



# Newsletter

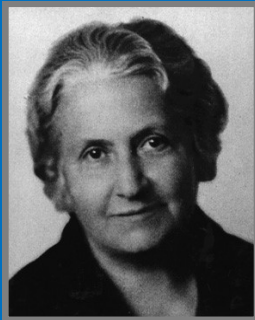
Term 1 2019



The Montessori environment promotes independence, freedom and happiness through understanding and respect



*An International Baccalaureate School*



**Dr Maria Montessori**

Dr Maria Montessori (1870—1952) was Italy's first female medical graduate, distinguishing herself by securing an honours double degree as a Doctor of Surgery. She also had an intense, passionate interest in the development of young children.

In 1907 Dr Montessori opened the first institute for children below the age of six, which she called *Cas dei Bambini* (Children's House). Dr Montessori's two pioneering books, *The Montessori Method* (1909) and *The Advanced Montessori Method* (1917), closely link her educational theories with her basic philosophical ideas.

The school was founded by Mrs W M Duyker de Vries in 1962. The Montessori School is the oldest Montessori School in Western Australia.

The Montessori School fully endorses the A.M.I Objectives:

Article 3: The objective of the Association is to propagate, maintain and further the rights of the Child in Society.

*The Council of the Montessori School:*

Rob Carruthers	Deborah Duburguet
Angela Chew—Chair	Heike Mullee
Ray Coffey	Celine Royet
MaryAnne D'Souza — Principal	Tash Tourabaly
	Yulia Wood — Treasurer

*Council Meetings:*

Parents may attend any Council Meeting. They are generally held on the third Monday of each month. Minutes of Meetings may be read at the School office.

*Information about the School:*

For information regarding membership of the Montessori School and subscriptions to the Montessori School newsletter please send a stamped, self addressed envelope to:

The Secretary, The Montessori School, PO Box 194, Landsdale WA 6065

Telephone: (08) 9409 9151 Facsimile: (08) 9409 1682

Email: [admin@themontessorischool.wa.edu.au](mailto:admin@themontessorischool.wa.edu.au)

Web: [www.themontessorischool.wa.edu.au](http://www.themontessorischool.wa.edu.au)

Location: 18 Montessori Place Kingsley WA 6026

### *School Staff*

#### **PRIMARY**

##### **Pre-Primary 1**

Maria Vaioleti-Ponga  
Ciara Foley — *Assistant*

##### **Pre-Primary 2**

Ria McBennett  
Jane Coffey  
Hemali Vasanjee — *Assistant*

##### **Pre-Primary 3**

Jessica Jackson  
Audre Mare — *Assistant*

##### **Lower Primary 1**

Salwa Guirgis  
Megan Beasley

##### **Lower Primary 2**

Sue Hoolohan  
  
Anja Reid — *Language*  
Renee Ahwang — *Assistant*  
Shanie Do — *Assistant*

##### **Upper Primary**

Rikhi Sadique  
Vicky Brown — *Assistant*  
Renee Ahwang — *Assistant*

#### **SECONDARY**

##### **Lower Secondary**

Lena Streiff Kosok  
Katharina Stillitano  
Kamel Guirgis  
Emma Seeber  
Rikhi Sadique  
Diana Schuler  
Fern York  
Vicky Brown — *Assistant*

#### **INTERNATIONAL BACCALAUREATE**

Katharina Stillitano  
Kamel Guirgis  
Jaromir Kulir  
Rikhi Sadique  
Diana Schuler  
Phil Gobetz

#### **SUBJECT**

Co-ordinator/English /German/CAS/Pamoja online  
Maths  
Geography  
Chemistry/Physics  
Biology  
TOK

#### **OFFICE**

Debby Duburguet  
Leanne Hillyer  
Alison Grondein  
Nicola Pattison

Bursar/Office Manager  
Accounts/Admin  
Administration  
Administration

## Upcoming Events/Calendar

### April:

SATURDAY 6 April 2019  
Joondalup festival twilight lantern parade  
5.00pm to 7.00pm

### May:

MONDAY 13 May 2019:  
IB Exams 13/05/2019—24/05/2019

TUESDAY 14 May 2019  
Naplan 14/05/2019—16/05/2019

MONDAY 27 May 2019  
Thailand Trip 27/05/2019 - 01/06/2019

## 2019 Term Dates

### Term 1, 2019

Students start Term 1 - Monday 4th February, 2019

Last day Term 1 - Friday 12th April, 2019

***Student Free Day in Term 1, 2019 - Friday 1st March, 2019***

### Term 2, 2019

Students start Term 2 - Tuesday 30th April, 2019

Last day Term 2 - Friday 5th July, 2019

***Student Free Day in Term 2, 2019 - Tuesday 4th June, 2019***

### Term 3, 2019

Students start Term 3 - Monday 29 July, 2019

Last day Term 3 - Friday 27th September, 2019

### Term 4, 2019

Students start Term 4 - Tuesday 15th October, 2019

Last day Term 4 - Wednesday 18th December, 2019

***Student Free Day in Term 4, 2019 - Monday 18th November, 2019***

## Pre-Primary 1

It has been a busy start to the term and we have welcomed four new children and their families into PP1. We began our term looking at an important holiday observed in New Zealand, Waitangi Day which was celebrated on February 6th. It was a wonderful opportunity to show the location of New Zealand on our classroom map and globe as we begin exploring the world around us. We talked briefly about how Waitangi Day is the national public holiday in New Zealand, similar to Australia Day here.

