

I Am Known

at TMS



The TMS Journey

jour-ney

/jərnē/

noun

1. An act of going from one place to another, especially at a long distance.
2. One's passage or process through life.

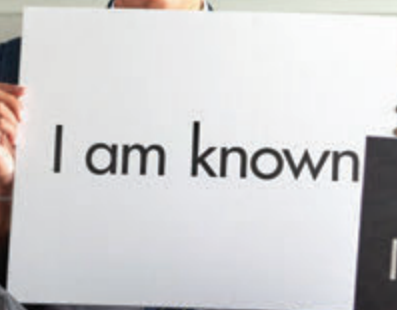
The TMS Journey

Founded in 1961, TMS has evolved into a leading independent school that combines the Montessori and International Baccalaureate (IB) frameworks to provide students the foundation for a life of goodness and excellence. Operating from two campuses, we bookend the Town of Richmond Hill with exceptional learning environments for children of all ages and stages.

Our Lower School offers a Montessori start for students from 18 months to Grade 6. Parents and students regularly comment on the small-school family feel of this campus while benefitting from the dynamic energy that is possible in a community of over 550 students. Our Upper School is the only independent school in York Region that offers the International Baccalaureate (IB) Programme. Over 230 students from Grades 7 to 12 attend this modern, bright and student-centred campus where every day offers new and exciting activities such as an exhibit of student art, an impromptu debate or a pop-up lab to facilitate group projects.

At TMS, we intentionally use the word “journey” to encompass the various partnerships and stages involved as a child navigates through their school years. TMS students travel at their own pace with their preferred end in mind. They have experienced guides in the form of their teachers, ongoing support from their peers and a connection to the larger TMS community to help them along.

TMS has shown itself to have a uniquely powerful journey for our students. At its best, the journey our students take at TMS produces a young adult who desires more than mere success. But rather, imbued with habits of excellence, they desire to contribute, to impact, to engage, to serve. In short, they desire to have **Significance**.



I Am Known



To be known, truly known, means that you are cared for. You can't really know someone without caring for them.

Knowing you are cared for gives you a foundation from which to grow, to be ambitious and bold, taking strength that comes from a strong foundation.

At TMS we hold this work as central, wrapping our curriculum and school life around our aspirational quest to know our students.

We know there is a time to challenge and a time to hold, a time to inspire and a time to listen, a time to nudge and guide and a time to lead and expect. These things can only happen if you are known.

Our students do good things, special and significant things. They are bold, courageous and authentically themselves. They can do these things because they have a foundation; they are cared for, they are known.

- David Young, Head of School



What We Stand For

Our Vision

To be embraced as an outstanding school with an unparalleled educational experience.

Our Mission

TMS delivers a seamless, internationally-acclaimed educational experience designed to inspire and challenge students to discover the best of who they are and to achieve their full potential.

The IB Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



From picking up a broom in Grade 1 to completing their CAS Project in the final year of the IB Diploma Programme, TMS students are actively engaged in shaping the world around them. The secret to their success can be found in the self-confidence and commitment to community developed in a place where they can say **I Am Known.**

- David Young, Head of School

Academics

TMS has garnered a reputation for creating an extraordinary learning environment. Throughout the School, from the youngest learners in the Toddler Program to alumni who return again and again to visit, students are passionately engaged in their academic pursuits and committed to improving the world around them.

How does TMS create such an exceptional learning experience? The answer lies in our unique combination of two world-leading educational philosophies: Montessori and International Baccalaureate.

Up to Grade 6, the curriculum is based on the core premise of a Montessori education: that students need to drive their own learning. Using materials and processes that make abstract ideas concrete, students initiate their learning and can assess their own progress. This balance between the freedom and responsibility of a child produces highly competent learners who are self-reliant and self-disciplined.

Then, from Grade 7 onward, students are immersed in the International Baccalaureate (IB) Programme. Cultivating a full spectrum of human capabilities, the IB focuses on student-led inquiry, a balanced academic program and active citizenship. IB learners develop traits and skills essential for success in a complex and interconnected world, such as creative problem solving, open mindedness, commitment to others and the ability to adopt multiple perspectives.

The research on best practices for student achievement clearly supports TMS' united Montessori-IB approach.



The discovery of the powers of the child is the most important discovery humanity has ever made and uncovers the very roots of our life.

- Dr. Maria Montessori

Lower School (18 Months to Grade 6)

A Montessori Start

The Montessori educational experience at TMS provides the means for children to discover and develop critical age and stage related characteristics at a time when they are particularly receptive.

