

Term 4 Week 8 – 27 November 2017

The newsletter will be distributed fortnightly with room reports appearing in alternate editions.

2017 Term Dates: Term 4 - 9th October – 20th December (11 weeks)

Monday	Tuesday	Wednesday	Thursday	Friday
27 th November	28 th November Cherry Orders Due	29 th November	30 th November Parent Pack Forms Due	1 st December Coffee Morning
4 th December Cherry Delivery 1	5 th December	6 th December Volunteer Afternoon Tea	7 th December	8 th December Coffee Morning School Concert 5.30pm
11 th December	12 th December	13 th December	14 th December Cherry Delivery 2	15 th December Coffee Morning
18 th December	19 th December	20 th December Last Day Term 4 (3.15pm finish)	21 st December	22 nd December

2018 Term Dates: Term 1 - 31st January – 29th March (9 weeks)
Term 2 – 16th April – 29th June (11 weeks)

Parent Information Packs for 2018

Parent Packs were distributed to Cycle 1, 2 & 3 families last Friday.
If you haven't received yours, please see your child's teacher.
Don't forget to return your forms by the end of November.
Parent Packs for children in the Educational Care Program will be distributed over the next week.

A note from Susi

As I walk through the school each day from Ruby Room to Cycle 3 I feel I capture the essence of Beechworth Montessori School. Not only do I witness the quiet hum of peaceful and engaged classroom communities, I marvel at the diverse range of activities as students work independently, designing fitness trails, making artwork, and planning going out activities such as to the local vet. The visit of grandparents bring joy and Year 6 students heading out the front door carrying backpacks to hike to their camping destination in the Woolshed valley is simply a fantastic opportunity to explore our local environment.

The question is how do we convey, not only to the wider community but also our school community, the incredible breadth of what our Montessori school offers? The well attended strategic planning evening facilitated by Dianne Davis was the first of a series of conversations that will guide us to ponder this question and more. We all benefit from working together with a spirit of inspiration and vision to build the community we want for our children and families. The working bee on the weekend is a beautiful example of the absolutely dynamic parent community we have. A phenomenal amount of work and contribution of skills have created a stunning landscaped entrance! Thank you to all of you who contribute your time in so many ways to our school – it is greatly appreciated.



School Review: Official notification of the finalisation of the school review by Victorian Regulations Qualification Authority (VRQA) has been received and we are pleased to announce the review of the School's operations has now concluded. The school has demonstrated compliance with the relevant minimum standards for a registered school including compliance with the requirements of the *Ministerial Order 870 Managing the Risk of Child Abuse in Schools*. The School must continue to comply with the minimum standards for school registration in accordance with the *Education and Training Reform Act 2006*. The VRQA may at any time arrange for a review and evaluation of the operation of a school to determine whether the standards are being met.

A snapshot of activities in the new multipurpose hall

- A very special evening of instrumental piano performances, organised by Peter Benson, piano teacher was staged on sunset, evening light streaming across the timber floors to the old piano placed on an angle with music sheets illuminated by a simple lamp. Students performed their favourite pieces to an attentive family audience. Thank you Peter for hosting the event and creating the opportunity for performance at the school.
- This week Flyaway Gymnastics instructors arrived, with a van load of gymnastics equipment, and set up in the hall to instruct Cycle 2 students each Tuesday for 4 weeks.



School Concert: Learning how to use all the wonderful facilities such as lighting, audio, theatre curtains and more has definitely been a focus for the school concert preparations. A very special event to celebrate in our own venue! Hope to see you all there,

Regards,
Susi

Well done!

To Hagen Hopp & Cooper Roscouet who represented Beechworth Cricket Club at the Country Vs City Cricket day in Benalla on the weekend.

PS. We all love to hear what the children up to outside of school hours. Drop us a note or a photo on admin@bms.vic.edu.au



From the CoM – School Vision & Strategic Plan Update

Tuesday evening was a great kick off for the creation of the schools Strategic Plan through to 2020. This was the first opportunity for a school community activity in the hall and it was fabulous space to stop and think about the vision for the school and the areas we would like to focus on over the coming years. Thank-you to everyone who attended and made it a great evening. For those of you who were unable to come along the raw outputs from the session will be on display next week so everyone has an opportunity to get an understanding of the thoughts and ideas that the group came up with.

