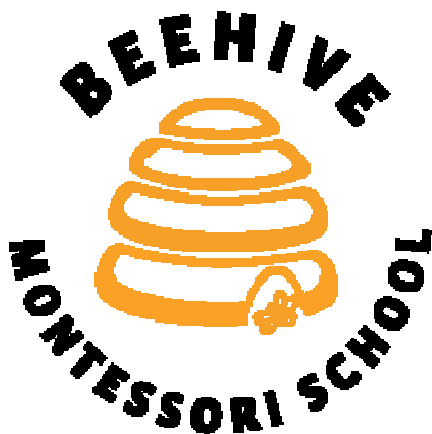


# Beehive Montessori Adolescent Programme



## Community Handbook



## The Adolescent Program – an Introduction

**Adolescent Physiology** – The Adolescent Programme student has needs, which are distinct from those of the elementary child. The calmness of the earlier period is often replaced by physical unrest and emotional oversensitivity. Children at this stage of development experience dramatic physical changes. The large bones in the body begin to grow again and hormonal activity usually increases. Students often need more sleep and better nutrition at this stage of rapid growth. Extreme lethargy is sometimes contrasted by surprising bursts of energy. Self-scrutiny and self-criticism may characterise this period, and a lack of confidence is sometimes disguised as bravado.

**Intellectual Development** – Just as an adolescent’s body undergoes massive transformation, so does the adolescent’s mind and personality. These changes are sometimes not visible, and their neuro-physiological causes still remain largely mysterious. Nevertheless, they are universal, and an essential part of the amazing transformation from a child into an adult.

The intellectual capacities of an adolescent are much greater than those of a child. Their cognitive abilities improve in three major areas:

- Thinking abstractly
- Thinking hypothetically
- Thinking about their own thought processes

These changes have an enormous impact on students’ interest, behaviours, and work production. For example, adolescents tend to be argumentative because they are exercising their more sophisticated capacity for abstract reasoning; they are now equipped with the cognitive skills necessary to anticipate or formulate a counter argument. Adolescents often exhibit a strong desire to make sense of the world around them; facts no longer interest them as much as motives and relationships of people’s actions. Also, as adolescents develop their ability to monitor their own learning processes, they become more efficient at studying and producing quality work.

Looks may be deceiving: students who have almost completed the physical transformations of adolescence may lag behind in their cognitive development and vice versa.

**Identity Formation** – The primary task of an adolescent is to form a coherent sense of self. While humans undergo significant identity changes throughout childhood, it is not until adolescence that we have the capacity to recognise these changes in ourselves. ‘Metacognition’ or the ability to think about one’s own thoughts is a new feature of the psyche at this age. Forming an identity facilitates our ability to take on adult roles in society; if we know ourselves, we are better able to make choices about careers, religion, politics, and personal relationships.

In developing a sense of identity, year 7s and 8s often share these concerns:

- The physical changes they are experiencing
- The inconsistencies they recognise in themselves and others
- Their race, religion and sexual preferences
- Who they might become



Adolescents are generally proud of their uniqueness and individuality, but also wary of being too different from their friends or classmates. They want to demonstrate the qualities which their peers value. Research shows, however, that when adolescents make major life decisions, they look to their parents as role models rather than their peers.

The process of identity formation is both introspective and social. The BMAP adolescent programme is designed to help adolescents explore their identity on both fronts.

**Moral development** – The perception of gradations in moral judgment is a developmental characteristic of the adolescent. Issues that last week were easily and decisively dealt with are now cause for intense soul-searching. Ethics, or the application of a moral code to real-life situations, is a subject that is included in our adolescent curriculum. The need to apply a refined sense of right and wrong to real-life situations is also played out in the social realm. The actions of their peers, their motivations, and especially an insistence on fairness in classroom affairs are all characteristic of the adolescent.



## Academics/Study

### **Pedagogy of Place**

This is an educational approach that recognises that the place where we live is a dynamic and diverse teaching tool in its own right. Beehive's location is rich in historical, cultural and environmental values, offering a wealth of opportunity to enhance the learning experience and provide real examples of the curriculum at work. Five major locations are used to incorporate our real work and learning experiences – the coastal area of the school campus, the Indian Ocean, the Swan River, Rottnest Island and the port city of Fremantle.

