

Winter 2020

viewpoint

Anissa Moeini '03:
Building digital educational
solutions of the future

Bayview Glen
INDEPENDENT : SCHOOL

viewpoint

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College London



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Letter from Advancement

As we worked to put this issue of *Viewpoint* together, one thing stood out above all others: Bayview Glen has a community of people committed to telling and sharing personal stories to enhance each other's wellbeing.



The values and foundation instilled in our alumni, students of today, and students of the future remain unchanged. Giving our students the best educational experience has always been our first priority at Bayview Glen.

When we completed the Moatfield Campus, we could not have predicted the impact it would have on the educational environment. Our Lower School building project will have the same school-wide impact, changing the Lower School learning spaces, providing another home for our mighty Gryphons, and enhancing the overall learning environment at the school. Together with the Moatfield Campus, it will be the new face of Bayview Glen. As Grade 7 student Erin May comes to terms with the Bubble being taken down, she too realizes that within our new athletics complex experiences will grow into stories to share and memories that will endure.

As we build our culture of philanthropy these stories and experiences are powerful. The passion and purpose that drives each one of us to be who we are, develop our character and deepen our impact on those around us is powerful and self-sustaining.

As you read the pages ahead, I hope you too, will realize your own power within and recognize entirely new possibilities for our community through the power of philanthropy.

There are several ways to participate. I'd be happy to discuss which options best align with your family's philanthropic interests. I look forward to hearing your stories and talking about your family legacy. **V**

Carol Anne Ruscica, Editor,
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Letter from the Head

A Bayview Glen education has always been about students discovering their passion in the classroom and beyond. Passion is found through experience, and we give our students many ways to explore what they really love. Not only are they introduced to Problem-Based Learning, but also to Harkness Tables, Experiential Education, and Integrative Thinking. They are involved in a wide array of clubs, committees and teams. All of these experiences help to push our students' limits and allow them to explore different possibilities.

Passion and purpose go hand in hand, and finding a purpose allows our students to find out who they really are, while setting their direction in life. Our fourth edition of *Viewpoint* is dedicated exactly to this. In this magazine, you'll find the stories of our Alumni and members of our community who turned their passions into purposeful work. They are all successful in their own right, and I'm sure you will enjoy reading about their individual journeys and what drove them to their paths.

Both Jonathan Moneta's and Anissa Moeini's inspiration come from "the need to do what moves you." Rich Vander Wal firmly believes that all things are possible, and Yong Shen is preparing for a new era in medicine. Parul Bansal's, Doris Fulford's, and Andrea Blinick's stories all centre on the Arts and how they connect to everything from personal expression to urban policy and politics.

Doris expresses our theme beautifully when she says, "Passion is like a fuel; it gets you to see beyond." As you read through the stories, think about your own passions and how they have shaped your life's purpose. **V**

Eileen Daunt, Head of School

Creating companies that take off

by Ed Hitchcock

On August 6, 2012, at 1:17 AM Eastern Daylight Time, NASA landed a Volkswagen-sized thermonuclear robot on the surface of Mars. To celebrate this momentous accomplishment, events were held globally, including one here in Toronto called The Landing Party. This event is pivotal in the life of Jonathan Moneta '03, but to understand why, we should back up a bit.

As a student at Bayview Glen, Jonathan was passionate about many things, including science and theatre. He was an inquisitive student who tended to choose more challenging projects simply because he found them more interesting. The same can be said for his devotion to his stage roles, including the Scarecrow in *The Wizard of Oz*, a neurotic Superman in the one act play 'Heroes', and the lead in the musical comedy *Little Shop of Horrors*.

In university, Jonathan pursued theatrical studies with a rich elective component of business courses to fuel his entrepreneurial spirit. He put this knowledge into action while still in school, starting a small company that employed his friends and classmates.

After graduating, Jonathan landed a job as executive director of an organization that runs educational conferences. This was an intensive learning experience and Jon recalls: "I was totally out of my depth. I learned that leadership is both hard and important to do really well. But I felt I needed another job where I could learn under mentorship." He joined an engineering startup that develops smart energy technologies, which he described as a "boots-to-the-fire lesson in how to run a company."

He went on to explore multiple business opportunities, some of which panned out while others had to be abandoned. Jonathan says that one of the big lessons he learned from that time was that maturity is "being able to step away from good opportunities in pursuit of great ones."

Inspired by the events surrounding the Curiosity Rover landing on Mars, Jonathan founded Landing Party Inc. The company was founded to create events focussed on awareness and celebration of science and technological achievement, as well as, in part, "To give my brother the most epic birthday party ever." Highlights of the main event not only included a video stream of Mission Control, but also a live connection with Planetary Society CEO Bill Nye (yes, The Science Guy), who was hosting a similar event in LA. It was a sold-out event with substantial media coverage that led to several more events, including the NASA International Space Apps Challenge, a "hackathon" hosted at the ROM.

Moneta explains that "It's hard to pull off big projects, big events, big things. People have remarkable capacity, and when you surround yourself with people who are passionate about the same things as you, that capacity multiplies. For both NASA and the Landing Party, I drew on everyone I had – mentors, past teachers, friends – who I could count on to help. Smart people can do incredible things under crazy constraints."

The Landing Party Inc. morphed into Moneta's current company, MakeLab Inc.

Makelab was founded based on a Japanese model of a Fabrication Café, where people could gather in a social environment and access equipment like 3D printers and laser cutters. For market research, Moneta and his small team ran drop-ins at a local pub to see if people would actually want to 3D print in a social setting. It turned out to be popular, became a weekly event, got some press, and then exploded. MakeLab ran events for the ROM's Friday Night Live series, allowing patrons to 3D print buildings to add to a growing Mesopotamian city. His little company became, in his words, "the uncontested world experts at teaching drunk people to 3D print." They were recruited by Absolut Vodka to run interactive events in Toronto, Montreal, and Vancouver. When they were recruited by Microsoft, Mercedes, OLG and Adobe, Moneta gave up on the Café concept and focussed instead on creating and running interactive events. "This is an incredibly challenging business model," says Moneta. "The show is at 5 p.m. sharp in LA, and the show must go on. All personnel and equipment must be on-site and running flawlessly. We have built a creative, interdisciplinary studio to tackle challenges of this calibre. And fortunately for us, extraordinary people are attracted to extraordinary challenges."