Between now and mid February there will be a series of working groups sessions to take the outputs and test these against the schools vision and values, if required changes will be proposed. A set of draft strategic objectives will be developed and proposed initiatives under each of these objectives will be outlined. There will be further consultation around these outputs in mid February with the aim to have these finalised before the Annual General Meeting in late March. Dates for the working sessions will be published next week and members of the school community are encouraged to attend any of these sessions.

Thanks also to Luke Brough from Turquoise who has raised a really important point - the students would like to have their voice heard too! Its great to have this identified at the start of the process and Susi will work through a process to get input and feedback from the students.

If you have any thoughts around what should be in the plan or the process then please get in touch.

Thanks, Dean

president@bms.vic.edu.au or 0411 124242

Did you know?

Every month Dana and 2 of our cycle 3 students do Meals on Wheels in our local community?



Early Years News From the Ruby Room

Children in the Ruby Room have been working with great enthusiasm in our prepared environment which provides a range of developmental opportunities incorporating movement, challenging work, concentration and freedom. Children are enjoying a balance of indoor work time and outdoor activities that provide a balance for their development.

The Ruby room is becoming very busy and has had new enrolments joining our classroom; we are working tirelessly to educate children in an environment that aims to provide order and stability that in the Montessori education is vital to childrens' sense of wellbeing. In early childhood, children depend a great deal on external order in the environment to support the construction of an emerging internal mental order.

Parents are probably wondering how do we keep the classroom so organized at this age and why? Children right from the beginning need an ordered, predictable environment from which they can derive meaning and in which they are able to build knowledge and understanding of the world and their place in it. An ordered environment in early childhood helps children construct a stable, internal order. This concept can also be applied at home, so children have a consistency between home and the educational setting.



Children are practicing every day a great range of abilities. The one that stands out lately is “care of self” where they can practice simple things such as: using a tissue, wiping their faces after meal time, applying sunscreen, putting shoes on, pulling their pants up after toileting. We encourage parents to keep practicing these skills at home; the more they practice the more independent and empowered they become.

With older children we have worked on tidying our courtyard, this secluded space we share with Cycle 1 is looking more organized after the building fencing was taken down. Now we have a small veggie patch that children helped to plant and help to care for thanks to the Landcare Grant we received. Lots of weeding and trimming of plants are making this space more inviting for everyone to look after and if you have extra time... you are very welcome to water it!!! ☺

Jess, Michaela, Kyia.



From Cycle 1 (Amethyst & Emerald)

From Cycle 1 (Amethyst and Emerald)

EARLY CHILDHOOD MUSIC WITH CELINE MUIR

The beauty of early childhood music is that it sets the child up for life! When students participate in weekly music lessons, it not only helps to develop their ability to focus for long periods, but they learn to listen and replicate pitch, rhythm, rhymes and songs whilst keeping beat all at the same time.

When learning to play music, the entire brain is engaged. As students learn about and play a different instrument each week, they become more confident to participate in both group activities and then solo opportunities. Each instrument has its own “timbre” (colour of sound) and the children play songs and games that require them to listen for the unique sound of each instrument.

The music program I have developed is based on the Kodály music method. Kodály music pedagogy works to use the voice to anchor the child’s ability to identify, analyse and replicate music. Some instructors believe that listening to ‘in tune’ singing from conception is even beneficial and ultimately, ideal. Regardless of independent opinion, using the voice to learn the foundations of music not only attune the inner ear correctly, but also help make the playing of music a regular part of the child’s life. As the child grows, their ability to learn other formal instruments becomes more easily achieved as they are already accustomed to listening for and understanding the various elements of music.

I always bring my puppet Audrey with me to ECM classes. She is a bit shy but loves music and really loves it if she can sit with another child and participate in a non-intrusive way. I usually choose a shy child when starting a new class. This allows those who may feel a little overwhelmed at participating in the class an opportunity to take a special role and participate on a subtler level while they absorb the content.

