

Inspiring a Healthy Spirit, a Strong Character, and a Clear Intellect



BLUEBIRD BULLETIN

OCTOBER 2011 VOLUME 38, ISSUE 2

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Parent Education Night 21st Century Learning Goals

Learn how Montessori is educating your child for the 21st century at the first Parent Education Night of the year on Thursday, October 13 at 7 PM.

Head of School Maura Joyce will talk about the need for education to teach students for their future, rather than our past, and how Montessori education succeeds at this everyday.

The talk will be followed by a lovely *Reception by the Bridge*, in honor of the kick-off of MIR's *Bridge the Gap* Annual Fund campaign. Hors d'oeuvres and non-alcoholic beverages will be provided.

Child care will be available for enrolled Primary and Elementary students. There is no cost for this event or the child care. Please RSVP in the office or online at

montessoriinredlands.org/21century.



Educating 21st Century Citizens

by MAURA JOYCE, HEAD OF SCHOOL

*We must therefore turn to the child as to the key to the fate of our future life.—
Maria Montessori*

This summer, I was seemingly bombarded with articles and information about the effects of a Montessori education from the most interesting of sources. Rather than coming from the many Montessori and educational or child development blogs and publications I read, these articles were from *Forbes Magazine*, the *Wall Street Journal*, *Harvard Business Review*, and *Science Magazine*. These articles, which I encourage you to read (links can be found at the end of this article and on the MIR website), point to a variety of indicators that Montessori is addressing the life and work skills needed for the 21st century. Both success stories in the business world and scientific review of brain development again suggest that Dr. Maria Montessori essentially got it right.

At the National Association of Independent Schools (NAIS) the buzz for the last decade has been that schools need to be educating 21st century citizens. What does

this mean? Well if you think about how the world is different since you were in elementary school, perhaps several things come to mind.

Technology has changed, well, everything. Access to information is immediate; with each technological upgrade the pace of change quickens, and our connection to the rest of the world and its citizens is at our fingertips. In education, our response to this has to be relevant.

Information is more readily available and we need to be able to manage it, analyze it, and synthesize it much more quickly. 21st Century citizens must be savvy in taking in information and considering its source and bias, its worth and importance, and slowing down enough to THINK about it.

In reaction to the pace of technology, life is being lived in the fast lane. We are programmed to be moving from one activity to

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PARENT-TO-PARENT

By Vanessa Leslie, PTM President

Thank you to all the attendees and volunteers who made Back to School Night a huge success! As always, it was a great kick-off to the new school year. The next school event will be the Parent Education Night and Annual Fund Kick-off celebration on Thursday, October 13 at 7pm. That night will be another great opportunity to learn about our school and meet other Montessori parents.

Meet Your 2011-2012 PTM Room Reps

Your room representative is your liaison with the school, sharing important information about school activities and providing your feedback back to the school. Thank you to all the room reps for volunteering for these important positions.

Class	Representative(s)	Class	Representative(s)
Liana	Misty Agrawal	Nikki	Anu Diekmann, Olivia Montaghani
Aedin	Juliet Conlon	Sara	Rika Minami, Katia Hage, Rebeca Montes
Christine	Christie Pleiss	Emily and Teesie	Donna Barkley, Kathleen Liess, Shelley McCarthy, Karen Oliver
Jean and Maryhelen	Jen Burrows, Allison Pate	Kelly	Annie Rumary, Julie Lowe, Carolyn Schutten
Kara and Dorama	Violeta Aguilar-Wyrick	Nicole and Margaretann	Molly Hopkins, Rachel Mickelson
Maria	Tara McFann, Anuja Shah		



A little bird told me...PTM News and Notes

Don't Miss the Halloween Carnival! Volunteers Needed

Friday, October 28, 5–8 PM • Costume Parade starts at 5:30 PM

Plan to bring the entire family for a fun night of games, rides, and festivities at the annual PTM Halloween Carnival! Admission is free and opportunities to help are plenty. There are games, rides, craft projects and a parade. A fall dinner of baked potatoes, chili, hot dogs and a beverage will be available for purchase for \$5.

Volunteers Needed

Trying to figure out how you can fulfill your volunteer hour requirements? The Halloween Carnival is a great fun way to do this. Kids love it when their parent is helping in their class's booth. If you would like to help, please contact your room rep or look for a sign up sheet in your child's classroom.

If you are not able to come or volunteer please consider donating food items for the carnival. Each class has a sign up sheet for their requested food. We can also use help setting up for the carnival. Setup will begin Thursday evening, 6–7:30 PM and continue Friday 9–12 PM and 3–5 PM. We can also use help with breakdown after the event.

Your help is greatly needed for a successful event. We hope to see you there!

