

'A Day In the Life'  
Spend a day following  
TMS students

TMS By The Numbers:  
How TMS Students  
Rank Globally in IB

Alumni Network in Action:  
How TMS Alumni are  
benefitting from connections

# GOING BEYOND

The Official TMS Magazine | Fall 2021 / Winter 2022



## Back on Campus and Growing

*TMS is expanding in exciting, innovative  
and sustainable ways! Read more inside!*

**TMS**  
ESTABLISHED IN 1961

# 01

## MESSAGE FROM THE HEAD OF SCHOOL

# 04

## TITAN LIFE

Academics.....	04
Arts.....	08
Athletics.....	12
Citizenship.....	16

# 22

## FEATURE STORIES

Building Our <i>Significance</i> ...	22
'A Day In the Life' .....	28
TMS By The Numbers .....	36
Alumni Network in Action .....	38

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**Cover:**  
'TMS Upper School Dining Hall Build in Action' Featuring TMS Students: Emma M., Arthurine Y., and Josh O.

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# 34

**STAFF & FACULTY  
UPDATES**

# 41

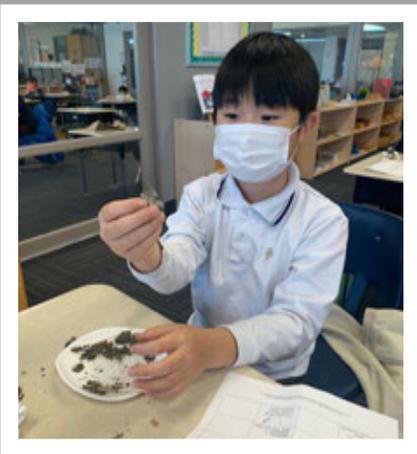
**ALUMNI UPDATES**

# 42

**COMMUNITY  
PICKS**

**5 Things We're Using  
to Keep Our Family  
Organized .....42**

## In this Issue...





**DO YOU KNOW  
A FAMILY WHO  
MIGHT BE A GREAT  
FIT FOR TMS?**

**LET US KNOW!**

## **SOMEONE'S TMS JOURNEY COULD BEGIN WITH YOU!**

Making sure a school is a fit for both a child AND their family is essential to a lasting and collaborative school/home relationship. At TMS, we strive to ensure our families are part of a close School Community where all parents and students feel welcomed, informed, integrated, and involved.

**Do you know other families you think would be a great fit for our School? Why not refer them to an upcoming [Virtual Information Session](#)?**

A large percentage of new TMS families each year indicate that they heard about the School through a referral from a friend or family member. That could be you!

## **UPCOMING TMS VIRTUAL INFORMATION SESSIONS**

### **LOWER SCHOOL**

Thursday, February 10, 2022  
9:00 AM - 10:00 AM  
Toddler (18 months) to Grade 6

### **UPPER SCHOOL**

Thursday, February 17, 2022  
9:00 AM - 10:00 AM  
(Grade 7 to Grade 12)

**To register online visit:**  
[tmsschool.ca/admissions/book-a-visit](https://tmsschool.ca/admissions/book-a-visit)

**More information for prospective TMS families can be found at:**  
**[tmsschool.ca/admissions](https://tmsschool.ca/admissions)**



“ Long before the invention of cutlery, the communal ritual of sharing a meal together has been at the core of our shared human experience. In recognition of this truth, our dining halls will be more than just a place to have lunch. They will become the social hubs of our Lower and Upper Schools: light-filled spaces where we can relax, re-charge and find a few restful moments in the midst of a busy day.

## MESSAGE FROM THE HEAD

“Back on Campus and Growing”: What a wonderful theme for the Fall 2021/Winter 2022 issue of *Going Beyond*. The first three words in particular fill me with a mixture of relief, elation, hope and (cautious) optimism. “**Back on Campus**” is a phrase that immediately makes me think of new beginnings. The world has changed in so many ways since the spring of 2020 when schools around the world closed their doors and shifted to online learning. We need to adapt to this new world, to be nimble and flexible, and to absorb whatever lessons the pandemic has taught us such as the critical need for and value of resilience, compassion, and outside-the-box thinking. Now that we are back on campus, we have the opportunity to ensure that we embrace and enhance these qualities as we begin to return to some of the freedoms we previously enjoyed.

My own family is also experiencing some new beginnings as we settle into life in Canada after an extended period of living and working overseas. Everything seems to be experienced more vividly when you are new to a place: the sight of a Canadian flag waving in the breeze; the leaves on our street turning bright red; geese flying in formation over a lake; the unique fragrance of a Canadian Tire store. Many of us can identify with the strange mixture of feelings that always accompany a move from the familiar to the new.

**The second part of this issue’s theme is “Growing”.** What better opportunity for a school to grow and be stretched in new directions than to engage in a Strategic Plan that will allow people from many backgrounds, life experiences, and perspectives on TMS to discuss, debate and shape our future path. A Strategic Planning process encourages us to lift our eyes beyond the immediate horizon and let ourselves imagine what the future might look like in one, five or even ten years. It is a process that allows us to be bold and courageous in our vision. As the Irish playwright George Bernard Shaw once wrote: **“Some people see things as they are and ask why. Others dream things that never were and ask why not.”**

We are growing in other ways as well during this 60<sup>th</sup> anniversary year. In physical terms we are enhancing our facilities through the addition of two new Dining Halls which will become a focal point of school life for years to come. We intend these to be light-filled, comfortable spaces where people can gather socially and enjoy a healthy and delicious meal together. Our Mission is to help our students “discover the best of who they are and to achieve their full potential”. Growth means *Going Beyond* and discovering that we are capable of so much more than we may realize, when we are supported by those who care about us and believe in our potential.

There is no doubt that TMS is also growing in terms of our student enrollment. Demand for the educational programs we provide has never been more robust and we have waiting lists at many levels. At the same time, we must be strategic in our vision, as growth carries with it both opportunities such as expanding IB Diploma course offerings and challenges like optimizing the physical spaces to support a growing School Community.

One of the more thought-provoking statements I have come across about the nature of change is from the 13<sup>th</sup> century Persian poet Rumi, who reminds us, **“Yesterday I was clever, so I wanted to change the world. Today I am wise, so I am changing myself.”** Our theme for this issue is really, in its simplest form, about change: how we manage and embrace it, while holding strong to those core values that have guided TMS for the past 60 years. One of the great learnings of these unprecedented times has been that, while we may not be able to control what happens in the world, we *can* change and adapt ourselves.

It is an absolute pleasure for my family and me to be part of the TMS Community, and I look forward to what we will achieve together in the coming months and years. Thank you for being co-travelers in this journey.

**Andrew Cross**, Head of School, TMS

\*Photos taken in 2018 & 2019



## MAKE YOUR 2021-2022 TMS TITAN FUND GIFT TODAY!

Every day, from our Toddler to Grade 12 classrooms, TMS students are learning life-changing skills that they continue to build, hone and master which will equip them for University, and their life beyond. Our investment in our students directly impacts their learning experience.

As a charitable not-for-profit organization, we rely on the generosity of our TMS Community to help us achieve key, Significant upgrades and enhancements across our School through your donations.

Your 2021-2022 Titan Fund gifts will support 3 key areas of focus where we will make upgrades across both TMS campuses:

**PLAY, SUSTAIN, and ENRICH**

**DONATE TODAY**

To find out more and make your 2021-2022 Titan Fund gift visit:  
[tmsschool.ca](https://tmsschool.ca) > Parent Portal > 2021-2022 Titan Fund

# TITAN TALKS

*Save The Date*

## TMS Chocolate Tasting Event

with Cocoa40

Thursday February 3, 2022  
7:00 PM to 8:00 PM  
(via Zoom)

Join us as we are introduced to the basics of chocolate manufacturing and a brief summary of how cacao is roasted and processed to develop different chocolate flavours.

