



National Newsletter

November/December 2008

Southern African Montessori Association

Message from the President:

Inside This Issue:

- Message from the President
- HIV/AIDS – What can we do in the Montessori Environment
- Multicultural Education Discussion Topic
- Talking to Children about Diversity
- When life hands you a lemon...
- Modern Day Man and Religion
- Observing the Richness of Differences
- Recommended Reading
- Riddles & Brainteasers for 6-9 year olds
- Points to Ponder
- Greetings in South African languages
- 2009 Environmental & Religious Calendar
- Members' Page
- Regional Feedback/Crafty Ideas
- Quotes
- Training
- Vacancies
- Marketing
- SAMA Products
- SAMA Contacts

Dear SAMA Members,

As the year draws to a close, I am sure many of you are preparing for a break from the routine of school and will hopefully enjoy many moments of peace over the festive season.

Over the past few weeks, I have had the opportunity to revisit the SAMA Constitution (more than usual!) and was once again struck by the power of the Preamble to our constitution. It provides us all with the opportunity to work together and build a stronger, more united Montessori community.

At this time of year, it is a time to express gratitude for those who have made a difference in our lives and I would like to take this chance to express my sincerest gratitude towards the Montessorians who took the bold step of establishing SAMA – only six years ago. I was not there quite at the very beginning but many were – Lyn Viljoen, Marita Basson, Heidi van Staden, Bukelwa Selema, Jenny Miller, Susanne van Niekerk, May Selkirk and too many others to mention. Many of you have remained committed to SAMA in so many ways and have given us an incredible foundation on which to keep building the association. Thank you.

Many of you have subsequently joined SAMA because of the possibility of being part of a community of like-minded, committed individuals who above all else want to make life fuller and more meaningful for our children. This year has shown a consistently steady growth in SAMA membership and this has encouraged us to keep doing the best we can. Thank you- each and every member – for your part in SAMA's growth.

Before leaving you with the preamble as a closing reminder for the year, I would like to thank our administrator, Deirdre Gower, who works so efficiently and manages the SAMA office so professionally. It is not the easiest of jobs being the first person to try and calm a member of the public (or even at times, one of us!) and she does it with such grace and calmness. Thank you Deirdre!

May you all have a peaceful and joyous festive season and we wish you all the best for 2009.

Preamble (to the SAMA Constitution)

Whereas we are gathered together as Montessori educationists working in the Southern African context;

We are united in our common respect for and commitment to the educational philosophies and methods originated by Maria Montessori;

We understand that there are in Southern Africa, as in other parts of the world, differing interpretations of and emphases in Montessori education;

However, we regard these differences as sources of strength and constructive debate in our efforts to adapt and grow the Montessori method in the context of the developmental and educational realities of our different countries and our region as a whole;

Our Montessori community is one that values its diversity of cultural contexts, community sites and pedagogical styles, and so seeks to resist narrow dogmas about and sectarian interpretations of Montessori;

Now therefore we constitute the Southern African Montessori Association and adopt this Constitution to guide its activities in the future.



SAMA OFFICE:

Tel/Fax: 041-581 2874
Postal Address: PO Box 5505,
Walmer, Port Elizabeth, 6065
Cell number: **072 609 5979**
e-mail: admin@samontessori.org.za

Warm Regards
Sam Streak
SAMA President

Website:
www.samontessori.org.za

Cultural Sensitivity and Understanding

HIV AIDS – What can we do in the Montessori Environment?

Submitted by Heidi van Staden

These are some ideas that you could incorporate in the Montessori 3-6 years environment in order to make children more aware of HIV AIDS, and how they can prevent the spread of the disease. Some of these exercises simply create an awareness of helping others – possibly a step in developing the natural empathy within the child. This list is by no means exhausted....please add to it as you go along!

Practical Life

- Care of the person:
Create an exercise where you really offer the children the opportunity to nurse minor cuts and scrapes.
This needs to be Directress assisted at ALL times.

Materials:

- box with first aid cross on the lid
 - gloves
 - antiseptic (e.g. diluted detol)
 - cotton swabs
 - small dish
 - plasters
- Grace and courtesy
 - How do we call for help in an emergency - emphasis on speaking clearly, not shouting, describing what is actually wrong (not going into who did what!)
 - How could we treat someone who has HIV AIDS? What are their needs?
 - How can we help children with AIDS? (e.g. UNICEF, a local organisation)

Sensorial

- Discuss colour, shape of the ribbon worn by people who support HIV AIDS.