The children talked about how they celebrated Australia Day this year and how the children in New Zealand would be celebrating their public holiday. The children heard about the clothing that would have been worn by many of the indigenous people of New Zealand (Maori) many years ago and the types of items the children in New Zealand would have played with in those early years.



The children then had the opportunity to try on garments such as a korowai (a feathered cloak) and piupiu (a flax skirt) and shown how to twirl a modern poi (small ball of foam attached to a woven cord), I explained it was traditionally made for men in war to strengthen their wrists and now they are used for girls to do songs and dance.

The children loved hearing the rhythm of the poi moving softly like rain drops and then harder like heavy rain as it beat against the back of my wrist. It has been a great start to learning about different cultures from around the world.



This term we are studying living and non-living. After reading about the different characteristics of why something is living or non-living, the children often like to bring in natural objects from the playground or from home to talk about why it is no longer living and discuss their own observations. Alongside this, the children have been sorting image cards into sets of what are living and non-living, as well as some of the older children cutting and gluing their own lists independently. Within this theme, we have also been looking at how plants, fungi and animals are all living, and we are excitedly preparing to grow our own classroom mushrooms (fungi) in PP1.

It will be a lovely opportunity for the children to observe the process of our mushrooms growing as well as showing care of the environment by watering the mushrooms and caring for something that is living within our indoor environment. We hope to observe many of the mushrooms growing over the coming days!

We are also looking at continuing our yearly theme with all the Preprimary classes by creating our preprimary time capsule, where individual and class items are sealed at the end of Term One and then opened at the end of Term Four.

We will look at the plaque of our whole school time capsule which was buried in 2012, behind the Lower Primary classes, before creating our own PP1 items to be sealed for the year, such as a class photo of ourselves in height order from smallest to tallest and an artwork and then open it at the end of the year. The children always look forward to seeing how much they have grown, and they are always surprised at the noticeable difference at the end of each year. It is a term of all things growing!

*Maria Vaioleti-Ponga*



## Pre-Primary 2

Welcome Back!

We have had a lively and exciting start back to the year with three new children joining our group this term, we welcome them and their families into our Montessori community. It has been lovely getting to know the new children and watch them settle into their new surroundings. Of course it was lovely to welcome back all the children, so much growing and changing occurred over the long break!

We are focusing our attention on all things non-living this year and throughout this semester we will be learning about 'air, weather and light'. The children are very much enjoying this topic and eager to share their own ideas and understandings during discussions. We started by reading about and discussing 'air' in our first few weeks and followed up these discussions with some simple experiments in order to feel and observe the presence of air. We have now turned our attention to weather and we have started by discussing and looking at pictures of different types of weather and ways in which we can record the weather. The children will have opportunities record the weather independently by recording the temperature each day, wind force, rainfall, wind direction and cloud types.

In the final term of 2018, the oldest children in the pre-primary classrooms came together to build an outdoor kitchen to use at playtime. While the majority of the work such as the sawing, drilling, screwing and painting, was completed last year, Ray Coffey kindly gave us some of his time to help the children finish off the last few jobs to complete the kitchen. All the children have been enjoying the fruits of their efforts and the kitchen has been a popular addition to playtime activities.



The children really enjoyed working on this project and gained many new skills through this process. We hope to proceed with a new carpentry project later in the year and continue to foster the development of new skills through this purposeful activity.



This year we will be taking part in the Joondalup Lantern Parade again. This is a fantastic way to engage with the community and participate in an event as a whole school.

The theme this year is 'A Space Dream' and we were fortunate to have an artist from the City of Joondalup, come to the school to assist our children with creating their lanterns. We hope as many families as possible get involved and come to watch the children as they walk in the parade and enjoy an evening under the lights.

*Ria Mc Bennett*



## Pre-Primary 3

We have had a lovely start to the term, with the children returning to school with high levels of interest and lots of enthusiasm! We would like to welcome our two new students, it has been lovely getting to know them and their families.

This year we also welcome the lovely Audre Mare as the teacher assistant in PP3, we are looking forward to the year ahead with our newest members of our class.

This year we are focusing on Cycle 2 which is the non-living cycle and for this term our science focus is air, weather and light. Over the past few weeks we have been taking a look at Air. We began with a group discussion and then moved on to reading "Air Is All Around You". Each week the children have been completing simple experiments which they have been enjoying very much.



A very popular experiment was when the children filled a glass of water up and placed a card on the top, they then turned the glass upside down, the card stayed in place and so did the water. The children were just amazed with this experiment and completed it many times!

