

### **NOVEMBER 2023**



**David Butcher**Founder of
Fieldstone



#### Fieldstone's Founding Philosophy

In 1997, David Butcher founded Fieldstone. The original location was in the basement of a church on Manor Road in the city of Toronto. There were eight students. The vision of the school was based on the work of E.D. Hirsch, a professor at the University of Virginia. Hirsch had developed a curriculum that incorporated all the key foundational knowledge and skills that would support a successful academic career. Fieldstone adapted this curriculum to be used in a Canadian setting. The result was a curriculum that clearly outlined what a student should learn at each grade level with learning outcomes explicitly expressed. Mr. Butcher has a genuine belief in children and he deeply believes that they are capable of achieving at a higher level than most schools expect of them.

Fieldstone was founded with two goals in mind. The first was to provide a strong foundation of knowledge upon which each student could build as they move into adult life. The second goal was to create a strong sense of self-worth and self-esteem within each student. The curriculum is used as a vehicle for accomplishing both of these goals. Students will grow in knowledge and self-confidence by being constantly challenged to achieve goals that appear to be slightly beyond their reach. Fieldstone students are presented with academic tasks that they may consider too difficult for themselves. With the guidance of their teachers in a caring and nurturing fashion, students find that indeed they can do what they thought they could not. As a result, their confidence grows and they willingly, in fact, eagerly accept new challenges.

At Fieldstone, we see not the child we meet, but rather who that child will become.

#### Fieldstone's Curriculum

The topics we teach, and the way in which we teach them, have been developed through collaboration and consideration of how we can best reinforce subject matter each academic year. At Fieldstone, students explore topics in a spiraled and interconnected way that provides them with optimal opportunities to move from basic understanding to critical thought and sophisticated exploration.

We focus on Core Knowledge and
Cambridge curricula for our Junior
Kindergarten to Grade Eight students,
building students' cultural literacy and
helping them to gain a global perspective
on key topics. We transition to a dual
Cambridge-Ontario curriculum for our
Grade Nine to Twelve students. This enables
them to earn their Ontario Secondary
School Diploma while continuing to explore
the global richness of the Cambridge

programmes provided at Fieldstone.

In the photo on the left, our Grade Ten Science student is conducting an experiment on different kinds of reactions such as synthesis, decomposition, single displacement, and double displacement. Students make observations by referring to the colour change, precipitation, and formation of gas.



#### Learning in Our Spacious Garden

Our Grades Five and Six students were learning about the parts of a leaf. In the photo above, they are identifying, drawing, and labelling the different parts of a leaf (e.g., vein, stem, stomata, and tip).



In the photo above, our Grades Ones and Twos are using meteorological tools to describe the weather and in the photo below, they used rocks and pine cones to solve Math problems.









#### Literacy Foundations at Fieldstone (FDS)

The CKLA Programme allows Kindergarten students to engage in lessons focused on key ideas and details, craft and structure, integration of knowledge and ideas, and group reading in literature.

Students in Kindergarten have been exploring letters and their sounds to help them build the necessary skills for early reading and writing. Here, the Kindergarteners are participating in our weekly "Write the Room" activity where they practise recognizing, decoding and printing words focused around a specific sound. This helps strengthen their phonemic confidence while giving them an opportunity to practise their printing.

In the photos (above and below), the Kindergarten students are exploring the relationship between letters, words and sentences. Understanding the intersection of these concepts is fundamental for reading comprehension and writing structures.

#### Literary Analysis at Fieldstone (FKCS)

The Grade Ten English class is reading Shakespeare's Macbeth. Students use interpretive skills honed in the Poetry Unit to deepen their understanding of one of the early modern period's most exciting plays. They gave voice to the characters in performative class readings, which led to discussion of themes of ambition, temptation, and corruption. Along with their study of a thrilling cast including the Machiavellian Lady Macbeth and the witches, students are designing movie posters to be presented in class and explained in accompanying essays.

Students in Grade Twelve English are reading Mary Shelley's novel Frankenstein. A classic example of Gothic literature and one of the first science fiction novels, this challenging text led students to consider responsibility and compassion for others. The Grade Twelve English students have demonstrated eagerness and engaged in thoughtful analysis.









#### **Fostering Creativity in Visual Arts**

The Grade Seven and Eight students learned the concept of lines (from Elements of Art), emphasis, contrast, and repetition (from the principles of design) in their artwork. They created a free-form design using lines as their primary element of art. They included a focal point and used contrast to make their art lighter or darker, simpler, or more intricate. They also used different types of lines and shapes to guide the viewer's eye to that focal point (photos above and on the right).



#### Still-Life Drawing

High school students in Visual Arts worked on their still-life drawing. Students set up and photographed their own still-life displays. They used the photos they took to create an oil pastel still-life drawing (photo above). They paid close attention to proportion and placement of objects, as well as correct colour mixing for light and shadow areas.







### CAMBRIDGE SPOTLIGHT

Cambridge Evaluations:
Preparation and Achievement for Fieldstone
Students

The Cambridge Primary and Lower Secondary programmes have three main types of evaluations:

- Tests, quizzes and assignments that are created, administered, and marked by teachers.
- Progression Tests that are created by Cambridge but administered by and marked by teachers.
- Checkpoint Tests that are created by Cambridge, administered by a Cambridge Centre, and marked by Cambridge.

Fieldstone's report cards are based primarily on the first type of evaluation because it allows teachers to have a holistic overview of how a student is performing through observations, conversations, and student products.

Progression Tests are administered at Fieldstone at the end of the school year in June (Mathematics, Science, and English from Grade 5 to 8, and Mathematics and Science from Grade 3 to 8). These tests are based on Cambridge learning outcomes that are specific to the child's current stage of learning.

Checkpoint Tests are administered in April for students in Grade 5 and Grade 8. These assessments test concepts from Mathematics, Science, and English. Students receive an official report from Cambridge that gives them an overview of their strengths, areas to improve on, and overall result on the syllabus.

Our high school students have the option to enrich their studies by preparing for AS levels or A levels in subjects of interest. Doing so can enable them to get a head start on their first-year university courses as well as, in some cases, earn a first-year university credit.

Our enriched curriculum gives students at all grades and levels the chance to challenge themselves in an engaging and inspiring way.

# CHARACTER COUNTS PIN PROGRAMME



At Fieldstone, we truly believe that character counts. The *Character Counts!* Programme has found that there are at least six values that should be taught to all children. These are known as the "Six Pillars of Character". Fieldstone students work diligently towards earning their Character Pins (photos on the right). We are very proud of them!





# LEST WE FORGET







We held a Remembrance Day Ceremony in November to respectfully acknowledge Remembrance Day and show gratitude to those who served and sacrificed for our country. The ceremony was completely delivered by our FDS and FKCS students. Students wore their poppies, sang O Canada at the beginning of the ceremony in French and English. They watched a short video about soldiers writing letters to their families from the battlefields.

The Morning Announcement Club read "In Flanders Fields," a moving poem by the Canadian poet John McCrae about the loss and legacy of World War I soldiers. In closing, we observed two minutes of silence to pay our respects. We are so blessed to have all these thoughtful, talented students and to see them all contribute to such an important cause. Thank you FDS and FKCS students!







## SUCCESS STORIES

### Fieldstone Graduates Highlights



Alan Hou McMaster University Economics



Philip Nguyen York University Business Economics



Meini Zhang OCAD University Graphic Design



Tony Nguyen York University Business & Society



Yaoming Zhang McMaster University Engineering



Jack Zhang
OCAD University
Digital Futures



Jeffery Liu University of Waterloo Mathematics



Siting Wang University of Waterloo Mathematics