### **The Three Period Lesson**

The Montessori methodology is based on the principle of a three period lesson. In the first period we initiate the challenge, elicit interest, set goals and introduce key concepts. In the second period students engage through exploration, dialogue and discussion, research, experimentation and practical tasks. In the final period the student consolidates their research and experiences and demonstrates understanding and mastery of the concepts. This is in a presentation that has a written, creative and oral component.

### **Occupations**

The concept of "occupations" aims to provide direct, real life experiences in which students can see the practical application of what they are learning. Using skills and values to achieve something both educationally and economically productive, students experience the importance of community through the work of common enterprise and develop valuable life and business skills. They also satisfy the deep need at this age to be useful in a physical way.

Beehive will offer occupations such as: organic gardening, worm farming, bike maintenance shop, bee-keeping, pizza making.

### **Study of Humanities**

The Montessori approach to the study of humanities is based on stages of increasing complexity in human culture; we flow from early agriculture, to classical civilisations, to societies in transition and arrive at the age of ideas and science. We examine the tension between the natural world and the man-made supra-nature, the element of production and exchange, discoveries, inventions and explorations and finally migrants and how they interacted.



## Mathematics and Science

Are an integral part of all the occupations and projects that students undertake. Maths and science includes all elements of the National Curriculum guidelines. The objective is the mastery of skills and cultivation of the “mathematical mind” inherent in all of us.

## Language

The development of language is a formative force in shaping human potential. An understanding of language is essential to human development and is our link between the past, the present and the future. Language lies at the basis of human civilisation. An understanding of language allows students to operate successfully within society, to gain knowledge and to actively contribute to society.

Language is all consuming in the lives of adolescents. It is during this sensitive period of growth that students must be given the language and literacy skills that will aid their ability to understand and define their role in the world.

The study of language and literacy is intrinsically integrated into all subject areas. The use of appropriate terminology in all areas of study enriches the vocabulary of students. Subject appropriate reading, writing, speaking and listening experiences all expose student to a variety of different language skills. Language is the key to learning and therefore all subjects are interdependent.

Our English Programme is rich, varied and includes all of the elements of the National Curriculum.

## The Micro-Economy and Business Studies

The BMAP’s occupations. is the basis of a micro-economy within the school and is important in providing practical means of understanding the inter-relatedness of human activity, economics and business studies. Students operate a canteen supported by produce from the organic farming, a bike repair service for staff and students and will produce external sales of the output from the creative expression projects and occupations with all profit reinvested back into the occupations. This will also provide an excellent opportunity to develop organisational skills and connect the school to the broader community.

## Technology

Information technology is taught both in specific lessons and as an integrated programme in all subject areas. Students are given lessons in appropriate use of computers with an emphasis on cyber safety. Students will also undertake lessons on Internet research techniques and the use of online resources. Specific ICT courses will include: Media studies, animation, web site design and construction, Microsoft Office tutorials and the use of different technological mediums. Students have access to both a Mac book pro and Personal Computers and are guided in ways to effectively use both. Students are also able to use an iPad 2 and smart board to assist with the class work and presentations.



## **LOTE**

Italian is the chosen second language at the Beehive Montessori School and is a major language of our surrounding community as well as a connection to our founder, Dr Maria Montessori.

## **Creative Expression**

Every term students embark on an arts project with an artist in residence. Within the three-year cycle they will have the opportunity to experience a wide range of artistic activities. Including: Fine art, music and drama, ceramics, sculpture etc.

## **Physical Expression**

Healthy eating and enjoyable physical fitness are important at BMAP. Being physically active is vital for adolescents and this is encouraged through exposure to a wide range of physical sports such as: surfing, cycling, rock climbing, fencing, sailing, dancing and circus skills. All sports are rotated each term.

