



Message from the Academic Director

It is Spring Break! Although we are currently experiencing hail and wind storms the mood in the school is definitely one of Spring Fever! The last few days we have been observing many of our students practicing for the Talent Show. Started a few years ago this is a student initiative that motivates all students from Kindergarten to Grade 7 to determine what their talents are and turn this talent into entertainment for all. It is wonderful to see the enthusiasm that takes hold of each and every one. At point of publication there are thirty acts that have signed up! In fact, the other day two young Kindergarten arrived into the Primary classroom and began to giggle and roll around with gay abandon! They are expected to enter the room just before lunch, very quietly and sit in circle while the other students put away their work and join them.

When I asked them to come into the library to talk about their behaviour and the interruption it caused, the dialogue went something like this:

Lize: "Do you know why I have asked you to come and speak to me?"

Student 1: "Because we were being non-appropriate?"

Lize: (Very Gravely) "Yes, what was inappropriate about what you were doing?"

Student 1: "We don't know."

Student 2: "I do"

Lize: "What was it?"

Student 2: "Roly Poly"

Lize: "Roly Poly? It looked like wrestling."

Student 2: "Do you know about the Talent Show?"

Lize: "Yes"

Student 2: "We were practicing our talents"

Lize: "Oh, your talents! What are your talents?"

Student 1: "I am making faces so that everyone laughs"

Student 2: "I am doing roly poly—you know somersaults—I was practicing roly poly for the Talent Show"

Lize: "Oh I see, well I am glad you were being so purposeful, next time could you please tell me because it is very important to practice your talent but it's sometimes hard to tell what you are doing if you don't tell me!"

And so it goes—Although it might be difficult to determine their talent the value of it is immeasurable. It is because of the Talent Show that this one incident occurred and it is that dialogue that provided a window for me to see these young, young five year old students muster the assertiveness required to explain their actions. Actions which previously, in their "Deer in the Headlights" response had been explained with an "I don't know" but because The Talent Show was so important to them gave them the courage to use their "voice". The Talent Show is, what William Glasser refers to as, a part of their "Quality World". Taking part in this show motivated their behaviour and it motivated them to explain very respectfully, why their behaviour made sense to them. They know and trusted me to be fair enough to appreciate their motivation and therefore articulated their actions to alleviate my confusion.

Operated by MIND

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SPECIAL POINTS OF INTEREST

School starts
March 20, 2006

Reports
Distributed



In the coming weeks you will receive a Parent Survey. Some of the terminology may not be familiar to you. Choice Theory, the name of a tool devised by William Glasser, and the tool used by the teachers at BBMH as the guiding principles for how we manage behaviour in our students, is part of the terminology that may not be familiar. Other terminology are the words we use to describe the Montessori Curriculum such as *cosmic curriculum*, *spiral curriculum* or *integrated curriculum*. These curriculums all share some of the same characteristics but there are subtleties that are outlined here for those of you who are newer to the school—

Cosmic curriculum Dr. Montessori called the Montessori curriculum *Cosmic Curriculum*. "Cosmic" in this context means comprehensive, holistic, and purposeful. Cosmic Education must be understood within the context of Montessori's overarching vision of human development. Montessori believed that the world was, in fact, a highly purposeful and ordered place - a place where all things worked in harmony to evolve to higher and higher states of consciousness and spiritual perfection. The goals of Cosmic Education go far beyond the usual goals of skill development and knowledge acquisition to address the development of the whole person. Children who complete the Cosmic Curriculum have a clear understanding of the natural world, of human knowledge, and of themselves. These children are prepared to leave childhood behind and to enter adolescence as independent, confident, responsible, emotionally intelligent individuals, balanced in physical, intellectual and social achievements. They are academically and practically prepared to pursue self-education in many areas; to make responsible decisions and act on them in a responsible way; to recognize limits and give, ask for, and receive help, as needed. Cosmic Education presents the world as a beloved place, a place where the children through inspired academic work also come to appreciate the ongoing story of humanity because they can begin to orient themselves in it. Cosmic Education constantly stresses the interconnections between all content areas and, in the study of history and culture, seeks to delve beyond superficial racial and cultural differences to show how all human beings are driven by the same set of Fundamental Needs.

