



Boundary Bay Montessori House

Message from the Business Director

Montessori Education at BBMH has always fostered the organic development of quality work within an environment of quality relationships.

Maria Montessori created a form of education in which quality is integrally woven throughout all aspects of exploring the natural world, man made civilizations and the interdependencies that sustain both. Quality naturally unfolds when students are sincerely engaged in their explorations based on genuine care and concern for our world. Expanding upon this, BBMH is working to bring the meaning of quality into full consciousness in the minds and hearts of the stu-

dents.

Quality has both concrete and abstract components. As always within Montessori education, we work from the concrete to the abstract, thereby gaining a deeper understanding of any concept. As we engage in dialogue about what quality is, numerous concrete examples are revealed that eventually fuse into a more general abstract idea. Students talk about meaningful relationships, treasured experiences and precious items that lend joy to their lives. In so doing, they become more cognizant of what quality experiences feel like and recognize that participating in these types of experiences is

BLUEPRINT UPDATE

1.5.2. Discipline

1.5.2.1. Ultimately, we wish for every community member to be willing to accept responsibility for their behavior, their attitudes, their experiences. The enormous reward that comes with accepting this responsibility is to choose and create the type of person they wish to be, and the life they wish to live.

1.5.2.1.1. We do not label children negatively. Our focus is on recognizing the root of the misbehavior or anti-social behaviour. We then seek to find alternative or more positive ways to meet those needs.

1.5.2.2. In keeping with the true meaning of the word discipline, which is to teach, we prefer to model and encourage appropriate, kind and considerate ways to behave in various situations.

1.5.2.3. School should be safe. We endeavor to provide a school environment that will promote and protect the physical and emotional well being of our students

and staff.

1.5.2.4. Rather than focus on rules and the consequences for students breaking them, we prefer to teach students beforehand appropriate, kind and considerate ways to behave in given situations. We use positive reinforcement whenever possible to acknowledge their progress, their contributions, and strengthen their character.

1.5.2.5. We will never permit the use of corporal punishment.

1.5.2.6. We encourage and model ways to negotiate in conflict situations so that whenever possible everyone can achieve resolution and at the very least, everyone is heard.

1.5.2.7. As necessary we cue and remind students of appropriate behaviour before they forget.

1.5.2.8. When behaviour is inappropriate and a gentle reminder isn't enough, we intervene and respectfully but firmly stop

Peace

Peace in a classroom means to be respectful, helpful and caring. Respect in a classroom looks like people not picking on each other, making eye contact to the person talking and listening to them, not playing or talking to a friend. Respect also looks like not ignoring others.

Helpfulness looks like helping someone when they're stuck on something. Caring means to get someone a band-aid when they need it. Caring is kind of like helping because when someone gets hurt you help them get up because you care.

♥ Janice Chan

a source of genuine satisfaction in life. The wonderful outcome of this work has been that students are becoming better able to understand the components of quality and thus more able to consciously manifest increased quality both in their work and in their relationships.

Operated by MIND

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SPECIAL POINTS OF INTEREST

Parent Observations

Nov 21-24

3 Way Conferences

Nov 29-30

Skating

Concert Rehearsals

Dec 13/14/15, 2005 at

Delta Arts Council

1172-56 Street, Tsawwassen

Drop off 9:00am

Shuttle to School 11:15am

the behaviour.

1.5.2.9. Our ultimate goal is to encourage self-discipline and self-motivation as the reasons for behaviour rather than fear or social pressure.

1.5.2.10. We use the work of William Glasser called Choice Theory and the work of Dianne Gossen called Restitution as a model for restorative justice to support our students to develop pro-social behaviour. We are not shamed, blamed and fear but rather dialogue to teach our students.

1.5.2.11. While we are normally successful with a very wide range of students, we can never be right for every child. One of our greatest challenges is to be objective, compassionate, yet realistic in considering the needs of each child as a unique individual. When we fail despite our best efforts to work with the child to help him/her meet appropriate behavioural expectations within the school's fundamental ground rules, we sadly and reluctantly counsel the family to seek out another school setting in which the child can experience success.