## **Academic Expectations and Discipline**

Students at the BMAP are expected to take responsibility for their own education and fulfil their academic requirements conscientiously. If a student is not meeting academic requirements, either by turning in inadequate work or none at all, the responsible teacher may place the student on academic notice for unsatisfactory work. Students on academic notice must remain in the classroom (or another staff-approved workspace) during their free time after lunch until the responsible teacher accepts the work. Parents will be contacted if there are continued academic issues to resolve.

## **Grades and Testing**

Staff prepare detailed evaluations of student's work and engagement for all projects and classes as well as for areas of community and individual responsibility. These evaluations are sent home at end of each year.

The Beehive will administer the NAPLAN national benchmark testing for years 7 and 9.



## Work

Work is an integral part of the BMAP experience for several reasons. First, adolescents have a developmental need to experience real, meaningful work. Adolescents measure themselves against the standards of the external world, and meaningful work that achieves a concrete result, for themselves, for the community, or in the outside world, provides that standard. Secondly, because the act of meeting one's basic needs by one's own labour can be considered the essence of adulthood, working to feed the community and care for our living space are essential activities for young people on the path to adulthood. Finally, it takes a lot of work to make a community function. At the BMAP, students learn through direct experience that their contributions are essential.

### Chores

Every community, from a family to a nation, has chores – basic everyday work that must be done for life to go on. At the BMAP students rotate through daily and weekly work rosters that include caring for the animals, taking out garbage, cleaning the environment, turning out the lights, and so on. Students come to see chores as a responsibility, a community contribution, and as a fact of life.

### Community work

Friday mornings are set aside for community work. On Fridays we take on larger projects that call for more time or larger numbers than other work times can provide. Students also have the opportunity to extend their community service to other areas of the school and into the wider community.



## Valorisation

This is experiencing the value of one's contribution.

Dr Montessori observed that young adolescents have a drive to work not only for the sake of the activity or the immediate outcome, but for the external social recognition – she used the term 'valorisation' to describe the sense of worth one feels when one's work has provided a recognised service to the community. Of course, community work offers inherent valorisation because the work usually fills an immediate, concrete community need. Making lunch for fifty primary school children has an obvious value. But other kinds of work bring in rewards from what students like to call the 'real world' – beyond the BMAP community.

### The Micro economy

In order to provide an economic experience during which students can make real decisions and real contributions, the Adolescent Programme economy exists separately from the overall school budget. Animal feed, veterinary care, seed for the garden, and other materials necessary for the operation of the programme and its related businesses are paid for with sales of products from the work. The current balance of income and expenses is reported at the weekly Community Council meeting.

### Managerial positions

Older (usually year 8 and 9) students who build a strong connection with a particular aspect of the community may take on a managerial position and assume overall responsibilities for the operation of their particular area. Student managers' work overseeing their area and participating in financial and management decisions.

### Community service

For some work, the valorisation comes as outside recognition of students' contribution to the larger community. Students participate in community events and perform regular service in our local communities.





## Community Life

The work of the young adolescent is preparation for entry into adult life. Life at the BMAP is carefully planned and structured to foster a young person's development into a competent, confident and well-rounded adult. Our program and our physical environment emphasize independence, responsibility, and conscious community living. Students take an active role in every aspect of community life, caring for the school building and grounds, working as a group and as individuals to solve problems, learning to resolve conflicts peacefully, and exploring their spiritual needs as individuals and as a group.

### Programme Environment

The classrooms provide space for both Humanities and Literacy and Occupations and Mathematics; The Humanities room contains a library, a science lab, computers for academic work, a kitchen and a variety of educational materials. The Occupations room is equipped with a smart board, laptop computers and a designated area with contemporary instruments for students use. There is also an arts and craft area, a purpose built shop and a material technology workshop. Urban farm areas include: a chicken run, worm farm, organic vegetable garden, shade house for seedlings, Olive grove, Pizza oven, beehives and a pond.

### Aspects of community life

#### Community organisation

Students take an active role in the communication and organisation essential to building and maintaining a healthy community. Students and staff gather together once a week for Community Council to share successes, discuss issues, solve problems, offer thanks and generally manage and organise community affairs. The Council tackles issues as mundane as taking dirty shoes off before entering the building and as serious as the fate of a well-loved but sick chicken.

