



**IT ALL
STARTS
HERE** 





In a vibrant learning community
in which every child is

**known,
respected,
engaged,
challenged,
and inspired**

to liberate and develop the confident,
fascinating, multifaceted person within.

WE BELIEVE IN KIDS:

their hopes, their ideas, their questions, their possibilities.

We believe in taking these years and these children seriously, and in affording each young person the dignity they deserve.

We believe that every person possesses untold, unknowable, and multifaceted potential for growth.

We believe that teachers are superheroes.

We believe that hiring and investing in the ongoing growth of passionate, expert educators is the best way to foster ongoing student growth.

We believe that seeing oneself as capable of growth is the first step to growing.

We believe that creating strong, respectful, affectionate, and inspiring relationships is each teacher's first responsibility every day (after all, a strong relationship with one's teachers is the number-one predictor of student success).

We believe optimism is a viable, proven teaching strategy.

We believe originality is the world's greatest and most precious natural resource.

We believe that learning is never meant to end, and that, once kids get hooked on the joys of hard-earned growth, learning becomes a self-sustaining perpetual motion machine—for life.

We believe in playing the game of learning, not the game of school.

We believe that life isn't multiple choice and careers aren't defined by one-hour tests. School shouldn't be, either.

We believe that preparing students for meaningful and rewarding lives requires that school be meaningful and rewarding in its own right, neither defined by arbitrary measurements nor approached as merely a step on the path to adulthood.

We believe that the opposite of rigour is challenge, not licence. And the opposite of pressure is engagement, not laziness.

We believe schools should free, adapt, inspire, encourage, respect, empower, and challenge, never squelch, subdue, overwhelm, judge, nor presume.

We believe that stress, rigidity, and over-focus on high-stakes, snapshot measures of achievement stifle learning. So do indulgence, leniency, and a laissez-faire lack of structure.

We believe that everyone learns differently.

We believe the purpose of education is the fulfillment of individual potential and the formation of original, independent, resilient, generous, and critical thinkers.



At St. George's
these aren't just words.
They are the fuel that
energizes each teacher,
coach, and advisor.
All day. Every day.



BELIEFS INTO ACTION

Our Founding Principles are living words that have guided us for nine decades.

Innovation isn't new at St. George's. Since our founding in 1930 we've been on the vanguard of educational research and practice in our unceasing efforts to respond to each child's requirements for growth and ambitions. Though their meanings and application continue to evolve as we gain a deeper understanding of child development and of the neuroscience of learning, our founding principles sustain us still.



FOUNDING PRINCIPLE

THE CHILD SHOULD HAVE ABUNDANT OPPORTUNITY FOR CREATIVE EXPRESSION

The ability to think and act creatively, to generate and apply innovative approaches and understandings, is humankind's most precious resource. At St. George's we have always recognized this. We ask students to apply creativity in teamwork, in re-approaching and improving work, in solving complex problems, and in understanding and incorporating diverse viewpoints. Our faculty model creativity as they design exciting new curriculum and as they search for the best ways to reach and teach every student.

FOUNDING PRINCIPLE

ADAPT EDUCATION TO THE DIFFERENCES OF THE INDIVIDUAL CHILD

The sciences of learning and child development have come light years since 1930. At St. George's our work to understand and apply new research findings and new concepts has continued apace. This inspires and enables us to build learning experiences suited to every individual child as they grow, develop, and discover and pursue their own passions.



FOUNDING PRINCIPLE

HEALTH MUST COME FIRST

Healthy living is built on the idea of life in balance between the exigencies of work, the freedom and creativity of play, and the need for rest. Our physical education and interscholastic athletics programs provide plenty of energetic activity, but more important is our emphasis on the idea that children and adolescents must have time to reflect and relax, to interact in unanxious settings, and to participate fully in their own lives as family and community members.





FOUNDING PRINCIPLE

**GROUP-CONSCIOUSNESS
AND SOCIAL-MINDEDNESS
SHOULD BE DEVELOPED**

More than ever, today's world needs people who understand and care for one another and who are devoted caretakers of humankind's most essential resources and our most noble ideals. Active learning, engagement outside the classroom, and an emphasis on the development of character in multiple social contexts—from the classroom to the athletic field to the stage to the community—imbue in St. George's students a capacity and a disposition for social engagement and global stewardship.