Through completing this thrilling yet simple experiment atmospheric pressure was highlighted to the children. They learnt even though it doesn't feel like it, the air around us pushes in all directions. The air pushing up from underneath the paper is strong enough to stop the weight of the water from pushing the card down. Because of this air pressure, the card will stay on the glass and the water will not spill out. We also completed experiments which highlighted that our breath is in fact air. We had lots of fun using straws to blow ping pong balls across the mat and also water.



Like our previous years we have begun to gather and record items for our time capsule. All of our children have been busy drawing a picture about their favourite thing about school for the time capsule.

We have also recorded the children's height and have taken a class photo. To tie into our weather topic, we will be recording the weather for the week when the capsule is to be closed. We shall return to the capsule at the end of term 4 and it will be wonderful to see the changes in the children!

Lastly we have had a wonderful time preparing for the City of Joondalup Twilight Parade, our School will be participating in the Twilight Parade this year. In order to prepare we had the artist Kate Maloney visit the school and work with staff and students.

The children have been busy creating beautiful planets by painting old cd's. Prior to completing the art, the children had a visit from the amazing story teller; Noel Nannup. Noel told the story of the Seven Sisters, this is one of the most widely distributed ancient stories amongst Aboriginal Australia.

The story relates to the journey of the seven sisters that make up the star cluster known as the Pleiades, in the constellation Taurus.

*Jessica Jackson*





## Lower Primary 1

This term our students have had some changes with teachers. As much as we aim to maintain a stable environment for our students, on occasion there are circumstances beyond our control that make this challenging. We can reassure all our parents that in all we do the students are at the forefront of our planning and all decision making.

Our class took part in an incursion with Noel Nannup where he told us the Aboriginal stories of the night sky to tie in with the City of Joondalup Lantern parade. Afterwards the children worked in groups to recreate the stories in their own words and then did an individual art piece of what they believed the “Seven Sisters” from the story looked like. Later in the week they worked with the artist Kate from City of Joondalup to create the pieces that you will be able to see in the parade.

The lower primary group for the next few weeks is looking at the Australian Healthy Eating Guide. We have found it has allowed for some fantastic cross curricular activities.

The students have created their own food surveys and graphed their results, discovering some interesting facts about food preferences in our classroom. We have been collecting food packets at lunchtime and next week we will take a look at the nutritional information to assess what is in processed foods. We hope to be able to weigh out the quantities of sugar and salt across the collected packets so we can talk about food choices. These types of investigations lead us to some spontaneous activities from the children and we are already hearing of some great research ideas and there was even some discussion of recipes and a cooking session. I am looking forward to guiding them towards that activity!



For science this term, our students are studying botany. We are growing plants from seed to understand the life cycle, researching habitats to understand how living things are adapted to their environment and experimenting to find out what the different parts of plants actually do.



All students are developing their independence and scientific understanding by thinking about *how* we go about studying living things. They have been discussing ethical considerations and working together to help design experiments. It has been lovely to see them beginning to take ownership of their learning in this way, and they are building a strong foundation for further scientific work.

*Emma Seeber and Megan Beasley*



## Lower Primary 2

We welcomed eight new members into the class at the beginning of the year. Seven children from Pre Primary and an older child from another Montessori school. The dynamics of the class have thus changed once more as we learn to get to know each other, to help each other, to learn together, to respect one another. It is a constant joy for the adults in the room to observe how the older children guide their younger peers. This is the wonderful process of normalisation in a Montessori environment.

The result is simple yet powerful: as the younger children understand the social boundaries (through interaction with others) they begin to experience freedom in their new environment. Freedom leads to independence. Independence leads to learning.

The development of the human potential can therefore take place within the lives of the twenty four individuals that make up LP2 in 2019!

Already the busy-ness of school life is evident, with the children choosing a variety of work. One child waited with excitement for the arrival of some brand new equipment from Nienhaus, that had been ordered some time ago last year.

She waited all holidays and was thrilled to learn of its arrival on her first day back.

Within a couple of days, the trinomial cube had been re-constructed with the new materials, with plans to build further models of different dimensions. In a world where humans are surrounded by instant access to the many “wants” they may desire, this was a lovely example of how our environment helps a child plan, wait, look forward, execute a plan and achieve success - all by herself. The higher order thinking skills associated with this kind of process is well documented by specialists working in the field of cognitive development. They see it in magnetic resonance imaging (MRI) of the brain, and so forth. We see it in the delight on a child’s face.



This term’s sport has seen the return of a very popular clinic: athletics. It was a good choice, as the younger children readily engaged - without needing to negotiate the use of new equipment such as large basketballs or badminton racquets..... but golf is planned next, so those skills will be honed soon! The children loved to “run really fast” and enjoyed the co-operative nature of many of the activities they did to improve athleticism.