This includes the enhancement of the following characteristics:

- A love of learning
- The ability to concentrate effectively
- A high degree of independence and initiative
- The ability to make good choices and exercise self-discipline
- Regular joy in learning, doing and being

The Montessori curriculum is seamless in its construction for students from 18 months to Grade 6. The curriculum is reviewed regularly and compared to that of the Ministry of Education to ensure that our students are exceeding learning outcomes.

TMS is an accredited school by the Canadian Council of Montessori Administrators (CCMA). We are a unique school in that we also house the Toronto Montessori Institute (TMI) which is a lab teacher training school.



It is wonderful to observe our Toddlers as they explore the beautiful TMS environments based on their interests. They are so capable when given the opportunity. The goal of the Toddler Program is to cultivate a child's natural desire to learn.

- Carolyn Reid, Interim Head of Toddler and Children's House

Toddler (18 Months to 3 Years)

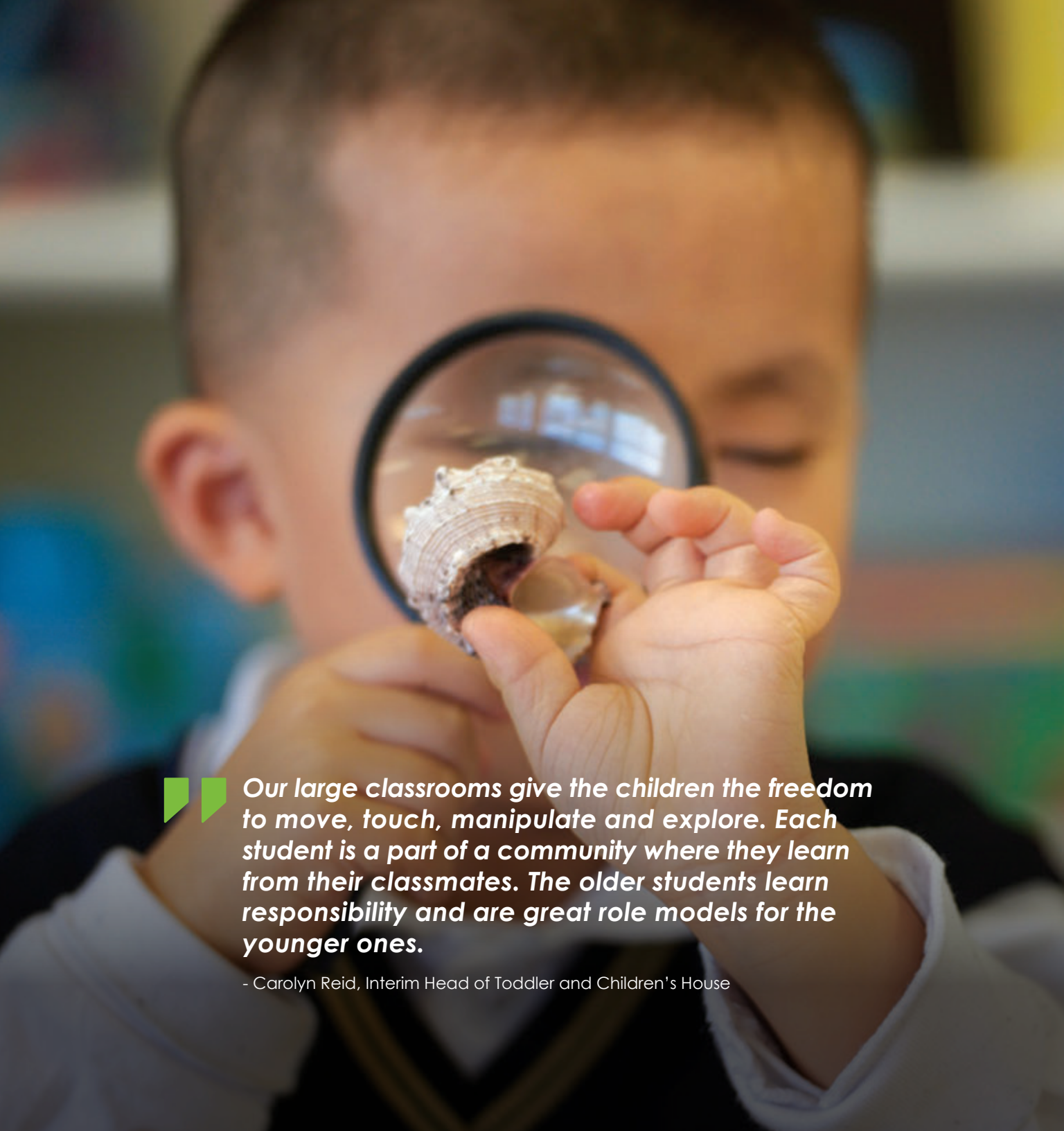
The Toddler Program provides a nurturing educational experience that fosters independence, language development and motor movement. Current research indicates that the first three years of a child's life are the most formative. During this period, children absorb innumerable impressions from their environment as their physical, mental and emotional development occurs.

