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THE ARBOR UPDATE

YOUR WEEKLY NEWSLETTER

MONDAY, SEPTEMBER 26, 2011

Today, September 26

Rock Climbing Club
Active Parenting Session 1
6pm

This Week

Tuesday, September 27
Lower EL. Morning Chorus
7:45am

Wednesday, September 28
Upper EL. Morning Chorus
7:45am

Tuesday, September 27
Elementary Curriculum
Night, 7pm

Thursday, September 29
PIZZA DAY!

Next Month

October 3
Sign Up for Observations
October 4, 6:30pm
Community Relations
Committee
October 5, 7pm
Parent Involvement
Committee
October 6, 7:50am
Coffee Corner
October 7
Primary Visit Day
& Half Day
October 10
Teacher Workday
October 11
Board Meeting, 6:30pm
October 12
Conference Sign Up
October 14

CLASS OBSERVATIONS AND CONFERENCES

*Remember to sign up to observe in your child's class beginning on **October 3**. Log on to [Schoolicity](#) to schedule a time (One hour per family).

*Parent/teacher conferences begin on **October 28** and sign-up starts on **October 12**, again, through [Schoolicity](#). If you have any questions about observations or conferences, [Liticia](#) will be happy to help.

COFFEE CORNER

The Adolescent Program will host its first coffee corner of the year on **Thursday, October 6**. This is part of their micro-economy work. This month's theme is The Mad Hatter. [Click here](#) for more info! Come to the Adolescent Program classroom from 7:50 to 8:30am to enjoy freshly-prepared coffee and tea or...

...A Strawberry Banana Smoothie-\$1.75

...A Very, Very Un-Scone-\$1.50

...NEW! A Breakfast Burrito! -\$1.50

Lower Elementary Visits
8:15am
October 18
ACC Meeting
7pm

Early Dismissal Times
Friday, October 7
Primary-11:30am
Elementary-12:00
Adolescent-12:15

Want to be involved? Sign up for a Committee!

Arbor expects your help in numerous ways through volunteer service. Please log on to [Schoolicity](#) and select or update your areas of interest and expertise. The Auction and Diversity Committees are still looking for chairs; you may consider co-chairing one of these committees with a friend. Volunteering allows you the opportunity to better understand Montessori philosophy and principles by assisting teachers and staff with our program through daily activities.

Make a positive contribution to our school.

Sign up today!

Fall Catalog Shopping Spree is here!

Arbor is pleased to offer our families the convenience of in-home shopping with [QSP](#) and [Innisbrook](#). Arbor earns 40% of any purchases made through these vendors! See below for more ways to shop!

GIVING PARTNERS



MONTESSORI IN *SCIENCE MAGAZINE*

EF and Montessori

-by Jan Deason, Head of School

"What will children need to be successful? What programs are successfully helping children develop those skills in the earliest school years?" These were the guiding questions asked in a recent (August 2011) research review published in *Science Magazine*, the academic journal of the American Association for the Advancement of Science (AAAS), one of the world's most cited scientific journals.

To answer these questions, the authors of the study, Adele Diamond and Kathleen Lee, identify four qualities that are key to success: creativity, flexibility, self-control, and discipline all of which are executive functions (EF's). The study explains executive functions as, "The cognitive control functions needed when you have to concentrate and think, when acting on your initial impulse might be ill-advised." The authors further divide EF's into core (cognitive flexibility, inhibition -as in self-control and self-regulation, and working memory) and complex (problem solving, reasoning, and planning). "EF's are more important for school readiness than is intelligent quotient (IQ)." EF's also are critical for success in life and for positive mental and physical health.

WHERE DOES MONTESSORI FIT IN?

Where does Montessori Fit In?

"What programs have been shown to help young children develop these skills? Diamond and Lee say that, "There is scientific evidence supporting six approaches for improving EF's in the early school years." The first is computerized training which is really aimed at remediating children with significant EF deficits. Other approaches mentioned are aerobic exercise, martial arts,



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Anyone can Help!

Last year Arbor earned \$572 from Target's take charge of education program. Family members, friends and co-workers may join in our efforts; we welcome their support. If you have any questions about our fundraising programs or Parent Involvement, please contact [Martha Addison](#) in the Development Office.

SCHOOLICTY

[Schoolicity](#) is our online calendar and scheduling vehicle. Check it out!

QUICK LINKS

[The Best Idea in Education School Forms](#)
[Arbor Montessori School Website](#)
[Adolescent Program Website](#)

mindfulness practices (e.g. yoga), and classroom curricula. In this last category the authors looked at two curricula models: Tools of the Mind and (yeah!) **Montessori**. Tools of the Mind curricula is based on work by psychologist Lev Vygotsky which emphasizes the importance of social pretend play for the early development of EF's.

HOW DOES MONTESSORI DO IT?

How does Montessori do it?

So how does Montessori education promote the development of EF's? None of our teachers have a section in their albums labeled "Executive Functions", but the authors recognize that the Montessori concept of normalization includes having good EF's. "Normalization is a shift from disorder, impulsivity, and inattention to self-discipline, independence, orderliness, and peacefulness." How do the Montessori classrooms themselves promote EF's? Primary and elementary classrooms have a limited supply of most materials, so children learn to wait patiently for their opportunity to work with that material. This waiting requires inhibition and self-control which are learned through practice ("Curricula need to address EF's throughout the day, not only in a module.") Having to wait their turn is a part of that practice. Dr. Montessori clearly understood this which is why there is only one pink tower, one ten chain, and one noun grammar box in the classrooms. The authors also highlight the primary lesson of "walking on the line," which requires focused attention and concentration.

HOW DO OUR CLASSROOMS PROMOTE EF'S?

How do our classrooms promote EF's?

A visit to our Adolescent Program classroom provides a multitude of examples of how planning and problem-solving is supported. The students in our AP run several businesses: pizza day, coffee corner, the market. Each one of these takes many layers of planning and problem solving to be successful. These are real businesses; each has a business plan created by the manager(s) and is accountable to their customers to be successful. Each takes many, many hours of careful planning and each must address problems as they happen. For example, what if the pizza order is wrong? How does that manager handle the problem in the real time of pizza day? Do they wait for more pizza to be delivered? Tell the younger child that there's not enough for their lunch? Or do they make sure that every customer has their order before pizza is delivered to the AP (perhaps risking the displeasure of classmates)? What about the planning that is part of a successful and profitable Coffee Corner? Arbor students work alongside guides to plan every aspect of each of these businesses and with the support of the adults engage in real problem solving situations.

Problem solving and planning are not limited to just our oldest students. These complex EF's are also seen every day beginning in the primary classroom. In primary, what happens when that container of water doesn't quite make it to the right bucket during table washing? Elementary students plan and keep track of their work each day. They plan their research projects and negotiate all the steps necessary for a successful going out, including making phone calls and deciding who to speak to and what questions to ask. At each level of our school, the development of executive functioning is an implicit part of the Montessori curriculum and students develop those skills through daily practice.

"What will children need to be successful?" It seems clear that children need the time to practice EF's in real ways as a part of their everyday experiences. The development of these skills is a critical component to success in life and school. Arbor gives children the opportunity to flourish.

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Arbor Montessori School | 2998 LaVista Road | Decatur | GA | 30033