At MakeLab, Moneta now oversees a dozen diverse, extraordinary people. For his team, diversity is not only a strength, it's a superpower. And they are not only using those superpowers to build the business, but also to challenge their business partners to become more inclusive, and in that way make the world a slightly better place for all.

When asked if his time at Bayview Glen all those years ago played any part in his success, he replied: "Totally. The pace and challenge at BVG were tough, and created a habit of wanting to succeed. I think that when you release graduates into the world who are used to working hard and seeking hard answers, they achieve great things." ▼



“For my team, diversity is not only a strength, it’s a superpower.”

Jonathan Moneta in the studio at MakeLab Inc.

The crossroads of culture and modern ingenuity

by Michael Whelan

In May 2019, Yong (Daniel) Shen '15 graduated summa cum laude from Harvard College with a degree in Human Developmental and Regenerative Biology, and a minor in Classics. He was also elected a member of the academic honour society, Phi Beta Kappa. In August 2020, Yong will start school at the Columbia-Bassett programme at Columbia University Vagelos College of Physicians and Surgeons.

While this may suggest a distinct purpose and obvious path, Yong has always had a strong desire and ability to pull together an understanding of seemingly disparate passions. He is presently pursuing an opportunity to amalgamate his many interests. Through the Michael C. Rockefeller Memorial Fellowship, Yong is working as a research assistant with the Institute for Circumpolar Health Research (ICHR) in Yellowknife, Northwest Territories.

This represents the current stage of a long journey of discovery that began shortly after Yong arrived in Canada at age eleven. His introduction to western medicine (stethoscope, X-ray, and antibiotics) contrasted with his earlier experience of brewed concoctions for diagnoses of “Evil Wind” in his native China. The conundrum of such distinct, yet practical, diagnoses and treatments for his cold was perhaps the genesis of his present philosophical quest toward knowledge of self and the world. It is likely that this mystery, involving ancient Eastern and modern Western societies’ understandings of humanity, eventually led to Yong’s immersion in Indigenous culture as different from each of them as they are from each other. He quickly realized that cultural aspects of healthcare, and diversity of philosophies underlying medical treatment and healing, are ubiquitous.

Yong’s medical pursuits began at Bayview Glen with the opportunity to work as a clinical research assistant at St. Michael’s Hospital in his senior year, and at Sunnybrook Health Science Centre that summer. A dedication to biological studies at Harvard complemented by deep research into philosophy soon followed. That combination brought Yong to his present locale and future choice of medical school.


He has interacted with three Indigenous peoples of Canada: Inuit, First Nations (the Dene people), and Métis. In Yellowknife his work has been primarily with the Inuit and Dene Communities doing administrative work; drafting data-sharing agreements between the Institute and Universities; helping write grants for research funding from Health Canada’s Substance Use and Addictions Programme; and visiting the Arctic Indigenous

Wellness Foundation to help with their programming for those experiencing homelessness and others who need counselling. He will soon undertake a translation project, interviewing Elders and Knowledge Keepers on how they support health and well-being during each season/month of the year, and then design a calendar.

Convinced that artificial intelligence will eventually replace many functions doctors do, Yong is preparing for a new era of medicine and healthcare not yet fully known. He feels it is important to understand how societal forces interact with people’s health so he can better take care of patients on a more health systems level. It is the reason he is learning about healing within Indigenous communities. He believes that the medicine we have now is good at fixing people, but less adept at healing them. Community fosters healing through support, love, and respect. So there is much to learn about healing from the Elders and other respected community members.

This also influenced Yong’s decision to choose the Columbia-Bassett programme that places people first. In that programme, his clerkship experience will be longitudinal, meaning he will not rotate, but will follow a panel of patients for a year through every aspect of their care: “We are looking for students who are deeply committed to the quality of their patients’ care and interested in developing interpersonal relationship skills with their patients and peers. Using the group employed model of health care delivery in a rural environment, combined with an innovative curriculum in health care management, we seek students who are capable of leading such systems focussed on evidence, quality, safety, efficiency and the learning of intensive tools of performance improvement.” Columbia-Bassett.org

In August 2020, Yong (Daniel) Shen will enter the next phase of his educational pursuits at Columbia University, supplemented by this year’s extraordinarily diverse learning experience in Yellowknife that, in his words, “has far exceeded expectations.” **V**



“I am made up of seemingly irreconcilable differences: The East and the West, the old and the new, traditional healing and modern biomedicine. How could I resolve these perspectives? How should I approach the possibility that there exist multiple explanations of our world, each as valid as any other?”

Yong by the roaring rapids of the Slave River. He was at an event there called Paddle Fest (slaveriverpaddlefest.ca) after hearing about it from a local Elder when Yong was teaching in Yellowknife.



Building digital educational solutions of the future

by Madeline Della Mora



Anissa Moeini in front of Tower Bridge and City Hall in London, England



While my brother and I were growing up, my father always told us: "If you see a need in the world and no one else is addressing it, it's your responsibility to do something about it."



Anissa throughout the years with her father Ata, brother Borna and classmates at Bayview Glen

At the heart of everything Anissa Moeini '03, does, you'll find an abiding care for the good of those she serves. This is thanks to her tight-knit family who taught her how to weave passion and education into her daily work. Anissa most recently held the position of Vice President, Business Development, at Group of Gold Line, a Canadian Media and Telecommunication company that her parents founded in 1991. This business was built on the idea of connecting people to loved ones back in their home countries – that was the need that her parents saw around them after immigrating to Canada. Working at a family business fuelled by purpose gave Anissa the courage to pursue her ultimate passion: universal education. She deeply believes that this is our most important need, and that technologies can offer a solution to bring high-quality education to all. Driven to realize her EdTech dreams, Anissa was accepted to the top school of education in the world, the Institute of Education at University College London, to complete a PhD with Professor Rose Luckin, widely known as the mother of AI in education. Part entrepreneur, part academic, Anissa is building cutting-edge Educational Technologies to prepare learners for the 4th Industrial Revolution – and a brave new world.