Language

- Tell a story about HIV AIDS.
- Vocabulary enrichment – e.g. Acquired Immuno-Deficiency Syndrome, virus, infection etc.
- Have 'Remember HIV AIDS' written on a chart (which could maybe be put into the first aid box) – for children to be exposed to regularly. They will soon learn to recognise these words whenever they see them.

Art

- Make an HIV AIDS ribbon with the children.
(Presentation could involve measuring length of the ribbon – e.g. as long as the shortest red rod, cutting, pinning with a small safety pin etc.)



"The needs of mankind are universal. Our means of meeting them create the richness and diversity of the planet. The Montessori child should come to relish the texture of that diversity." – Maria Montessori

Multicultural Education Discussion Topic

Submitted by: Heidi van Staden

I have used this task (which formed part of my PGCE studies) with my staff, and found it to be a really interesting one.

Although there is no right or wrong order of importance, the discussions have always been fruitful and lead to interesting debates. Ultimately, we find solutions that work best given the scenarios that we work in. We have also learned so much about each other, and the cultural differences that we have within our teaching group.

We explored the why's and how's of each point and found that in some instances it was more challenging than we expected to implement our ideals! But.... don't give up – this is a worthwhile exercise!

Try it and feel free to report back!

Arrange the following statements in order of importance.

(The aim of this task is to determine important aspects that may form part of your school's school policy on multicultural education.)

- Culture is central to a child's self-concept and should therefore form an important part of the teaching-learning process.
- The learning environment must reflect the cultures of those learning within it and within the society at large.
- The school as a community organisation should establish close links with organisations and groups that represent minority groups.
- Educators should become aware of the cultures of different children and the customs and attitudes that they hold.
- Questions about racism and name calling incidents etc., should neither be avoided nor over-reacted to. Learners should be given appropriate information and support when such situations arise.
- Educators should be aware of racist connotations in languages and should discourage racist language at all times.
- Recognition should be given to the positive value of the mother tongue. Different languages should be shared and given a positive image in the classroom.
- Educators should encourage positive cultural identity in learners by initiating activities that reflect a multicultural society.



Either education contributes to a movement of universal liberation by showing the way to defend and raise humanity or it becomes like one of those organs which have shrivelled up by not being used during the evolution of the organism.
- Maria Montessori -



Talking to children about diversity: Preschool years

By Caryl M. Stern-LaRosa (http://www.adl.org/issue_education/hateprejudice/Prejudice3.asp)

Submitted by: Deirdré Gower

A child's age is one of the most important factors in considering how to begin a discussion on any subject dealing with prejudice, discrimination or, more simply, the things that make people different. The most important thing to keep in mind is that it is never too early, or too late, to talk to children about respecting diversity.

During preschool years, children begin to notice physical aspects of identity. At about age 2, children become increasingly aware of gender. This is followed by curiosity about skin color, hair color and texture, eye shape and color, and other physical attributes. Awareness of disabilities tends to come later; however, some toddlers begin noticing more obvious disabilities, such as a person using a wheelchair. Usually between the ages of 2 and 3, children will begin to notice cultural aspects of gender influence. For example, they may take note of the fact that girls tend to play with dolls while boys play with trucks. They may also begin to recognize ethnic differences, noticing that children eat different foods and celebrate different holidays or, conversely, do not celebrate or recognize certain holidays. As they begin to notice differences, 2-year olds may show signs of "pre-prejudice"- they may act afraid or uncomfortable. Not necessarily possessing the vocabulary to express their concerns, they may avoid or ignore a child they perceive to be different.

Three- and four-year-olds begin to expand observations of differences and seek explanations for those differences. They show a greater awareness of their own and other's appearances. They ask questions about where they got their own skin, hair, and eye color, or why certain groups of people are called names that reflect colors other than what they are.

It is not unusual for them to ask questions such as, "Will I always be this color or will it change as I grow up? Why doesn't my best friend have the same color skin as me? Why does daddy have brown hair and I have black hair?"

Five-year-olds begin to build a group ethnic identity, as well as an individual identity. They can more fully explore the range of differences within and between racial and ethnic groups as well as the range of similarities between groups. They can now begin to understand scientific explanations for differences in skin color, hair texture, and eye shape. They accept the use of categories and seek to know where they themselves fit.