#### Chores

As described above in the section on work, students have regular chores throughout the day and the week. This affords them opportunities for responsibility, independence and personal engagement.

#### Conflict resolution

Conflicts are a normal part of any community. Our procedure for resolving conflicts emphasizes clear, honest communication, understanding of opposing points of view and concrete steps towards building better relationships. It is expected that students will make an effort to use conflict resolution to deal with difficult social interactions.



## Social life

Maria Montessori described the prepared environment for adolescents as ‘a school of social experience’. Certainly adolescence is a period of intense social development. During this time of life, young people explore friendship, honesty, trust, confidence, vulnerability, and the whole range of issues involved in learning to form healthy, functional social relationships. Being at the BMAP, students have the opportunity to develop these relationships in a safe and supported context, surrounded by sensitive, values-driven adults committed to helping students work through these key developmental passages. Students are free to choose how to productively use their ‘free time’ if they are in good academic standing and demonstrate responsibility toward community expectations. For the young adolescent, any activity can be a social activity, and during free time they can be found throughout the building and out of doors, engaged in conversation, snacks, games, music, chores, sports and quiet reflection. Young adults typically begin to become interested in more intimate social relationships at this time as well. School guidelines regarding romantic relationships are detailed in the Minor Misbehaviour and Offences section of this handbook.

## Practicalities

### Medical Care

Every effort is made to raise community and individual awareness of how to remain a healthy and active human being. Community projects include lessons in nutrition, physical health, information about communicable diseases, the importance of hand washing, bathing and getting adequate sleep. Students who show signs of communicable illness should remain home until they are no longer contagious. If a student comes down with symptoms of illness during the school day, the staff will phone the parents and request that the parents take their child home.



## **Schedules, Guidelines, Rules, Conduct, Discipline**

### Transition from Upper Primary

Students at the end of year six will begin to be introduced to the adolescent environment.

### Daily Schedule

Students are required to arrive at school by 8.30. Classes and community work begin at 8.30, and students are expected to arrive ready to work, with appropriate materials and clothing and an attitude open to learning and work. Students are required to attend lunch, we have a cooking roster which allows students to take a turn to prepare lunch for the class on Fridays. On the remaining days students bring their own lunch and eat together in a more informal-setting. After lunch the students have free time during which they can move freely around the school and participate in activities such as dance and music. Students on academic notice are restricted to the classroom during the school day except for classes and chores. During free times students are expected to remain productive, behave responsibly and respect other lessons and other individuals who are focused on work. Afternoon classes begin at 12.45 and finish at 3pm. Between 3 and 3.30pm students are required to work in different assigned roles within the environment.

### Absence, lateness – procedure

An Education Department ruling requires that, for all school children, in the event of sickness or leave, a note of explanation should accompany the student upon their return to school. If the student is to be away for any length of time or contracts an infectious disease, the BMAP should be notified.

The students are responsible for making up missed work.

### Camps and excursions

Children of all ages need to be allowed the opportunity to investigate and learn about the community in which they live. This is particularly important for the adolescent. During these times they put into practice many independence skills they have developed both at school and at home. Supervision during excursions is by the teachers and parent volunteers if necessary. During their time at BMAP, students will experience a wide range of camps and excursions, the graduation camp for year 9's will be to Italy.

### Records and reporting

Written reports for Adolescent Programme students are produced towards the end of each semester. They aim to give an outline of the student's development socially, physically and intellectually. By nature they are brief but can provide a general outline of a child's development. They should always be given in the context of a parent-teacher-student



conference so that points can be clarified and elaborated upon. There will also be a checklist connected with the educational outcomes to ensure that all learning areas are covered.

### Code of Civility

Rules and discipline at the BMAP are designed around two purposes: to maintain safety and order and to encourage ethical and moral behaviour. As a basic principle, students are expected to behave safely, responsibly, respectfully, fairly and with engagement while enrolled at the BMAP. Students and staff take part in community discussions each year to create a written Code of Civility that reflects this principle so that students can understand and feel ownership of school standards. Specific rules and the procedure for consequences and discipline are detailed below.