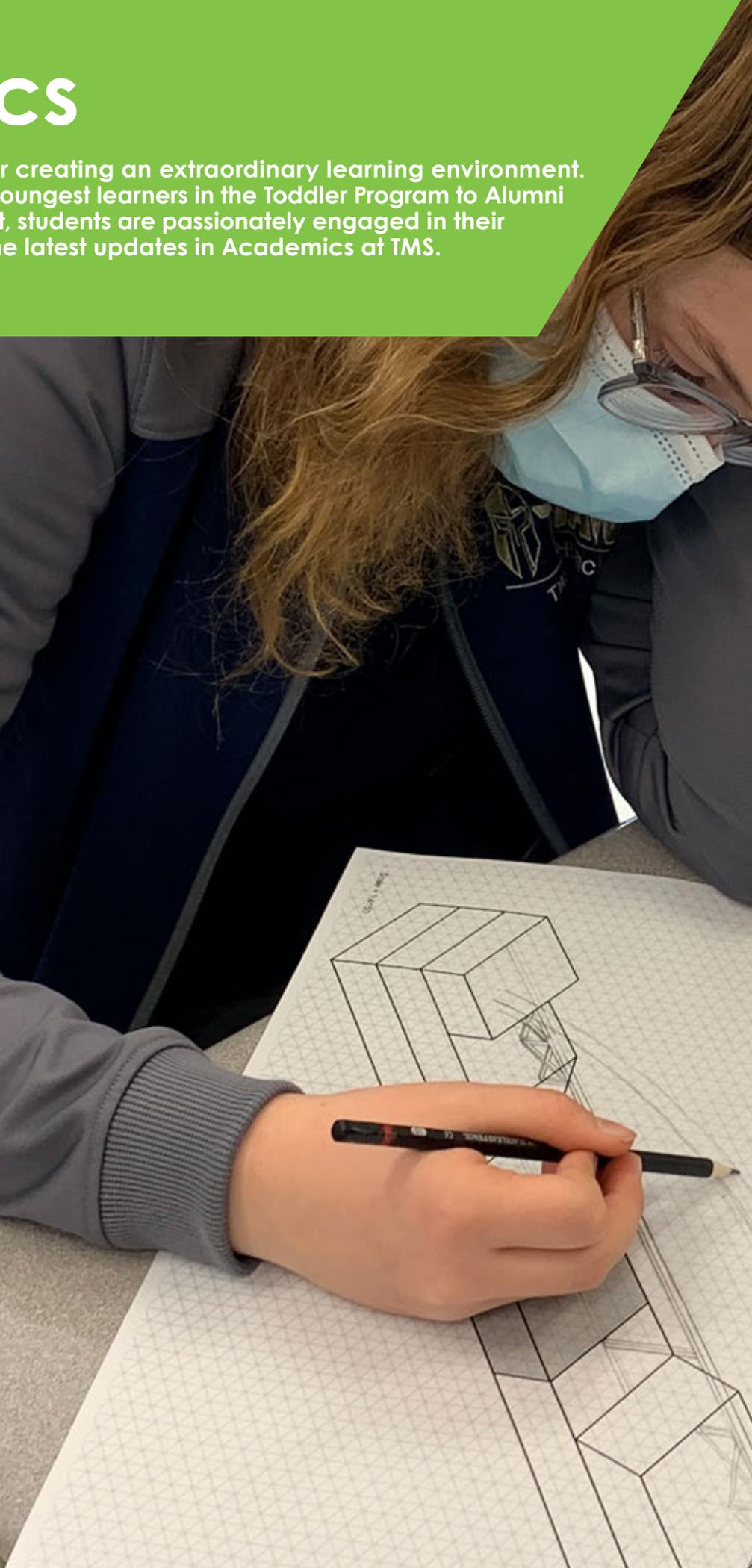
A professional chocolatier from Cocoa40 will provide solid chocolate pieces for you to enjoy at home and introduce you to the unique flavour notes for various types of chocolate. This is a nut-safe event for the whole family!

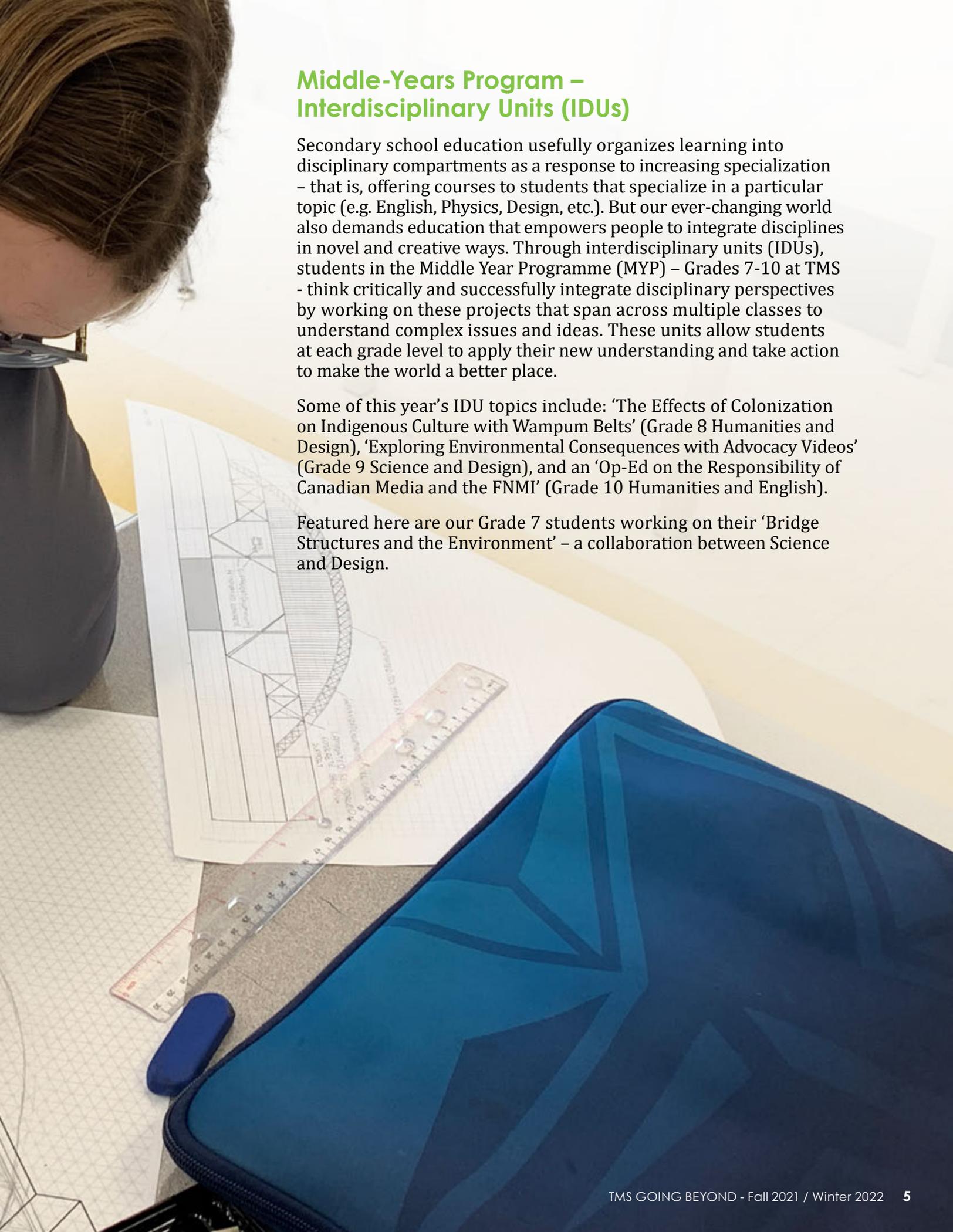


REGISTRATION DETAILS AVAILABLE  
ON [TMSSCHOOL.CA](https://www.tmschool.ca)

# Academics

TMS has garnered a reputation for creating an extraordinary learning environment. Throughout the School, from the youngest learners in the Toddler Program to Alumni who return again and again to visit, students are passionately engaged in their academic pursuits. Read about the latest updates in Academics at TMS.





## Middle-Years Program – Interdisciplinary Units (IDUs)

Secondary school education usefully organizes learning into disciplinary compartments as a response to increasing specialization – that is, offering courses to students that specialize in a particular topic (e.g. English, Physics, Design, etc.). But our ever-changing world also demands education that empowers people to integrate disciplines in novel and creative ways. Through interdisciplinary units (IDUs), students in the Middle Year Programme (MYP) – Grades 7-10 at TMS - think critically and successfully integrate disciplinary perspectives by working on these projects that span across multiple classes to understand complex issues and ideas. These units allow students at each grade level to apply their new understanding and take action to make the world a better place.

Some of this year's IDU topics include: 'The Effects of Colonization on Indigenous Culture with Wampum Belts' (Grade 8 Humanities and Design), 'Exploring Environmental Consequences with Advocacy Videos' (Grade 9 Science and Design), and an 'Op-Ed on the Responsibility of Canadian Media and the FNMI' (Grade 10 Humanities and English).

Featured here are our Grade 7 students working on their 'Bridge Structures and the Environment' – a collaboration between Science and Design.

## Hands on STEM - Elementary Scientists in School

The Grade 4 students took on new roles as local biologists in a hands-on workshop as they dissected pellets to learn about the eating and hunting habits of our wise animal friend, the owl. Guided by a real life scientist via Zoom, the students uncovered and sorted bones, tiny skulls and mandibles using toothpicks and small brushes. Many were able to reassemble their discoveries to form a skeleton, which directly ties into our science curriculum on Diversity of Living Things and Vertebrates. The workshop also included collecting data about the number and type of prey found, which could then be used to construct a graph outlining the students discoveries. The cross-curricular extensions were endless and the Grade 4s were sad to end this entertaining session with our scientist.



