



Operated by MIND

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## Message from the Academic Director

“The science of peace, were it to become a special discipline, would be the most noble of all, for the very life of humanity depends on it.” -Dr. Maria Montessori, League of Nations, Geneva, 1932.

What Dr. Montessori refers to when she speaks of *the science of peace* is her belief that by creating an environment that allows children to exercise freedom of choice, respect for others and themselves and respect for the environment we will have endowed them with a different consciousness. This consciousness will be unfettered by externally imposed motives under which most adults have been conditioned. This consciousness will allow them the qualities that we desire for them – social beings with the admirable qualities of self-determination, vision, compassion, empathy and love.

The dilemma for the teachers of Montessori children and, in fact, why we are referred to as ‘Directresses’ is that we must restrain ourselves from ‘leading’ in order for the children to be allowed to develop this consciousness and integrate it into their lives. But do we do this? We, the adults, see the need, know the goals, want the best for our children and we also see what is ahead in terms of what ‘society’ expects of them. How do we balance the pressure of what we *think* is best for our children with what *is* truly best for our children. What if, by presenting them a package of ‘how to’ we actually deprive them of developing the ability to devise their own ‘how to’? It is a constant source of pondering for the Montessori educator. Maria Montessori was very clear about this dilemma. She witnessed the science of peace in her classrooms-she did not augment, revise or retreat. She did write about ‘limitations to freedom’ which basically outlined how to contain the freedom of choice, movement and use of materials by having expectations that unless materials were used properly, that is respectfully, these freedoms were not available. She did not write much about the consequences of the child who was disrespectful however, she understood the basic psychology of the need to belong – a need that is extremely strong in childhood. We refer to this as the need for love and belonging which goes hand-in-hand with creating a quality world/school/classroom.

The question remains for us “how do we teach the science of peace” in our classrooms? Do we stop at the prepared environment as Dr. Montessori suggests and place ‘blind faith’ in the outcome or do we provide our students opportunities to enhance the concept of peace? When the Directresses at BBMH plan the term they incorporate three variables. First they begin from Dr. Montessori’s prescribed curriculum, next they launch into enjoyable extensions or experiences that reflect the essence of the curriculum and then they follow the dynamic of each individual student and nurture their enthusiasm or negotiate their resistance to assist their development. The spiral Montessori curriculum includes lessons that implicitly teach the science of peace, however we extend this curriculum with lessons that explicitly teach certain aspects of peace. The question still arises – do our lessons develop character or is the moral self elicited within the Montessori environment? Let’s look at how we teach peace at Boundary Bay Montessori House...

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**SPECIAL POINTS OF INTEREST**

**25 Feb**  
Fun Fair—Ladner Leisure Centre

**28 Feb**  
Registration Due

**Gymnastics**  
*Primary/EDK*  
Mondays  
Pick up at SDRC

*Intermediate*  
Thursdays 10:30  
**CARPOOL DRIVERS REQUIRED**

### BLUEPRINT EXCERPT

- 3.1. We will deliberately seek to create a campus of timeless beauty that communicates to our students that the buildings and grounds are expressions of our love and a commitment to their education and success.
- 3.2. Whatever the size of our enrollment, or the age levels encompassed in our programs, our buildings and grounds will support the implementation of our educational program and institutional mission as ideally as possible.
- 3.3. As a Montessori school, a priority for us will be to have accessibility to natural habitats and to areas that support our cultural curriculum and physical education programs.
- 3.4. The school will do everything in its power to keep the buildings and grounds free from toxic substances and environmental irritants. Whenever possible, pesticides and cleaning products will be found that are non-toxic and non-allergenic for students and staff members.
- 3.5. The school will consciously follow safety procedures designed to protect students and staff. Hazardous substances and equipment will be stored safely.