The respected local Aboriginal elder, Noel Nannup, intrigued us with his story of the lady who stole all the children and put them in her hair. We then focussed on another story: that of the constellation of the Seven Sisters. When asked to recount the stories in groups of four, the children demonstrated acute listening skills and developed memories: this is both an attribute of Noel’s marvellous storytelling abilities and the cognitive abilities of the children.

I am both a Montessorian and anthropologist at heart: I believe in creating a world where others are respected, not feared; where human knowledge is shared, so the commonalities between us are understood; where, as the Montessori ‘Fundamental Human Needs’ job demonstrates, we learn to discover the sameness of humans through learning about our differences.

Indigenous knowledge is too readily ignored as unimportant. It was a privilege to be a part of the younger generation having a fresh start to learning about our indigenous heritage - let’s hope they will dispel the current, disrespectful biases of the adult world. And please join Noel Nannup to hear for yourselves, at The Montessori School event!

*Sue Hoolohan*





## Upper Primary

### **This is Our UP Poem**

The Montessori School,  
Kingsley,  
Help me to do it myself  
environment,  
Grace and courtesy,  
World map view,  
Paint,  
Science,  
Wisdom,  
Soccer,  
Respect,  
Learning,  
Reading,  
Know feelings,  
Imagine,  
Try,  
Student,  
Play,  
Teach,  
Future work,  
Think,  
Develop  
Memories,  
Song,  
Community,  
Grow strong,  
Believe,  
Patience,  
Effort,  
Job,  
Go!

*Written by River and Wren*

### **Growth Mindset**

In our classroom we focus a lot on Growth mindset.

A growth mindset is when you are happy to try new things, make mistakes, and you believe in your ability to improve with practice.

But a fixed mindset is when you are not happy when you are faced with challenges, and you don't believe that you can change.

When I first came to Upper Primary, I disliked sport and I did not think I was any good at it either. But then I thought about growth mindset and I realized that if I changed my mindset then sport could be really fun.

Now I play ping pong at play time and I love sport. It's fun to make mistakes, keep trying, practicing and learning. That is how I get better. Now, when I think "I cannot do this," I change it to "I can do this if I try hard."

*Written by Piper*

### **Awesome Science Jobs**

There are some really cool science jobs in this class! One in particular, is about the classification of living things. You can learn all about: Kingdoms, Phylum, Class, Order, Family, Genus and Species. You can even sort these things into their kingdoms. These science jobs have been around for ages, but hardly anyone gives these jobs the attention they deserve!

So many people have had lessons on these jobs, but they think they're boring, but if you actually spend time working on these jobs, it can be really interesting learning about how everything that exists is classified!

*Written by Kira*

### **Garden Update!**

At the end of last year, we sent home many of our class plants, but sadly, over the long, hot summer holidays most of them died, and a few made it back to us. Now at the UP Garden we plant seeds every week, developing new plants for our garden.

This year our garden team consists of Ruby, Tomasz, Nicole, and Chayse. At the moment in the garden we have: chives, peas, purple mizuna, red Russian kale, French kale, aloe vera, spring onion, parsley, broccoli, rhubarb, oregano, cauliflower and silver beet. By the end of term two, we hope to have enough plants to cook with that we don't need to continue planting new seeds.

Our class also has a worm farm, and our worm farm coordinator this term is Wren. In our class room we have a compost bin, and every day at occupation time Wren takes the compost to our worms.

We do accept coffee grinds, egg shells and banana peels for our compost if you have any you would like to contribute.

*Article and Editing by Ruby*

## Upper Primary

### ASK US LOTS OF QUESTIONS ABOUT...

It has been a fantastic start to the year! We have begun to learn about the rich Aboriginal local history of **story telling**. We created our own Journey story maps and are practicing with our families and classmates to tell these.

We had an inspiring Aboriginal elder teach us lots of stories describing how the ancient dreamtime stories and symbols are actually metaphors for explaining the ancient, and sometimes complex and bizarre, local history including how WA lakes, hills, rocks and even star constellations that are currently visible here in Perth.

Noel taught us many Ngunoog words, including the ancient creature word for kangaroo, emu, echidna and serpent (can they remember what they are and what they represent?) while sharing the rich history of local storytelling and explaining the ancient history of our local Australian land.

Next, we had artist Kate come for an afternoon to help us bring these ancient Aboriginal Symbols to life for the Lantern Parade using cane and muslin!

We are also focusing this term on **RESPECT** and what it means to be a kind, contributing, inclusive member of a community.

Feel free to discuss with your children what these concepts look like in everyday life and how to handle different situations involving disrespectful behaviour.

We are looking forward to sharing our hypothetical scenarios with you and letting you know how we came up with solutions using the Peace Table and other methods



Jessica Wallace

### Project Progress Corner

Every term in Upper Primary we each do a Great Project.

A Great Project is a big research project that involves planning and following through with many steps.

First, you choose a topic. Your topic can be anything you like, but remember, it can't be from a subject area you have already covered. Next you research your topic and reference all of the places you got your information from. Then you figure out a way to share the final good copy of your information with the class.