On her upbringing

Anissa is the definition of a self-starter and has made a lasting impact on the Bayview Glen community, well beyond her years. Being part of the double cohort year in 2003 meant far more competition at graduation, but Anissa was prepared for the challenge and was not going to wait for other people to open doors for her. Consistent with the ingrained teaching from her parents, once Anissa identifies a need in her surrounding community, she respectfully opens the door to serve – with incredible grace and a remarkable smile. In Grade 11 she was head of Mackenzie House, organizing social events and boosting school spirit. After turning the page on that role, Anissa was seeking a leadership opportunity outside of the ones Bayview Glen provided. She created the school's first Peer Tutoring Society. Nearly 20 years later, students are continuing to jump into mentorship roles, helping guide younger students to success. Anissa's legacy at the school has strengthened academic support in a way only an empowered student could do.

Studying at Bayview Glen provided Anissa with a strong and well-rounded educational foundation. Anissa expresses her gratitude to her parents for, like many other families in our community, making sacrifices in their daily lives to provide their children with the gift of an exceptionally high-quality education. Anissa never loses sight of the opportunity she was given to develop a unique worldview in a very comfortable upbringing – an education she and her brother would not have had the opportunity to receive if they had stayed in Iran. At Bayview Glen, Anissa took advantage of all the opportunities presented to her: playing and coaching soccer, volleyball, swimming, and rowing; travelling to Costa Rica; and joining student leadership. She learned a lot about teamwork and resilience through athletics and her Bayview Glen initiatives. After graduating, Anissa continued to forge her own path and build new ideas, never losing sight of her guiding purpose.

continued >>

On the entrepreneurial mindset

The Moeini family has worked tirelessly to create a more united world, facilitating meaningful connections between people. Her father Ata, mother Neda and brother Borna embody in every way Bayview Glen's core values: Respect, Responsibility, Compassion, Integrity and Balance. They have worked together at Gold Line to narrow the gap by "connecting you to what matters" through identifying global needs and opening doors. After immigrating to Canada in 1989, Ata and Neda Moeini found themselves thousands of miles from their homeland in Iran. Moving to Toronto – the most multicultural city in the world – where more than half the population is born outside the country, they realized that so many communities were looking for an easier way to connect with those back home. International calls were a much-needed source of comfort, yet simply unaffordable. The Moeinis set out to find a solution, and in 1991 launched The Group of Gold Line (GroupofGL.com). Gold Line's first big success was their prepaid long distance calling card, priced up to 90% less than the competitors. Through providing affordable telecommunication solutions, they harnessed technology in a purposeful way, and continue to serve our community today.

After working at the family company in Business Development for seven years, Anissa decided to combine her experience of building media and telecom technologies with her ultimate passion – education for all. Anissa believes that education is the most important human right, and a key to uncovering human potential. She believed she could use the skills she learned at Gold Line to build educational technologies that give everyone, children and adults, access to a high-quality education. Abiding by her father's belief that "if you want to be a truly successful entrepreneur, look for humanity's needs and find solutions for them", she decided to dig deeper into her passion and began researching Educational Technologies in her spare time.

On the value of education

What sets Anissa apart is her commitment to lifelong learning. In her undergraduate studies she earned an International Bachelor of Business Administration from the Schulich School of Business at York University. Throughout the programme she was able to broaden her international perspective by studying in Mexico and Spain, and working in New York City and London, UK. Upon graduating and landing on education as her focus for the future, she decided to pursue a Master's Degree in International Educational Development with a specialization in Instructional Technology and Design at Columbia University. Her goal was to build products geared towards Education Equity, providing access to tools that allow underprivileged people to receive a high-quality education. She is currently completing her doctoral studies in England at University College London's prestigious Institute of Education – ranked number one in the world for education research. She is part of the UCL Knowledge Lab, focussing on innovating digital solutions for learning. Passion, courage, intelligence and vision are the key ingredients to Anissa's continued success in higher education.

Putting passion into practice

Through her initial discovery phase into the EdTech world, Anissa reached out to Rose Luckin in 2017 after coming across her work featured in a podcast. Luckin is the Professor of Learner-Centered Design at UC London, working on the evaluation of Educational Technology using theories from academia, and techniques from Artificial Intelligence. Luckin was starting an Accelerator Programme called EDUCATE (site: EDUCATE.london) to help teach start-ups how to use academic methods to create better, more effective products. Even though Luckin was not looking for a PhD student, she accepted Anissa on the spot due to her entrepreneurial mindset, upbringing and experiences – believing she could contribute to this research in a meaningful way. As education is her ultimate passion, Anissa was prepared to devote all her time and energy to building impactful EdTech.

As part of the EDUCATE Accelerator Programme, Luckin set a goal to accept 250 cutting-edge EdTech businesses, and to work with them over a period of 2.5 years. Since Anissa comes from a business background, Luckin knew that she would be a great asset to make sure the methods they developed were practical, useful and empowering for entrepreneurs. Over the course of her two years studying and consulting in the EdTech industry in London, Anissa has been building an AI tool that trains EdTech entrepreneurs to maximize their learning impact.

On finding her purpose

Anissa's message to young learners is to be brave, do what moves you, make time to hear the advice from those around you, and remember that no one can identify your passion but yourself. We can help guide learners along a path to developing their vision and resilience, but passion and purpose blossom from deep within. It takes a supportive community to help an emerging leader gain the ability to balance their logic and passion, channelling both in the right directions to fuel a vision. **V**



**Follow Anissa at [@AnissaMoeini](#)
on Twitter to stay up to date
on her work.**



Anissa collaborating with a client at University College London

Student initiatives

Much like how Anissa Moeini '03 started Bayview Glen's Peer Tutoring Society, our students continue to champion other initiatives exemplifying the passion and purpose of our Bayview Glen spirit.

HOSA – Health Occupations Students of America

Bayview Glen students established a HOSA chapter to gain knowledge into the health sciences. Through engaging with current and future professionals across healthcare industries at an annual conference, students can experience technical training and career development opportunities.

