

A PASSION ORIENTED EDUCATION™

PHILOSOPHY: All children are born with the capacity for brilliance. It is our job to help them find, nurture and sustain the *passion* that will lead them to that brilliance.

OBJECTIVE: To create environments of individualized learning and direction that help each child find the passion that will lead to his or her innate interests, gifts, and talents.

OVERVIEW: Educational systems that explicitly seek children's passions will graduate thinkers, creators, artists, engineers, architects, entrepreneurs, scientists, writers, teachers... an unlimited range of possibilities: human beings with the passion to pursue fulfilling, energetic lives of brilliance.

A Passion Oriented Education™ is created through Structure, Emergent Curriculum, and Relationship
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STRUCTURE: We build non-competitive, multi-age learning environments of individual direction and pacing. We eliminate limitations based on age, subject, grade-level, complexity and time frame expectations—the psychological barriers that keep our children small.

EMERGENT CURRICULUM: Education is a process. Our teachers are trained and skilled at developing an emergent curriculum, one driven by following each child's interests, talents and gifts. This is a hands-on process that results in a well developed outcome: a book of poems, an invention, a computer system, an unlimited array of creative productivity. Within that process, we aim at creating an environment that nurtures **passion:**

- Passion is playful, creative, energetic, exuberant; it is something meaningful a child does.
- It engages a child's whole being and fuels the internal motivation to create until talent and brilliance are revealed. Passion is contagious and engaging.
- Out of this passion-driven process of exploration and creation, children also learn basic academic skills and an integrated curriculum of useful information.

RELATIONSHIP: Learning is a social activity.

We build relationships - that fulfill the need for social intimacy and unconditional trust, thus creating environments that optimize the potential for learning and personal growth.

We provide safe environments - in which to explore so children are not afraid to take risks, to open their hearts, not just their minds, to new information and possibilities.

- Relationships are based on mutual cooperation and respect, honoring the five basic needs of love/belonging, power/recognition, survival, freedom and fun. (Glasser)
- The teacher's role is one of resource, mentor, facilitator and co-learner: teachers observe, listen, interact, learn from and share with children.
- The modeled and practiced skill of honest self-reflection replaces a competitive grading system; teachers facilitate written, nonjudgmental, non-comparative co-evaluations with each child.

We support every child - in his or her highly personal quest for self-discovery, meaning and growth.

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