There are so many ways to present the information, but here are a few ideas. You can: put on a play, write a speech, make a poster or prepare a slideshow. When you feel ready to present, you book a time with Jessica, and present or display your Great Project.

Some of the great project topics being researched this term are: waste water, how can we get water to Africans who need it, latitude and longitude, Boranup Forest, locks, cats, bulldogs, cars, how to make money, How do volcanoes erupt?, and Biomes of Africa. We are so excited, and nervous, to present!



## Lower Secondary

This year we have had a number of changes to our lower secondary. The biggest change is the initiation of the micro economy program. This program takes over from what we called occupations previously. Occupations is still within our timetable but is now set up as integrated science. We also have advisory groups on Friday afternoons allowing time to discuss time management, subject progress and any other issues that may arise.

Each week the students attend a community meeting with the agenda all coming from their own ideas. So far we have had a very in depth discussion regarding the students making tea and coffee and keeping their own lock screens on computers.

They have created a few sub committees to look at a variety of other topics affecting them around the school, including heating and code of civility.

Micro economy is a program set to take the real world business/economy model and scale it down to work within our community. For our students this means hands on experience and knowledge of how things function in the outside world. They are divided into four groups that they rotate through each term. This ensure each child experiences each aspect and all can be involved in each part of the process.

The four groups are Food, Farm, Factory and Bush. Each group is run by a different teacher and they all run at the same time.

The farm group are working with Lena on the gardens and are looking to source olives and other produce from the local community that we can work with in the future.

The bush classroom continues to be built with Rainer with completion in the coming terms.

The food group who work with Vicky are focusing on healthy eating, food safety and hygiene. They have this term created hair bandanas to cover their hair during food preparation with each child making an individual choice for their pattern. The food group plans and prepares for the long table lunch occurring each fortnight on a Friday.



The long table lunches have grown in complexity this year with the numbers increasing. Our lunch table now extends to beyond 20 people!

The factory group are with Emma and are beginning the research for the business model. They completed an analysis of our Strengths, Weaknesses, Opportunities and Threats to get an idea of what we have to work with and what the limitations may be. They decided it was important to wear business attire so we now have the requirement for business dress in our sessions. We then began looking at our business model and deciding on the value proposition.

What is the problem we want to solve and how can we solve it. They decided that the problems they want to look into are environmental waste and related eco products and then helping time poor parents with healthy food option for dinners or lunches for their children.

As a part of this planning and research the students visited Amelia at Waste-less pantry Greenwood where she gave us lots of details and ideas about how to maintain a solid business ethos and what we can do to help the environment. We also visited the Lean Bean Cafe where Lara spoke to us about setting up a kitchen, producing and selling food, as well as pricing and marketing. Both of these visits gave the children a lot to consider and they are now adjusting their market research survey which they will be sending out to you in the coming weeks. They hope to have a trial run of products by the end of the term and we look forward to sharing these with the community.

The students have planned and been involved in many different sport activities this term including ice skating, clip and climb and high flyers. Coming up we have Beehive students visiting for an incursion on child safety interactive workshop run by Constable Care.

We hope you have all had a chance to fill out our Parent Skills Register which came out this week. The survey is aimed at all parents of the school community that are happy to engage with the lower secondary students. For child safety policy reasons we can only invite parents at this point. The survey will only take a few minutes but will allow us to see what you are able to offer the students for future ventures.

*Lena Streiff Kosok & Emma Seeber*



## IB Matters

Welcome everyone to another year in the IB at the Montessori School. The results of the November 2018 IB Diploma examinations were excellent and our students are very happily continuing their studies at ECU and UWA.

The Year 2 students work very hard during their second year of their IB studies and have to complete numerous Internal Assessments as well as their exams at the end of the year. The exam results, however, are not released until the beginning of January when most of us are very anxious to find out how they fared in order to make decisions about university courses. This year all our students were very pleased with their results.

According to the University Admissions Centre (UAC), 24 points which is the minimum number of points to gain a diploma, is about 65 % of an ATAR. By now, all of our graduating students are pursuing their chosen post-school paths. It is very reassuring to hear that they have all found a place at a West Australian University and are full of enthusiasm and confidence to pursue their interests and begin a new chapter in their lives.



While our great team of IB teachers continues with no staffing changes this year, our new IB students are very excited and enthusiastic, and are starting to settle into their IB studies.

They have embraced new subjects and opportunities with enthusiasm and are ready to delve into new and deeper subject content.

The continuing IB students have worked hard over the holiday period, many arriving with large sections of Extended Essays and Written Assignments in the first few weeks of term. This puts them in a solid position to do well in their final year. They will continue with CAS activities, and will help advising and working with the new students, they have also helped to arrange the annual Harmony Day event, which took place on 21st March 2019 and was a great success. A special thank you to all the parents, children and staff who helped celebrate this wonderful day with us.

The IB students are also involved in creating a large paper lantern for the lantern parade on Saturday 6<sup>th</sup> April, which is part of the Joondalup festival 2019

*Katherina Stillitano*



## Parent Discussion Night - Discipline

### Primary

In the pre-primary classroom, there are up to 25 children aged between 3 and 6 years, learning to work positively and engage positively with each other. There is, generally, a peaceful atmosphere of respect, endeavour and activity.