As part of the 'Medical Innovation' competition Yosra Hashim presented "THE TOS" - a toe orthotic sandal to address hallux valgus, a deformity of the foot, common with elders including her grandma. Student Nikhil Marwaha says, "Even though I do not plan on working in medicine, HOSA has provided me with many skills to help me after graduation."

Alumna Nayantara Ghosh '12 admits, "I always had an interest in the sciences and pursuing a career within healthcare but wasn't aware of all the options available. HOSA can fill that gap, giving students opportunities to network with mentors and professionals in the field." Nayantara, U of T medicine '20 has participated as a workshop facilitator. "It was amazing to teach high school students how to do a basic neurological exam. I have had excellent mentors throughout my journey towards practising medicine, and HOSA allowed me to share my knowledge and journey with a group of exceptionally bright, motivated young people."



Music Without Borders

The Music Without Borders club was designed by a group of high school students – including artists, designers, musicians, programmers, writers and friends – from Bayview Glen School and the University of Toronto Schools. It was conceived as a collective project to support Médecins Sans Frontières/Doctors Without Borders (MSF) by drawing upon young peoples' talents in order to better engage with global issues. Music Without Borders developed its name and theme based not only on the work of MSF, but on the notion that music has the ability to draw people together. Between 2014 and 2019, Music Without Borders raised \$56,600 for MSF and engaged hundreds of youth in its activities. In 2019 alone, the Music Without Borders campaign raised \$12,600. Over 350 friends, families, neighbours, teachers and mentors attended the gala concert at Bayview Glen. Besides being a fundraising campaign, Music Without Borders also provides a platform for youth to explore through the arts what it means to be a humanitarian, why it is important, and how to do so in our everyday life.

HOSA: Bayview Glen students Angela Cini, Yosra Hashim, Julia Lou and Nikhil Marwaha;
Music Without Borders: Carter Brodkorb '16 performing at the gala concert at Bayview Glen



Peer Tutoring Society

Bayview Glen's Peer Tutoring Programme is an excellent opportunity for our senior students to assist their peers with homework support and skill-building. It is also a great way to develop leadership skills, make new connections, earn community service hours and get involved within our school community. This year we have introduced a new opportunity for peer tutors who have a strength in Grade 11 or 12 Mathematics: The Math Club. This is a place where any student in the Upper School can work on their math homework independently, or get help from their peers. It is a fantastic way for students to support each other and a great opportunity for peer tutors to strengthen their mathematical understanding and communication skills. Everyone wins with Peer Tutoring, as confidence is boosted and meaningful connections are built.

Yalda Homayoun '20 Co-Head of Student Executive Council

The unboxing of Parul

by Jennifer Matthews

At first glance, Parul Bansal's '04, career progression since graduating from Bayview Glen might seem random. If you look a little closer you'll see that every choice she has made is linked to her passion for people and her deep desire to uncover her authentic self.

“One of the themes of my life so far has been ‘unboxing,’” quips Parul, who started at Bayview Glen in Grade 10 after rejecting her parents’ request that she attend an all-girls’ high school. Perhaps to further support her argument, she established lifelong friendships at Bayview Glen with four boys – she has attended each of their weddings and describes them all as her brothers.

Growing her “baby wings”

In Grade 11, Parul signed up to be the stage manager of a school play, sparking her interest in a wide range of co-curriculars, from Graduation Committee to heading the Community Service Committee. “Bayview Glen gave me opportunities and a safe space to explore new things,” she says. “I was starting to grow my baby wings,” she says, adding, “my real wings are just coming out now.”

A treasured memory was being invited by Ms. Astrella to attend a leadership retreat. “She was a huge advocate for me and had a major impact on my high school life,” says Parul. An exchange to France in Grade 11 and a BVG-led community service project in Scotland ignited an interest in exploring more of the world. Above all, she remembers thriving during group experiences and when people were brought together.

The path of “should”

Parul’s choice to study Life Sciences at McMaster University was fuelled in part by the expectations she had internalized. “I was on the path of ‘should,’” she explains. She excelled in science and was actively involved in student life at McMaster, including a post-graduation community service project in Peru, during which she helped incarcerated women channel their power and self-control through yoga and kickboxing.

When she returned to Canada, she completed a four-week business programme at the Rotman School of Management at the University of Toronto and landed a job at University Health Network focussing on process improvement. She went on to different roles in the technology sector, and later acquired her Real Estate License. While she loved many aspects of her work, Parul often felt her values were “rubbing up against” the organizations she was a part of. They also took her firmly off the path of “should”.

#reclaimingbald

Fast-forward a few years to October 20, 2017: While in the shower, Parul pulls out a large clump of her hair. Within months, she lost 50 per cent of her hair and was diagnosed with Alopecia, a disease that can occur in otherwise healthy people and causes often-irreversible hair loss.

She struggled with the pain and embarrassment of losing her hair and decided to purchase a wig. Except wearing the wig again made her feel like it was rubbing up against her values – and she couldn’t shake the feeling.

Ultimately, she decided to shave her head. After she did it, she felt terrible. But buoyed by the support of her family and friends, and even complete strangers, she eventually stopped avoiding mirrors and started loving who she saw.

Other women began sharing their hair loss experiences with her, and Parul was motivated to share her journey more publicly, documenting it at @parulbee on Instagram. In July of this year, she bared her soul – and her head – at a monthly “Speaker Slam,” billed as “Canada’s largest inspirational speaking competition.” “There is no box to fill, and no ‘should’ to hold us down,” she said to the audience about her ongoing process of discovering her identity. She won first place (see her amazing performance on Speaker Slam’s YouTube channel) and will be competing in November for the title of Inspirational Speaker of the Year.

