



Explore Greenwood

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Personalized Student Learning Through Co-teaching



At Greenwood, we strive to know each student as an individual and customize the learning experience to optimize student needs and interests. Having two teachers work with students in one classroom helps us meet this goal. This model also promotes the professional development of teachers, creating a win-win situation for students and teachers.



“The co-planning of lessons by teachers is the task that has one of the highest likelihoods of making a marked positive difference on student learning.”

(John Hattie in Visible Learning for Teachers, Routledge, 2012)

Advantages for Students

- Increased teacher attention to students, since co-taught lessons can reduce the teacher-to-student ratio when flexible groups are used
- Increased opportunity to personalize for student needs rather than having one teacher use a one-size-fits-all approach
- Greater opportunities to self-direct their learning, which builds confidence and independence
- Greater social integration among student sub-groups

- Demonstrated improvement in student achievement, as students receive timely and specific feedback from teachers and peers

Source: Curry School of Education, University of Virginia

Advantages for Teachers

- Shared expertise among two or more teachers which stimulates lesson design
- Shared responsibility for instruction, classroom management and student feedback

Source: Curry School of Education, University of Virginia

How it Works at Greenwood

Co-teaching is used in every grade and in almost all subject disciplines. Students in Grades 7 and 8 will take one co-taught course and students in Grades 9-12 will take two co-taught courses each year. It is especially effective in areas like English, where the study can be enriched by offering a choice of texts and activities, and in math, where there is often a wide range of student readiness. Flexible grouping and individual study with teacher guidance enables students to self-direct their learning.

Here are some of the approaches you will see in our co-taught classrooms:

- Class begins with a lecture and then divides into groups, with teachers working in turn with each group.
- One teacher might work with a small group that needs support, while the other circulates between groups of students working independently.
- Students can be given the option of what to learn and teachers provide individual assistance.
- Students can be given the option of how to learn (one teacher directly teaches a concept, while the other teacher supports students working through a discovery-based lesson).

Student Perspective

“ It allows us to work collaboratively without having to disrupt the students who are following the teacher-led lesson. It also gives teachers an opportunity to either work ahead with advanced students or help out less advanced students. The breakout rooms and larger classroom spaces allow students and teachers to have more sustained discussion, which helps me learn. ”

(a Grade 12 student in an Advanced Functions class)

Teacher Perspective

“ We learn so much from each other through co-teaching. I have learned to try things I would have never tried before. I feel I am a better teacher as a result of this experience. ”

(a teacher co-teaching in an English class)

CLICK THE TITLES BELOW TO READ MORE ABOUT CO-TEACHING:

- University of Virginia, Curry School of Education.
- Rose, Ted. The End of Average.
- Learning Communities and Co-Teaching at Greenwood

For more information, contact the Admissions Team at Greenwood:
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Building Character Through the Adviser Program



The Adviser program at Greenwood is designed to support and enhance the development of character and support students individually as they progress through the different ages and stages of adolescence to early adulthood.

What Is the Focus of the Program?

Developing Character: Advisers track and support the development of students' moral, civic, performance and intellectual character. They also assist students with organization, time management and other executive functioning skills.

Building Community: Advisers help advisees find ways to get involved and give back to the Greenwood and wider communities through participation in Outdoor Education, Community Service, Athletics and Arts. There is also emphasis on building character across the grade, in the curriculum and within the wider Greenwood community.



“An effective adviser program ensures that every student has someone who knows them well and supports them throughout the school.”

(Beth Brodie, Partnership for Change)

Communicating with Parents: Advisers are a parent's first point of contact with the school. This approach coordinates and streamlines the student's experience in and out of school to ensure that the school is meeting the needs of each student. Advisers also provide students and parents with a written report on the student's character growth at the mid-point and end of the school year.

How Is the Program Structured?

Students typically work with the same Adviser in two-year cycles and students

who join the school in Grade 7 work with three different Advisers during their years at Greenwood. Each Adviser has expertise in their assigned grade level.

Grades 7 and 8

Adviser in Grade 7 and 8 is scheduled as a class within students' timetables. Students meet with their adviser during the Personalized Learning Skills (PLS) class twice a week, as well as individually. Advisers work with students in a customized approach to develop the skills they need to personalize their learning: collaboration, reflection, self-assessment and planning next steps in learning, self-advocacy, self-management, executive functioning, interpersonal relationships and self-awareness.

Grades 9 and 10

In Grade 9, students enrol in a Learning Strategies credit course, which focuses on the development of study skills, time management and self-awareness. This course is taught by the student's Adviser. The Grade 10 Adviser program is combined with the Careers course, which is a compulsory diploma requirement for all Ontario students. The content of this course enables Advisers to work with students on thinking about opportunities beyond high school. Throughout Grade 9 and 10, students continue to work with their Adviser to identify areas of strength and how they can use these strengths to support their learning.