This is an environment that is orderly and ordered. There is a logical place for everything and (hopefully) nearly everything is in its place. It is neat and tidy providing nothing that is not wanted or needed. There are established procedures and routines, consistently applied.

There is a logical, common-sense approach. The work that the children do is sequential — from the simple, the concrete, to the more complicated, abstract. There is a natural order in everything, so that the environment provides the guidance where possible. If the job is not on the shelf, ready to use, a child can't take it. As much as possible the information is in the equipment, the job, and the next step is always clear and direct and obvious.

This is a positive social environment. This is not a place of 'must nots' and rules. Students are shown how to, and expected to — do! The focus is on doing!

HELP ME TO DO IT MYSELF. It is a very active environment, a very sociable, companionable atmosphere — students work together, talk together, play together.

We use reason, consistency, trust — we use the environment to assist the child to build self-discipline.

We do this by providing an environment where they are free to engage in meaningful and interesting work with others, where there is reason, sequence, order, peace and quiet. In the classroom, there are no rewards or punishments. We are not seeking to control their behaviour, we are working to educate and empower them.

We are focussing, as Montessorians, on developing the will of the child, on providing the freedom and guidance needed to develop the ability to make positive and reasoned choices, so we will not consider punishment as a useful or viable tool.

It is why we talk so much about a harmony between home and school in this vital area. If you were to use punishment to guide the behaviour of your child, they would not listen to us. They would not respond to reason, good manners or the needs of others — only to punishment or the threat of punishment. Nor will they listen to their lessons, actually.

Now to look at what we do — the secrets!!

First secret. We have an environment full of interesting things and people, as we have described. It is a place for positive and meaningful work so the children can be engaged and satisfied in purposeful activity with others.

We are aware of what is happening. We are constantly engaging with the children, directly and indirectly, through touch, look, word, work, lessons. We observe what they are doing, what they need. This helps the child to feel connected, noticed, not ignored.

It also means that teachers notice when there are 'mistakes' or offences and we address those. Montessori says, if a child "shows a tendency to misbehave, she will check him with earnest words, not in a way that can seem to be a punishment ... but rather as an indication of her authority over the child." The child comes to understand that we will know if they are behaving inappropriately with each other or the equipment and they will not do it — their behaviour will conform to the needs of the social environment — they learn the standard of behaviour that we expect, they learn the good manners of the group and the culture of their community here.

## Parent Discussion Night - Discipline, continued...

In the Montessori School, we are not so interested in compliance and obedience and agreement. We are assisting your child for the future, for the long-term. We don't want short-term or superficial compliance or obedience with our wishes. We are looking to assist the child to develop those skills and attitudes and capacities that will educate them for life — confidence, decision-making, self-discipline, self-knowledge, persistence, courage, grit and integrity.

So we are maintaining the environment that does that — one which provides freedom, motives for activity, interest, a positive social climate. Our love and care for the child is shown through our consistent assistance to their independence. We know this works, not simply because we see it working each day, but because there are now significant volumes of research that confirms it.

Second secret. We say what we mean and we mean what we say. Honest and consistent communication is basis of discipline and the basis of trust. We don't waste words, we don't misuse words, we follow through, we make it worth listening. If we give a direction to the child, it is not negotiable, we do not cajole or encourage compliance — but we do make sure it is appropriate, limited, essential. If it is not necessary, we don't say it.

We give direct and clear lessons on everything! We show how to carry something, how to make an addition, how to watch someone else's job. We try not to impose on the child's concentration or work, and when we require their attention, we keep it short, clear, explicit.

And then: we mean it — we follow through. If we say 'keep your hands to yourself' then that is what we require. We will remind the child, but if they persist to interfere with the freedom of another child or misuse materials, we will remove them from that situation until they are ready to comply. Then the child must tell us they are ready and show us that they can do it.

The last secret is consistency. Consistent attention to the child. We maintain routines and procedures, we maintain our Montessori ways of doing things, being with people. We address any negative behaviour in a calm, quiet, matter of fact manner. They come to trust us, to know that we are reasonable, they come to accept that what we say and do is necessary, correct. And they know that we trust them to be reasonable, to act with good care. Neither of us wants to lose that trust. We attend to what the children do so they know that what they do matters, they know that we care about what they do. This gives them the guidance that is essential to their development and maybe more importantly, it gives them importance, it makes them connected, engaged with their society in a positive manner.

In the pre-primary classroom, there are up to 25 children aged between 3 and 6 years, learning to work positively and engage positively with each other. There is, generally, a peaceful atmosphere of respect, endeavour and activity.

This is an environment that is orderly and ordered. There is a logical place for everything and (hopefully) nearly everything is in its place. It is neat and tidy providing nothing that is not wanted or needed. There are established procedures and routines, consistently applied.