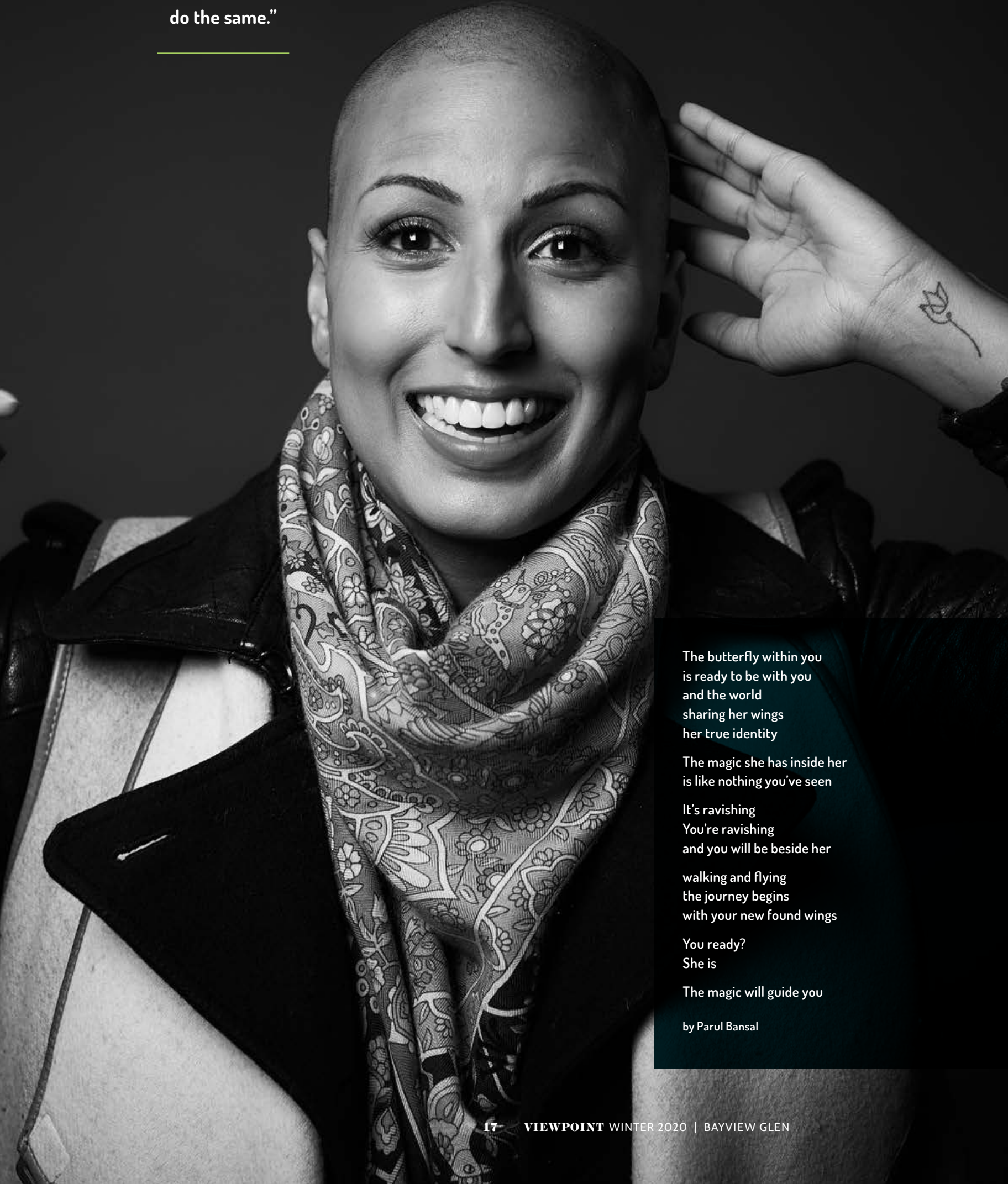
A new chapter

“I feel more myself now than ever before,” says Parul, who is pouring her energy and passion into two not-for-profits she has founded. Anda Residency (andaresidency.com) is an artist residency that exhibits in spaces across Toronto prior to their demolition. “Art is an important way to help people understand urban politics and policy,” she explains. And Radical Cities (radicalcities.com), through a range of curated experiences, is focussed on “creating and living in cities that include us all and embrace humanity.” Parul also delivers workshops to help others pursue ideas and goals that bring them true fulfillment.

Her work today is about bringing people together and creating shared experiences, connecting Parul back to her Bayview Glen community service roots – and to her authentic self.

“I’m spreading my wings and demonstrating that every day through my work and how I engage with the world,” she says. “My goal is to help others feel safe, and find ways to do the same.” ▼

“My goal is to help others
feel safe, and find ways to
do the same.”



The butterfly within you
is ready to be with you
and the world
sharing her wings
her true identity

The magic she has inside her
is like nothing you've seen

It's ravishing
You're ravishing
and you will be beside her

walking and flying
the journey begins
with your new found wings

You ready?
She is

The magic will guide you

by Parul Bansal



To make art is to make oneself

by Ron Sylvester



Sitting in her studio surrounded by books and materials, her paints and palette, by canvases both complete and in progress, Doris Fulford '09 says, "I can't remember a time when I did not make art. I never pictured myself doing anything else." Doris's work during her time at Bayview Glen garnered her the Doris McCarthy scholarship, the most prestigious entrance award offered by the Ontario College of Art and Design University here in Toronto. Doris earned her Bachelor of Fine Art in drawing and painting at OCADU, but Doris's career as an artist since then continues to be an ongoing self-education in

technique and personal discipline, and a never-ending investigation into ideas that intrigue and move her. Inspiration may lead Doris to start these investigations, but it is her passion – for mastering technique, for discovering more about herself, for her subjects and her world – that sustains her when initial inspiration demands the raw, hard work and dedication that defines the true artist.

Doris's art and her exploration of the artistic process seem indivisible. She considers herself and presents herself as a contemporary figurative or portrait artist, but her portraiture is as invested with ideas as it is technically proficient. She captures the spirit and individuality of her subjects with dynamic composition and intensely personal image elements. In the six years she's spent on her "Objectified" series – portraits depicting subjects and their most treasured possessions – situating herself as an artist has been as important as developing the body of work. Doris asserts that the series "says more about the sort of artist I want to be and the ideas that I want to explore." Doris recognizes that being an artist is a refining process, a constant becoming; to make art is to make oneself.

