

venture further







With the right level of challenge and support, every young person can **venture further – intellectually, within themselves, in their relationships, in their communities, in nature, in their lives and in the world.**

venture

[ven-cher]

verb, **ventured**, **venturing**.

- 1.** to take the risk of; brave the dangers of:
to venture a voyage into space.
- 2.** to undertake to express, as when opposition or resistance appears likely to follow; be bold enough; dare: *I venture to say...*
- 3.** to make or embark upon a venture; dare to enter or go: *He ventured deep into the jungle.*
- 4.** to take a risk; dare; presume: *to venture on an ambitious program of reform.*

*Dictionary.com, 2017



At Greenwood, we help every student venture further.

Teaching students to build a mindset in which they embrace challenges and persevere in overcoming them is a key part of a Greenwood education. A student who ventures further thinks independently in an increasingly complex global landscape. She has the moral courage to do what is right, even in the face of ambiguity. He reaches outside of his school community to build connections with the broader world.

When they leave Greenwood, our alumni are ready to thrive in highly selective postsecondary programs, and to explore what excites them – whether that’s starting their own business, animating for Disney, practicing as a pediatrician or pursuing a graduate degree at Oxford.

How do our alumni flourish in such a diverse array of endeavours? Because they have the confidence to embrace change and take risks. They’re as energized by failure as they are by success. They are courageous and resilient. And above all, they have a sense of adventure and a strong sense of self.

I challenged myself by auditioning for the Junior Play. I thought I wouldn't be able to go in front of an audience and sing like that – not necessarily just singing, but performing. And I learned that I could.

–Gabe Browning-Rodriguez ('21)





I was recently accepted for the Lunenfeld-Tanenbaum Research Institute summer internship associated with Mount Sinai Hospital. The science courses I've taken at Greenwood over the years [have been] really hands-on and interactive. Things like doing a fetal pig dissection or being able to culture our own cells...piqued my curiosity about applying for a research position.

—Margot Ferguson ('18)



venturing further intellectually

Throughout our lives, we cross paths with people who see and approach the world in different ways. Greenwood's co-ed environment reflects this reality. The result is a rich combination of perspectives that not only adds depth to classroom discussions, but prepares students to navigate the wider world. Learning in a co-ed setting equips them with the confidence and experience they'll need to interact and collaborate with all genders as they move from Greenwood to postsecondary studies, and later into the workforce.

At Greenwood, students see that academic challenge and fun can go hand in hand. They find the excitement in discovery and the satisfaction in success, while learning healthy, productive approaches to handling pressure and managing stress. We believe that in today's world, these skills are among the most important we can teach.

This progressive approach to learning anchors the organization of curriculum, lesson design and teacher engagement with students. All three elements are designed to challenge each student based on what they need to stretch themselves, whether that's a personalized extension project or support from the Student Success Centre.

Complimenting this approach is the thoughtful and purposeful integration of the latest technology. As digital natives, students learn how to leverage many different hardware and software options to enhance their classroom experience – a tangible skill that will stand them in good stead in life beyond Greenwood.



venturing further in their relationships

For Greenwood's teachers, delivering the right mix of challenge and support starts with getting to know their students not only as learners, but as people. Our student-focused approach ensures that students and teachers create the foundation for a strong rapport from the first day of school, and that these relationships are supported and strengthened over time.

Each student is also matched with a trusted teacher-advocate through our Adviser program. Our Advisers look at the big picture: their job is to help each student get the most out of their Greenwood experience in and out of the classroom, and help them to grow as individuals.

Throughout the year, students have ample opportunities to build bonds with their peers both within and between grades, whether it's cheering together at Spirit Day or collaborating on a student-led committee. Our new social spaces, including a rooftop terrace, second-floor common area and quiet alcoves throughout the building, provide perfect places to establish and nurture new and lasting friendships.