FOUNDING PRINCIPLE

**LEARNING COMES
FROM DOING**

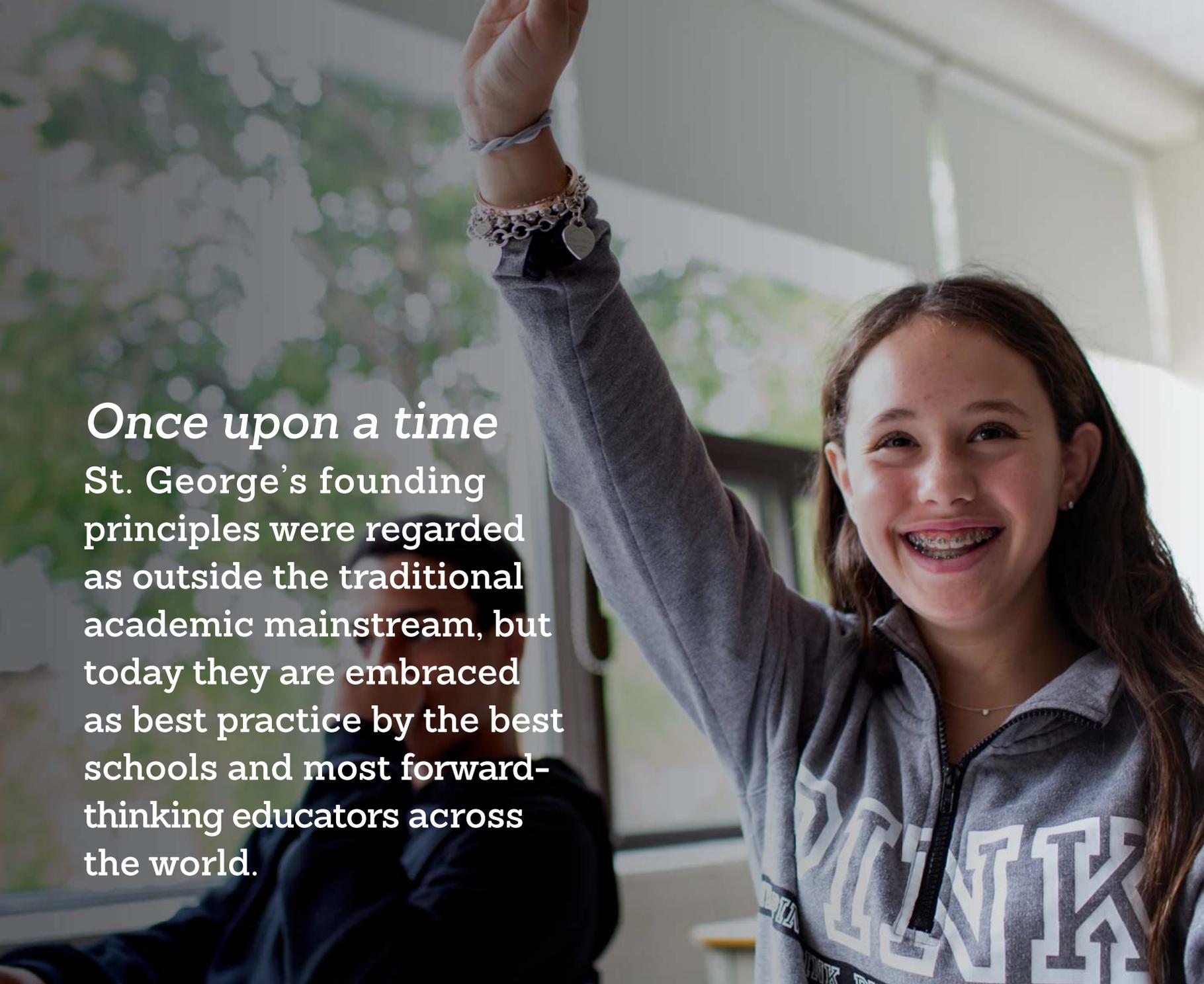
Educators worldwide are re-discovering the power of “making” and “tinkering,” but at St. George's we have been developing and fine-tuning project-enriched classrooms for generations. On top of this, our vast menu of extracurricular and service activities engages students in “real-world” work that turns theory not just into practice and committed action but into lifelong interests and causes.