It is essential to keep these stages of development in mind when addressing issues of diversity with preschoolers. What is in a child's environment (as well as what is absent) provides children with important information about who and what is important. Therefore every effort should be made to create a setting that is rich in possibilities for exploring cultural diversity. Consider decorating their rooms with objects made from a variety of materials; if they are enrolled in a formal preschool program, work with the teacher to see that their classroom follows suit. Play music with words from different languages and try to introduce games from around the world. Try art projects that introduce various cultural traditions. Folk dancing and storytelling are two especially effective ways to introduce children to other cultures.

Creating an environment rich in possibilities for exploring diversity

- Helps children develop their ideas about themselves and others
- Creates the conditions under which children initiate conversations about differences
- Provides adults with a setting for introducing activities about diversity.



When deciding which materials to include in a child's room or in a preschool classroom, do not inadvertently display pictures, books, or objects that reinforce stereotypes. Instead, show people within cultural groups enjoying a range of customs and activities, living in a variety of settings, and belonging to various socioeconomic groups as well as single-parent, two-parent, or extended family homes. In addition, it is important not to confuse images of past ways of life of a group with its contemporary life or confuse images of people's ceremonial or holiday life with their daily lives

Continued....

When life hands you a lemon, peel it

We often think that teaching our children about diversity is a long and difficult task. However as the following exercise shows, it can be as simple as peeling a lemon:

Gather a group of young children and give them lemons, one lemon for each child. Tell them to "get to know your lemon." The children will examine their lemons-smell them, touch them, throw them in the air, and roll them around. After a few minutes, take the lemons back and collect them in a big basket. Next, ask the children to find their lemons from among the bunch. Remarkably, most recognize their lemons at once. Some will even get protective of them.

Next, ask the children to describe how they recognized their lemons. The responses are always varied. "My lemon was a big lemon," one might say. "My lemon was a perfect lemon," says another. And another, "My lemon had dents and bruises." This launches the discussion about how people are like that-different sizes, different shapes, different shades of color, different "dents and bruises."

After exploring those ideas, collect the lemons again. This time, peel the lemons and return them to the basket without their protective skin. Now tell the children to again find their lemon. Presented with this quandary, the children's reactions are always precious. "But the lemons all look the same!" they'll exclaim. This opens the door to a discussion of how people, much like the lemons, are pretty much the same on the inside.

While it may take only 15 minutes and a bowl of lemons to teach young children about diversity, it takes a conscious effort and a lifetime of attention to ensure that lesson is remembered. As parents, we must provide that commitment.



Teaching children begins by taking a look at ourselves

Parents, guardians, and teachers also struggle with diversity issues every day. First, we need to take a hard look at ourselves and explore our own cultural biases and assumptions. What "filters" impact the ways in which we view the world? What words are we using to teach our children about their own culture, as well as about those around them? Do our actions match our words? If the only people different than ourselves that our children see us interacting with are paid service personnel, we are indeed

sending a message about how we value diversity.

We should attempt to integrate diverse information into regular conversation and daily activities. Relegating this type of conversation to "multicultural time" or to a specific holiday or month sends a message that these activities are unimportant relative to other activities. We must seek out opportunities that relate to those things that a child does daily or weekly.

We must prepare ourselves to respond to acts of bias, even if they are unintentional. Children will carefully observe how the adults in their lives intervene when someone is the target of hurtful or discriminatory behavior. Silence in the face of injustice conveys the impression that adults condone the behavior or consider it not worthy of attention. We must make it clear to our children that name-calling will not be tolerated and explain the thinking behind "zero tolerance" when it comes to prejudice.

***We are all a single organism,
one nation.***
Maria Montessori

We could learn a lot from crayons.

Some are sharp, some are pretty, some are dull, some have weird names, and all are different colours. But, they all fit nicely into the same box.

-Unknown-



Submitted by: Sam Streak

Modern Day Man and Religion – Written by Aimee Taylor, Age 11 (former pupil at PE Montessori School, now in grade nine)

All the time, every moment of the day, we are surrounded by the many aspects of our lives, which are truly fascinating once discovered, yet sometimes are ignored. Some people choose to discover and uncover these aspects of life and it has totally changed their view on life, though some people choose to act as if the world is here, let's live in it, die, and everything carries on... these people simply can't be bothered.