Our Toddler Program is not daycare. It is a decisive entry point to our highly nurturing and successful educational environment for the whole person.

Outcomes

By the end of our Toddler Program, a child should be able to:

- Feel confident and comfortable in new places and with new people
- Further refine their developing gross motor skills
- Expand and enrich their language skills
- Make appropriate choices about activities that draw their interest

A young child in a school uniform is looking through a magnifying glass at a seashell. The child's face is partially visible, with the magnifying glass held over their eye. The seashell is held in the child's hands and is the focus of the magnifying glass. The background is blurred, showing what appears to be a classroom setting with colorful posters on the wall.

Our large classrooms give the children the freedom to move, touch, manipulate and explore. Each student is a part of a community where they learn from their classmates. The older students learn responsibility and are great role models for the younger ones.

- Carolyn Reid, Interim Head of Toddler and Children's House

Children's House (3 to 6 Years)

The Children's House Program establishes an excellent foundation for students to develop greater thoughtfulness and independence as they continue their journey towards becoming capable, lifelong learners.

Outcomes

By the end of Children's House, a student should be able to:

- Perform addition, multiplication, subtraction and division with four digit numbers
- Participate in public speaking
- Compose their own stories and transpose these ideas onto paper using cursive writing
- Read with comprehension



TMS students expect and demand to be engaged. They are active learners and responsive community members. It's all they have ever known.

- Donna Boreham, Head of Elementary

Elementary (Grades 1 to 6)

TMS is a highly-supportive and connected community where relationships come first. Elementary students stay with the same two highly-trained, certified Montessori teachers for three years, which creates a solid foundation for growth. They also have embedded mentoring from their peers because classes range over three grades. This is complemented by the work of expert specialist teachers in Art, French, Music, Physical Education and Health, and Technology.


In addition to English, Math and the specialist subjects, students study Culture which combines an integrated approach to learning in diverse fields including Anthropology, Astronomy, Biological Sciences, Chemistry, Drama, Economics, Geography, Government, History, Philosophy, Physics, Political Science and Sociology.

In addition, our Elementary students are committed to further developing their social, emotional and ethical skills for the purpose of making a positive difference in the world.

Outcomes

By the end of the Elementary years, a student should be able to:

- Proceed as 21st Century Learners who are globally and technically connected
- Answer the big questions, such as *“Who am I?”* *“Where did we come from?”* and *“Why is life on earth the way it is?”*
- Rely on a strong foundation of higher-level skills to find information, employ abstract thinking and imagination, and apply their thinking to real life
- Build on their well-developed soft skills, such as public speaking, communicating and negotiating, which are highly valued in high school, university and the work world



Every teacher at TMS supported me and my endeavours in numerous ways. Whether it was my guidance counselors helping prep me for university interviews and reading over my applications, or asking for reference letters from teachers to whom I felt close, or even my teachers asking about my well-being, I felt incredibly supported and cared for at TMS.

- Olivia Di Fiore, TMS Graduate 2017

Upper School (Grades 7 to 12)

An IB Finish

TMS is an IB Continuum School offering both the Middle Years Programme (MYP) and Diploma Programme (DP) from Grades 7 to 12. Every IB World School adapts the IB Programmes with its own particular strengths and characteristics, and TMS is no exception. As an IB Continuum School, all of our DP students are graduates of the MYP, and their learning skills of thinking, communication, research, socializing and self-management are well developed. Cultivating a full spectrum of human capabilities, the IB focuses on student-led inquiry, a balanced academic program and active citizenship. IB learners develop traits and skills essential for success in a complex and interconnected world, such as creative problem solving, open mindedness, commitment to others and the ability to adopt multiple perspectives.