"I have a very specific routine," Doris says, rather proudly. "And you have to have that, you have to be working." Her day is busy, with many midday hours dedicated to her major programme of painting, whether work of her own or commissioned portraits; evenings she draws to explore new ideas. And while she would gladly spend all her hours painting and drawing, Doris also makes time to teach herself and develop new techniques. She maintains her profile through a variety of social media accounts, documenting and cataloguing her work, researching marketing strategies and the valuing of art, corresponding with galleries and other artists internationally, and going to as many shows as she can around Toronto. "I feel like I'm doing the jobs of a hundred different people," Doris says of her regimen. "Everything has to come from me...the thing doesn't move if I'm not moving it." And ultimately, Doris neither sees nor seeks an end to this learning curve. "If you're driven," she says, "you're always going to feel like that."

continued >>

ABOVE: Doris Fulford '09 painting as a toddler
PREVIOUS PAGE: *Marie-France and her Leather Jacket*, oil on canvas



In the same way that the learning and becoming never stops, Doris's inspirations and fascinations also seem endless. "I don't even know why I keep this," she says of her ever-growing list of possible projects. She acknowledges the romantic – but mostly inaccurate – idea that artists produce only according to inspiration, and points out that such a sudden, serendipitous flash ultimately commits a real artist to hours of production. She also recognizes that all that effort is, itself, inspirational. Doris speaks of how some ideas compel her more than others. The fundamental "rightness" of the elements of a particular project – adventurous composition, dynamic light of a source photograph, personal stories that invest an object – will draw her in and sustain that first inspiration. They keep her on the project and encourage her to take risks even after months dedicated to the same canvas, assuring her that the effort is worthwhile and will be rewarded. "Passion is like a fuel," she says. "It gets you to see beyond; it keeps those goals alive in your mind. I don't think about it all the time, but it's always there."

In the end, artistic success for Doris is not a matter of sheer productivity, nor is it simply the constant refining – and perhaps one day mastery – of technical skills. For her, success is the application of technique to explore and express meaningful ideas. "I always wanted to be a good painter," Doris says, "but I don't get as much satisfaction if I'm not thinking about a theme or concept. It gives me more satisfaction to feel that I'm exploring issues and asking questions. And as a portrait artist, a measure of success is whether I've captured what I see as an element of [my subject's] personality or story." This sensitivity to her subject, this unity of skill and vision, invests Doris's work with significance and life and beauty; it also defines her and makes her the artist she is: inspired, passionate, and open to the world with all its beauty and connections. "I measure my success by the richness of the connection I'm making with other people," Doris says. "I'm not making art just for me." **V**



FROM THE TOP: *Shawn at Queen Video*, oil on canvas; *Neha and her Diya*, oil on canvas



“I measure my success by the richness of the connection I’m making with other people. I’m not making art just for me.”



The art of teaching

Andrea Blinick sees the arts as a way to foster better decision-makers, problem-solvers and risk-takers

by Stuart Foxman

Andrea Blinick can't remember a time when she didn't draw. "I started making art as soon as I was old enough to pick up crayons," she says.

It is no surprise. Blinick, who teaches Upper School art and two sections of Grade 8 art, comes from a family of artists. In fact, her parents met in art school. Her brother, who's eight years older, also did cartoons and illustrations all the time. "I was in awe of his skills," she says. He ended up becoming an animator, as well as an art educator.

That creative home environment nurtured her love of art and her eventual career. In addition to teaching, Blinick creates and sells evocative children's illustrations, which you can see at andreablinick.weebly.com.

What drives her as an artist? "I make art because it fuels me. It's funny how it can make me feel alive and energized, yet I also do art when I need calm and to feel solace."

This is Blinick's 14th year at Bayview Glen. She also coaches a sports team, and works on the yearbook as the creative lead.

"I've taught art since I was old enough to get a job. I worked at camps doing arts and crafts, did arts and crafts at community programmes, and taught drawing, painting, cartooning and illustration classes. Since I had been teaching through my youth, when I decided to do it full time at a school it felt like a natural progression."

While she has a passion for making art, teaching offered Blinick another satisfaction. "I enjoy sharing the creative process with others, and inspiring them to feel the same joy I feel when I create," she says.

continued >>

ABOVE: Andrea Blinick in the Moatfield Campus Art Studio
NEXT PAGE: *While you were Sleeping*, oil on canvas



Building strengths through art

She feels that arts in school – whether visual, music, drama, dance or any other form – are important for their own sake. Moreover, it helps students develop strengths that suit them in their other studies, and in life.

Going back to when she was studying to be a teacher, “There was a fundamental belief that if the arts are involved in learning, it will produce individuals who are more in touch with their emotions. And it can help self-esteem and build the confidence needed for decision-making, creative problem-solving, risk-taking and inventiveness.”

This is the arts literacy advantage that Bayview Glen talks about. The arts are a prime way to foster students who are creative, analytical, focussed and disciplined.

What does Blinick want her students to acquire? The skills to become better artists are important, but what really matters is having the right experience. To her, that means an environment where it’s not just okay to do things differently, but encouraged.

“When there’s fear of mistakes, creativity doesn’t flow as freely. I became a stronger artist when I realized art doesn’t always have to follow specific rules. I explored various media, sometimes in one piece, and took more artistic risks. I want students to feel that same creative freedom. When that happens, they are themselves the most. A lot of valuable life lessons come from this freedom that go far beyond the classroom.”

She defines student success by growth, which can take on different forms. “Sometimes it’s larger, like finally reaching your specific goals. Sometimes it’s merely about finding a love of art and making a connection with it that you didn’t expect. It’s rewarding when a student begins the year feeling like they’re not an artist, but by the end they realize they have a knack for something.”

“I need to have fun for it to flourish, and that’s what I hope my students can do too. I hope they find that freedom and joy, and then success will follow.”

Inspired by the silly

Her own work with children’s illustrations is a major part of Blinick’s artistic life. You’ll see children slurping a massive plate of spaghetti, playing with a spider, getting their hair brushed out, fuming at their parents or jumping in a puddle. They’re colourful, quirky and charming.

Besides her imagination, Blinick credits her daughters, ages 7 and 4, for much of the source material.

“Often, there’s a story in my head that accompanies the picture. My ideas are also inspired by funny things that my children do. I like to put storytelling and humour into my work, so having two silly children is an inspiration every day.”