Building on her insight into the importance of imagination in the elementary years, Montessori proposed to "present the universe to the child" in the form of an epic story. All elements of the curriculum would then be related to this story of the universe. In practice, this narrative is told as a set of five stories, the Great Stories of Cosmic Education. The Great Stories present a holistic vision of knowledge, drawing on material from the various disciplines as needed. Characteristically, Montessori takes the children from the whole to the parts and back to the whole again. In this way, each academic area emerges naturally from the whole narrative and continually refers back to it.

Above all, Cosmic Education does not present the universe as random and objectified -- as something that has "just happened." Instead, the Great Stories tell of how each particle, each substance, each species, each event has a purpose and a contribution to make to the development of all others. Montessori also wants the child to understand the debt of gratitude that human beings owe to all other parts of the universe; for without them and their special contributions to the interconnected whole, we could not live.

The Great Lessons include Montessori's "Cosmic Curriculum," which involves the story of how the world came to be, the development of life on the earth, the story of humankind, the development of language and writing, and the development of mathematics. This curriculum is intended to give children a "cosmic" perspective of the Earth and humanity's (and their own) place within the cosmos. Presented every year in the elementary class as an inspiration to new and older students alike, the lessons, studies, and projects surrounding each of the Great Lessons normally span many months and the questions that the children pose and their efforts to find the answers to their own questions may continue for many years.

This cosmic view, especially the view that the Earth must be respected and preserved, leads humankind in our search for meaning and purpose. The answer is the cosmic task - to help our children become adults who strive to achieve a peaceful coexistence in a sustainable environment...[austinmontessori]

Spiral Curriculum-Spiral curriculum is where a wide number of topics are taught in each grades all stemming from the same stories found in the Cosmic curriculum. The topics are cycled throughout the years, developing deeper understanding through the later grades. learning objectives were prioritized and reorganized into a spiral curriculum where the understanding of basic concepts and their interrelations were reinforced by revisiting them in different contexts with ever increasing sophistication. This new curriculum forces repetition of important ideas throughout the entire year, and emphasizes their connection to ideas usually presented entirely separately in a later course. The benefits of a spiraling curriculum allows a teacher to differentiate instruction and provide layers upon layers of information to students. A spiral curriculum enables students to further understand that acquiring knowledge over time versus quick, rote memorization allows them to gain more meaning. This deep learning and understanding is what is required to effectively solve problems of all kinds. A spiral curriculum maintains consistent content throughout the divisions, but increases in depth, detail, and critical thinking as each child progresses through each division. There is a fluid continuity in the spiral curricu-



lum that enables the students' understanding of relationships.

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Integrated Curriculum—This curriculum is described as an interdisciplinary curriculum which integrates many different subjects into one lesson, reinforcing the understanding of the curriculum relationships.

At BBMh, our umbrella curriculum is Dr. Montessori's *Cosmic Curriculum*. The students are led through the lessons using a 'spiral curriculum approach'. At its basis the goal of the cosmic curriculum is to explain to the students how everything in our universe is interrelated. Therefore the curriculum lessons are delivered in a way to maximize integration of subject areas. Hence the cosmic curriculum is presented as a spiral curriculum that is an 'integrated curriculum.'