Innisbrook Order Deadline Extended

Thank you to all who have already placed Innisbrook orders. Your order will be delivered to your child's classroom. The deadline to receive prizes for sales and for free delivery to the school has been **extended to Tuesday, October 11**. Place orders online at innisbrook.com, school code 102074.

PTM Family Skate Night

Please join us for a night of skating and fun on Friday, October 7 at CalSkate in Grand Terrace from 5–7 PM.

This event is open to all MIR, Farm, and Grove students as well as any friends and family they would like to bring as their guests. We will have the whole rink to ourselves.

Tickets are available in the office for \$6 each, or for \$8 at the door. CalSkate will not charge an entrance fee for those children not skating. They have some skates available as small as Toddler size 9.

We look forward to seeing all the kids and families enjoying some social time together.

Report from the Board

by PAMELA FORD, PRESIDENT

Please Support MIR with WASC Self-Study Process

Buzz words parents and staff will be hearing over the next several months include “WASC,” “accreditation,” “focus group,” and “self-study.” You are hearing these terms because the MIR community is in the final stages of its six-year cycle for the accreditation process in which we have chosen to participate. Perhaps it sounds odd for me to say “final stages” when it seems like a lot of work towards accreditation has only just begun. The reality is that the process is on-going even if the more formal self-study report is fully developed only once every six years.

Results of the self-study report written by MIR parents and staff in 2006 indicated both our strengths and areas in which we found we could do better. I would point out that all aspects of the school community are deeply intertwined, but for simplicity’s sake, let me just describe as examples some of those areas that are the immediate responsibility of the Board.

One of the first areas identified as potentially useful was the concept that a board organized with standing committees to focus on the various aspects of the school community that are the basis of our accreditation process would clarify & simplify responsibilities, as well as ensure continuity year to year with the processes necessary to keep MIR healthy, creative, and financially sound. This has been carried out and standing board committees include Long-Range Planning, Finance, Facilities & Technology, Marketing, and Executive Committee. Note that these are major areas of focus in the formal WASC accreditation process so the work of these committees keeps MIR current in areas important to this process.

Another area needing better commitment from

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Curriculum Matters

By PETER DAVIDSON,
ASSISTANT HEAD OF SCHOOL

What Did You Do in School Today?

When dealing with children there is greater need for observing than of probing.—Maria Montessori

If you have had a hard time getting a satisfactory answer to this question from your young child on your way home from school, take heart—you’re not alone! You are probably no more successful than the Primary teacher who asks her group on Monday morning, “What did you do over the weekend?” The most common answers are “Nothing” or “I don’t know.” Why this apparent inability to relate past events?

Part of the reason lies in the different nature of the young child’s mind. Montessori called it an “unconscious intelligence” because young children are not predisposed to think rationally and abstractly, and they do not consciously pursue experience and file away their thoughts and memories for easy retrieval. Instead, they “absorb” experience through the use of all of their senses, and these experiences become deeply encoded in their developing brains.

This also means that young children live in the present moment. They have not yet built up the rational structure that will allow them to place concepts of time like “last week” or “last Wednesday” in a framework. It’s all just “yesterday” to them. Nor are they able to reliably place concepts of future time such as “after school” or “next week” or “Christmas is just around the corner.” They frequently get anxious or impatient waiting for things to happen.

Because young children live in the present moment, their minds are very well adapted to getting the most out of each experience, but not to relating that information to an adult when asked.

Oddly enough, though, if just one child in that Monday morning classroom is able to relate some experience from the weekend, such as a trip to the zoo, it may spark a great deal of interesting and detailed information from the other

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CURRICULUM MATTERS *(cont.)*

children who may have had a similar experience at some point in the past. Often in conversation, a random phrase or name will trigger a spontaneous recollection of past events from a young child.

Therefore, if you want to engage your child in conversation in the car on the way home, start by talking about your day. Perhaps something that you say will jog some memory about something done at school on that or another day.

Another way to find out more about what your child is doing at school is to observe the changes that are apparent as he or she goes through their evening at home. Does she show a new interest in color or shape when she uses crayons? Does he show a new willingness to put toys away

when he is done with them? Does she want to help set the table or prepare the dinner? Does he mention that a flower has parts like the corolla, calyx, stamens, and pistil? Does she start singing new songs? Does he notice that a shape he has made with play dough looks like South America?

Of course this is also why we have parent/teacher conferences, offer “Coffee, Tea and M.E.” (Montessori Education), and have parent evenings and events such as *Journey & Discovery* throughout the year. We encourage you to attend these events to learn about the theory behind your child’s day and to experience it for yourself. We also encourage you to observe your child’s classroom for a first hand look at what your child is doing at school.

21st CENTURY CITIZENS *(cont.)*

(Continued from page 1)

the next and that answers and results need to be immediate. 21st Century citizens have to navigate this pace, by learning to manage their time and know when to slow down and when to speed up, and how to determine when process is most important and when product is essential.