FOUNDING PRINCIPLE

**THE CLASSROOM
SHOULD BE FREED FROM
UNNATURAL RESTRAINTS**

The active St. George's classroom of the 21st century finds students working, individually or in groups, on questions and projects that draw them into their own learning process even as they acquire necessary skills and knowledge. We treasure productivity, but we also treasure the relationships and empathy that develop, students to students and students to teachers, in unconstrained learning spaces.



Once upon a time
St. George's founding principles were regarded as outside the traditional academic mainstream, but today they are embraced as best practice by the best schools and most forward-thinking educators across the world.



Our students become leaders because they actually learn how to lead. We're not just talking about leadership as one person making a speech or taking charge. They become their own advocates, they are leaders from within.

And when they graduate, that goes with them—and it all starts in kindergarten.

ST. GEORGE'S TEACHER



**GREAT
TEACHERS
GREAT
TEACHING**

At St. George's, teaching is an art form, not a job.

St. George's teachers know students as learners and individuals through the establishment of strong relationships built upon mutual respect. Working together, they observe and analyze each child's work and behaviour as windows into their learning strengths, interests, and needs, and they act collaboratively to support each student.

The St. George's Centre for Learning Enrichment is an in house "think tank." Our research and innovation team is devoted to supporting every student's learning and every teacher's professional growth. In the professional development and accomplishment of teachers, St. George's leads the way.

St. George's teachers create learning experiences and environments that foster engagement, self-awareness, and self-confidence as they push each student to take on new challenges and to go beyond self-imposed limits.

Our teachers are always on the lookout for ways to connect learning in and out of the classroom to the challenges and opportunities that students face in their "real worlds" of family, community, nation, and planet. The engine of this connection, our teachers know, is an intentionally developed blend of creativity, intellectual engagement, and empathy.

St. George's is all about exploration; there are so many different opportunities. Even the menu of the community learning program that they're offering the kids: it is not just one cause but a multitude. All the after-school programs, all of the field trips —they really lead to finding your passion.

ST. GEORGE'S PARENT



ST. GEORGE'S STUDENTS ARE NOT JUST MULTIFACETED, THEY'RE MULTI-FASCINATING



Choosing the right school for a child can be a daunting task, and sometimes it's too easy to settle for a "type" of school that might on the surface be suited to a "type" of student. At St. George's we don't have a type of kid, because we believe that every child, inside, is unique as himself or herself, with interests and talents just waiting to be discovered and developed.

At St. George's we have an obsession with helping each of our students find every aspect of the fascinating, passionate person within.

The elite athlete who's also a great historian. The musician who's in love with chemistry. The coder who puts in hours a week at the animal shelter. You'd find them all at St. George's, and you might get to see them all together singing in the Glee ensemble or at a robotics competition. What do they have in common? Ask our students:

I would say that a blanket label you can throw over St. George's students is just "passionate." You won't come across one St. George's student who doesn't have a drive.

ST. GEORGE'S STUDENT



Before I came here, I went to a school that kind of tried to limit my creativity and my voice, and I just really did not fit in. And then I came to St. George's and fell in love with it.

ST. GEORGE'S STUDENT

What our students all seem to have in common, whether they are in our Kindergarten class, navigating the challenges of elementary school, or well along in their high school years, is that they care about what they're doing and learning and appreciate how the St. George's experience is supporting them in their growth.

When I came to visit, St. George's had the most opportunities and was the school where I could really explore different aspects of what I loved. I did a lot of things, so I figured if I'm able to expand on that here, that it would be a good opportunity. Here I can do arts, sciences, sports—everything, really.