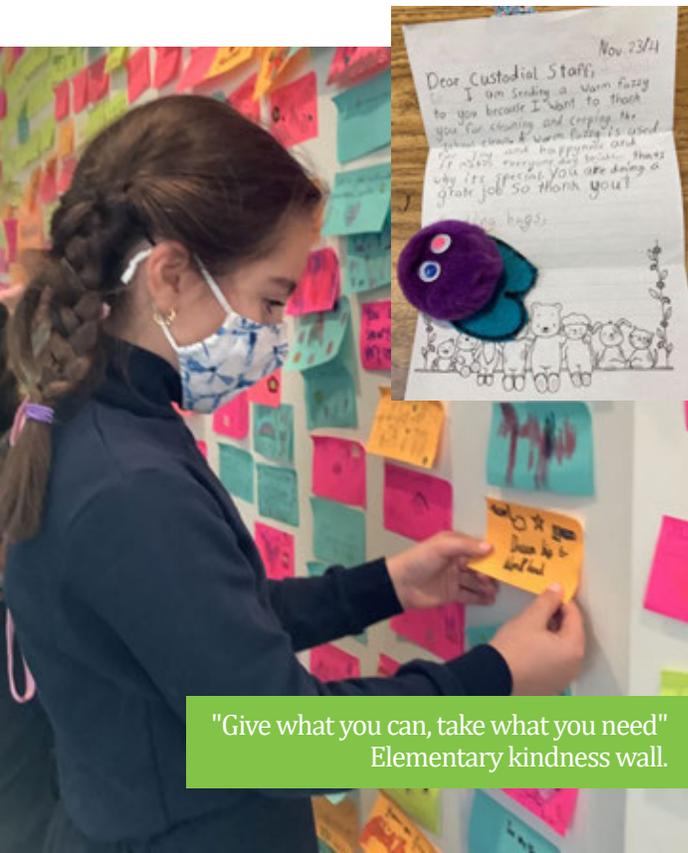
## Toddler and CH Language Development

The joy of a child learning to speak is evident to all parents. We are thrilled when children utter their first words and funny expressions. In our Toddler and Children’s House classrooms, there is an emphasis on spoken language as it is the foundation for all linguistic expression. We provide our students with environments rich in oral language. We use proper terminology and enrich their vocabulary through conversations, discussions, lessons and Montessori materials. In our Toddler community, our youngest students learn new and interesting vocabulary daily. Through classified cards, children explore replicas and match them to the two dimensional pictures. During this exploration, vocabulary and facts are taught and the children’s lexicon is expanded.

In our Children’s House, the students’ vocabulary continues to be enhanced with adjectives and scientific terms. They now explore the geographical origins of the animals; learn the external parts through our nomenclature cards such as parts of the turtle; classify the animals into categories such as mammals, reptiles, amphibians, birds and fish and learn about habitats. This term we enhanced this knowledge with an enjoyable virtual field trip to the Metro Toronto Zoo. We learned interesting animal facts from our guide and watched the various species from Africa eat and play in their environments. In CH2/3 our students are reading labels to denote the external parts of animals and reading books with facts about animals, demonstrating this knowledge through illustrations, labels and simple projects.

## Elementary Community Circles

Social-emotional health has always been an integral part of learning at TMS. The Community Circles that our students engage in on a daily basis provide a safe space to explore life skills such as friendship, self-regulation, self-management, and resilience to name a few. Our classrooms are designed to foster a child's natural capacity to manage themselves through choice, independence and accountability. Through art, games and lots of discussion, our students learn to recognize these aspects of their own social-emotional health and have a language to talk about them. By thinking about their words and actions purposefully and thoughtfully, students become aware of their impact on their peers and are better able to regulate their emotions. This creates calm and compassionate students who want to help others and who are readily able to engage in tasks for long periods of time. Collaborative classroom activities allow students to share accolades with each other (and beyond) to further foster self-confidence and inspire a community based on kindness. All of these skills will set our students on the path to good decision making and cultivate independent and resilient learners.



"Give what you can, take what you need"  
Elementary kindness wall.

## Gr. 12 English Students Experience 'Blindness'

As a timely re-entry into the post 2021 lockdown world of the COVID pandemic, Mirvish Productions brought theatre in person to Toronto. Their offering of a socially distanced sound installation of Jose Saramago's dystopian novel, *Blindness*, dovetailed perfectly for Grade 12 Language and Literature students who were studying the novel itself. On October 19<sup>th</sup>, the entire class travelled into Toronto for the production at the Princess of Wales Theatre. Using immersive binaural sound, strobe lights, black-outs and moving light installations, the audience was treated to an unforgettable experience of Saramago's novel exploring a global pandemic of blindness. Sensitive and thoughtfully directed by Walter Meierjohann, the production allowed the students to explore the novel from an entirely new perspective.



# Arts

Students thrive artistically at TMS, working individually or in groups with guidance and support. Our Lower and Upper School students are encouraged to explore new ideas and concepts and showcase their talent whenever possible. Read about the latest updates in the Arts at TMS.



## Playing Music Again at the Upper School

It was wonderful to hear instruments being played in the music room at TMS in Term 1. Students at the Upper School were progressively reintroduced to playing their instruments together while following COVID-19 safety protocols. The school band has been rehearsing in three separate sections, with tutorials in individual instrumental instruction. The music room had its air filtration upgraded in 2020 and 2021, to enable instrumental play, we have reduced

student numbers at rehearsals, added safety glass barriers between students, and established extra space for the required social distance. Our first performance of the year for the school band was the Remembrance Day assembly in November about which the students were very excited. We hope that parents will be able to attend our concerts in the future but in the meantime, we will continue to capture performances via video to share with our Community.



## Exploring Visuals Arts and Music in CH 2/3

In our Toddler and Children’s House classrooms, the arts are integrated into the environment and are part of the daily activities. Children have opportunities to express themselves and explore with various mediums such as paint, crayons, gluing, necklace making, and play dough and musically through dance and song. Children are free to express themselves through the



visual arts while enhancing their fine motor skills, particularly their pincer grip. In Children’s House 2/3, students also receive art and music instruction during our specialty classes. During this time they are introduced to a variety of interesting mediums and techniques and learn basic skills to draw specific items. These students continue to have opportunities in the class to create beautiful illustrations to accompany stories, demonstrate knowledge of a plant or animal species and express themselves freely through drawing, painting, and sewing. They learn basic music theory, enhance their listening skills and enjoy exploring sounds while singing.

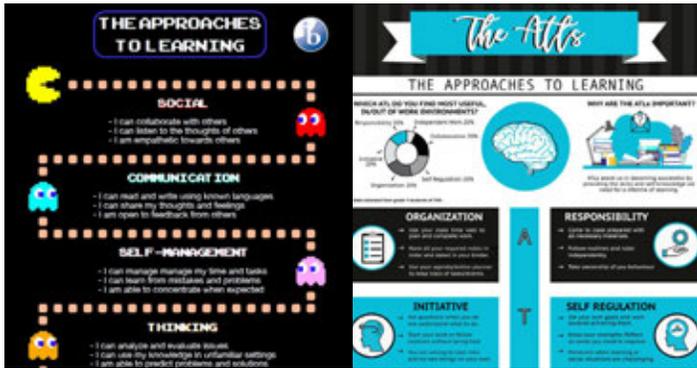
## Grade 3 Timeline- Hadean Eon Artwork

The Hadean is one of the geologic eons of Earth history, preceding the Archean. It began with the formation of the Earth about 4.6 billion years ago and ended 4 billion years ago. During Hadean time, the solar system was forming within a cloud of dust and gas known as the solar nebula, which eventually spawned asteroids, comets, moons and planets. TMS Grade 3 students spent time creating their own artistic interpretation of what they imagined the Hadean Eon may have looked like some 4 billion years ago, using acrylic paints, and other materials.



## Grade 9 ATL Infographics

Students in Grade 9 Design applied the Design Cycle to educate the TMS Community about the importance of the IB Approaches to Learning (ATLs) in and out of the classroom. Using Affinity Designer, they honed their strong graphic design skills to produce a wide range of infographics for a variety of audiences. Not only did their product inform others about ATLs, but also it helped them to engage with the importance of these skills: Thinking, Self-Management, Communication, Social and Research.



## Truth and Reconciliation Installation in Elementary

As Canada recognized the first national Truth & Reconciliation Day on September 30<sup>th</sup>, Lower School students continued their ongoing learning about Indigenous Peoples and culture throughout all subjects, most notably through Art. All Elementary students contributed to a beautiful Stick Art Installation that is currently displayed outside the new Lower School Atrium (west wall). Each individually painted branch represents a tree that once had its roots in the soil before Canada was a country; a time when the Indigenous Peoples were the sole inhabitants of this land. Students recognize today that we are all connected to the land and each other, and the painted branches show respect and recognition for the Indigenous Nations of this land. The TMS Lower School acknowledges that we engage in learning on the traditional territory of the Huron-Wendat, Haudenosaunee and Anishinaabe, all of whom call this land home.

## Grade 10s Explore Lighting Solutions

Students in Grade 10 Design also applied the Design Cycle while solving a lighting problem situated around the United Nation Sustainable Development Goals (SDGs). They focused on creating innovative solutions, which considered sustainable materials, and technological innovations. They have developed a number of skills throughout the unit, including design analysis, 3D modelling, working with cardboard and lighting components, and are in the process of completing life-size, working prototypes of their lighting solutions.



# Athletics

TMS is committed to excellence in Athletics as a part of a larger commitment to excellence in Education. At TMS, athletics is an integral component of student life and we strive to provide an innovative and successful program. Read about the latest updates in Athletics at TMS.