I have chosen to explore a part of life that has always been a part of me and always will, yet I failed to see it before. Even though I am just a child, the world matters (as it should to anybody). I have always been religious, as I am a Catholic, part of Christianity, and have always gone to church. So, here is the reason for my aspect of life...

In my society I am surrounded by what I think is supposed to be the "modern man." Though I find many different definitions for the word "modern". Many people think "the past is past, let's carry on towards the future." This has led to forgetting the past in which, the pure roots and rights of each religion are founded. People have forgotten the true meanings of many holy days - which they don't even know the reason why they are even around. I am more so focusing on the "modern Christian" if I might say so. The Muslims, Hindu's, Buddhists and other strong religions, believe greatly in the faith of their own and most have kept to their rituals. This is one reason why I respect them greatly and admire them. Yet I feel as though my religion is falling apart. As I watch, I get to know this so-called "modern man" and feel as though he is jeopardising Christianity. This "modern man" thinks that celebrations such as Christmas and Easter are simply there to be enjoyed yet half the people who celebrate it don't even know why it's there, they probably don't know that the prophet, Christ was born on that day, or even the fact that he died on that day, so on and so forth. They suck out the fun parts meant to only be extras to the celebration and think that's that, without realising the story behind it. You have no idea how many times I've heard people say "Christmas is a time for giving and sharing, it's got nothing to do with religion." I laugh out loud to those who say that because without that religion the celebration would not be there! But may I ask, what if someone celebrated Yom Kippur, Hannukah and Rosh Hashanah, but never once went to a Synagogue or said a Jewish prayer? I wonder what the society's reaction to that would. I'm not saying you need to go to church every Sunday to be a Christian, just stay true to your beliefs and have faith because God will always love you.

As I come to the end of my words I feel as though a huge burden is gone for I truly feel you should say what you think. What I have written is simply my point of view and is not meant to offend anybody I just wanted to share my thoughts with you.

The 'absorbent mind' welcomes everything, puts its hope in everything, accepts poverty equally with wealth, adopts any religion and the prejudices and habits of its countrymen, incarnating all in itself.. This is the child!

Cultural sensitivity and Understanding



Observing the richness of differences By Lesley Milmine

Montessori International Issue 77 October – December 2005 (Submitted by Deirdré Gower)

With the many opportunities for travel now available to fascinating and far-flung places around the globe, the Early Years is a wonderful time to introduce children to the rich cultural diversity of our beautiful world.

The continents globe and puzzle map make a very good starting point for discussion. Even the youngest children enjoy identifying the continents by their different colours and shapes.

Continents boxes

Use sturdy plain boxes, colour-coded to match the globe and puzzle. Try to include a continent outline template and name label, always using colour-coded card, laminated where possible for durability.

Excellent quality photographs of people, animals and main geographical features are useful. They should also be mounted on colour-coded card, with clear captions and laminated.

Include items of clothing, souvenirs and pictures or empty packets of food. Parents will be a rich resource for these items. Do invite them to bring in objects and photographs. If they are willing to spend a little time to talk about the items themselves with the children, that would be an added bonus.

Religious Festivals

An early introduction to the aspects of some of the main religious festivals could take the form of celebrating: Hannukkah, Chinese New Year, Divali, Christmas and Easter in your setting. There are many books in libraries featuring these and other festivals and they will provide inspiration for your own interpretation. Once again, parents can be a great source of ideas and authentic experience.

Countries

You might wish to focus on, say, Spain, or a Latin American country and have a half-term long project on that country. You could include the following:

Set up a special table or corner of the classroom with a sturdy template of the country's outline, its location on the map of the appropriate continent, capital city, main river and/or mountain range. Invite comparison with your own country's shape and size and other features. Introduce the flag and invite children to use insets to draw and colour in their own. They could also paint their own or make a beautiful big one to display using pre-cut shapes or coloured tissue.

There are many beautifully illustrated books available in libraries showing children in other countries going about their normal lives. This is a good introduction of non-fiction books to children.