### Engagement

Productive engagement with one's environment and with the people in it is the foundation of human learning, individual development and social organisation. All community members of the BMAP are expected to remain productively and cooperatively engaged with their work, with the flow of activity that runs the community and with each other.

### Honesty

Honesty and the willingness to understand and work out differences are the foundation of peaceful community existence. BMAP community members are expected to deal with themselves and with each other honestly. Lying to another person in the community is not only considered an offence, but undermines the basic trust on which the principles of freedom and responsibility depend. A community member who lies to others diminishes his or her opportunities for increasing freedom and independence, since community members will be unable to grant responsibility with trust. A student who has lied to adults will have to work hard to earn their trust back and will lose freedom and privileges in the process.

### Academic Responsibility

Students are expected to maintain a healthy level of engagement in academic work. A student who is having difficulty with academic aspects of work can readily discuss and work out flexible options with teachers. Staff members are prepared and willing to find ways to support a student who needs assistance. It is not acceptable, however, for a student to simply **not do** or **not hand in** academic work. A student who continues to avoid academic work or repeatedly fails to finish or hand in work, despite staff accommodations and support, will be put on academic probation.

### Student Privacy Issues

Although students' privacy will be respected as much as possible, staff are permitted to search students' lockers and belongings if necessary, with or without the presence or permission of the student, if the safety or stability of an individual or the community is at risk.



## Minor Misbehaviour and Offences

### Definition

Minor offences disrupt the orderly, peaceful educational process at BMAP or show lack of respect and understanding for the commitment to community life.

### Consumption of food and drink

Should not take place near computers, should not cause disruption to other members of the community. It is school policy that chocolates, lollies, chips and cool drinks are not allowed at the BMAP.

### Damage to possessions, building and property

If damage is done to an individual student's possessions, an investigation will be conducted and conflict resolution procedures will be used to attribute fair percentages of responsibility to the parties involved. Parents will be notified and a fair proportion of monetary responsibility will be assigned to the students who contributed to the damage. Students may also be held accountable for damage to the building or community property when responsibility for the damage can be ascertained. Damage costs may be charged to all students if the responsibility for damage cannot be ascertained.

### Dress and appearance

Students are expected to dress appropriately for school and school activities. Clothing should fit and be functional for BMAP life. Students should be showered and hair should be combed. Very short skirts and shorts, revealing blouses, shirts with inappropriate slogans, vests, singlets and visible underwear are not permitted. Shirts are to be worn at all times. Hats should be worn outside in the summer but hats or headgear must be removed for formal meetings, meals and lessons. The staff reserves the right to make decisions about the appropriateness of an individual's dress.

### Body Art/Makeup

The BMAP staff discourages over-use or dramatic use of cosmetics, hair dye, make-up and any markings on the skin (by pencil, pen, marker etc.). Nail polish must be clear and neat.

### Romantic relationships

The exploration of romantic and sexual interest is a normal part of adolescent development. Any exclusive relationship (romantic or clique-related) can form an obstacle to other aspects of social development and are discouraged. Sexual activity is not appropriate at this age and is not permitted. Sexual activity includes kissing and touching as well as more explicit sexual acts. Students will be held responsible for sexually compromising situations, as determined by an adult, even when the extent of the intimacy is not clearly established. In some cases, couples or potential romantic partners alone together will constitute a sexually compromising situation. Appropriate, public, non-romantic physical expressions of



friendship (such as hugging) are appropriate as long as the behaviour does not extend into romantic or sexual territory.

#### Language

Profane and obscene language is not acceptable at the BMAP. Students are expected to refrain from using inappropriate language.

#### Explicit material

Written material, music, images or lyrics that are racist, sexist, sexually provocative or explicit, or otherwise inconsistent with BMAP principles of propriety and respect are not permitted and may be confiscated by staff. This includes music played with headphones, clothing, personal items etc.