Three-way conferences are different from parent-teacher interviews because they seek to involve the child in a discussion of their progress. Even from the earliest years children can reflect on things they have learned, and things they still find challenging. Their voice is an important guide to assist us as we plan goals which meet their needs as well as the aspirations of parents and teachers. As well as actively involving students in the reporting and planning process, three-way conferences serve to improve the communication between home and school. We believe that involving the student in the conference helps emphasize the partnership between parents and teachers in the learning process. In seeing their parents involved in this process, children understand the importance that parents place on school and learning, which is a powerful motivator for children to succeed at school. We know that home background has a significant effect on children's attitude to learning and their achievement levels. If each of the 'stakeholders' in the learning process is involved in setting goals, they will each accept greater ownership of that process. *Because of the importance of our goal-setting for the individual learning plan for each child, it is vital that parents attend these conferences with their child.*

Goals:

For the students

- ♥ During class time, to draft goals with the Directress for discussion at the conference.
- ♥ To identify goals for the coming term with parents before attending conference.
- ♥ To demonstrate what they know as they share their accomplishments and set new learning goals.

For the parents

- ♥ To find out about their child's learning.
- ♥ To ask questions and express their ideas and goals for their child.
- ♥ To help plan to support their child's learning at home.

For the directresses

- ♥ To facilitate the conference.
- ♥ To suggest areas which require further work.
- ♥ To clarify, elaborate and respond to specific questions and concerns.
- ♥ To record the discussions which will include a summary of the goals nominated by children, parents and their teacher

and agreed to by each participant.

- ♥ To ensure that the conference runs smoothly.

Special Consideration: This is a time of positive interaction for the student. Your child will leave this discussion with increasing self-esteem and confidence as a learner and as a well-regarded individual.

Classroom Observations

Protocol

In order to observe daily activities of the classroom as invisibly as possible, please use the following protocol when conducting observations.

Take your cue from the Directress as to when it is appropriate to ask questions. Enter and exit from the classroom as discreetly as possible. Staff and students will be involved in lessons so please find the observer's chair. Usually this chair is positioned so that you are able to survey the entire classroom. You are welcome to move your chair to a different location provided you are sensitive to the needs of the students.

Visual Perspective

- ♥ During your observation remember to alternate between a wide-angle view of the entire classroom and a close-up view of your own child. As you do this, what do you notice?
- ♥ Do you see evidence of the 'work cycle' – a beginning followed by increased activity which leads to an extended concentration period?

Audio Perspective

- ♥ Can you isolate conversations related to classroom work? to social interaction?
- ♥ Does your own child spend more time attending to one or the other? _____.
- ♥ Notice the level of conversation between students
- ♥ Can you hear the language of peace – I statements, affirmation, acceptance, appreciation, assertiveness?

Learning Styles

- ♥ Notice that children learn in different ways – visual, kinesthetic or auditory
- ♥ Which one best describes your child? Can you see evidence of all three?

Social Emotional Perspective

- ♥ Look for independence. Note examples of your child's level of independence within the classroom

INTERMEDIATE NEWS

The intermediate class thanks John Williams for donating the Thrifty Foods field trip to Galey's farm on Vancouver Island. The students thoroughly enjoyed all of the activities at the farm.

The intermediate class has been busy with book reports this month. The project includes making dioramas and the students have been enthralled with replicating a scene from their story. In culture, we are deepening our study of the White Sturgeon. The students are beginning research that will allow them to re-create the underwater world where White Sturgeon live. Eventually, we will turn our classroom into a model of the Fraser River habitat. In music, the intermediate students have been playing the Chimes beautifully in preparation for the winter concert. We have been engaged with oral and written activities in French. The students have been playing French games with numbers, foods, and clothing, as well as learning tout les provinces canadiennes. We have been having fun and enjoying a good workout during skating. It is wonderful to see the students helping each other to become better skaters.

Our class is becoming aware of what it means to be a global citizen. We know that it requires us to become conscientious, to take action, and to reach out to others who are in need. We know that we are the fortunate ones whose needs are being met and we know that many in the world suffer. The children are doing their part by wholeheartedly collecting for UNICEF and by their participation in the MS Read-a-thon. We have taken the time to define what a global citizen is. As you know, the children welcome memorizing and reciting, and we have taken each person's part in the United Nations Convention of The Rights of The Child and discussed its meaning.