Implicit (Role of child)	Lessons and Activities	Explicit (Role of Adult)
<p><b>Self-determination</b> which leads to self-respect, security and creativity</p> <p><b>Self-knowledge</b> leads to recognition of one's innate potential and function in life</p> <p><b>Appreciating our unique individuality</b> allows us to see our gifts or talents</p> <p><b>Learning independence</b> which allows us to fulfill the gift or talent</p> <p><b>Respect and cooperation with our peers</b> Respect increases security and the ability to accept individual differences which eliminates competition and hostility or resentment and leads to collaboration and constructive problem solving</p> <p><b>Respect for the environment</b> both the immediate, and the entire planet including mineral plant and animal and various ecosystems and the interdependency of life.</p>	<p><b>Freedom of Choice</b>...the ability to choose type of work, work partners and place of work...presents the opportunity to learn to become self-determining, independent and self-governing.</p> <p><b>Grace and Courtesy</b>...cultural behaviours and customs that imply respect for others and for self</p> <p><b>Special Person</b>...a duty that endows ambassadorial status to a student that gives them opportunities to build confidence, extend themselves to the larger community and build responsible stewardship for the classroom environment</p> <p><b>Me Museum</b>...an activity that allows a young child the opportunity to share special events, people and items that further define them and make them unique and interesting. A physical representation of their Quality World.</p> <p><b>Quality World</b>...analysis of one thing, attribute or experience that is of utmost importance to the individual student which allows them to self-evaluate and articulate their gifts, talents and understanding of self-worth so that they can build self-esteem and create personal environments that meet the basic needs of love and belonging, survival, fun, freedom and power</p> <p><b>Silence Game</b>...a simple game that teaches listening and the sounds that are heard when stillness is practiced</p> <p><b>Virtues Program</b>...the basis for learning the language of peace. This is a program that defines words which are virtues, ways to practice virtues and feelings associated with being virtuous</p> <p><b>Fundamental Needs</b>...A look at the universal needs both physical and spiritual for all people and whose differences are determined by geography.</p> <p><b>Celebrations of Peace</b> United Nations Day, Peace Day, Earth Day</p> <p><b>Theory of Peace</b> Choice Theory, Restitution ("It's OK to make a mistake")</p> <p>Study of Peacemakers Mohandas Gandhi and Martin Luther King</p> <p>Becoming a Global Citizen</p> <p><b>Lessons in Care of the Environment</b> Earth Day</p> <p><b>The Story of Universe</b>...from the origins of the universe to the beginning stirrings of life on earth.</p> <p><b>The Timeline of Life</b>...a picture of earth from the Precambrian era to the Neozoic era - a lesson which includes geological, geographical and biological aspects to the beginning of humans. This lesson teaches the ambitious goal of cosmic task, intelligence of will and universal love.</p> <p><b>The Coming of Humans</b>...from early man to the study of Civilizations - This lesson lays the foundation for studying all civilization in context of the development of each aspect of human's fundamental needs from ancient to modern cultures. The goal is to create admiration and appreciation for all that humans have contributed to move society forward. This gives students the sense of common heritage and a vision of where we fit as individuals today. Knowledge of world cultures form the foundation for building a global perspective and basis for world citizenry.</p>	<p><b>Prepare the environment</b> Incorporate peace, values, morality, and the practice of responsible choices</p> <p><b>Emphasize the importance</b> of having a knowledge of the world and how consequent actions affect the future</p> <p><b>Teach interdependency</b>, laws of nature and the global view of education, economy, politics and morality</p> <p><b>Inspire students</b> by making them aware of the importance, dignity and honour of their function in life in order for them to be the conscious agents of creation by working towards reconstruction of society and peace on earth</p> <p><b>Model the behaviour</b> Use the language of peace</p> <ul style="list-style-type: none"> <li>♥ Acceptance</li> <li>♥ Appreciation</li> </ul> <p><b>Transform oneself</b> Become humble Recognize conditioning in order to 'de-condition'</p> <p><b>Love what you teach</b> <b>Embody the spirit</b> of the lessons Encourage positive emotions</p> <p><b>Involve our children</b> so that they learn to think carefully about how large their 'footprint' on the world is.</p> <p><b>Involve the children</b> in discussion to create solutions in order that they learn to value the world and conceive of their part to make wise choices about future society..</p>