The IB Diploma Programme offers students a variety of ways to demonstrate their learning:

- Students get the chance to undertake original, independent research on a topic of their choice for an Extended Essay, similar to an Honours paper.
- Through Creativity, Activity, Service (CAS), students reflect on their learning beyond the formal practices of the classroom, such as through aesthetic expression.
- Until the end of high school, students enhance their understanding of the two great strands of learning and knowledge: the Humanities as well as Math and Science.

University Preparation

Around the world, the IB is widely regarded as one of the most renowned and respected programs in the world. Research indicates that IB graduates have a higher acceptance rate at university, perform better once they are there, and are more likely to advance to graduate school. Universities acknowledge the high academic standard of IB graduates. These findings are consistent with the ongoing evidence that TMS has created a highly effective learning environment, unique in its design of scaffolded support and concurrent learning. TMS is a university preparation school with 100% of our graduates going on to the university and program of their choice.

Students graduate with both an IB Diploma and an Ontario Secondary School Diploma, which prepares them exceptionally well for post-secondary studies. TMS has a strong history of graduates entering remarkable programs at prominent universities. Over the past few years, we have seen graduates focusing on health sciences with an eye to medical and veterinary studies, engineering sciences, commerce and finance, and design and architecture.

For more details about IB at TMS, please take a look at **The TMS IB Advantage**.

IB Middle Years Programme (MYP)

(Grades 7 to 10)

MYP offers a challenging framework that is inclusive by design; students of all interests and academic abilities benefit from their participation.

Why MYP at TMS?

- MYP focuses on learning skills: responsibility, organization, independent work, collaboration, initiative, and self-regulation.
- MYP engages students through experiential learning, international mindedness and service.
- MYP develops students as a “whole person” with activities beyond academics, such as student clubs, sports teams, and social and community issues.

What's included in MYP?

Approaches to Learning (ATL)

Helping students to learn how to learn by developing skills for research, critical and creative thinking, communication, collaboration, and self-management.

Key and Related Concepts

Helping students explore big ideas that matter.

Global Contexts

Helping students understand the relevance and importance of their study for understanding their common humanity and shared guardianship of the planet.



Our students are highly comfortable with uncertainty and ambiguity. They know that there are no right answers in the world and expect to struggle for clarity and understanding. In essence, they know how to learn.

- Theresa Hurley, DP Co-ordinator

IB Diploma Programme (DP)

(Grades 11 to 12)

At TMS, we focus on the individual student which is a key aspect of the DP. We want to send forth into the wider world active and engaged individuals who will be lifelong learners. Our goal is to foster and nurture young men and women who bring something special to TMS and take something unique away from it.

Why DP at TMS?

- DP students start school early in what we call Week Zero, during which teachers provide overviews of the program, courses and assessments.
- Guidance classes emphasize the university application process, reflections for CAS, and self-management modules.
- In the Extended Essay, a dynamic supervisor works with students and their disciplinary advisors.

When a student graduates from TMS, he or she can:

- Interact effectively with others
- Manage a wide variety of simultaneous responsibilities and obligations
- Lead
- Communicate to persuade, entertain, express and instruct
- Take risks
- Undertake independent research
- Accept varying and opposing viewpoints




*This combination of excellence and goodness creates a palpable yearning in our students, not for mere success but rather for **Significance** and impact on behalf of others.*

- David Young, Head of School

Student Life

TMS offers an enriched learning environment both inside and outside the classroom. While our students excel academically, they also explore wide-ranging interests and grow their talent in arts, athletics and citizenship. At TMS we believe strongly that **Significance** lives at the intersect of goodness and excellence. This is in evidence from our youngest students who are so open to learning to our graduates who find places in the world that balance their passions with doing good. With so many opportunities to try something new, be part of a team and make a difference, TMS students embrace the chance to strive towards **Significance**.

TMS balances our inquiry-based approach to academics with providing the conditions for students to experiment, observe, ask questions and find answers. Whether helping communities in need, playing sax in the band, joining the robotics club, learning a new chess opening or perfecting a layup, TMS students develop spirit and courage while they pursue new experiences.



A journey is rarely uniform. It has twists and turns that bring forth unexpected hurdles and require many different skills to successfully manage the changing landscape. To journey well requires both a consistent approach and personal adaptability. It requires a vision of the destination and knowledge of the terrain along the way. And through it all, a journey shapes us. It builds strengths, perseverance, habits and a secure sense of self.

Our journey has *Significance*.

- David Young, Head of School



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