In our cultural studies, the Year Three children are busily preparing a dramatization based on our solar system. They are eagerly participating in fact-finding on the topic of volcanoes. Their enthusiasm for the topic and the process of searching for and organizing facts is a delight to watch. The Year Two children are learning about Rocks and Minerals and they are making excellent progress with their maps of Canada. The Year One students are thrilled by making physical maps of North America with plasticine. This activity rouses the interest of the whole class and many eager children volunteer to help the Year Ones, sharing their knowledge, creativity and even storytelling relevant to the continent. Their passion for this work is infectious and the Year Ones have been taken under the wing of their peers and swept up with their spirit of generosity. It is pure joy!

Our students are being supported in reading aloud by volunteers who listen and guide them well. We thank Helen Luchene and Robin Fraser for taking the time to hear our students read aloud.

We are still finishing individual contributions of statements and illustrations for our *Peace Book*, an activity based on Remembrance Day. The Year Two and Three children have written *In Flanders Fields* for penmanship and have located Flanders, Belgium on the map. Being part of the tradition to honour the meaning of Remembrance Day with the intermediate children is a custom we uphold with dignity. Some of our families were present at the Cenotaph in Ladner and presented our wreath. Thank you, Diana Nesbitt, for making the BBMH wreath with our students.

News from the Preschool/Kindergarten

Our Preschool and Kindergarten children are settling well into the routine of the morning. Please remember that promptness when arriving and departing is an integral part of your child's success in the classroom.

The children have begun a year long study of Art. We commenced this study with a discussion of portrait and still life drawings. The children have enjoyed completing their own still life drawing of a flower. We will be focusing on the life and works of Picasso over the next few weeks. The children have been really delighted with Picasso's cubism work! We will be updating you on our studies throughout the year.

The children are really enjoying our Friday cooking sessions. We were lucky enough to combine our studies with cooking two weeks ago. We had been discussing Ramadan with the children and the feast which follows this celebration. On Friday, we had our own feast! We made pizzas and enjoyed the scrumptious cupcakes made by Leena and her Mom. Thanks again Leena and Taslim! It was a wonderful end to our week!

We are looking forward to the upcoming observations (Nov. 21st to 24th) and conferences (Nov. 29th and 30th). Please remember that there are no classes on the days of the conferences.

BBMH CALENDAR Fall Term 2005

September	6	School Starts
	9	Family BBQ
	14	Parent Teacher Conferences Elementary
	15	And EDK program
	16	Newsletter
	16	Terry Fox Run
	20	Peace Day
	23	Potluck/AGM
	26	Professional Development Day
October	5	Mohandas Gandhi
	10	Thanksgiving Day
	14	Newsletter
	21	UN Day
	24	Professional Development Day
	27	Parent Education Series
November	1	Read-a-thon
	11	Remembrance Day
	18	Newsletter
	21	Observation Week
	25	Professional Development Day
	29	Three Way Conferences
	30	Three Way Conferences
December	13	Rehearsal 9-11:15 am
	14	Rehearsal 9-11:15 am
	15	Rehearsal with Preschool 9-11:15 am
	15	Newsletter
	15	Concert 7:00 pm
	16	Skating Party
	16	Winter Holiday 11:30 am



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Characteristics of Montessori Education at BBMH

- ♥ 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.

BBMH Education Series

Thursday, January 19, 2006

Language

Thursday, May 18, 2006

Geometry

These will be material based demonstrations given by our teachers and will 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!

From the Treasurer

It's not too late to make your 2005 tax receipted donations to our Society! As most of you are aware we are growing... and looking into options for expanding our facilities. If you are able to make a donation to the society, it would greatly help in facilitating this expansion, or other ongoing needs. To obtain a tax receipt for 2005, please forward your donation to my attention before the end of the calendar year. Thanking you in advance for any support you are able to provide! - Karen Gillespie

FROM THE FAMILY ADVISOR COMMITTEE—

**PLEASE ORDER YOUR COFFEE—THIS IS THE FINAL
CHANCE BEFORE THE WINTER BREAK.**