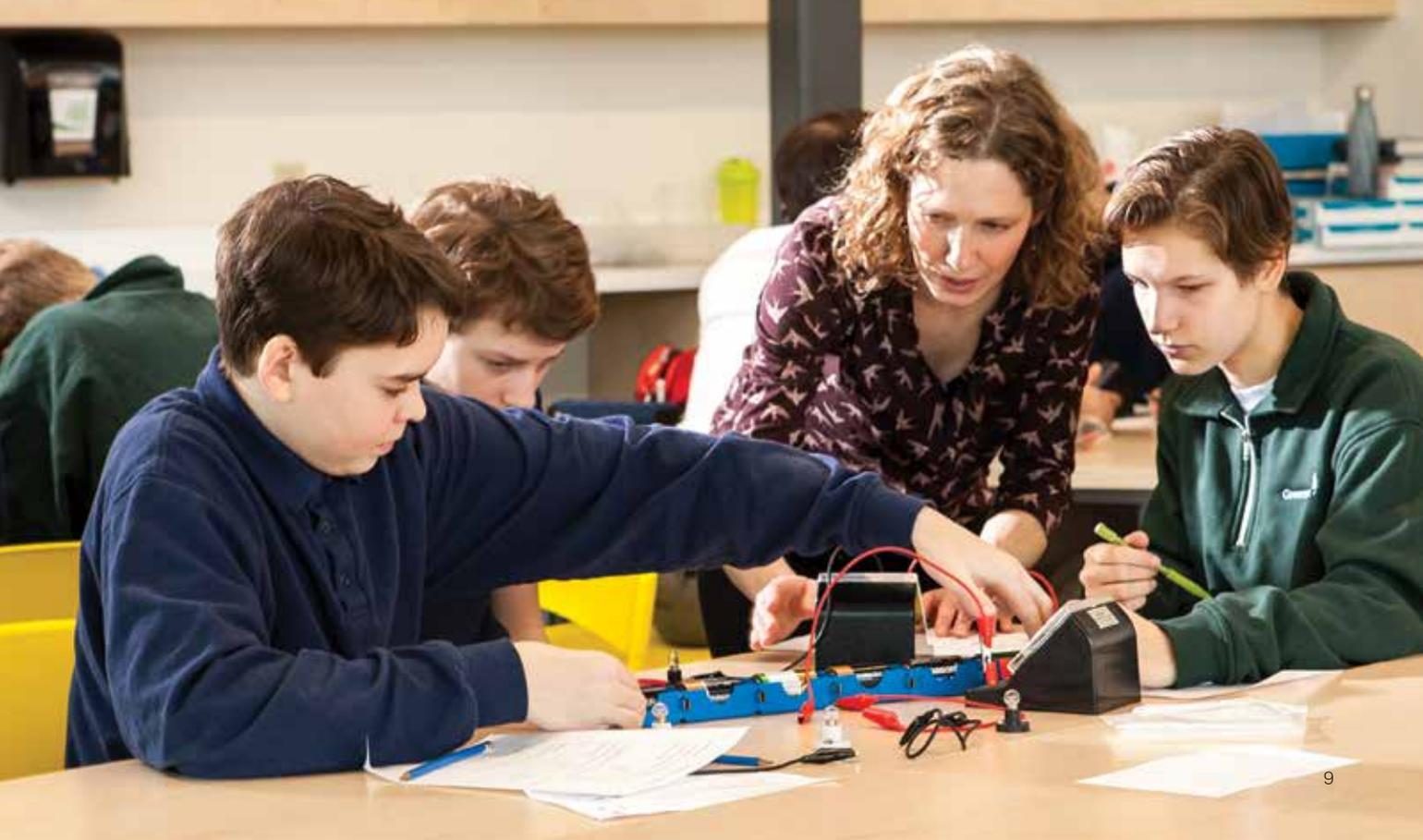
Since Greenwood's founding, parents have been a vibrant and vital part of the school community. We offer many meaningful opportunities to volunteer at the school and to connect with other parents; our Parent Liaison program, which links new Greenwood families with returning ones, is one great example.





My Grade 12 cross-curricular research project, which combined English and Data Management, was really eye-opening in terms of how I'm going to have to manage my time in Engineering. Greenwood teachers have always been incredibly supportive; in Grade 12, that support focussed on preparing me for next year.

–Robin Ahmed ('17)





venturing further in their communities

Whether your child has a passion for sports, acting, debating or drumming, we can help them pursue it. Greenwood offers abundant opportunities for students to immerse themselves in high-calibre athletics, arts and other extracurricular programs, from our Junior Musical, to over 40 sports teams, to many student-run clubs.

Our urban campus is also closely connected with the broader Toronto community, and our students strengthen these connections through weekly service learning programs. By mentoring younger children as Reading Buddies in Regent Park or volunteering at the local retirement residence, students soon learn just how profound an impact they can have on the world around them.



I loved raising awareness for childhood cancer. I really do care about Childhood Cancer Canada and the kids it supports, so I wanted to help make [the program] the best it can be. How the school facilitates opportunities for kids to get involved in the community is really amazing.