Grades 11 and 12

In Grade 11, students have the option to enrol in an Adviser course which is scheduled into their timetable. Through this course, they earn a Learning Strategies credit. In Grade 12, students and Advisers meet individually outside of the timetable or in a scheduled, non-credit transition class which helps students consolidate their study skills.

Advisers guide students through postsecondary decision-making, the application process and the transition to life beyond Greenwood by helping students refine skills and attributes such as communication, collaboration, critical and creative thinking, self-regulation and digital literacy. This program helps students prepare for the challenges and opportunities of a rapidly changing world and workplace.

Adviser for Students with Individual Education Plans

Students with identified learning differences have Individual Education Plans (IEPs). Students with IEPs are paired with Advisers who teach Learning Strategies in our Student Success Centre. They support classroom teachers with student accommodations and classroom supports that are outlined in a student's IEP. Students with IEPs can take a Learning Strategies course in Grade 7 through to Grade 11. This course is taught by the student's Adviser, which provides students with ongoing access to this teacher.

CLICK THE TITLES BELOW TO READ MORE ABOUT ADVISERS:

- Shields, D. L. Character as the Aim of Education.
- The Role of Advisory in Personalizing the Secondary Experience.

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Why Character Matters



At Greenwood, we believe that **character is composed of four elements** – intellectual, moral, civic and performance character. If we can instill these elements of character in our students, they will graduate ready to be competent, ethical, engaged and contributing members of society. In order to develop these values, it is essential that our students learn in a school culture that endorses and practices those values. We believe that we have such a culture at Greenwood.



Character is shaped by the territory explored.

INTELLECTUAL CHARACTER

- curiosity
- creativity
- independence
- reflection

MORAL CHARACTER

- inclusion
- empathy
- integrity
- gratitude

PERFORMANCE CHARACTER

- initiative
- perseverance
- accountability
- resilience

CIVIC CHARACTER

- generosity
- collaboration
- leadership
- responsibility

We build character at Greenwood through our school culture and group norms, as well as through activities that take place outside the traditional classroom, such as service learning, athletics, outdoor education and the arts. We believe that the students who will do best and contribute the most at Greenwood

are those who not only have experienced success and overcome challenges in their lives, but who also have character. And so, when we consider students for admission to the school, we review both their school and extracurricular performance, as well as their character.

Assessing character is complex. We rely on school report cards, teacher recommendations, letters of reference, the admissions application and interviews with both the student and their parents.

In recent years, considerable work has been devoted to the development of a more objective means of assessing character in middle and high school admissions. The Enrollment Management Association (EMA), based in Princeton, New Jersey, has developed the “Character Skills Snapshot” which is an online, **20-30 minute tool that examines seven essential character qualities** or “non-cognitive” attributes of individual students, which research has shown are most prevalent among independent school missions and which those schools seek to nurture in their students.

Students who apply to Greenwood for admission need not take the Secondary School Admission Test (SSAT), but are **required** to complete the Character Skills Snapshot (CSS) administered by the EMA. The CSS results are an objective tool that supplement other application requirements to help in assessing the development of character qualities. We want students who fit with our culture of character.

Details on the CSS and how to register for it are included on Greenwood’s website at: <https://www.greenwoodcollege.org/admissions/application-process>.



READ MORE ABOUT CHARACTER ASSESSMENT AND THE CSS:

- “Are SSATs and GPA Enough? A Theory-Based Approach to Predicting Academic Success in Secondary School,” Journal of Educational Psychology, Vol. 101(4), 964-981
- “Character as the Aim of Education,” David Light Shields, Kappan Magazine, May 2011, 48-53
- “Measuring What Matters,” Catherine O’Neill Grace, Independent School Magazine, Summer 2011
- Click here for the Character Skills Snapshot

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The Benefits of Co-Education



For decades, research, theory and anecdotal narratives have claimed that schools and society are failing either girls or boys. Opinion has also swung on the merits of single-sex and co-ed education. Our review of the research data is that it is decidedly mixed; that is, the research shows that **neither single-sex nor co-ed schools do a better job of educating girls or boys**. Indeed, it is concluded in a leading U.K. study (Robinson and Smithers, 2010) that “it is not possible to claim that all girls or boys, under any conditions and at any time, would do better in one or other type of schooling.” The same

“While some schools may be better than others and while some pupils may do better in a single-sex or mixed environment there is no general rule that can be attached to separating or bringing together the sexes for their secondary education.”