## Upper School Athletics - Fall Athletic Season Wrap-Up

During the 2020-21 Academic Year, TMS unfortunately had to put our sport teams on hold. We can't express how happy we were to have the opportunity for our students to participate in competitive school sports again. It has become apparent after observing a global health crisis how truly important the role sport and physical activity plays in helping to support our students' physical, mental, and social health and their overall well-being. Our participation numbers for athletic teams has never been higher. TMS student-athletes demonstrated strong commitment, perseverance and team play while they trained throughout the Fall season. Their efforts did not go unnoticed; whether at practice sessions or CISAA games, our Titans were role models for TMS and represented our community with pride.

## The Upper School offered the following CISAA Team Sports in the Fall Term



SR Girls Field Hockey DIII

JR Girls Field Hockey

SR Girls Basketball Dib

U14 Girls Basketball DII

U14 Boys Volleyball DII

JR Boys Volleyball DII

SR Boys Volleyball DII

*For the first time in its history, TMS earned 1st place overall and was the CISAA league champion in SR Girls Field Hockey! The team went undefeated during their season and outplayed Ridley College in the post-season play-off match to earn the banner!*

On Monday, November 8th, the Fall Seasonal Athletic Awards took place at the Upper School, where we had the honour of recognizing our athletes and coaches. We were so pleased to be able to come together again in a formal assembly to celebrate the many contributions and accomplishments of our Titan Community.

Although we couldn't recognize every specific athlete, we can say with confidence that all of our athletes are Titans at heart and did a fantastic job being ambassadors for TMS in the CIS community. At the assembly, we recognized 1 MVP and 1 TITAN award recipients. Congratulations to the athletes who earned a trophy for their outstanding performance and commitment over the past Season.

## TMS Seasonal Athletic Award Descriptors

Award	Description
<b>Individual Team</b>	Each coach nominates 1 athlete per team that best meets the criteria stated for each award. These awards are presented at the end of each respective season during the Upper School Athletic Assembly.
<b>MVP Award</b>	This award recognizes the most valuable player for each team. They demonstrate outstanding physical performance and are highly competent and consistent when executing sport-specific and fitness skills in competitive events.
<b>Titan Award</b>	This award recognizes a player that is extremely coachable and an excellent team player. They demonstrate exemplary attitude, commitment and perseverance.



## TMS Upper School Fall Athletic Award Recipients

### U14 Boys Cross Country

Titan – Antony C.  
MVP – Woojoo K.

### U14 Girls Cross Country

Titan – Adela C.  
MVP – Ryleigh M.

### JR Boys Cross Country

MVP – Martin T.

### JR Girls Cross Country

Titan – Adelaide C.  
MVP – Amber K.

### SR Boys Cross Country

Titan – Eila S.  
MVP – Matthew S.

### SR Girls Cross Country

Titan – Daniella P.  
and Clara M.

### U14 Boys Volleyball DII

Titan – Krishh M.  
and Woojoo K.  
MVP – Aiden A.

### JR Boys Volleyball DII

Titan – Alexander G.  
MVP – Stephan F.

### SR Boys Volleyball DII

Titan – Joshua O.  
MVP – Stephen B.

### U14 Girls Basketball DII

Titan – Lianah A.  
MVP – Adelyn C.

### SR Girls Basketball DIII

Titan – Mikayla T.  
MVP – Sophia C.

### JR Girls Field Hockey

Titan – Lucy S.  
MVP – Bridget Y.

### SR Girls Field Hockey DIII

Titan – Emma M.  
MVP – Vanessa H.

## Lower School Athletics

Student Athletics at the Lower School have continued within the context of the Physical Education program, as well as the re-introduction of House Leagues within the Elementary program. Though competitive teams weren't yet a possibility for these age groups, Lower School athletes are continuing to build and hone their skills everyday. Here is what Athletics looks like at the Lower School.

### Toddler Physical Education and Movement

Over the summer, our Via Maria pathway to the playgrounds was recreated. Our Toddlers walk along this long pathway twice daily to access our wonderful playgrounds and ravine and this smooth paved trail with intermittent gates has made this walk safer and more enjoyable for our students with emerging gross motor skills. We look forward to enhancing this experience with beautiful plants in the spring!



### Children's House Physical Education

Our Children's House students are thrilled to have some of their Physical Education classes back in our new gym. Our newly built gymnasium was not able to be used last year due to our cohorts using all possible spaces for classroom learning. We are now excited to explore the huge space and benefit from the beautiful new gym equipment. Within the CH program students are learning and refining both their gross and fine motor skills, exploring the use of equipment, developing coordination, and learning to work with partners to set the stage for groups and teams later on. Their enthusiasm for movement is contagious!



### Elementary Physical Education and Athletics

The Elementary program was thrilled to be able to bring back House League activities this term for students to participate in. In the Fall term, House Leagues were done in cohorts during lunch-time and students explored activities that were outside the regular physical education curriculum. Activities like Cooperative Games (pool-noodle tag for example) get students involved and exposed to new experiences, and are meant to be sheer FUN while developing skills like team work, collaboration, sportsmanship, and how to navigate social dynamics in groups.



# Citizenship

Citizenship and giving back are important parts of student life at TMS. Across all levels of the school, students are involved in (and often lead) raising funds for worthwhile causes, donating their time to build awareness of social issues and using their powerful voices to make change happen. Read about the latest updates in Citizenship at TMS.



## MOVEMBER at TMS

During the month of November, many countries around the world support an initiative called Movember. Movember is an organization and initiative that raises funds to support research and awareness of men's health issues, such as prostate cancer, testicular cancer, and men's suicide prevention. People across the globe grow moustaches and run events to raise funds for this amazing cause. This year, Mr. Walker and his Grade 11 Phoebe advisory group continued to support this great initiative at the Upper School for the 3<sup>rd</sup> straight year. During the month, many students and staff participated by growing their moustaches or wearing fake moustaches

to show their support. Staff and students were able to raise funds and donate to the TMS Movember Team page through the Movember website. The Grade 11 Phoebe students also ran a snack bar at lunch where all profits went to the cause. Grade 11 student, Himanshu J. built his own Movember page where he has personally raised over \$1000 through asking his family, friends, and local businesses. **In total the team has surpassed the \$2000 mark for the first time ever!** Thank you to everyone who supported the cause and all the great work of the Grade 11 Phoebe students.



## Learning About Diwali in Children's House

With the support of parents and members of the TMS Community, we are able to share cultural celebrations with one another to expand our knowledge and appreciation of cultures around the world. Children's House students had the opportunity this term to learn about Diwali and created various pieces of beautiful art in honour of the Festival of Lights. Dr. Agarwal, a TMS alumna and parent of two Children's House students, zoomed into her children's CH classrooms to introduce others to the customs and traditions her family celebrates during Diwali. The children created individual diyas and took them home to share with their families. We are so fortunate at TMS to have a diverse community and it is wonderful to learn about each other's celebrations. We look forward to honouring many more traditions throughout the year.



## Upper School Justice League Update

In the months of October and November, the Upper School Justice League hosted their annual food drive to bring awareness to food insecurity in our local community. The Upper School came together and collected over 2,000 items which were donated to the York Region Food Bank and 360<sup>o</sup>kids! Both organizations were delighted with our contributions and the Justice League would like to thank everyone who took the time to consider others by donating to these wonderful organizations. The Justice League also ran a snack bar to raise funds to purchase groceries to cook for the Good Sheppard. During their one hour cooking session, members worked hard, busily preparing meals and made over 30 casseroles to donate. "We are super excited for our next initiative, our annual collection for Toy Mountain run by the Salvation Army" said Felice and Harini, Student Leaders for the Justice League. "Donated gifts will go to children and youth who would otherwise not have a gift over the holiday".



## Grade 6 Eco-Leadership Program

This year the Grade 6 students have the exciting opportunity to be part of an Eco-Leadership program. This program is created in partnership with the Toronto and Region Conservation Authority (TRCA) where the students will have several learning experiences and leadership opportunities throughout the year. Grade 6 students will be introduced to themes like: ecological literacy, leadership/collaboration, stewardship and community service. The program will foster an innovative and entrepreneurial approach to environmental issues with a sustainability focus. In addition to the classroom work, students had the opportunity to go to the Kortright Centre for Conservation in November to learn more about their environmental footprint and participate in shelter building and fun and engaging collaborative games. It was a great kick-start to the program while spending the day outdoors!



Above: Grade 6 Ambassadors participating individually in TMS Virtual Admissions Open Houses, answering questions from prospective parents.

## Lower School Ambassador Program Back Again

After a year-long hiatus, the Grade 6 Student Ambassadors are back at the Lower School! These Grade 6 leaders are assisting our Admissions Team with virtual information sessions, and have also found interesting ways to connect with their peers – from a distance, of course! The Ambassadors are a great help to the entire school and have found innovative opportunities to build a community, in a time when we need it most. As the oldest students at the Lower School, this program allows Grade 6 students to build their leadership and self-advocacy skills that will assist them as they embark on the next step of their TMS journey in the IB Middle Years Programme in Grade 7 at the Upper School. We look forward to seeing how these students continue to give back to their community!