If the idea of the universe is presented to the child in the right way, it will do more for him than just arouse his interest; for it will create in him admiration and wonder, a

BBMH CALENDAR SPRING TERM

| | | |
|-------|-------|---------------------------------------|
| April | 13 | Observations |
| | 14 | Newsletter |
| | 14-17 | Easter |
| | 18-21 | Intermediate Camp |
| May | 22 | Earth Day |
| | 12 | Newsletter |
| | 19 | Parent Education |
| | 20 | Professional Development |
| | 22 | Victoria Day |
| June | 25 | Student Led Conferences |
| | 8 | Sports Day |
| | 15 | Newsletter |
| | 16 | Professional Development |
| | 20-22 | Rehearsals 9-11 am |
| | 22 | Early Dismissal 11:30 am Concert 7 pm |
| | 23 | School Closed—Picnic Time TBD |

Reflections of the Intermediate Students—When asked what have you learned that has been of great value...

...to be more loving and learn more Math and listen more to Barb and Eileen-Talia

...to improve on the value of organization. Now I know where everything is therefore I get work done on time. I think that the agendas really help me stay organized—Alex

...to think more about others-Rachel

...more about mercy. Mercy means to be kind and to be more forgiving than they deserve. I learned more about math and fractions and dividing-Michael

...The thing that is special to me the most is friendship. I value the time we get to spend together and if they are new friends I get to learn so much about them. A friend is someone I can trust and that is someone I can rely on to always be there through thick or thin-Michaela

...that there's a lot of nice people here and there's a lot of friendship. Also that I can be nice and happy instead of sad here because there's not many bullies-Logan

...more about mercy and how to be a peaceful person. And about dividing fractions-Gyo

...that I should try and not assume too much. I also learned not to be a police officer-Ryan

...that Mountain Lions are endangered in most countries that they can be found and the French word for tea is the. Also that I've gotten good at drawing and designing (in Art)-Linnea

...more about mercy and forgiveness. I learned more about Math-Suthy

...valuing friendship, not just because they are people who truly, truly care about you. But because they are people who you can trust. They can nurture you when your down and act crazy when you are crazy and they can share memories that you have together. I value having new friends and they are on e of the most important people in my heart-Christina

...about how to write a better story and sentence analysis-Francine

...about how to spell complicated words for instance:antidisestablishmentarianism and their meaning-Alisha

...more about mercy. Mercy means to be kind and more than forgiving. I also learned to be more kind and more generous-Matthew

...to be more tender-hearted and caring and have a nice relationship with my newest teachers Eileen and Barb-Cara

...I learned about how to be a good role-model to the little kids when Michaela, Thomas and I supervised at lunch time.-Jacquie

...how to divide, multiply and add fractions, about endangered species. I decorated the room Fraser River and Strait of Georgia style-Levi

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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 practice 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!

...I value all of the nice new friends I made. I've learned that its nice to be friends with everyone even if it's a boy or if the person is the total opposite to you. It's always nice to have friends because they're the people that will stick up for you when you are hurt or that help you when you need it-Carmella

...about Early Man, decimals and I really like my teachers too!-Heather

...about creation stories, decimal boards and how to play also besides-Jacob

...to value friendship. Friendship is special, it can be good one minute and then the next, you could be in a fight. It is a very delicate thing. Having a friend is having someone to talk to and they will listen. When you have friends, you feel like you belong-Janice

*...how to multiply and divide fractions, about endangered species and creation stories-Joseph
...that Harp Seals are endangered all the way up and down the East Coast of Canada and the French word for potato is pomme de terre. I also learned that, in Art, I am getting better at designs.-Ainsley*

...about the White Sturgeon. It was really interesting. My favourite part of this project was the field trip it was really fun-Alyssa

...how much I value friendship and how much new friends can change a perspective. I value friends because I can be myself and they're always there for me when I need them. They're people you can tell you deepest, darkest secrets to and be 110% sure that they wont tell anyone-Maddie

PARENT PARTICIPATION OPPORTUNITIES

- ♥ Material Makers
- ♥ Book coverers

- ♥ Fundraising committee members—see Diana Nesbitt
- ♥ Board Members

Fundraising

Pistol & Burnes Coffee Order forms are in your mail box. There are many different blends of coffee to choose from as well as teas, syrups, chocolate and cocoa.

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.