And yet in as much as we offer these lessons and present this unique curriculum we still are plagued by the notion that we might do more. We still yearn for results and quantifiable performance. If our children are truly Montessori students how can we help them appreciate how blessed they are and extend themselves to the larger society? Maybe the answer lies in their model. We send them to learn in a Montessori environment which has as its goals these elements:

- Each child develops a lifetime love of learning
- Each child works at his or her own pace
- Each child receives a high degree of individual attention.
- Each child works within a well-structured, prepared environment, with learning materials that are self-correcting.
- Each child learns the value of respect for each other, self and the environment and is taught within a peace curriculum that is multi-cultural and non-denominational.
- Each child is empowered to fulfill his/her own potential by fostering:
  - Independence
  - Self-discipline
  - Self-esteem
  - Self-motivation
- Each child is honoured in this caring, community-minded educational environment where parents are invited to participate

Perhaps we need to increase this model and include one more element which says:

Each child learns the steps to becoming a global citizen and works toward the advancement of society.



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To do so would build in the idea of 'global vision' for our students. Montessori addressed the concept of becoming a citizen of the world. She believed that similar to the preschool child's sensitivity to aesthetics; the elementary child has a sensitivity to moral action which is premised on their level of emotional connection and personal identification to their environment. Through storytelling device and the lofty topics Montessori used in her Great Lessons such as the Origins of the Universe and Coming of Humans she aimed to help children make such a connection. Because of this methodology our elementary students are being steeped in the science of peace and developmentally are on the verge of becoming socially active citizens. Maria Montessori taught with conviction, possessed strong belief in possibility and held the child as the harbinger of a better world. She modeled characteristic traits for which Montessori teachers and parents could aspire. As we develop our visionary classrooms, the trick is to see the classroom as it is-blending vision with reality, and not to simply make a beautiful construct with anticipated outcomes. It seems the hardest part is that as adults, we must wait and see – the results of this form of education upon our children pop up unexpectedly especially when we let them. The question still remains – if we are convinced that the educational model works – and we are – then what do we need to do - let be or do more? And if we are to choose the latter then how do we do so with the hearts of our children in mind.

### Preschool/Kindergarten

Here we are half way through February already! This short month has been a very busy one in our classroom. Many of our children have been struggling with winter viruses. It seems like we are constantly restocking our Kleenex supply in the classroom! We are continually stressing the importance of hand washing with the children. Please remember our school policy indicates that children running a fever must be fever free for at least a twenty-four hour period before returning to school. This policy helps us keep viruses out of the Preschool and Kindergarten classroom.

Our children will be attending the Vancouver Symphony Orchestra presentation of "Mozart and Me" at the Orpheum on Monday, February 20<sup>th</sup>. Judy has introduced the children to the instruments in the production as well as to the music pieces that they will hear. The children are excited and well prepared for this enjoyable experience! All parents should meet in the school parking lot at 8:45 am with your child's car seat. Please be prompt. Please remember that this is an event that requires your child to wear their school jacket. Carpool drivers please remember to bring your signed form on Monday morning. Barbara Hoffmann will meet you in the parking lot to exchange these forms for a car pooling information package. This package will include the students' medical and contact information as well as a map to the Orpheum.

We have invited some local artists to visit our classroom. These artists will be discussing their passion for art: how it began and evolved; the mediums used as well as sharing some of their art with the class. Such discussions help the children appreciate art in their local communities. We are also completing plans to visit the Tsawwassen Long House (at the South Delta Recreation Centre) to view a display presented by members of the South Delta Artist's Guild. This field trip will tentatively occur at the beginning of March. We will provide information as soon as the details are finalized.

The children had a special cooking treat this month. They made smores! While these were very messy, they were a very big hit with the children! We also made quesadillas. The children really enjoyed these and some adventurous ones even added peppers, green onions and tomatoes. The guacamole wasn't as big of a hit! However, we have put our avocado seeds in water to grow. We are eagerly awaiting the first signs of root growth!

