuevos deportes como el baloncesto y el voleibol al aire libre."

¿Qué le gustaría como actividades para los internos?

"Idealmente, dadas las circunstancias, me gustaría que jugáramos deportes organizados como el fútbol o el baloncesto como una casa en el futuro."

¿Cómo tratan los estudiantes con el uso de máscaras dentro de la residencia?

"Creo que los chicos se adaptaron a la nueva normalidad muy rápidamente. Sí, las máscaras pueden ser molestas a veces, pero es una herramienta para protegernos durante la pandemia. Espero que algunas de las restricciones se levantarán con el tiempo, pero quién sabe cómo será el futuro."



Entrevistar a Jack en la sala común de Seaton

¿Cuál fue su actividad favorita hasta ahora en la residencia, en este nuevo período?

“Creo que jugar y aprender nuevas habilidades en el baloncesto fue mi actividad favorita que he hecho hasta ahora en la residencia desde que volvimos a Seaton's en septiembre.”

¿Qué consejo le darías a los chicos más jóvenes sobre cómo mantener su bienestar lo más alto posible?

“Les sugeriría encontrar un nuevo hobby durante estos momentos, y dar paseos por el vecindario y pasar tanto tiempo como puedan al aire libre mientras el clima es aún agradable.”

LOS CLUBES DE LA ESCUELA - ANDREW WACHSBERG

Mientras que la reputación de Upper Canada College se basa en su excelente educación, la variedad de actividades extracurriculares es lo que distingue la experiencia de UCC. Cada año en Upper

Canada College, muchos estudiantes eligen hacer un club dentro de la Escuela. Los estudiantes pueden crear cualquier club que quieran, pero tiene que ser aprobado. Dos veces al año, hay un festival de club. En el festival del club muchos de los estudiantes muestran sus clubes en busca de participantes, y los otros estudiantes buscan el club que les interesa.

¡Hay un club para todo! ¡Hay un club de ajedrez, un club español e hay incluso un club de golf! Pero este año, debido a COVID-19, todas las demás actividades se cancelan o se detienen.

Ahora, hay más clubes de los que ha habido y cientos de estudiantes se han unido a una variedad de clubes. Por ejemplo, este año me uní al Club de Inversión y al Club "Duke of Edinburgh" porque mis actividades son limitadas y yo quiero estar conectado con la escuela porque estoy estudiando desde mi casa. Este año por primera vez, Upper Canada College ha añadido clubes en línea para los estudiantes que están estudiando en casa. Los clubes en línea fueron añadidos para proporcionar una actividad

para los estudiantes desde casa y para mantener a los estudiantes involucrados con la escuela. También es nuevo en este año, se han añadido clubes asincrónicos. Este es un club que no requiere ninguna reunión.

La adición de muchos clubes nuevos, clubes en línea y clubes asíncronos han ayudado a la comunidad del Upper Canada College a mantenerse conectado durante los tiempos difíciles de COVID-19.



EDITOR'S NOTE - JOINING CONVERGENCE

Interested in joining or contributing to *Convergence*?

It is easy to become a **Staff Reporter** - all you need to do is to join the Convergence and Blazer club, show up to club meetings, present your ideas, and write articles (reports of an event, interviews, opinions, etc.).

Also, anyone in the Upper School can be a **Contributor** to *Convergence* without full-time commitment. Your articles can either be related to UCC or cover social/political events of general interest. Please just send them to us at kevin.liu@ucc.on.ca and princeton.zhou@ucc.on.ca.

Your potential contribution to *Convergence* will be greatly appreciated, and will be a strong factor in determining executive roles such as **Manager** and **Editor** for future years.

Princeton and Kevin