There is a logical, common-sense approach. The work that the children do is sequential — from the simple, the concrete, to the more complicated, abstract. There is a natural order in everything, so that the environment provides the guidance where possible. If the job is not on the shelf, ready to use, a child can't take it. As much as possible the information is in the equipment, the job, and the next step is always clear and direct and obvious.

This is a positive social environment. This is not a place of 'must nots' and rules. Students are shown how to, and expected to — do! The focus is on doing!

HELP ME TO DO IT MYSELF. It is a very active environment, a very sociable, companionable atmosphere — students work together, talk together, play together.

We use reason, consistency, trust — we use the environment to assist the child to build self-discipline.



## Lower Secondary

### An overview of discipline in a Montessori context

In a Montessori education discipline, or self-discipline are closely connected to freedom.

The lack of understanding about the connection those two principles by the general public is described in Standing's book 'Montessori, her life, her work' as such: "The Montessori method has been defined as one which is based on 'Freedom in a Prepared Environment'; and undoubtedly the idea of liberty is one of its most fundamental principles. At the same time, however, there is probably no aspect of

Dr. Montessori's teaching which has been more widely misunderstood. You may still hear people say: Montessori! -ah, that's the system in which children are allowed to do what they like! I don't want that for my child; I believe in discipline. So does Montessori, very much so. Yet still this misconception

continues. Dr. Montessori told me, herself, that, on one occasion when she reproved a disorderly child in a house where she was staying, the mother said, but you shouldn't do that! -it is against the Montessori principles! As if I didn't know my own principles, she added with a wry smile."

Montessori freedom means unlimited freedom to do right. The choices to do right are guided by three agreements of the community: 1. Respect for oneself, 2. Respect for the each other, 3. Respect for the environment.

Self-discipline and the freedom to do right does not come into existence in a day, or a week, or even a month. It is an achievement won through month of training and the guidance of parents, peers and teachers.

In the following we will look at how we guide our students and how we respond to behaviour that inhibits learning in the classroom or is in other ways hurtful to the community. We have a speaker from each plane of development, as the differing developmental stages of the child ask for differing responses.

In the third plane students "are coming to understand the implications that freedom and responsibility bring and are willing to learn what duty is all about." But, "they need to test this out. They still rely on significant adults for advice in making major decisions; it is all the more important to be in the wings when those times evolve. They need to make mistakes and to sort those occurrences out. They need to determine what went right and where did it go wrong? Why?"

Meta cognition is being developed and the insight into their own thinking increases. At the same time their ability for decision making is inhibited and often guided by rush and impulsive responses.

In secondary we develop and agree upon a code of civility together. The process of developing this code is as important as the code itself. They become stakeholders. Guiding question would be:

What do you need to learn in a safe environment? When we brainstormed the code of civility we had three sub headings. (bring code) We have a sub- committee for the code of civility and requests for changes or addition need to go through the sub-committee and will be discussed in the weekly

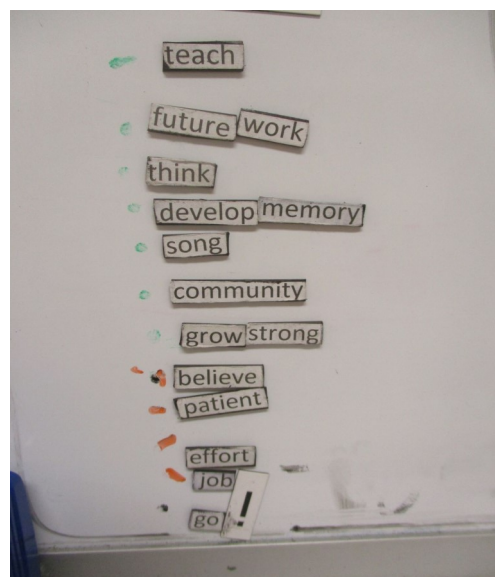
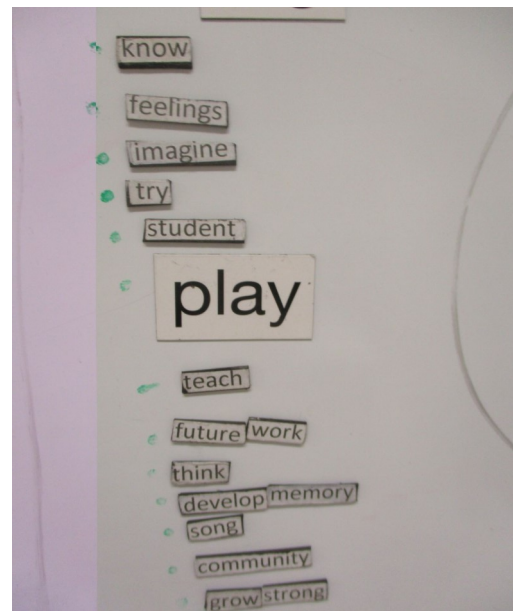
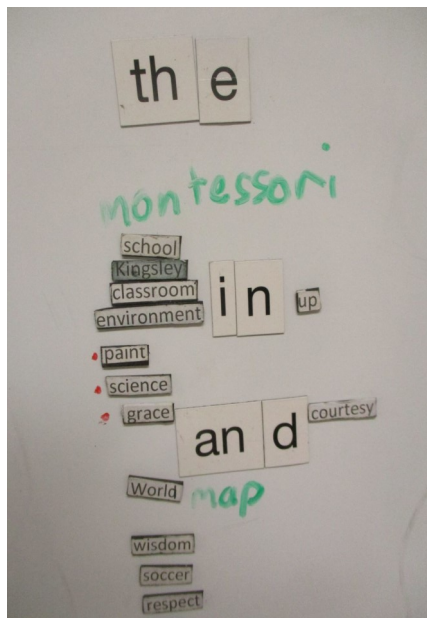
community meeting. Does the code eliminate misbehaviour? Certainly not, but it set the tone of the classroom and strengthens the position of the weaker link affected. That person knows that the behaviour is not generally accepted. We also discussed how we can 'help' the offender by speaking up, rather than seeing it as telling the person off. Most of the times it is sufficient to remind students of the code of civility to respond to negative behaviour in the classroom.