Our world is “shrinking,” as daily communication with people half-way around the world is possible. We collaborate, do business, consult, and socialize with different people of different cultures with different values. Global awareness, understanding, and tolerance are critical to the 21st Century citizen.

Many schools around the country are adjusting to the needs of the 21st Century citizen, changing not only what students are learning but also how students are learning it. Those of us in Montessori education have an easier time of it. Why? Because the number one thing that we teach in Montessori is how to learn. Each and every activity in a Montessori classroom, from Toddlers through Elementary, is designed to demonstrate a skill, hand the appropriate materials over to the child, and allow them to work—repeat, make mistakes, repeat again, try another way, succeed, and learn how to best approach or use the skill the next time. They are constantly accessing information, changing their pace, attention and focus, analyzing their choices, thinking and adjusting, and learn-

ing. Answers are not given, rather they are given the tools to find the answer.

Each classroom of multi-aged children is a carefully designed community in which children are aware of not only their actions, but also the actions of the other students and the community as a whole. When we introduce the study of other cultures, it is presented with the classroom as a backdrop of how people are connected, sharing resources, and need to work together.

This idea of educating 21st century citizens is one that is worth attention. Montessori in Redlands takes seriously its responsibility in preparing students for their future. How are we addressing this need? Please join me on Thursday, October 13 at 7 PM for our first Parent Education event of the school year for more about Montessori’s role in 21st century education.

Sources:

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From the MIR Development Office

Help Make the Difference between a Good School and a Great School MIR Kicks Off Bridge the Gap Annual Fund Campaign

In 1976, a small group of parents had a vision for a better education for their children. The school would respect and encourage each child's natural curiosity, abilities, and interests with a focus on helping them on the road to independence—intellectual and physical. These parents founded Montessori in Redlands (MIR), which first gathered in the basement of a church with a handful of Primary (preschool)-aged children and a single teacher.

From those humble beginnings MIR has grown and prospered to 12 light-filled, beautiful classrooms on 12 peaceful acres of citrus groves and an expanding, joyful student body of 320 students. MIR is a private, non-profit school that has grown and prospered not by charging high tuition rates, but with the support of dedicated parents, teachers, and friends of the school, like you.

Each year we ask families, alumni, and friends who can, to make a generous gift to the MIR Bridge the Gap campaign. The Bridge the Gap campaign supports the MIR Annual Fund, which helps fund school operations. Your donation will be used to fund

- ⇒ **Faculty:** Your donation directly supports the teachers who are so important in your children's lives by providing for continuing education and professional development to keep them at the top of their game.
- ⇒ **Facilities:** Your donation supports the preservation and upkeep of the beautiful MIR campus.
- ⇒ **Financial aid:** Your donation helps provide financial subsidies to assist families in need with tuition.

On Thursday, October 13 immediately following our Parent Education Night, join MIR for a *Reception by the Bridge* to celebrate the work of MIR students and learn how you can support their education through the Annual Fund.



**“WHERE THERE IS
CURIOSITY, THERE
IS EDUCATION.”
ARTHUR C. CLARKE**

BOARD REPORT (cont.)

(Continued from page 3)

the board was the regular and consistent evaluation process for the head of school. That has improved significantly since 2006 with annual evaluations taking place near the end of each academic/fiscal year.

Open Forums at board meetings were a suggestion from the 2006 self-study and the Board has two scheduled each school year. (Hope you were able to attend the one on September 26!)

The school was encouraged to involve students in the school improvement process and one example of this happened as a direct result of the Long Range Planning Committee's Green School Initiative which involved and continues to involve students in assessments, plans, and ac-

tions for a greener MIR community.

Just because we accomplished some goals as a result of the self-study doesn't mean the board just sits back on its laurels. These goals are not goals with an “end” in sight. That's because the MIR community is a living, breathing organism, which will continue to develop its strengths and make improvements where they need to be made.

What I would ask of you is to be responsive to the current stage of the self-study process. Contribute to the process in the ways that are best for you: making classroom observations, collecting data, providing data, responding to survey questions, analyzing data, serving on a focus group: there are many ways to be involved! Your input and involvement is so important.

Camp Montessori: A record number of students and families camp out (but sadly, had too much fun to take pictures for the *Bulletin*.)



Parent Work Day: Whole Families Pitch In

MIR thanks all of the families who helped with everything from felling trees to painting classrooms on parent work day.

MIR thanks the following parents for their help: Alexis Gonzales, Allison Pate, Craig Seal, Damian Hobson, Frank Kish, Juliet Conlon, Kuosheng Ma, Michael Paisner, Noelle Miranda, Rob and Vanessa Leslie, Robert Blee, Shad and Leah Dixon, Shelley McCarthy, Steve Van Esch, Tim Chou, Vanessa and Mark Causley, Yuan Yuan.