ST. GEORGE'S STUDENT

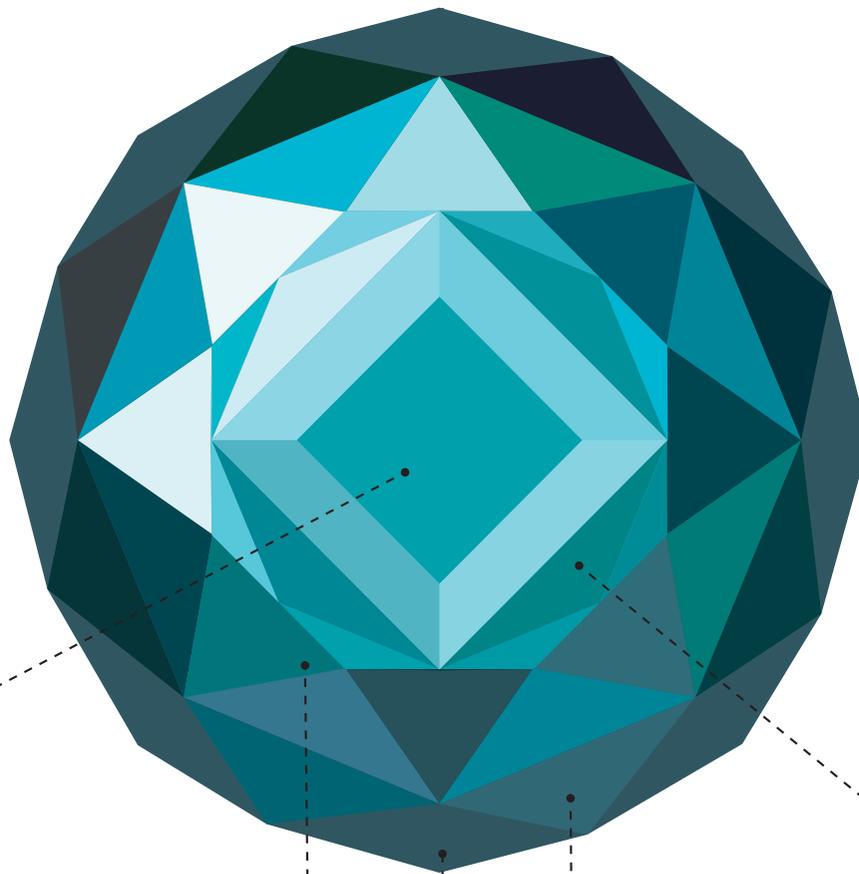


A young girl with long blonde hair tied back, wearing a leopard print long-sleeved shirt, is sitting on the floor in a classroom. She is holding an open book and looking at it intently. Her right hand is raised, palm facing forward, as if she is explaining something or gesturing during a discussion. The background shows a classroom setting with purple walls, a large blackboard, and other students working at tables. The lighting is bright, suggesting a window nearby.

I just want people to believe
and understand what our
principles are—that actually,
everything the school says
about itself is true.

ST. GEORGE'S STUDENT

The St. George's Multifaceted Model for Learning



Essence

Great education is about creating a program with many aspects in which people and their ideas and dreams don't get lost. At St. George's we want every part of the school experience to reinforce every other part.

Methods

At St. George's you'll find active classrooms with lots of hands-on and collaborative work and where everyone has a voice. Students don't just watch and listen; they *do*, they *question*, they *engage*.

Culture

The optimal environment for learning and for growth is where each student is known and cared for by teachers and peers alike and where learning is enjoyable and inspiring. St. George's educates people, not just pupils.

Mindset

Everyone learns differently, and St. George's believes that every person, no matter what age, can be as successful as they want to be with focused effort and great mentoring—students and teachers alike.

Essentials

Whether a student is in Kindergarten or Grade 11, we believe that small classes, great advising, and positive interactions with others comprise the best preparation for what's next educationally and for life.



**DO YOU BELIEVE
IN KIDS? WE LOOK
FORWARD TO
SHOWING YOU HOW
WE DO THINGS AT
ST. GEORGE'S.**

The culmination of a St. George's education is the formation of fully prepared, confident, and self-aware originals who possess an ever-expanding and multifaceted interest in the world and a personal dedication to making meaningful contributions.

Independent and dependable, thinking and thoughtful, interested and interesting, generous and generative, our graduates reflect on their learning with humble pride and look ahead with courage, curiosity, high self-expectation, and fire.



St. George's taught me how to not be a sheep—not to just follow everyone. People who come out of St. George's are doing what they want to do: they come up with ideas on their own and follow through with them.

ST. GEORGE'S ALUM



When you visit St. George's School of Montreal, you'll see how we practice what we believe. You'll have the chance to decide for yourself if this is the teaching, the environment, and the culture you want for your child. If you believe in kids, especially your own, we invite you to contact us.

admissions

514-904-0542
admissions@stgeorges.qc.ca

elementary campus

3685 The Boulevard
Westmount, QC H3Y 1S9

high school campus

3100 The Boulevard
Montréal, QC H3Y 1R9

montréal's *multifaceted* education for *multifaceted* students

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