Clothes

Be careful not to stereotype different cultures. Children appreciate seeing the similarities in others' day-to-day lives as well as the small differences in what they eat or how they speak. Just as we in the UK do not always walk around dressed as Morris dancers or in kilts, children in Mexico do not all wear sombreros, or in Germany wear lederhosen! However, they will enjoy the opportunity of dressing up in outfits from other countries. Make sure everyone has a chance to try clothes on and improve their self-dressing skills at the same time. Take plenty of photographs to look at later on and enjoy. This will encourage children to reflect on what they have done and discuss how the clothes differed from their own.

Language

Counting from one to ten (or even just one to five) in a foreign language is great fun and children are quick to pick up this new skill. Start with the familiar – English – first and then explain that in the other country children don't say numbers this way, and then introduce the new numbers, using fingers to help. Lots of repetition and you could try using the numbers to count the children during registration, coming in or going outside. Introduce 'please' and 'thank you' in another language at snack time. Also, 'yes' and 'no'. you will be amazed at how they pick up the new vocabulary and how much they enjoy using it.

You could give the children Spanish names and call the register, inviting them to say 'buenos dias'. There are plenty of foreign language books with simple words and phrases. Spanish, German or Italian are easy languages to pronounce for the non-linguist as they are all phonetical.

There are many children's books with beautiful illustrations featuring stories from around the world. You could also include atlases, encyclopedias and travel magazines to your book corner.

Food

Now for the best bit – the food! Preparing and eating new items of food is a wonderful way to celebrate cultural diversity. Just think of the further opportunities for maths and science too, with dividing up pizzas, weighing beans or comparing dried and cooked pasta. Tasting new foods together also provides a wonderful social occasion.



*“If we are to teach real peace
in this world, and if we are to
carry on a real war against
war, we shall have to begin
with the children.”*

Mahatma Gandhi



Recommended Reading:

Submitted by Heidi van Staden

1. Multicultural Education - An Educator's Manual
E.M. Lemmer, Corinne Meier and Noleen van Wyk
2006, van Schiak Publishers, Pretoria

'A text book, but has interesting information and plenty of activities that can be implemented with staff and parents.'

2. The Sun's not Broken, A Cloud's Just in the Way
Sydney Gurewitz Clemens
1983, Gryphon House, Maryland, USA

'Sydney shares her day-to day classroom experiences, The book is loaded with motivational ideas, inspiration and techniques for parents and teachers alike. Montessori references, and delightful Winnie-the-Pooh quotes complete an easy to read and useful book.'

3. In the Beginning
Helen Cherry and Kenneth Mc Leish
1984, Longman House, Great Britain

'A stunning book exploring the creation myths from around the world. Fourteen, beautifully illustrated stories that reflect the ideas and lifestyles of the people who created it. Highly recommended for primary children.'

RIDDLES AND BRAIN TEASERS ... for the Older Age Groups (answers on the last page)

1. John is standing behind Mary, and Mary is standing behind John. How is this possible ?
2. What is one thing that all wise men, regardless of their politics or religion, agree is between heaven and earth?
3. How would you rearrange the letters in the words "New Door" to make one word?
4. What is it that someone else has to take before you can get it?
5. What do you throw out when you want to use it, but take in when you don't want to use it?
6. When asked how old she was, Suzie replied, "In two years I will be twice as old as I was five years ago." How old is she now?
7. Which is faster, hot or cold?

*If help and salvation are to come, they
can only come from the children, for the
children are the makers of men.*

- Maria Montessori -



Points to Ponder

If we could shrink the earth's population to a village of precisely 100 people, with all the existing human ratios remaining the same, it would look something like the following:

There would be:

57 Asians

21 Europeans

14 from the Western Hemisphere, north and south

8 Africans

52 would be female

48 would be male

70 would be non-white

30 would be white

70 would be non-Christian

30 would be Christian

6 people would possess 59% of the entire world's wealth and all 6 would be from the United States.

80 would live in substandard housing

70 would be unable to read

50 would suffer from malnutrition

1 would be near death; 1 would be near birth

1 (yes, only 1) would have a college education

1 would own a computer

When one considers our world from such a compressed perspective, the need for acceptance, understanding and education becomes glaringly apparent.

The following is also something to ponder...

If you woke up this morning with more health than illness... you are more blessed than the million who will not survive this week.

If you have never experienced the danger of battle, the loneliness of imprisonment, the agony of torture, or the pains of starvation... you are ahead of 500 million people in the world.

If you can attend a church meeting without fear of harassment, arrest, torture, or death... you are more blessed than three billion people in the world.