While it's called parent work day, plenty of children got in the act. MIR thanks the following students for proving Montessori kids are "good at doing things": Callan and Emmy Dixon, Everett Smart, Kennedy McCarthy, Sienna Leslie, Skye Blee.



Earthbuilders: Elementary students Kristen Henry and Anna Kensok (Margaretann's class) build their own little piece of paradise while learning about land and water features.

In their own words: In this picture we have a land and water form project. A few things you might see in this picture are a peninsula, a tableland, a lagoon, a river, a promontory, and some mountains. A promontory is a peninsula that has a steep drop off into the water. A peninsula is a place that sticks out into the water, like Florida.

We made this sculpture by using salt dough. We first started the center mountain and the river, then the outline, and then the other mountains. Then we made the center, and last but not least, we painted it.—Anna Kensok and Kristen Henry



International Day of Peace: On September 21, MIR, Farm Middle School, and The Grove School gathered to celebrate the United Nations International Day of Peace. The students of both schools honored the spirit of the day by creating quilt squares depicting their vision of peace, joining the pieces together symbolically during the ceremony. The completed quilt will be auctioned at the MIR Spring Gala in March.



BIRTHDAYS

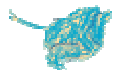


students

Marshall Berry	10/2
Makenna Liess	10/4
Cheyenne Luman	10/4
Daniel McCall	10/6
Colby Grames	10/8
Logan Spencer	10/8
Josephine Crowder	10/10
Thomas Inkmann	10/11
Alexei Miller	10/11
Bennett Watson	10/13
Caio Bernardini	10/15
Sophia Robbins	10/17
Madeline Davies	10/18
River Johnson	10/18
Roger Imbriani	10/19
Tiffany Chi	10/20
Laura Andrade	10/24
Jace Hogue	10/27
Jasper Mueller	10/27
Daniel Klenske	10/28
Sadie Herford	10/29

staff

Cheryl Thomas	10/19
Whitney Sforza	10/29



TWEET: twitter.com/mirmatters

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Get Ready to ShakeOut!

by PAMELA HENRY, MIR PARENT & EARTHQUAKE SURVIVAL CONSULTANT

Drop, cover and hold on for 60 seconds on Thursday, October 20 at 10:20 AM with 7.7 million other people for the Great California ShakeOut earthquake drill. MIR students and staff will join The Grove School in extending the drill to include a practice evacuation for both schools to the soccer field. For more information about the Great ShakeOut or to register your participation, visit shakeout.org. Learn how to protect yourself in a quake by visiting dropcoverholdon.org.


If you have questions about the ShakeOut, MIR's participation, or earthquake education, please contact Pamela Henry at callfaultline@gmail.com.

Elementary Dance Class to Start

MIR assistant and experienced dancer Sara-Frances Clemens will teach a fall dance class, culminating in a performance at Holiday Sing in December. The class will be held 3:30-4:30 pm Tuesdays and Thursdays starting October 11.

The class is limited to 30 students. Fees are \$70. For students enrolled in after-school care, fees are \$45. Fees do not include costumes or shoes needed for the performance. Sign up in the office by Friday, October 7.

OCTOBER 2011

26 Soccer clinic (6-8 yr olds), 3:30 PM	27	28 Soccer clinic (9 and older), 3:30 PM	29	30/1 Camp Montessori Parent Work Day, 8:30-11:30 AM
3 Last soccer clinic (6-8 yr olds), 3:30 PM	4 Lango classes	5 Last soccer clinic (9 and older), 3:30 PM	6 Lango classes	7 Bluebird Skate Night, 5-7 PM
10 Staff in-service day. No school, no childcare.	11 Lango classes All 4th years: Heritage Tour of Redlands Dance class Innisbrook orders due	12  Picture Day for all classes	13 Lango classes Dance class PTM Meeting, 6 PM Parent Ed Night, 7 PM	14 Running Club: Mt. SAC Invitational All Elementary: University of Redlands
17 Marie's class trip to Greenspot Farms	18 Lango classes Kara/Dorama class trip to Greenspot Farms Dance class	19 Nikki's class trip to the Pumpkin Patch	20 Great California Shakeout, 10:20 AM Lango classes Dance class	21 Coffee, Tea, and M.E., 8:45 AM and 4 PM
24 All Toddlers: Field trip to the Pumpkin Patch	25 Lango classes Dance class	26 Jean/MH class trip to see Emperor's New Clothes	27 Lango classes Sara's class trip to Greenspot Farms Dance class	28 Bluebird Assembly, 9:15 AM School closes at 5 PM HALLOWEEN CARNIVAL, 5-8 pm