## Upper School Amnesty International Club

The Amnesty International Club at the Upper School is part of a global movement of people who campaign for a world where human rights are enjoyed by all. This is a student-led club that is made up of roughly 30 members from Grades 7-12. For our first term, the club has been working closely with the **Aryaei Community Service Organization** and **Children Without Borders** to support Afghan refugees that fled the Taliban and came to Canada. Students helped organize a school-wide donation and were able to collect basic necessities such as clothing, toiletries, and books/toys for children. Throughout the school year, students will continue to discuss human rights, organize workshops for their peers, and participate in advocacy opportunities such as the Letter Writing Campaign.

## Chatter Matters Website Introduces 'Tips 'n Teachings' for DP Section!

Sanam S., a Grade 11 student at the Upper School, used her MYP prefect initiative and Personal Project last year to create a website called 'Chatter Matters'. Students from Grades 7-10 can share their thoughts, experiences, successes and ambitions as they relate to TMS's 4 pillars (arts, athletics, citizenship and academics). This year, as the DP prefect, Sanam has expanded the scope of the site, and has created a section within Chatter Matters called 'Tips 'n Teachings' which is geared towards helping and guiding DP 1 and 2 students achieve their best in the Diploma Programme. Mr. Cross (Head of School) and Mr. Small (DP Coordinator at TMS) have provided very valuable content for the launch of 'Tips 'n Teachings'. Head Boy Joshua, Head Girl Arthurine and Head of Houses Emma have each provided a student perspective on the core of the DP (TOK, Extended Essay and CAS). Sanam hopes that she can continue to collect student contributions for the site. "Tips 'n Teachings' is looking for all kinds of student input about the DP 1 and 2 experiences so students can continue to help each other through this journey! If you would like to submit, please email Sanam at: [ssingh@tmsschool.ca](mailto:ssingh@tmsschool.ca). Please also stay tuned for additional guest columnists that will be shared soon, at: <https://sites.google.com/ga.tmsschool.ca/the4pillars/tips-n-teachings-dp-12>



# The TMS Schulich Innovation & Entrepreneurial Experience



The TMS Schulich Innovation & Entrepreneurial Experience (TSE) is a collaboration between Innovation York at York University, the Schulich Executive Education Centre (SEEC) and TMS. This is a unique program that Schulich, Innovation York and TMS have developed for high-school age students in the independent school system. All participants will develop a learner profile portfolio, receive a Schulich certificate and develop connections to academics and practitioners as mentors and resources for potential on-going learning opportunities. The students use the framework of the UN Sustainable Development Goals (<https://sustainabledevelopment.un.org/>) and work in small groups to develop solutions to complex social issues.

This past summer we had the challenge of developing a program when we didn't know if we could be in person. With the York University campus closed due to COVID-19 and TMS moved to remote learning, we had to apply a lot of our own entrepreneurial thinking! In the end we were able to deliver a unique hybrid program with the students engaged in in-person learning, fieldtrips and a few days online over a two-week experience. As the 17 participants in TSE2021 delved into developing solutions to address youth homelessness, we were able to tap into the expertise of speakers and mentors in the UK, the US and close to home through the power of technology. The students experienced risk taking and moving out of their comfort zone through tree top trekking and learned survival skills at the Kortright

Centre for Conservation. The final presentations were a way for the students to share their amazing ideas with their parents, TMS and York University staff and faculty, speakers who were blown away by their creativity, empathy, and understanding of the issues.

We are looking forward to TSE2022 where we are expanding this to a 6-month program with three unique phases: Ideation, Incubation and Immersion. This program builds on the excellent work in the TMS IB programme by taking a deeper dive into topics of relevance to an IB student with a growth mindset. Our focus in 2022 is Sustainability: Exploring Social Systems and Infrastructure Post Pandemic which will touch on many of the SDGs: improved infrastructure, health and wellbeing, models of work, gender and more.



**For more information about TSE, please go to: [www.tmsschool.ca/parent/tms-schulich-innovation-entrepreneurial-experience](http://www.tmsschool.ca/parent/tms-schulich-innovation-entrepreneurial-experience)**

## What People Are Saying About the TSE

*"TMS has had a culture of innovation for some time. The TSE is another example of how TMS is committed to giving their students opportunities to learn how to solve real world issues. From my experience, TMS is one of the schools at the forefront of offering programs to help students develop the skills that are applicable no matter what career path they choose. The school is a leader in the space of creating future Changemakers."*

**Lucas Chang, TSE Program Director**

*"One thing I have learned about in this program is entrepreneurship and how to make a difference. There are not that many people our age advocating for youth homelessness and through this program we have learned how to bring light to this issue and contribute a solution."*

**Krishan T., TSE2021 Participant**

# Building Our

TMS is embarking on an exciting Phase 2 of our Capital Campaign that will bring Dining Halls to both the Upper and Lower Schools. Read more about these amazing projects, their inspiration, and how our Community is looking forward to using these exciting new spaces.



From left: Emma M. (Upper School Head of Houses), Josh O. (Upper School Head Boy), and Arthurine Y. (Upper School Head Girl)

# Significance





Over the last 60 years, TMS has grown from a small Montessori program into the leading, multi-campus independent school we are proud of today. Students thrive in academics across all levels while developing the life-changing mindsets of positivity, resilience and entrepreneurial thinking. But one thing has remained unchanged since our current campuses were created – our dining facilities.

Dedicated dining spaces will provide our students with opportunities to gather, share and socialize – supporting their social-emotional well-being outside of the regular classroom environment. Additionally, we know from research that healthy, nutritious food plays an integral role in our students’ ability to learn, grow and flourish. At every age and stage, access to wholesome meals can mean an increase in a child’s ability to focus with sustained energy through the day.

It was with those things in mind that TMS decided to pursue the construction of Dining Halls at both of our campuses – creating environments that will build both community and tradition for years to come.

“Our new Dining Halls are at the core of our long-term strategic plan for campus development and will be aligned closely with our wider TMS Strategic Plan which you will be hearing more about in the near future,” said Andrew Cross, Head of School at TMS. “Our outstanding teachers, staff and students deserve world-class facilities to support innovative teaching and learning throughout the school. We have already begun, through Phase 1 of the **Building Our Significance** initiative, to deliver on that promise, and there is much more to come!”

## All About the Architecture



Tye Farrow,  
Architect

TMS has once again engaged award-winning architect Tye Farrow (who designed the Phase 1 expansion at the Lower School that included the Atrium, Grove, and new Gym), to create inspiring new spaces for dining.

At present, the Upper School Dining Hall is taking shape and we asked Tye to tell us about the new spaces, and what inspired them.

### *What was the inspiration for the design of the Upper School Dining Hall/Courtyard?*

The idea was to create a dining hall that felt like a tree-lined courtyard, where you would get the sensation that you were sitting outside, under the trees. The inside would act as a continuation of the adjacent new southern landscaped courtyard. The new Dining Hall’s structure consists of tree-like structural wood columns that then divide into straight and curved branch-like elements that support the wood ceiling. The lower walls of space are clad in a warm coloured brick, further accentuating the sensation that you are outside.

The exterior courtyard is designed with a mix of paved surfaces as well as curved planters with a combination of trees and perennial plants that will create a range of shade, colour and textures throughout the year for the corridors and classrooms that overlook the space. There will be exterior tables and chairs, as well as a gas connection for a BBQ, so the courtyard can be used at lunch time, as well as throughout the day as a casual space to study or meet friends.

### *What was the design inspiration for our Lower School Dining Hall?*

The new Lower School Dining Hall will occupy an existing space that has lots of natural light and views to the treetop along the ravine to the east. The space will be light, playful and natural in appearance. The finishes in the space will be warm, inviting and friendly, as a space for some of the younger students of the TMS school community.

### *What over-arching considerations did you bring into these design projects?*

In both the Lower and Upper School building projects, we have used wood for its 'health' characteristics. Those characteristics include:

#### **Ecological Health**

One cubic metre of wood stores one tonne of carbon within its structure when it is harvested. If the tree naturally falls and disintegrates into the earth, the carbon then is released back into the atmosphere, not stored. One tonne of carbon is the equivalent carbon produced by 4.5 cars with normal usage driving on the road for a year. The Lower School Atrium has 111 cubic metres of wood in its structure, or the equivalent embodied carbon of taking **500 cars off the road for a year**. The new Upper School Dining Hall structure represents the equivalent embodied carbon of taking 250 cars off the road for a year.

#### **Economic health**

It is important that we use building materials, wherever possible, that are grown, harvested, processed, and installed in Canada by Canadians, so as to build and support our local economy. The wood used in the two campuses has been harvested from trees that are 20 years old and once cut down, are replanted again for the cycle to continue again in twenty



years. The wood comes from Manitoba and Ontario, is fabricated in Manitoba and Ontario, and engineered and installed by people working in the GTA.

### Mind health

The use of wood in educational facilities increases well-being, improves learning outcomes, and augments staff workplace satisfaction. When students have access to learning environments with wood finishes, they experience reduced anxiety levels. As well, improved learning and test performance have been observed when documenting experiences of students in wood environments as compared to those learning in spaces with mostly artificial finishes. These studies are suggestive of the fact that wood has an important role to play in reducing unwanted effects of environmental stressors.