### BBMH CALENDAR Winter Term

January	3	Back to School
	13	Newsletter
	16	Martin Luther King Jr. Day
February	19	Montessori Education Series
	14	Project Love
	17	Newsletter
	27	Professional Development Day
March	10	Newsletter
	11	Spring Break
	20	School re-opens

### Intermediate Classroom

The intermediate class very much enjoyed a field trip to the Fraser River Discovery Centre. This was a wonderful way to close our unit on the White Sturgeon. History this term is a wonderful combination of Early Humans(Yr.4), Early Civilizations(Yr.5), Middle Ages(Yr.6) and the Renaissance (Yr.7) All lessons have started with the Montessori Timeline of Humans and will expand into research projects, literature and science! We are now deepening our studies in History. Included within the History of Man will be the development of simple machines from early man to the Renaissance. Another central theme to the remainder of this term is Conflict Resolution, Restitution and Restorative Justice. These aspects of learning to get along within the community of the Intermediate classroom is part of our Quality Classroom development.

### Primary Class News

Spring is in the air and it has put a seasonal bounce in the step of the children. "Spring fever" always comes a little early to our children, although teachers in other schools tell us it happens with their students too. The hazard is that the children tend to forget the respectful behaviour required of them. They are reliable with terms such as 'please' and 'thank you' but they need direction with the phrase 'pardon me' and its numerous derivatives when they are unable to hear someone speak. This, and remembering to walk indoors and leave active play to the playground, is the guidance that is currently necessary. Your nurturing at home towards this civilized behaviour will help support your children to be the respectful and co-operative children they strive to be. Orderliness and following classroom protocols are necessary for a peaceful, productive classroom.



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## BBMH Education Series

7: 00 pm Thursday, May 18, 2006

### GEOMETRY

Material based demonstrations given by our teachers that allow for interactive practise and experimentation by the participants!

We welcome new and experienced parents and all educators from the private or public system who are interested in learning more about Montessori education and methodology to join us for these evenings!

#### CHARACTERISTICS OF MONTESSORI EDUCATION

The child's inherent desire to learn and perfect his/her skills is nurtured by the stimulating and dynamic Montessori environment.

- ♥ The child develops a lifetime love of learning
- ♥ Each child works at his or her own pace and receives a high degree of individual attention.

- ♥ Student teacher ratios at BBMH are 10:1 in Preschool and 18:1 in Elementary.
- ♥ A well structured, prepared environment, with learning materials that are self-correcting.
- ♥ Respect for each other, the self and the environment are taught within a peace curriculum that is multi-cultural and non-denominational.

- ♥ With these opportunities, the child is empowered to fulfill his/her own potential thereby fostering:
  - Independence
  - Self-discipline
  - Self-esteem
  - Self-motivation
- ♥ The child is honoured in this caring, community-minded educational environment where parents are invited to participate.

#### PARENT PARTICIPATION OPPORTUNITIES

- ♥ Material Makers
- ♥ Book coverers
- ♥ Preschool lawn mowing

- ♥ Maintenance- see Barb
- ♥ Fundraising committee members—see Diana Nesbitt
- ♥ Lunch hour supervisory support

#### News from the MIND Board

##### Parent Survey

**Look forward to completing a School Satisfaction Survey in March.**

#### Fundraising

**Thrifty Foods Gift Cards** Please note the order form for the Thrifty's gift cards with this newsletter. Our school receives 5% of the total amount sold. Ask your friends and neighbours to participate in this fundraiser. Your cheque is not cashed until you receive the card.

**Bottle Depots** Both the Ladner and Tsawwassen bottle depots have BBMH accounts. You can direct the proceeds from your empties to our accounts just by mentioning the school name.

**Spring Fundraiser** We will be having an auction as well as a social event similar to last year. If you or someone you know can donate an item or service please contact **Diana Nesbitt** at 943-1823.

#### Family Advisory

**Fun Fair** We are planning a Family Fun Fair to be held at the Ladner Community Centre, Saturday, February 25, 3:30 to 8:30pm. There is a potluck sign up sheet on the bulletin board.