Over the weeks, as students become familiar with the program, they generally begin to participate and take a role in various songs. Opportunities for this to happen occur with the use of puppets and thus require puppeteers to operate them. This allows students the opportunity to take a lead role whilst everyone sings one of the many songs being learned.

We use a variety of instruments to play in our 'band'. The tone block, cabasa, tambourine, tambour, maraccas, castanets, triangles, claves and more. Children learn the correct names for instruments and explore their different qualities. We use a slide whistle for a bit of fun as we move up and down depending on the direction of the pitch. Great for warming up or stretching it out after sitting down and great for learning to listen to sound and understand pitch.

I try to use space and movement to break up the class. Taking Herbie, the hobby horse for a gallop around the circle while everyone sings "10 Galloping Horses" is a great way to sing, count to ten at the end of the song. Students who are very 'numbers orientated' tend to love this song because of the counting element.

Introducing different formal instruments as a 'Show and Tell' is a great way to expose students to the world of music outside of what they're used to hearing on the radio and the percussive instruments used in class. Showing what instruments such as the flute, clarinet, ukulele, guitar, keyboard etc look and sound like is incredibly exciting for children. It also gives them an understanding of future possibilities.

Generally, we sing or rap through a story book in each lesson. This adds another diverse element to the class and is a great way to connect rhyming with music. Using beautifully illustrated books is always a hit with children. Children love the visual aspect and it's lovely to reinforce the wonder of books this way. The written word is important in music when creating stories to be passed down. Nursery rhymes have such an important role in brain development and literacy in our young people. When singing the rhyming storyline and rapping out the information, the foundation can also be laid for creating songs later that help not just with storytelling, but also remembering general information i.e., 5 little Ducks = counting backwards etc.

Listening to some classical music is a great way to take the class to a different level whilst exercising the ability to stop and listen. As children become used to this part of the lesson, they are asked to think of what they can hear. Using classical music is a great way of listening to compositions created with formal instruments and used to construct an idea or concept. It is also a valuable experience for children who are exposed less and less to this genre.

Music is arguably the most magical of all subjects. It is scientifically proven and widely accepted that it stimulates all the intelligences, enhances understanding in all subjects and builds emotional connection to the world around us that we use every day, sometimes sourcing it deliberately for specific situations. Listening to music engages the entire brain and playing music engages the brain to resonate on a level that no other subject or experience does.

There are no words to describe the power of music. All we know is that it has the power to change how we feel, communicate experiences and thoughts, inspire us to achieve our goals, help us conjure up affirmative images, soothe a weary or broken heart and when playing it, take us to a place in our soul that is purely ours to uniquely explore and express.



Montessori Matters

Word Building with the Large Moveable Alphabet...Catherine McTamane

Our Montessori classroom is rich with language, from the casual conversations children enjoy between friends and teachers to the formal lessons in decoding, reading and writing. We understand that children's language acquisition is highly individualized, representing a complex combination of the quality and quantity of language they hear, the written text to which they are exposed, and their own personal development.

And yet, our language materials are quite simple: early materials introduce children to phonetic sounds. Later materials build upon those sounds to put together simple words. More advanced materials introduce more complicated words and structures, eventually leading to the full complement of grammar materials. We recognize two distinct strands in language development: reading and writing. **Children often learn to read at different rates than they learn to write. They may be advanced in one area and struggling in another.** How can this be? Simple: the process of reading includes matching symbols (the written letters) to sounds and combining those to understand meaning, while the process of writing, which begins with meaning and then unpacks it into segments of letters. Teachers observe each child carefully to identify his or her path toward language mastery, and offer lessons accordingly (although not always in the same order!)

The Large Moveable Alphabet is an early example of word-building, supporting the child as he or she begins the arduous tasks of deconstructing ideas into the individual letters that comprise their names. Children begin with accessible, three-letter phonetic words, sounding out each comprising part, identifying the letter in the box of moveable letters, and placing it in its appropriate place on the mat. It's common in early lessons to see children identify all three letters accurately, but place them out of order, or to miss the unique sound of the vowel and place only two letters. By beginning with just three letter words, children are able to see patterns in their own word-building: consonants often precede vowels and vowels are usually followed by a second consonant.