#### Computer use

Computers for student use are available for academic purposes only. No Internet surfing, e-mailing, gaming or music listening is permitted on computers. Internet Messaging (IM) and visiting chatrooms are not permitted. Students may not subscribe to organisations or establish personal websites (MySpace, FaceBook etc.) through school computers and may not post any information about the school, information about students or staff at the school, photographs of students, staff or the school facility, or photographs produced at the school without explicit permission from the staff. School rules about explicit material and language apply to computer use, including Internet content and both incoming and outgoing e-mail. Students may not download movies, music, programs, or video clips except for staff-approved academic purposes. Students may not view movies or video clips on school computers without staff approval. Students sign a Computer Use Agreement at the beginning of the school year, agreeing to these conditions. Violation of the agreement can result in full or partial loss of computer privileges.

#### Electronic Devices (personal listening devices eg. Ipod, hand held game devices, PDAs)

These are not permitted at the BMAP.

#### Mobile Phones

Students who have mobiles may use them only to call parents and only after getting permission to do so from a staff member. They must be kept stored away in backpacks or lockers at all other times. They may not have Internet capability activated. Mobiles that are being used without permission or for any other purpose than phone communication (eg. text messaging, accessing internet) will be confiscated and parents informed of the misuse. Continued misuse may result in the privilege of possessing a mobile phone being revoked.



## Serious misbehaviour and offences

### Definition

Serious misbehaviour is defined as actions, which are likely to cause physical or emotional, harm or damage to self, other persons or to school property. The attending adult will immediately intervene, document the misbehaviour, inform the parents of the incident within 24 hours, and report the incident to the Principal. In the event of serious property damage, vandalism or hurtful behaviour, a conference with the appropriate staff member, the student, the parents and the Principal will be scheduled.

### Threats and violence

Violence and threats of violence are not tolerated at the BMAP. Unsolicited and unwanted sexual overtures, whether physical or verbal, are considered sexual harassment and will be treated as a threat. Any threat to another member of the community should be reported immediately to a responsible adult. It is expected that all BMAP community members agree to take on the important work of creating an environment in which individuals feel safe and nurtured. *Every community member is expected to help model respectful behaviour and to help monitor and report inappropriate behaviour.*

### Theft and vandalism

Theft or vandalism of personal or school property are serious offences. Due to adolescents at times being careless of their own and others' property, students are to limit their possession of valuables at the BMAP. This includes large amounts of cash, expensive electronics etc.

### Drugs and alcohol

Drugs and alcohol are not permitted at the BMAP. Smoking is not permitted anywhere on the school property by students, adults or visitors.

### Ongoing failure to do or hand in academic work

A student who repeatedly fails to do or hand in academic work, despite careful intervention by staff and/or parents, will be considered as having committed a serious offence.

### Repeated minor offences

An accumulation of minor offences or the repetition of a minor offence that suggests an ongoing or unchanging disregard of the community's code of conduct will be treated as a serious offence.



## Responses and discipline

In conjunction with the Behaviour Policy in Beehive Parent Handbook.

The first step in any disciplinary response to a violation of the rules is a conversation between the students involved, the staff and parents. At times this is a sufficient response. Consequences, if they are to be imposed, are determined collectively by the staff and approved by the Principal.

### To minor misbehaviour and offences

As much as possible, responses to minor misbehaviour and offences are shaped to the character of the offence. For instance, failure to show up for chores is usually met with additional chore assignments. Minor offences will be reported to parents in a general assessment of the student's level of work and engagement at parent-student conferences, in Progress Reports, and by phone call, email or written notes if offences are repeated or are creating concern among the staff.

### To serious misbehaviour and offences

For more serious offences, or repeated minor offences, a more formal discipline process is invoked. Parents will be notified if their child commits an offence of a serious nature. Appropriate consequences will be determined by the Principal in consultation with the BMAP staff and may include the following:

- Restrictions placed on activities
- Community service
- Behavioural contract
- A period of probation
- On-site or off-site suspension
- Removal from the community
- Dismissal from the school

Repeated serious misbehaviour (and/or repeated minor misbehaviour) will call into question a student's ability to accept the standards of behaviour required for the quality of community life at BMAP.

### Dismissal

As per the existing procedure in the Beehive Parent Handbook.