—Liam Wilson ('18)

venturing further in nature

When our senior students navigate the raging rapids of the Madawaska River or paddle their way through British Columbia's Kyuquot Sound, they're relying on skills—and elements of character—they've been developing since Grade 7 or Grade 9. Our fall and winter Outdoor Education experiences – which become more challenging as students move through the school – encourage them to find new depths of perseverance, to take risks and to adapt to their changing environment. Along the way, they learn the value of teamwork and build bonds with their peers. Many students point to their first Fall Outdoor Education experience as the time when their strongest friendships were formed.





I really pushed myself on my Temagami canoe trip. [My biggest challenge was] probably getting in the water, because I have a pretty big fear of water. But I found I actually CAN do anything I put my mind towards. I just got on the bus, got into that canoe, and after [the trip] I felt awesome. I just felt so proud of myself.

—Ailis McKeag ('19)

venturing further in their lives

IAN earned his degree in Communication Studies (with a minor in Business) from Laurier. He has turned his lifelong passion for hockey into a thriving career as part-owner of the training organization Subtle Disruption Hockey Experience (SDHE).



IAN MACKENZIE ('08)

How did you start coaching hockey?

In Grade 8, I helped bring the Hockey HEROS program – which teaches hockey skills to students from Regent Park – to Greenwood. The pride I felt in its success sparked my passion for coaching. I sat down with one of my Greenwood teachers and asked if he could recommend anything in hockey. He connected me with a friend of his who later became my partner at SDHE.

Ian recently held a series of free street hockey clinics in Las Vegas.

The new NHL franchise, the Golden Knights, asked me to be an instructor at events to build excitement about hockey in Nevada. Before we arrived, there were fewer than 60 registered hockey players under 8 in the state. Over three days, we met 1700 kids, gave them each a hockey stick and ball and taught them basics like shooting and stickhandling.

The coolest part was watching kids, some of whom had never seen hockey before, fall in love with the sport. At the end of almost every session, a game would form between kids who didn't want to leave. That was when we knew we'd made an impact.

How has Greenwood contributed to your success?

There have been three major players that have shaped my life: family, hockey and Greenwood. I was fortunate to come from a loving family who provided for and supported me; to play hockey, which taught me the importance of teamwork, commitment, perseverance and so much more; and to attend Greenwood, where the positive and accepting culture, combined with many leadership opportunities, helped me to grow as a person.

Greenwood taught me to pursue my passions and to give back. Both of these things inspired me to start a business where I could make a positive impact on kids. If not for my time there, I have no doubt that I would not be where I am today.





MADDY DINSDALE ('13)

MADDY is a Queen's graduate with a degree in Political Science. A passionately political young alumna, she is currently working as an intern at the Prime Minister's Office.

What drew you to politics?

I was a stubborn kid who loved to debate and had lots of opinions. Classes at Greenwood taught me how well my personality and skills fit politics. I was drawn to the fast-paced environment and the difference your work can make.

What has your involvement been with the Young Liberals?

I did youth organizing for a local candidate on the 2015 federal campaign and loved it. In 2016, I was elected to the Ontario board of the Young Liberals and now hold a position on the Liberal Women's Commission in Ontario. I love being able to organize young people to show how impactful we can be.

What is your day-to-day routine in your internship at the Prime Minister's Office?

Working in the Prime Minister's Office is a dream come true. No two days are the same, but my work generally focuses on scheduling and briefing. I learn new things every day, from procedural aspects of government to how major policy decisions are made.

How do you feel Greenwood helped to prepare you to get where you are today?

Before Greenwood, I constantly underestimated myself and rarely took risks. Greenwood taught me that I was smart enough to achieve my goals and gave me the tools to do it. Every Greenwood teacher took the time to help me grow and learn, and ensured that I was prepared for university and the workplace.

Most of all, Greenwood taught me the importance of giving back. Managing the Reading Buddies and activities volunteer program for two years taught me some of my most important skills. I learned to organize, to work with professionals much older than me, to be patient and how amazing it is to give back to your community.





Talk to Greenwood alumni and you'll notice a few things. They are young men and women who are quietly confident and comfortable in their own skins. They will advocate for themselves, go out of their way to help others, contribute to the world and do the right thing, even when no one is looking. In short, they're ready to not only define what success means to them, but to achieve it.