(Robinson and Smithers, 2010)



basic conclusion was reached in a U.S. meta-analysis on the topic published in 2014 (Pahlke, Hyde and Allison).

The Strategic Counsel, a Canadian market research firm, surveyed 17,798 students and grads from Canadian high schools.

Those surveyed were primarily university- or college-bound and came from all types of schools, whether independent or public, co-ed or single-sex. Among their findings were the following:

- Boys and girls reported nearly the same level of **academic confidence** regardless of the school environment (co-ed vs. single sex)
- 84% of students attending independent co-ed schools felt **confident expressing their views** in the presence of the opposite sex (that number dropped significantly in the context of a single-sex school)
- Students at co-ed schools **make friends easily** with members of the same sex (80%) and members of the opposite sex (72%) (that latter number drops significantly to 58% in the context of a single-sex independent school)
- Girls at co-ed schools were just as likely as those at single-sex schools to **participate in class discussions**
- Girls' perceptions of their **abilities in math and science** are not affected by the gender composition of their schools
- Boys in a co-ed environment are as likely to be **engaged in learning** as boys in a single-sex environment
- Students at independent co-ed schools agree (88%) that their school is a **safe environment for all students**

At Greenwood, **we believe in the many social and academic benefits of mixed-gender education** in preparing students for the workplace and postsecondary education. Ultimately, a mixed-gender environment promotes healthy student relationships, fosters effective learning and reflects 21st century realities.



READ MORE ABOUT SINGLE-SEX VS. CO-GENDER EDUCATION:

- "Should the Sexes be Separated for Secondary Education?" Robinson & Smithers, 2010.
- "The Effects of Single-Sex Compared with Coeducational Schooling on Students' Performance and Attitudes: A Meta-Analysis," Erin Pahlke, Janet Shibley Hyde and Carlie M. Allison, Psychological Bulletin 2014, Vol. 140, No. 4, 1042-1072
- "Selecting an Independent School – The Benefits of the Co-educational Environment," The Strategic Counsel, 2006
- Click here to watch "The Benefits of Co-education," Stephen Box, a talk delivered in 2012 to The Independent Education Consultants, Future Schools Fair.

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Getting Involved



Parents have been a vibrant and vital part of the Greenwood community since the school's founding.

Greenwood offers many meaningful opportunities for parents to get involved in school life. Several of these opportunities are outlined below.

Greenwood Roundtable

As Greenwood's parent organization, the Roundtable supports the school and fosters a close sense of community among parents,

staff and students. The Roundtable facilitates a number of events throughout the school year, including parent socials, the WinterGreen holiday social and staff appreciation lunches.

Volunteer roles available through the Roundtable include:

- Executive Team member
- Grade representative
- Grad Committee
- Staff appreciation lunch contributor
- WinterGreen holiday social volunteer



Service Learning

Service learning is a key element of Greenwood's program. Parent volunteers assist the school with the supervision of these activities, including our Grade 7 and 8 Reading Buddies program in Regent Park. Parent participation is also critical in our Holiday Hamper program, which in past years has filled over 70 hampers for families in need in Toronto.

Parent Ambassadors

Parent ambassadors play an important role in helping prospective families to learn about the school. Elements of this volunteer position include:

- Attending admissions events to speak with prospective families
- Attending weekly school tours as a resource for prospective parents
- Acting as a “liaison” for new parents who are joining the Greenwood community

Board Committees

On occasion, we look for parents with specific skill sets to sit on key Board committees. These include the Finance, Human Resources, Advancement, Strategic Planning and Governance committees.

Board of Directors

Operating at arm’s length from the school, the Board oversees the annual evaluation of the Principal and provides strategic planning guidance and support for achieving Greenwood’s mission. Occasionally, the Board seeks parent volunteers with specific skill sets and experience to take on director roles.

Annual Appeal and Fundraising

Like most independent schools, Greenwood’s tuition fees cover staffing and facilities costs and basic programming. Fundraising, particularly through our Annual Appeal and major gifts to the school, is vital to supporting program enhancements that



Our Student Success Centre is one of many facets of Greenwood made possible by the Annual Appeal.

help set Greenwood apart. Our Innovation Lab, Greenwood Centre for Teaching and Learning, Student Success Centre and many arts and athletics programs have been made possible or enhanced by generous donations from our community.

Each year, the majority of Greenwood parents participate in the Annual Appeal with a gift that is meaningful to them. Advancement staff and parent volunteers reach out to all parents to encourage their participation. You can anticipate being contacted directly in the Fall. The school truly appreciates your family’s participation in the Annual Appeal.

**Want to learn more about getting involved?
Speak to a member of our Admissions Team.**

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