In LEED certified and green buildings (Canadian Green Building Council), particularly those with wood structures, there is greater employee retention, reduced burn-out and higher recorded levels of workplace satisfaction and well-being. When educational staff feel good, they are more present and better able to contribute positive and meaningful interactions with their students. Finding ways to incorporate wood elements into school facilities ties into the emotional, physiological, and psychological benefits of the healing properties of wood.

## The Impact of our TMS Community

As a not-for-profit (charitable) organization, donations from the TMS Community to the ***Building Our Significance*** Capital Campaign allow TMS to continue to evolve as a School and pursue these types of important and inspiring expansion projects. During Phase 2 of this Campaign, our goal is to raise \$1 Million in support of these projects so that we can ensure that students and staff have dedicated spaces to **GATHER and GROW** at both campuses.

Want to see construction updates, project details, or make a gift to the *Building Our Significance* Capital Campaign?

Visit: [www.tmsschool.ca/buildingoursignificance](http://www.tmsschool.ca/buildingoursignificance)





## WE ASKED TMS STUDENTS

*“What are you looking forward to about the new Dining Halls?”*

**“***I can see my friends from different classes!*

Mason D., Elementary Student

**“***A Dining Hall would really bring us all together.*

Elliot L., Elementary Student

**“***I truly believe that the new dining hall will be a great place for our students and teachers to come together as a community. This construction will not only provide a wonderful place to eat and spend time with our friends and teachers, but also a potential facility for house activities, such as music performances during lunch! After all, I am sure that this Dining Hall will be the place for many memorable moments for the TMS Upper School community.*

Elienna W., Upper School Student

**“***I'm so excited for a Dining Hall because my friends and I can eat together like family.*

Ava G., Elementary Student

**“***I'm excited because it can help my mom and dad stress less about my lunch.*

Diana C., Elementary Student

**“***What I am looking forward to about having a brand new Dining Hall in the future is having a new refreshing space designated specifically for enjoying a meal with friends in a relaxed and social environment. Having this Dining hall will help bring the TMS community together even more than it already is, and will allow for all the grades to be able to socialize with one another.*

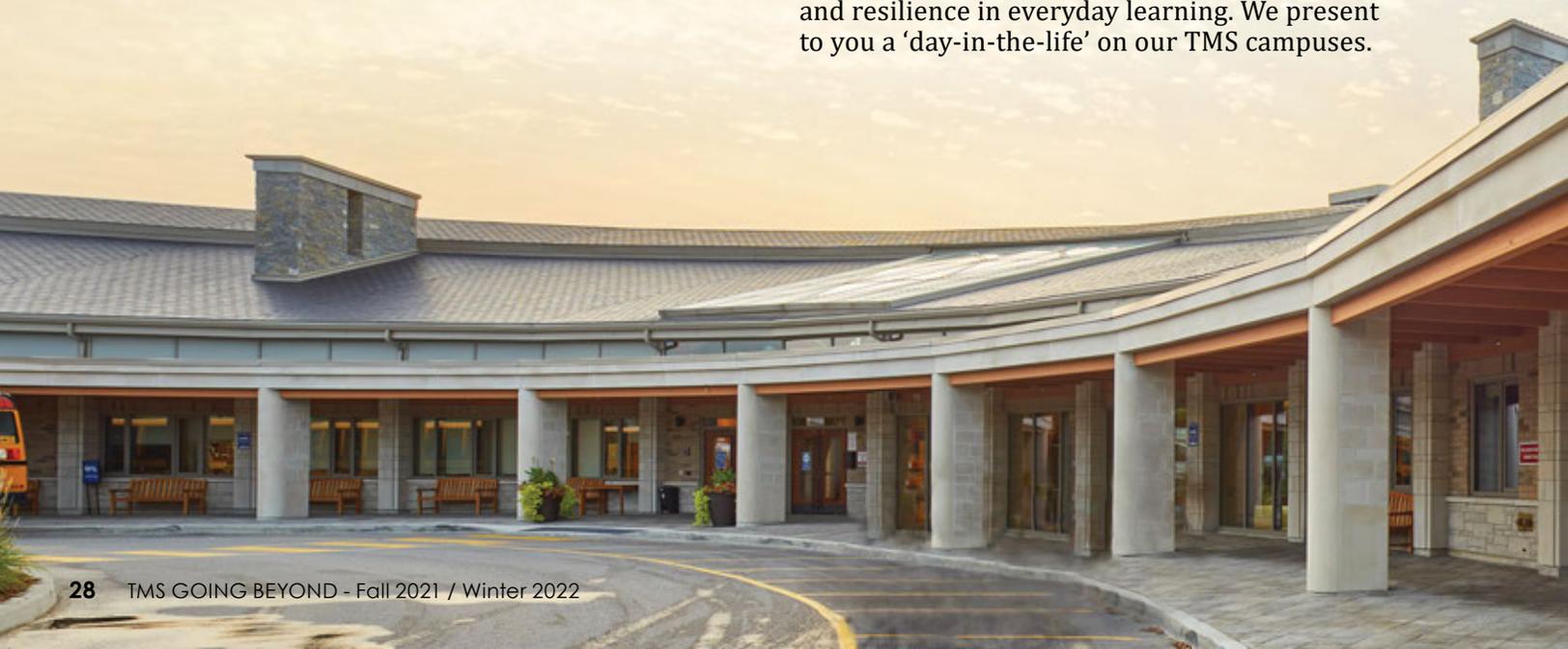
Sasha D., Upper School Student

# Back On



The last 18 months for the TMS Community (and all communities) can be described as nothing short of 'challenging'. We have ridden the waves of a global pandemic, going in and out of online learning and provincial lock downs often with great uncertainty but definitely with amazing community solidarity.

This September, our entire TMS Community was welcomed back on campus to learn, and the power of social connection and face-to-face learning has been felt each day since we've been back. While we can't welcome parents inside our campus facilities just yet to witness the daily happenings of the school in-person, we can showcase how at every age and stage, TMS students are finding positivity and resilience in everyday learning. We present to you a 'day-in-the-life' on our TMS campuses.



# Campus

A 'Day in the Life' at TMS





# 8 AM

Students are arriving at School at both the Lower and Upper School campuses to start their day. Some are arriving earlier to take part in morning sports practices or meetings, and others are arriving simply to begin their day at school. One new aspect of drop-off at our Lower School is our CH 2/3 students walking to their classrooms and building the confidence to do it completely independently.



# 10 AM

By this point in our daily routine, students across both campuses are in a variety of classes across the School. They are engaged in learning in either our Montessori or IB classrooms, building skills like: problem solving, critical thinking, observation, collaboration, and leadership within their peer groups.



# 12 PM

It's lunchtime! In and around the noon hour, students from Toddler to our Upper School are eating their lunch, and connecting with their peers. This year, our students have designated lunch areas based on their cohorts/grade levels, but this time provides much needed socialization and creates a buzzing energy of excitement.



In the mid-afternoon, students are well-engaged in their afternoon learning. While some are indoors, engrossed in one of the variety of subjects available to TMS students (from music, to economics, to language, to math fundamentals, and more), others can be found outdoors, exploring subjects like physical education, social studies, or sciences.

2 PM



This signifies the end of the school day for most of our TMS students. While some are being happily picked-up by eagerly awaiting parents, other students may be making their way to extra-curricular activities or sports practices. It's a joyful time where staff and faculty connect with students at the end of the day, and we all feel a sense of accomplishment.

3:30 PM

# Pandemic Learnings:

What have we learned, what's different, and what have we enjoyed about being back?

*Did you have any 'Ah-Ha' moments as a teacher through the pandemic that you've carried with you now that you're back on campus?*

**“** *Two things I keep in mind now as I teach as a result of last year: 1) I used to play music at the start of each class when at home and I try to do this on Fridays now that we're back, as a little pick-me-up for the class. 2) Being able to "see" learning is one of the best ways for students to improve, so I try to get them up at the white boards or in small group discussions as often as possible so I can hear and see what each student has learned and what their next steps should be.*

Edwin Bryson, Upper School Teacher

*What's different about being back on campus after online learning last year?*

**“** *I think we are all very grateful for the simple opportunity to be together again, to see eyes light up with interest, to engage in dynamic discussion and to hear the sound of laughter through our school hallways. What hasn't changed is the collaborative and community spirit that our students and faculty have always brought to school.*

Tanya Neff, Upper School Teacher

*What have you noticed this year, being back on campus, and what have you learned after last year's experience?*

**“** *This school year has brought back a certain level of normalcy after the abrupt and drastic changes we have all had to endure as a result of the pandemic. Many of our students have been online for over a year, without physical contact with their peers. This year has brought an opportunity for students to socialize and collaborate in the classroom. They support each other and are genuinely thrilled to see each other each day. What I learned through this pandemic is that our students are incredibly resilient and adaptable to alternate forms of learning. They are inclusive of students who are learning online and are building the necessary skills to move towards our new Elementary model in the future. What has not changed through this entire ordeal is the genuine love for learning displayed by our TMS students.*