If you have food in the refrigerator, clothes on your back, a roof overhead and a place to sleep... you are richer than 75% of this world!

If you have money in the bank, in your wallet, and spare change in a dish someplace ... you are among the top 8% of the world's wealthy.

If your parents are still alive and still married ... you are very rare, even in the United States and Canada.

Let's all count our blessings.

Some Greetings in all 11 official South African languages:

English: **Thank you**

Afrikaans: Dankie

IsiNdebele: Ngiyathokoza

Sesotho: Ke a leboha

Northern Sotho: Ke a leboga

Setswana: Ke a leboga

SiSwati: Siyabonga

Xitsonga: Inkomu

Tshivenda: Ndo livhuwa / Ro livhuwa

IsiXhosa: Enkosi

IsiZulu: Ngiyabonga

English: **Hello**

Afrikaans: Goeiedag / Hallo

IsiNdebele: Lotjhani

Sesotho: Dumela (singular) / Dumelang (plural)

Northern Sotho: Dumela (singular) / Dumelang (plural)

Setswana: Dumela (singular) / Dumelang (plural)

SiSwati: Sawubona

Xitsonga: Avuxeni

Tshivenda: Ndaa (male) / Aa (female)

IsiXhosa: Molo (singular) / Molweni (plural)

IsiZulu: Sawubona (singular) / Sanibonani (plural)

English: **Goodbye**

Afrikaans: Totsiens

IsiNdebele: Usale kuhle (stay well) / Uhambe kuhle (go well)

Sesotho: Sala hantle (stay well) / Tsamaya hantle (go well)

Northern Sotho: Sala gabotse (stay well) / Sepela gabotse

Setswana: Sala sentle (stay well) / Tsamaya sentle (go well)

SiSwati: Sala kahle (stay well) / Hamba kahle (go well)

Xitsonga: Salani

Tshivenda: Kha vha sale zwavhudi

IsiXhosa: Sala kakuhle (stay well) / Hamba kakuhle (go well)

IsiZulu: Sala kahle (stay well) / Hamba kahle (go well)



Through the study of children I have scrutinized human nature at its origins, both in the East and in the West and although it is forty years now since I began my work, childhood seems to me an inexhaustible source of revelation and let me say, of hope.

Childhood has shown me all humanity is one...

Man must cultivate from the beginning of his life, when the great powers of nature are at work. It is then that one can hope to plan a better social structure and better international understanding.

Maria Montessori, 1947

Environmental Calendar and Religious Holy Days 2009

ENVIRONMENTAL CALENDAR

World Wetlands Day	Monday	02 February	World Ozone Day	Wednesday	16 September
World Water Day	Sunday	22 March	World Tourism Day	Sunday	27 September
World Meteorological Day	Monday	23 March	World Habitat Day	Tuesday	06 October
World Environment Day	Friday	05 June	National Marine Day	Saturday	07 November
National Arbour Week	Monday - Friday	7-11 September	World Aids Day	Tuesday	01 December

BAHA'I FAITH'S HOLY DAYS

Naw-Ruz (the New Year)	Saturday	21 March	Ascension of Baha'u'llah	Friday	29 May
Feast of Ridvan (1st day)	Tuesday	21 April	Martyrdom of the Bab	Thursday	09 July
Feast of Ridvan (9th day)	Wednesday	29 April	Birth of the Bab	Tuesday	20 October
Feast of Ridvan (12th day)	Saturday	02 May	Birth of Baha'u'llah	Thursday	12 November
Declaration of the Bab	Saturday	23 May			

CHRISTIAN HOLY DAYS

Ash Wednesday	Wednesday	25 February	Whit Sunday	Sunday	24 May
Palm Sunday	Sunday	05 April	Trinity Sunday	Sunday	07 June
Holy Week (Commence)		06 April	All Saints Day	Sunday	01 November
Good Friday	Friday	10 April	Christ the King	Sunday	22 November
Easter Sunday	Sunday	12 April	Advent Sunday (Commence)	Sunday	29 November
Ascension Day	Thursday	21 May	Christmas Day	Friday	25 December

HINDU FESTIVALS

Makar Sankranti	Wednesday	14 January	Krishna Janmashtami	Friday	14 August
Maha Shivaratri	Monday	23 February	Pitr-paksha	Saturday	05 September
Ramayana Week (begins)	Friday	27 March	Navaratri	Saturday	19 September
Ramanavami	Friday	03 April	Deepavali/Diwali	Saturday	17 October