Get in touch with us today to explore Greenwood for yourself.



venturing further in the world

Our grads leave Greenwood ready to attend highly selective postsecondary programs across Canada, the United States and the United Kingdom.

ALUMNI STATISTICS:

Total # of grads
to date:

840

of offers per grad
in 2017:

3

In last three years:

**1 in 3 grads pursued
Liberal Arts**

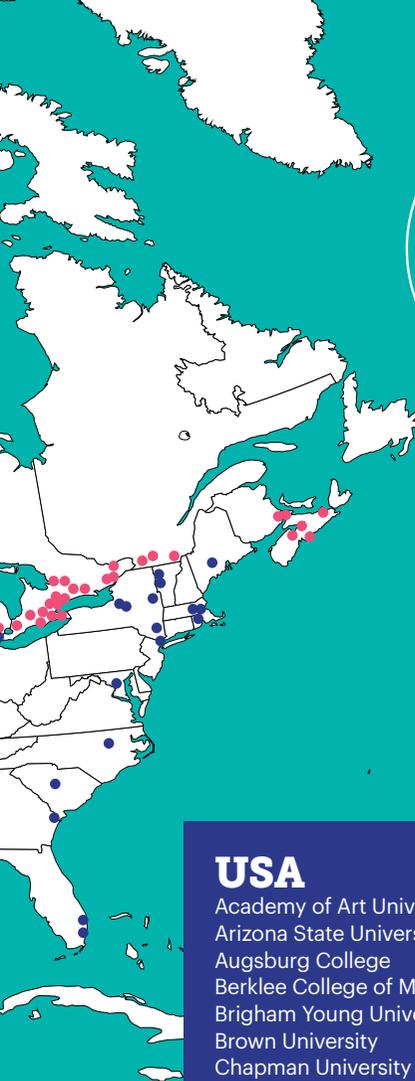
**1 in 4 grads pursued
Science or Engineering**

**1 in 5 grads pursued
a specialized program**

**1 in 5 grads pursued
Business or Commerce**

CANADA

Acadia University	Saint Mary's University
Bishop's University	Seneca College
Brock University	Sheridan College
Carleton University	Simon Fraser University
Concordia University	St. Francis Xavier University
Dalhousie University	Trent University
Emily Carr University of Art and Design	University of British Columbia
George Brown College	University of Guelph
Humber College	University of King's College
Huron University	University of Ontario Institute of Technology
Lakehead University	University of Ottawa
McGill University	University of Toronto
McMaster University	University of Victoria
Mount Allison University	University of Waterloo
Nova Scotia College of Art and Design	University of Windsor
OCAD University	Vancouver Film School
Queen's University	Western University
Royal Military College	Wilfrid Laurier University
Ryerson University	York University



UNITED KINGDOM

Durham University
 Imperial College London
 Kingston College, London
 London Academy of Music and Dramatic Art/
 Guildhall School of Music and Drama
 University College London
 University of East Anglia
 University of Edinburgh
 University of St. Andrews
 University of York