Sandra Yannakis, Grade 1 Teacher

*What do you like about being back on campus, in-person learning?*

**“** *What I like most about being back on campus is that we are able to focus more in class and engage in the learning experience more effectively. Despite the amazing efforts of our teachers and staff, the online learning has not been the most effective and exciting for everyone. Being able to see our teachers and friends in real life not only rebuilds the strong connection between individuals in the TMS Community, but also makes our academic life so much more interesting.*

*What I missed most last year was the enthusiastic sport experiences we had where students could laugh, sweat, and even cry together. We are lucky to have our sport season starting again this year and bring back something special and important to our school.*

Alexandrae C., TMS Upper School Student & Athletics Chair

*What do you like about being back on campus, in-person learning?*

**“** *I feel more comfortable to ask teachers questions in class this year, which helps me a lot academically. And it is more convenient to collaborate with my classmates in school.*

Ke P., TMS Upper School Student

*What do you like about being back on campus, in-person learning?*

**“** *I am very grateful to be back doing in-person learning this school year. It is beneficial for me to learn face-to-face rather than online as I can better connect with my teachers and peers. Additionally, it is easier to ask questions and seek guidance when needed as you can find help around the school instead of entering different Google Meet links and emailing teachers on Outlook. The social interactions with people outside of my friend group are also beneficial and I am able to get to know students from other grades during extra-curriculars, which I was unable to accomplish while online.*

Siena R., TMS Upper School Student

*What do you like about being back on campus, in-person learning?*

**“** *What makes student life at TMS so special is the community, as everybody is so welcoming and inclusive. I have made so many good, life-long friends over the past 10 years that I have attended TMS. Last year while we were online, I really missed being able to speak with my friends face-to-face, and I am so glad that I am able to do so this year.*

Sarah O., TMS Upper School Student

# Faculty & Staff Updates

The Community of Staff and Faculty at TMS evolves each year. The following is a list of staff additions/changes as of December 31, 2021.

## New Hires

Name	Position	Name	Position
<b>Andrew Cross</b>	Head of School	<b>Jeffrey Shefler</b>	Upper School Faculty (Associate Teacher)
<b>Ryan Rodrigues</b>	Director of Development	<b>Karim Karim</b>	Upper School Faculty
<b>Marina Spalla</b>	Assistant Director Enrolment Management	<b>Sarah Siddiqui</b>	Upper School Staff
<b>Michele Santos</b>	Elementary Faculty	<b>Christina Cannata</b>	Upper School Campus Cord.
<b>Charlotte Brown</b>	Elementary Faculty	<b>Ashima Suri</b>	Classroom Assistant
<b>Maria Johnson</b>	Elementary Faculty	<b>Kara Lister Wade</b>	Classroom Assistant
<b>Rebecca Chui</b>	Elementary French Faculty	<b>Ayako Erenberg</b>	Classroom Assistant
<b>Reagan Light</b>	Upper School Faculty	<b>Anna Robbins</b>	Lunch/Dismissal Supervision
<b>Wafi Abdulla</b>	Upper School Faculty	<b>Joanne Debiasio</b>	Children's House Faculty
<b>Kara Latourell</b>	Upper School Faculty	<b>Michael Levinsky</b>	Camp Director
<b>Darryl Bank</b>	Upper School Faculty		

## Retirements

Name	New Position
<b>Sharron Cooper</b>	Enrolment Management Officer
<b>Nancy Coyle</b>	Director TMI
<b>Farzaneh Fereidooni</b>	Elementary French Faculty
<b>Theresa Hurley</b>	IB DP Coordinator

## Promotions/New Positions

Name	New Position
<b>Richard Martin</b>	Facilities Director
<b>Rakesh Tripathi</b>	Director, Alumni and Community Relations
<b>Blaine Seamone</b>	Logistics Manager
<b>Andrea Ng-Willis</b>	Director of Academics
<b>Shane Small</b>	IB DP Coordinator
<b>Chris Flood</b>	Group Leader, Upper School
<b>Melanie Coudert</b>	Group Leader, Upper School
<b>Mark Reynolds</b>	Group Leader, Upper School
<b>Roger Marlès</b>	Group Leader, Upper School
<b>Aaron Walker</b>	Group Leader, Upper School
<b>Fernanda Serroul</b>	Outreach Coordinator

# As a new Staff member, what have you noticed that's special about working at TMS?

**“** Working at TMS is special because it is a place where staff and students are encouraged to follow their passions and work to their potential, whether that be through professional development for teachers or creative projects for children. Whoever you are within the TMS community, there is someone to support and celebrate you along your journey.

Charlotte Brown,  
Elementary Faculty Support

**“** TMS is special because the staff are so dedicated to helping the students and ensuring they feel safe and develop a love of learning. From the moment they are dropped off at the Kiss and Go, the students are met with enthusiasm, compassion and humour. The staff and students have been so welcoming and have really embodied the practice of grace and courtesy. I'm really lucky to be a part of the TMS Community.

Michelle Santos,  
Elementary Faculty Support

**“** Since my first day on campus I have been inspired by the quality of community at TMS. Students are engaged, colleagues are inspiring, parents are welcoming and administration is supportive. There is something very special about the community at TMS and I am so thrilled to be one of the newest members.

Kara Latourell, Upper School Faculty

## Retirement Update: Farzaneh Fereidooni

Many will remember Farzaneh Fereidooni as a French Teacher at the Lower School for many, many years. We caught up with her five months into her retirement to see what she's been up to!

**“** While I miss TMS very much, I have settled into my new routine of being retired. I've been able to care for and spend more time with my mother who is very advanced in age and is suffering from Alzheimer's Disease. I am so grateful to have the opportunity to give back to the woman who gave so much to me. Further, I've been able to pursue many of my personal interests including learning to play the piano and continuing to take art lessons. Finally, I have been able to spend more time with my children and grandchildren, seeing them as often as possible and taking care of them with some home-made cuisines.

# BY THE NUMBERS

## 2021 IB Results and how TMS Stacks Up Globally

Each year, TMS Grade 12 students complete the IB Diploma Programme. This means they choose from the same list of courses, sit the same exams and meet the same stringent requirements as thousands of other IB students in all parts of the world. As a result, in addition to the individual marks each student receives, each school receives an overall class average score which can be compared to the world average. Here are some key IB stats and a look at how TMS stacks up against IB World Schools around the globe.

**5,400** IB Schools in **159** countries around the world.

**45**  
Points

The most a candidate can score on their IB Exam.

**A's or B's**

on their Extended Essay

**41.3%** | **51%**  
Worldwide students | TMS students

(a mandatory independent self-directed piece of research, finishing with a 4000 word essay).



Global Average  
**32.98**

**34**

TMS Average in 2021

**2021**  
saw the first TMS Student to score a  
perfect **45** points

(0.8% of candidates worldwide earned a perfect 45 points)

**20.53%**  
of Exam Candidates worldwide earned scores of 40 points or more.

**26%**  
of TMS Students earned scores of 40 points or more.

— TMS —  
**1961**  
GIVING  
CIRCLE



## Are you ready to #MakeYourPoint?

The TMS 1961 Giving Circle is a way to bring together Alumni who support TMS through their financial donations. It is a way for a unique and caring group of people who have experienced the value of the TMS Journey to ensure that those still to come can benefit from our many learning spaces and opportunities. We're asking TMS Alumni of all ages to **#MakeYourPoint** through a donation to TMS.

Move the decimal point within our founding year of 1961 to the gift amount that's right for you:

**\$19.61**

**\$60.00** (Celebrate our 60th)

**\$196.10**

**\$1961.00**

Your generosity, no matter the amount, will make an impact to hundreds of TMS students, across both of our campuses. This year, the 1961 Giving Circle will support our TMS Titan Fund.

**Join the TMS 1961 Giving Circle, #MakeYourPoint, and DONATE TODAY!**



[tmsschool.ca/alumni-giving-1961](https://tmsschool.ca/alumni-giving-1961)

# Alumni

Over the past 60 years, TMS has had many students walk our halls at our various campuses across the GTA. In 2019, TMS launched the TMS Alumni Network through an online portal ([www.tmsalumni.ca](http://www.tmsalumni.ca)) which serves a dual purpose of allowing alumni to reconnect with each other and the school, as well as providing a way for TMS to continue to support our alumni in their various endeavours.

## The TMS Alumni Network offers TMS Alumni the opportunity to:

**Communicate, connect and get updates about former classmates**

**Find mentors in their areas of interest**

**Become mentors**

**Find internships and volunteer roles in their field**

**Find job opportunities posted by our alumni, school community and community partners in many different fields**

**Stay informed of TMS events and milestones**

# The TMS Alumni Network in Action

***As the TMS Alumni Network continues to grow, we hope to see more examples, such as the one below, showcasing how TMS supports our alumni.***

Nikhil Samant (TMS'18) recently reached out to TMS to see if there were any mentors who could provide career guidance, connections, and mentorship in the Finance Industry.