Blinick works in an array of media. Some of her favourite pieces are gouache and pencil crayons, but she also employs oil pastels, acrylics, watercolours and scraps of paper.


“I combine media, collage and make a mess. I tend to be drawn to the ones that play with wonky perspective and proportion, because they’re the most inventive and fun to create,” says Blinick, who belongs to an organization called CANSCAIP (Canadian Society of Children’s Authors, Illustrators and Performers).

Her process reminds her of what she wants her students to achieve. “If I’m not having fun with the piece, the illustration usually won’t work. I need to have fun for it to flourish, and that’s what I hope my students can do too. I hope they find that freedom and joy, and then success will follow.”

In a way, she says her work as an illustrator helps her to become a better art teacher. She points to what she calls her somewhat more unconventional style.

“I hopefully inspire students to understand that art is broad. Sometimes students have a narrow idea of art. If they can’t draw a portrait or copy an image accurately, they think they’re bad at art. An artist can be someone who draws comics, uses their hands to create 3D works, or just loves to pour paint on a canvas and create interesting textures. While it’s necessary to learn the fundamentals of art, I like to show my students that there are many ways to be an artist,” she says.

The journey can matter as much as (or even more than) the destination. It’s all about discovery, which is really learning in a nutshell.

“I love to push my students to explore new media and styles,” says Blinick. “I think they not only have fun in the process, but they find ways that they shine that they might have not realized.” 



FROM THE TOP: *Rainy Day Market*, gouache, oil pastel and pencil crayon; *Wrong Side of the Bed*, gouache, oil pastel, pencil crayon and collage

From the heart

That's the way Rich Vander Wal likes to live and work

by Stuart Foxman

To Rich Vander Wal, one of the most important traits is passion. He possesses it for sports like mountain biking and skiing, which he has done at a competitive level. “I like the personal challenge,” he says. He also sees passion in his daughter Julia, 6, who’s in Grade 1 at Bayview Glen (she started in JK). Vander Wal describes her as creative and a little goofy, and hopes the school will always nurture her spirit.

Supporting others is part of his professional life too. He’s a therapeutic recreationist. With his wife, Carole Chebaro, a physiotherapist, he runs the Neurocore Rehabilitation Centre in Richmond Hill. He looks for staff who aren’t just experts, but who genuinely care. “We’re driven to do things differently,” says Vander Wal. “When people come in, they feel valued, and that what we’re giving them is from the heart.”

Neurocore, established in 2008, assesses and treats people (from young children to older adults) with a range of neurological and musculoskeletal conditions. Clients arrive after spinal cord injuries, brain injuries, strokes, amputations, concussions, sports or work injuries, chronic pain, scoliosis, vertigo and more. The services include physio, massage therapy, chiropractic care, Pilates, nutrition, orthotics, recreation therapy, acupuncture, laser therapy, assisted stretching, cupping (suction that promotes blood flow), and craniosacral therapy (a branch of osteopathy). Along with on-site services, Neurocore offers in-home, at-work and hospital visits. Their 5,600-square-foot facility is open concept, with high ceilings and hardwood floors. It doesn’t have a clinical feel. Vander Wal wanted a friendly space, where clients feel comfortable on their health journey. “It puts you in a different mindset,” he says.

He knows that importance from experience. In 1992, months before he was to start a drafting programme in school (he wanted to be an architect), Vander Wal had a motorcycle crash. He sustained a T4 complete spinal cord injury. While his hands and arms are functional, he has no movement or feeling from his chest down and uses a wheelchair. How did the accident affect him? “You see how quickly things can change,” he says. It took much time and effort to get used to his new body. But his path also reminded him that people can often achieve beyond what they think. “You never really know what your potential can be,” says Vander Wal.

Therapy through recreation

Before the accident, sports and recreation were a big part of Vander Wal’s identity. He was an avid cyclist and snowboarder, and took time off after high school to teach skiing and snowboarding in Alberta. In rehab, he was introduced to sports like wheelchair tennis. “It built my self-confidence,” he says.

When he was ready to return to school, Vander Wal took recreation and leisure studies at Brock University, then obtained a certificate in therapeutic recreation from Georgian College. After graduating, he landed a job at Toronto’s Lyndhurst Centre, which supports inpatients and outpatients with brain and spinal cord rehabilitation. While there, he met Chebaro, who had a volunteer placement at Lyndhurst at the time. Eventually, they went from being friends to a couple. They were both working there when they decided to start their own business.

“It started with Carole and I and a dream,” he says.

Vander Wal says he’s more of a risk-taker, and also has a go-with-the-flow mentality. He says Chebaro is the one with more professional drive. Together, it works out. Neurocore has expanded a couple of times, and now employs just under 30 people. In 2019, they took on a Bayview Glen student for a summer co-op placement. Vander Wal has also been invited to Bayview Glen to talk to students about accessibility issues and adaptive sports – he does what’s called sit skiing and handcycling, and has competed in a half-triathlon.

He’s always glad to raise awareness, and has often talked at schools, hospitals and in the community. Vander Wal has volunteered with, among others, the Rick Hansen Foundation, Canadian Paralympic Committee, Canadian Paraplegic Association, Ontario Wheelchair Sports Association and the Toronto Accessible Sports Council.

In recent years, Vander Wal has faced new challenges. In 2016, someone ran a light and T-boned his truck. The collision spun him around, and Vander Wal had whiplash. Some neuropathic pain still lingers, for which he takes physiotherapy. “I’m not going to get stressed, frustrated or angry,” he says. Vander Wal knows – as Neurocore likes to say to their clients – that people of all abilities can maximize their physical and mental well-being. Anyone’s health journey can be long and winding. But all things are possible with the right passion. ▣



Carole, Julia, Rich and their dog Kona



Coming of age in the Bubble

by Madeline Della Mora

All of us at Bayview Glen are committed to maintaining consistent growth in our spaces in order to accommodate each and every one of our bustling school activities. Ever since its construction in 1992, we have relied on the Bubble to serve as a hub for activities like sports games, drama performances, the Merry Market and graduation. The Bubble has played a role in the lives of everyone at Bayview Glen up until this year, as we have taken it down to make way for a permanent, state-of-the-art athletics complex.