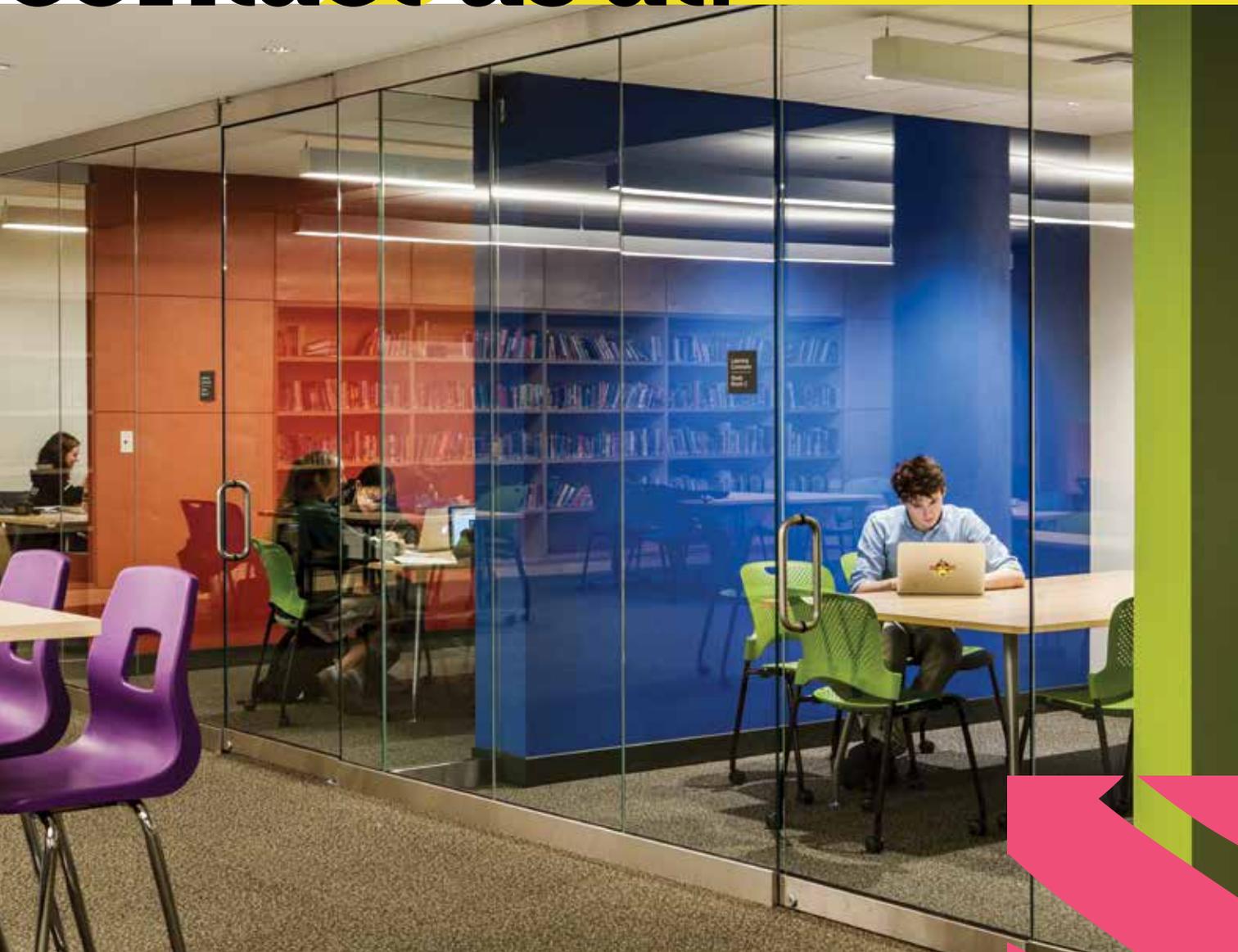
USA

Academy of Art University
 Arizona State University
 Augsburg College
 Berklee College of Music
 Brigham Young University (Hawaii)
 Brown University
 Chapman University
 Colby College
 Colgate University
 College of Creative Studies
 College of the Holy Cross
 Fashion Institute of Design & Merchandising
 George Washington University
 Harvard University
 Loyola Marymount University
 Lynn University
 Middlebury College
 Mount St. Joseph University
 New York Film Academy
 Parsons The New School
 Pepperdine University
 Pomona College
 Savannah College of Art and Design
 Skidmore College
 Stanford University
 Syracuse University
 UC Long Beach
 University of Arizona
 University of Miami
 University of North Carolina at Chapel Hill
 University of South Carolina
 University of Vermont
 Vassar College
 Xavier University

INTERESTING SUBJECTS PURSUED BY ALUMNI

Acting
 Animal Biology
 Animation
 Applied Economics
 Architecture
 Art History
 Aviation
 Book and Media Studies
 Business Administration in Strategic Design and Management
 Business Sustainability
 Civil Engineering
 Commerce
 Communication Design
 Community Design
 Computer Engineering
 Computer Science
 Construction & Contracting
 Contemporary Studies
 Criminal Justice
 Culinary Arts
 Environmental Design
 Environmental Sustainability
 Fashion Communication
 Fashion Design
 Film
 Geology
 Gerontology
 Global Studies
 Hotel Management
 Human Evolutionary Biology
 Human Nutrition
 Interior Design
 International Affairs
 Investment Management
 Kinesiology
 Land and Food Systems
 Law
 Life Sciences
 Marketing Management
 Materials Engineering
 Medicine
 Music Therapy
 Nanotechnology
 Nursing
 Nutritional Sciences
 Photography
 Product Design
 Psychology
 Recreation and Leisure Studies
 Russian Language and History
 Scottish-Canadian Medical Programme
 Sociology
 Sports Management
 Studio Arts
 Television, Radio and Film
 Veterinary Medicine
 Western Society and Culture
 Zoology

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