

Graduation Welcome Speech – June 2010

It is my pleasure to welcome families, friends, teachers, and our younger students to graduation day at Wilmington Montessori School.

Earlier this morning, I spoke to you and your families at breakfast. Now, I speak to you as the graduates. I don't know if you all have noticed, but there has been an air of excitement in the halls of Wilmington Montessori for the past week – an excitement that began to peak yesterday when your posters went up in the lobby, graduation practice began, we had our last all school assembly and we all began to listen to Kelly practicing the music for today in the gym. There is excitement in the air and it is all about each of you. This entire school community – your teachers, your parents, grandparents, Aunts and Uncles, and brothers and sisters are so very proud of you today.

I would like to thank each of you for all you have brought to WMS during your time here, many of you since you were only a

Sample Kindergarten Graduation Welcome Speech

**Abby Barry Bergman, Judy
Powers, Michael L. Pullen**



Sample Kindergarten Graduation Welcome Speech:

The Survival Kit for the Elementary School Principal Abby Barry Bergman, Judy Powers, Michael L.

Pullen, 2010-02-26 For the new and veteran elementary school principal here is a unique survival kit packed with tested advice practical guidelines and ready to use materials for all aspects of your job From the perspective of an author with twenty five years experience this book offers techniques such as creating a school vision building and sustaining morale utilizing technology and long term strategic school planning The included companion CD ROM serves as the perfect enhancement to this book This time saving device contains all of the book's forms checklists and letters for easy print out and use

Junior Graphic Mavis Kitcher (Mrs), 2010-06-23 [Kindergarten Review](#), 1899 *Resources in Education*, 1997 *Atlanta Magazine*, 2006-01 Atlanta magazine's editorial mission is to engage our community through provocative writing authoritative reporting and superlative design that illuminate the people the issues the trends and the events that define our city The magazine informs challenges and entertains our readers each month while helping them make intelligent choices not only about what they do and where they go but what they think about matters of importance to the community and the region Atlanta magazine's editorial mission is to engage our community through provocative writing authoritative reporting and superlative design that illuminate the people the issues the trends and the events that define our city The magazine informs challenges and entertains our readers each month while helping them make intelligent choices not only about what they do and where they go but what they think about matters of importance to the community and the region **Habits of Mind**

William Barclay Allen, Carol M. Allen, a compelling synthesis that clears away much of the intellectual clutter in strategic planning and offers a creative if somewhat elitist theory that fuses the strengths of the university with the context and challenges of the 21st century Choice Habits of Mind maintains that the fact that almost everyone now goes to college need not be seen as an obstacle to excellence in education Some critics have insisted that college is not for everyone but William B Allen and Carol Allen assert that the college diploma has rightly become as much the norm in this century as the high school diploma was during the twentieth century Accordingly it is essential that higher education remains true to its deepest purpose the cultivation of proficient humanity The authors see the key to this goal as the development of judgment or habits of mind Habits of mind are far and away the most influential determinants of human conduct and nowhere are they more profoundly shaped than in institutions of higher education Furthermore liberal education has proven most effective in this undertaking The authors elaborate on the purpose of higher education and identify the chief obstacles to achieving its aim They demonstrate the critical role of academic leaders in achieving the aim of higher education and posit that excellence in judgment is the primary characteristic of the academic leaders who fulfill this role They examine three aspects of access to higher education academic readiness the cost and funding of higher education and the capacity of the physical plant Finally they use policies developed in Virginia to demonstrate realistic approaches to achieving the aims of access and quality

discussed throughout the book The authors draw on their years of experience as practitioners in both private and public institutions liberal arts colleges and research universities to develop their material This volume will be of interest to faculty and students in higher education programs nation and state public policymakers legislative and academic leaders and a general public concerned about the cost and value of a college education William B Allen is professor of political science and director of the program in public policy and administration at Michigan State University He is author of *The Federalist Papers A Commentary* and *Let the Advice be Good A Defense of Madison s Democratic Nationalism* Carol M Allen is a research specialist in the Department of Political Science Michigan State University and a free lance editor She has published articles on literacy cooperative collection development and library systems implementation The goal of higher education as described by Allen and Allen is based on a curriculum of study for a proficient humanity characterized by excellence in judgement The authors have presented a refreshing treatise on the values of education respect for working toward a more civilized society acknowledgement of human dignity and the need for more moral and fair treatment within our society Higher education is positioned to contribute to these lofty ideals and is described very well in this book Alton L Taylor University of Virginia **Kindergarten Review** ,1899 **Michigan School Moderator** ,1898 Cincinnati Magazine ,2003-04 Cincinnati Magazine taps into the DNA of the city exploring shopping dining living and culture and giving readers a ringside seat on the issues shaping the region **POWERFUL POTENTIAL OF PARENT(S): A Child's First, Best, and Only Lifelong Teacher** Donald R. Draayer, Ed. D.,2014-02-21 No parent is perfect but all of us can do better Child raising is one day at a time best done with love s constancy and wisdom drawn from experience and research Essentials include food for healthy growth abiding love for nurture and self confidence stimulation of mind for learning gain and emotional support to develop social skills that are so critical for friendships formal learning and purposeful living The following themes run through the POWERFUL POTENTIAL of PARENT S Parent impact is greatest in childhood parent potential continues throughout life Each life stage builds upon the previous one early childhood home experiences are foundational Every adult is a unique mentor and role model two parent s double the messages to offspring Body mind emotion and spirit interact internal and external forces affect all humans Child rearing works on probability theory positive outcomes increase when brought up right Each generation sets the course for the next one this ongoing cycle bridges past to present and to future Practical recommendations are laid out in handbook format 61 pages for every stage of human growth they can serve as a referent checklist Also each chapter ends with reflective questions that encourage introspection and promote meaningful dialogue The writing is an easy read In sum this book is filled with wisdom of the ages as well as what recent research confirms as sound parenting practices This truth holds throughout A child s parent is the first best and only lifelong teacher *The Churchman* ,1891 **Courageous Leadership in Early Childhood Education** Susi Long,Mariana Souto-Manning,Vivian Vasquez,2016 In this inspiring collection 13 early childhood leaders take action to challenge and

change inequitable educational practices in preschools and elementary schools For them educating for social justice is not an empty platitude Steadfast and resolute they turn rhetoric into reality as they guide early childhood teachers to teach for social justice innovatively and strategically Through the voices of families teachers and the administrators themselves each chapter shares ways that these leaders use the power entrusted in them to question and disrupt discriminatory and marginalizing practices that deny opportunities for some students while privileging others The book includes insights strategies and resources that administrators can use to build confidence knowledge and skills as they invest in more equitable and just pre schools Book Features Highlights the actions of administrators as they take a stand to transcend standardized approaches to teaching and learning creating more equitable educational environments Portrays strategies and resources used to engage teachers in critical examination of self and the institutions in which they work Describes principles and practices that guide administrators as they support the development of culturally relevant practices and policies Offers powerful ways early childhood administrators can approach inequitable mandates Highlights the voices of families as they participate in and are impacted by the work of administrators Susi Long Mariana Souto Manning and Vivian Vasquez scholars with stellar reputations in the fields of early childhood education critical literacy and social justice education have combined their considerable talents to edit a book that will serve as a beacon of hope for administrators policymakers and educators at all levels of learning and teaching From the Foreword by Sonia Nieto professor emerita University of Massachusetts Amherst and bestselling author

New England Journal of Education ,1897 *Unity* ,1884
Cumulated Index Medicus ,1989 *Journal of Education* ,1881 **The Present Age** ,1882 Colorado School
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