Poonam Kumar, Bayview Glen past parent and former Chair of the Athletic Wing/Development Committee, was heavily involved in making the first Bubble a reality. Ms. Kumar was in on the discussions with the City of Toronto to obtain the building permits, and subsequently the quest to find the most suitable and reasonable supplier – one that is especially familiar with our Canadian winters. Sprung was the winner, thanks to their reputation of successful overseas projects and several in Canada.

“The project started in early spring,” says Kumar, “and I remember the ground-breaking ceremony on a snowy and cold winter morning.”

Of course, like any new construction, there were a few hitches with the heating and electrical, and some leaks – which were quickly resolved. From fundraising galas to numerous graduation ceremonies, this facility became part of our fabric.

“Just like how us “old timers” refer to the original Bayview Glen in the ‘Valley’, we look fondly on the green and white Bubble, having made great memories in there.” Kumar says jokingly, “I was known to say that we should have an indoor pool for year-round usage by all the children, and not just our outdoor pool for Bayview Glen campers.” Now, this wish is coming to fruition.

Bayview Glen has grown greatly over the last 30 years that the Kumar family has been part of our community. “My three children started with SK in the ‘Valley’ then moved to the Duncan Mill Campus, and subsequently to the Moatfield Campus for high school. All three had graduated before the Moatfield campus addition was completed, but perhaps it will now be for my grandchildren to use the newer facilities.”

The Bayview Glen Gryphon, winning first place as Toronto’s favourite private school mascot, 2012



Alumnus Michael MacCorkindale '92 was also around pre-Bubble and recalls when Phys Ed was held outside on the green painted asphalt. He remembers going to Glendon College when Bayview Glen was in the 'Valley' before that, and his first memory was the astounding excitement when the Bubble was being built as this would allow students to stay dry during rainy days. There was a big focus on fundraising to make the Bubble a reality, and this was a first for Bayview Glen.

As part of our summer camp staff at Bayview Glen, Michael also got to watch the Bubble's progress daily. "It was exciting to watch it take shape. I also remember Mr. Terry Guest presiding over the first graduation in the Bubble in '93, with that slightly sloped green asphalt that lasted for the first few years."

Alumnus Norman Chan '11 recalls the Phys Ed teachers taking time out of their lunch to let students play basketball in the Bubble during recess. "It gave us an opportunity to get extra practice and eventually win a championship!" His twin brother Edmond Chan '11 has fond Bubble memories as well, spanning the decades. "From preschool graduations and day camp, to athletic banquets and hard-fought basketball games, the Bubble has been a landmark for all generations that have made Bayview Glen what it is today. It is wonderful to see how it has truly paved the way for more opportunity and success for generations to come."

Bayview Glen Alumni Association Board Member Tiffany McKenzie '04 remembers performing *The Wizard of Oz* in the Bubble in 1998. "This was a large performance, and I was awestruck that we were able to transform the gym into a professional theatre." "I remember Fall Fest of '97 being held in there, and climbing ladders as part of our performance of "Our Town" a few years later. Not to mention all of the school dances! I suspect many of us had our first slow dances in the Bubble. I can confidently say that the Bubble was a symbol of my coming of age – first dances, graduations, theatre performances, and gym class."

Grade 7 student Erin May Cha reflects on growing up in the Bubble, saying, "when you are young you always think things will never change. You'll always live in the same house. You'll always be at the same school. You'll always have the same friends. Then reality comes crashing over you. Being part of the last generation that calls their gym shoes 'Bubble shoes' hurts a bit inside. Seeing my little 6-year-old sister Cassie, and how she has hardly an idea what a 'Bubble shoe' is. This symbol of my childhood will soon be a distant memory."

As Erin May comes to terms with the Bubble being taken down, she says "sometimes you have to accept the new. Soon the athletics complex will fill the Bubble's footprint, and it will become a building block for future memories to grow." **V**



TOP TO BOTTOM: The construction of the Bubble in 1992, *The Wizard of Oz* performed in the Bubble: Tiffany McKenzie '04 played Dorothy and Jonathan Moneta '03 as the Scarecrow, Merry Market 2014, Cassandra Cha, Grade 2 with sister Erin May Cha, Grade 7 and her Bubble Shoes

Alumni Honoured Class Celebrations

Alumni Reunion

Celebrating five honoured classes: 1994, 1999, 2004, 2009, 2014

CRAFT Beer Market, May 3, 2019



CLASS OF 1994 FROM LEFT TO RIGHT: Lavinia Litras Barseghian, Karen Martin, Angelo Mantzios

Alumni Honoured Class Celebrations



CLASS OF 1999 FROM LEFT TO RIGHT:
Amin Nathoo, Moez Kassam, Ben Heller,
Peter Robinson



CLASS OF 2004 FROM LEFT TO RIGHT: George Martincek,
Justin Cheung, James Steingart, Faris Lehn

Alumni Honoured Class Celebrations



CLASS OF 2009, BACK ROW LEFT TO RIGHT: Stacey Hunter, Haley Kurtz, Gavin Nicholl, John Petersons, Anthony Saul, Alexander (Sasha) Graham, Jacob Gillson, Jonathan Moore, FRONT ROW LEFT TO RIGHT: Christina Crisostomo, Sara Gambino, Shannon Thompson, Andrea Russell, Stephanie Hedges, Doris Fulford, Yanique Somji, Frank Chan, Wen-Hao Lue, Dayna Stein, Katie Sakran

Alumni Honoured Class Celebrations

The 2020 Alumni Reunion will be on
Friday May 1 and Saturday May 2.
If your year ends in 5 or 0, you're celebrating
a reunion in May. For more information visit
bayviewglen.ca/alumni



CLASS OF 2014. BACK ROW LEFT TO RIGHT: Stephan Chung, Gibran Ahmad, Luca Golini, Sean Cahalan, Sanjay Sawh, Aishwariya Haran, Aria Alizadeh, Hayley Russell, Jeffrey Pong

Bayview Glen

INDEPENDENT : SCHOOL