Children who engage with word-building in this way are often better prepared for the more advanced words, noticing, for example, that each word needs at least one vowel or, as is illustrated above, that complicated sounds can be made by using two consonants together. Building the words with the large alphabet pieces allows children to focus on the word rather than the formation of the letter shape with a pencil, so a child's understanding of word construction isn't limited by his or her fine motor control. As throughout our materials, even these alphabets focus on only the skill the child is learning, isolating that concept so that it can be fully mastered. And, like the other materials, the seemingly simple box of letters, in reality, is quite complexly designed. Montessori materials make complex concepts accessible through self-correcting, child-centered, elegantly designed didactic materials: the world, literally at the child's fingertips.

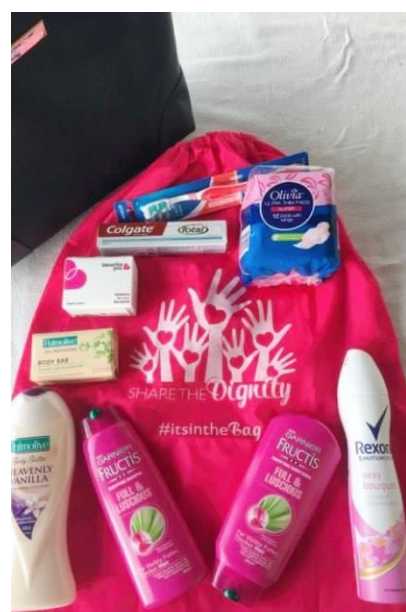
Community Notices

#itsinthebag Handbags are flowing in for local women in need. Thank you everyone for your incredible kindness and generosity. 🙏 If you're unable to donate a bag, or want to donate extra, we're really short on shampoo, conditioner, toothbrush/paste, deodorant and sanitary items – any extras of these will be greatly appreciated. Those who still have bags to donate please try to include the "essential items" listed below 😊

The 2 pickups in Beechworth are:

Tue 28 Nov: 6:45-7:15pm, Masonic Hall (out the front),
19 Loch St, Beechworth.

Sat 2 Dec: 9:00-9:30am, opposite the Town Hall
Gardens in Williams Road, Beechworth. 🙏



**#ITSINTHEBag
ESSENTIALS**

Shampoo
Conditioner
Toothbrush
Toothpaste
Soap
Deodorant
Sanitary Items

18th November to 2nd December 2017

sharethedignity.com.au

SATURDAY
DEC 2ND
4.30 - 8.30

twilight maker's market

Welcome in Summer with this special market event showcasing North East Victoria's designers, makers and producers. Shop for unique handmade goodies from our talented makers for Christmas. Enjoy 'Le Cart' Sri Lankan street food and Indigo Vineyard wines to the artful sounds of local folk talent Benny Williams.

BUY LOCAL
HANDMADE

Lucky door
prizes valued
at \$250
to win!

BOOK TICKETS ONLINE

<http://tinyurl.com/twilightmakersmarket>
LIMITED TICKETS AVAILABLE

Tickets \$15 includes a glass of Indigo Vineyard wine plus entry into one of two amazing hampers valued at \$250 on offer!

STRING STORIES
ARCADIA
FLOURISH TERRARIUMS
JH CERAMICS
PIA AROMATHERAPY
GEORGIA MARLOW JEWELLERY
STONE PRINTS
SWEET NOTHING STATIONERY
PHOTOGRAPHY
THE PAPERED TREE
ORIGAMI PATCH

7 CHURCH STREET

OLD STONE HALL

www.facebook.com/oldstonehall

ART SPACE + VENUE

Beechworth Community
Christmas Lunch

A lunch for everybody



You are invited to share
Christmas Day celebrations with others

Anyone from the Beechworth
& surrounding communities is welcome

Monday 25th December 2017

Time | 11.30 for a 12 noon sit down, hot lunch

Venue | Beechworth Memorial Hall

Cost: Gold coin donation | This is an alcohol-free event

RSVP by 8th December

to Beechworth Health reception

p: 57280200 | e: BHSReception@bhs.hume.org.au

Transport can be provided if needed, ask BHS reception