## Parent Discussion Night - Discipline, continued...

What if this is not sufficient? As we have heard before, it is important to respond with natural or logical consequences. So if for example a deadline has been missed, and the teacher has not been asked for an extension, one consequence might be that students are not invited to the next lesson. They are not ready and need to use the time instead to finish the work that is overdue. If time is wasted during school time students might have to take work home and do it in their own time. Sometimes students need to sit away from others to be able to focus.

Most conflict resolution can be solved amongst students, but sometimes mediation is required. Every student has the right to be listened to. In most cases listening to other person's reasons and feelings leads to a resolution.

In rare but more severe cases (property was damaged, hurtful physical or verbal interaction) we follow the restorative practice framework. Restorative practice focusses on the hurtful **action** or **behaviour** of the offender, rather than on the **offender** itself. It seeks resolution through acknowledging the pain caused by one's actions and to seek for solutions to right the wrongs done. In cases where a formal restorative practice meeting needs to be held, parent would be informed and asked to attend.



## Term 1, 2019

Lots of things happen at our school during each term, a few are pictured below....





- Resignations:* Resignations must be received during the term prior to the child's **last term** at school, and must be in writing.
- Dress:* We advise loose, comfortable and practical clothing that enables the child to undertake the full range of possible activities. Shoes are not worn inside the school by pre-primary or primary children. The use of soft slippers is advised. Long hair should be worn tied back. The Montessori School encourages the use of protective clothing and sunscreen for all outdoor activity. We maintain a year-round "No Hat—No Play" policy.
- Insurance:* Pre-Primary and Primary school hours are from 8.40am to 3.00pm, Lower Secondary from 8.40am to 3.15pm . The school's responsibility for the children is from 8.30am, when the child has been formally brought to the teacher's care, until 3.15pm or when the child has been formally returned to the care of the parent. Staff are not available to supervise the school's playground after 3.00pm. For that reason children are not permitted to play in the school playground after 3.00pm.
- Lunches:* Wholesome lunches are encouraged in the school. Students are requested to take home any food that they cannot eat. The school aims to provide a safe and supportive environment for students at risk of anaphylaxis. Parents are requested to assist by not sending any nuts or foods containing nuts to school.
- Absences:* Parents should notify the school office of the absence of the student as soon as possible. Notification of extended absence, for reason other than illness, should be made in writing. An acceptable reason must accompany the absence notification.
- Late Arrival / Early Departure:* In order to maintain accurate attendance records, the School is required to record students who arrive late and or depart early. Students arriving at school after 8.40am must report to the Office, sign the Late Register and pick up a Late Pass. If a student needs to leave school early, parents / students must proceed to the Office first, sign the Early Departure register and receive an Early Departure card which is given to the teacher.
- Books:* Books which are the property of the school may be borrowed. Books must be returned to the school the following day, to be available at school, and must be carried in a cloth book-bag.
- Television:* Parents are reminded that research into child development indicates that TV does not contribute to the development of the child. It is recommended that TV-watching is kept to as little as possible for as long as possible.
- Medication:* As a rule, medications are not to be brought into the school. Should special circumstances arise to make it necessary, parents must first discuss the matter with the Principal and complete an authorisation form. Parents will be contacted to pick up children who are sick at school. If parents cannot be contacted medical advice will be sought on their behalf, if necessary.
- Head Lice:* The school follows the Health Department recommendations on the treatment of Head Lice, and undertakes Synchronised Head Lice checks as part of the Head Lice Management Program.
- Report Books:* Report books are a record, by parents and teachers, of the child's development from birth to when he/she leaves Montessori. Report books are available to parents on request, at mutually convenient times.
- Contact with Teachers:* Teachers are available to talk to parents before school between 8.15am and 8.30am and after school between 3.15pm and 3.30pm by appointment.