*Nikhil shared, "After graduating from TMS in 2018, I went on to study Commerce at the Smith School of Business at Queen's University. The program places a strong emphasis on internships and, when I found myself struggling to find any, I leaned into the TMS network. With the implementation of the Alumni Network, I was able to find multiple people in my field of finance who were more than willing to lend a hand and speak with me. I spoke with Rakesh Tripathi, Director of Alumni and Community Relations, during this time and he was able to find a contact for me who was very successful in the field I hope to enter upon completion of my degree. After this experience, I told friends and fellow alumni about the usefulness of the Network and selfless dedication of the TMS staff to support graduates. I have heard wonderful stories about how other graduates have been able to find interviews, internships, and full-time roles through the Alumni Network. Even after graduating 3 years ago, I still feel tremendously supported by the TMS Community I grew up in – all thanks to the dedicated staff who believe in their graduates' success."*

Sunil Bhardwaj is an accomplished Portfolio Manager and Lead Strategist at Strauss Rom Strategic Wealth Management with RBC. Sunil participated in a TMS Career Day a few years ago at the Upper School and was happy to help a TMS alumnus based on his previous experience with our students. Sunil's impression of Nikhil was that he was a bright young professional, who was at the start of a promising career.

Sunil told TMS that *"Nikhil was not only very personable and humble, but he had just the right amount of confidence – a refreshing trait to see in a recent graduate. Nikhil had some well thought out questions, which made it easier for me to suggest some advice and possible next steps for him in the industry. I was also able connect him with some other industry experts who could help him continue on his career path."*

## How the TMS Alumni Network Can Work For You!

The TMS Alumni and Community Relations Team will continue to find ways to support graduates through our Alumni Network by adding mentors who might be other alumni, members of our school community, and community partners who want to support TMS.

Alumni are always welcome back (through virtual events during COVID-precautions or in-person visits in the future) and we encourage them to continue to attend events like our Annual Speed Mentoring, other TMS community events such as our Marketplace and Gala and our virtual TITAN TALKS. We look forward to getting back to running more in-person events in 2022!

*If you are interested in becoming a mentor or know of any TMS Alumni who would benefit from joining the TMS Alumni Network, please visit our portal at:*

[www.tmsalumni.ca](http://www.tmsalumni.ca)

or contact Rakesh Tripathi,  
Director of Alumni and Community  
Relations at [alumni@tmsschool.ca](mailto:alumni@tmsschool.ca).

# Meet a TMS Legacy Family

With a 60-year history in providing exceptional education, TMS has the incredible experience of welcoming Legacy Families (or 2<sup>nd</sup> generation TMS families) to our growing Community! We spoke to TMS Alumna Bonnie Kwan about her own TMS education and what it's like being a current TMS parent.

## When did you attend TMS?

I attended TMS from Toddler to Grade 6. (1990 to 2000)

## What were some of your favourite TMS memories?

**There are many! They include:**

- Overnight trips with my class to Camp Tawingo and Quebec City. I remember sharing a room with the girls from the other classes and we would be up really late chatting the first night. The next night, everyone would be so tired and fell asleep right away.
- Being on various sports teams: cross country, track and field, and volleyball. I lost a shoe in the mud during a cross country race and had to stop to get it back on. Feeling like I lost a lot of ground, I sprinted through the rest of the race and ended up coming in second!
- Early morning band and choir practice and performing at concerts and assemblies. We had front row seats!
- Learning how to sew from my Grade 5/6 homeroom teachers. We made our own medieval times costumes and showed them off in the Kaleidoscope show. Sewing is still one of my hobbies today.

## What was it about the school that made you want to bring your own children here?

We really wanted to have our child learn in a Montessori environment and at a school that focuses on the whole child - physical, social, emotional, and cognitive. We knew we could trust TMS to provide that wholesome education for our daughter.

## What do you notice that's different about your daughter's experience at TMS compared to yours? What's the same?

There's so much that is the same - even some of the faculty and staff that were there while I was learning are still at TMS! The warm and welcoming environment, with all the supporting teachers is just as I remember it. It has made my daughter's transition into the school so seamless and easy. The situation with the pandemic has made things seem different, such as the cohorting and extra-curriculars. Her experience has also been a lot more technology focused than it was years ago.



ABOVE: Bonnie Kwan and Family

# Alumni Updates

TMS Alumni are an important part of our TMS Community and we're always excited to hear about how they are making an impact in whatever they pursue. Here are a few TMS Alumni that connected with us to share what they've been up to!

## Drake Drieberg (TMS'13)

After 3 years of working in various data analytic roles within the Sports and Entertainment industry, I decided to return to school and pursue my MBA at Indiana University's Kelley School of Business to transition to brand management within the consumer packaged goods industry. Upon graduation in May 2022, I will be going to work for Kellogg's as an Assistant Brand Manager at their headquarters in Battle Creek, Michigan. On a more exciting note, last August I got engaged to my beautiful fiancée Abby. Abby and I met seven years ago while attending Ohio University and immediately bonded over our love for Oreos. Abby is a middle-school Language Arts teacher who I've successfully turned into a big Maple Leafs fan. We are in the midst of busy wedding planning which will take place in Cleveland, Ohio in August of 2022.



Drake Drieberg

## Katelyn Cunningham (TMS'14)

After graduation, I went on to earn my Bachelor of Science (Honours) in Biology from Queen's University. In my final year of study at Queen's, I completed an undergraduate thesis. I am currently pursuing my Master of Science in Environmental and Life Sciences at Trent University. My current research project is aimed at understanding declines in lake whitefish densities in Lake Huron.

## Jason Fong (TMS'17)

I have recently graduated with high distinction from the University of Toronto after four years of pursuing my Bachelor of Science. Upon graduation, I decided to join the consulting practice at Ernst & Young in their Toronto office. During my time as an undergraduate, I worked as a teaching assistant and I was able to participate in a couple of research opportunities. TMS prepared me well for university in both academics and leadership opportunities, which allowed me to pursue various opportunities outside of the classroom.

## Daniella Yusufov (TMS'18)

Upon graduation from TMS, I attended Queen's University to complete an undergraduate degree in biology. I was lucky enough to get into my dream Veterinary School at the Ontario Veterinary College at the University of Guelph after completing three years of my undergraduate program. This allowed me to graduate early and enter veterinary school this year. I am very excited to have joined the Class of 2025 at the OVC and start this journey in my new career, meeting new people and learning lots along the way! If anyone is able to offer advice or mentorship for a new veterinary student joining the industry, I would be very grateful in connecting with you. **Note:** Please connect to Rakesh Tripathi if this is you!

### Have an Alumni Update to Share?

Email: [alumni@tmsschool.ca](mailto:alumni@tmsschool.ca) so we can include you in the next edition of GOING BEYOND!

# Five

## Things We're Using to Keep Our Family Organized

The day-to-day realities of being the parent of school-aged children can feel like a juggling act - juggling meals, activities, school work, YOUR work - the list can get long! We asked parents from a variety of levels across TMS to tell us about one strategy/tool/product that is helping to keep their families organized through the school year.



# 1

### 3M Post-It Dry Erase Surface

One tangible item our family uses to keep us organized, which we love, is our 3M Post-It Dry Erase Surface. It's a sticker that turns anywhere into a white board. It can be stuck on walls, tables, mirrors, etc. We have one that covers one wall of our office where we use it to write each child's weekly schedule, reminders and important dates. We also use it to practice spelling tests, math questions or just somewhere to doodle. It's a functional and fun product that has helped keep our family organized.

**Cheryl Cheung, Elementary Parent**

# 2

### Calendars! Digital and Analog

We are a family of calendar users! I've got three calendars going at one time to make sure everyone in the family is aware of things going on. One that is updated constantly with lessons, appointments, holidays and the Days of the school cycle ( i.e. day 1, day 2 etc.). I have another calendar on my phone that is updated daily according to what is happening in my life and shared with my husband. Our third calendar is on our computer desk top that syncs with our phones. Ensuring all our calendars are synced and updated (with corresponding alarms on our phones), helps to ensure we don't miss things and can share with other members of our family who help out (like Grandpa!).

**Anita Fung, Elementary and Upper School Parent**



# 3

## Life360 App

Our family adopted this as a family communication app that allows you to set parameters and alerts when family members leave from, or arrive at, a specific location. For example, it can alert you when your child leaves school and when they arrive at home. This is a great tool to use as our kids grow up and become even more independent as it allows parents the peace of mind to know that they are safe.

**Kerry Osten, Upper School Parent**



# 4

## Home Management Binder

What we have found helpful is using an old fashioned homemade home management binder. The binder has a monthly calendar and tabs with a breakdown for each week. The binder gets updated every Sunday so we can be organized for the week ahead. We use a highlighter to cross-out the tasks when they are complete, and it gives us all a real sense of accomplishment! Our daughter, who is in CH2, also gets involved by placing stickers on various days, events and occasions.

**Dorenda McNeil, Children's House Parent**

# 5

## CALM App

Part of being organized is being able to find balance in your day. To do that, my family members are big fans of the meditation app "Calm". It is a great support for our stressful lives. The sleep meditations are wonderful for children and the sound of nature is very soothing for both adults and our little ones!

**Solmaz Mir, Children's House Parent**





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