JEWISH HOLY DAYS

Tu-B'Shvat	Monday	09 February	Tish B'Av (Fast of 9th of Av)	Thursday	30 July
Fast of Esther	Monday	09 March	Rosh Hashanah (5770) (1st day)	Saturday	19 September
Purim	Tuesday	10 March	Rosh Hashanah (2nd day)	Sunday	20 September
Pesach (1st day)	Thursday	09 April	Fast of Gedalya	Monday	21 September
Pesach (2nd day)	Friday	10 April	Yom Kippur (Day of Atonement)	Monday	28 September
Pesach (7th day)	Wednesday	15 April	Succot (1st day)	Saturday	03 October
Pesach (8th day)	Thursday	16 April	Succot (2nd day)	Sunday	04 October
Yom Hazikaron	Tuesday	28 April	Hoshana Rabba	Friday	09 October
Yom Ha'atzmaut	Wednesday	29 April	Shmini Atzeret	Saturday	10 October
Lag B'Omer	Tuesday	12 May	Shimchat Torah	Sunday	11 October
Yom Yershlymim	Friday	22 May	Channukah (1st day)	Saturday	12 December
Shavout (1st day)	Friday	29 May	Channukah (8th day)	Saturday	19 December
Shavout (2nd day)	Saturday	30 May	Fast of 10th of Tevet (5770)	Sunday	27 December
Fast of Tammuz 17th Tammuz	Thursday	09 July			

MUSLIM CALENDAR

Day of Aashura	10th day of Muharram	Wednesday	07 January
Meelaad-un Nabee Muhammad (S.A.W.)	Birth of Prophet, Peace be upon Him	Monday	09 March
Laylatul Meeraj (eve)	Ascension to Heaven	Sunday	19 July
Laylatul Baraat (eve)	Night of Emancipation	Thursday	06 August
Commencement of ramadaan	Start of the month of fasting	Saturday	22 August
Eid-ul-Fitr	Celebration after fasting	Sunday	20 September
Youmi Arafah	Pilgrimage - Day of Haj	Thursday	26 November
Eid-ul-Adgha	Day of Sacrifice	Friday	27 November
1st Muharram (1431)	Muslim New Year	Friday	18 December
10th Muharram	10th day of Muharram	Sunday	27 December

Please note that the above information was taken from a 2009 diary and was correct at the time of going to press.

Members' Page



Children at Maria Montessori House planting the tree donated by SAMA to Host Schools for Arbour Day

This is a very belated thank you to SAMA for the donation for the Arbour Day Tree Planting Ceremony at Maria Montessori House. The tree was donated to the school by SAMA. We really do appreciate all that SAMA does for us.

Anne O'Regan
Maria Montessori House

Letters from Members:

I would like to thank the Exco and SAMA for all the work that they have done this year. Lots of which has been accomplished after hours and for the good of the Montessori community. I love the pamphlet that you have put together and John and I will be posting them at every possible outlet from Doctors rooms to Pick n Pay. Your effort doesn't go unnoticed even though we don't often stop to say thanks.

Love Anne (Anne O'Regan, Maria Montessori House)

Dear SAMA,

Thank you so much for the latest newsletter regarding inclusive education. We have just recently had a down syndrome child start at Olivedale Montessori and it was so inspiring to read your letter, as we know this is going to be an exciting new venture for us but also a challenging one. It's great to know that I can network with other schools if I need advice.

Thanks for a great job.

Kind regards
Chantel Ross – Olivedale Montessori

Quotes Submitted by Paul Blokker

We all live with the objective of being happy; our lives are all different and yet the same. – Anne Frank

Differences challenge assumptions. – Anne Wilson Schaefer

When Jesus Christ asked little children to come to him, he didn't say only rich children, or White children, or children with two-parent families, or children who didn't have a mental or physical handicap. He said, "Let all children come unto me." – Marian Wright Edelman

Religions are many and diverse, but reason and goodness are one. – Elbert Hubbard (The Roycroft Dictionary and Book of Epigrams, 1923)

[People] may be said to resemble not the bricks of which a house is built, but the pieces of a picture puzzle, each differing in shape, but matching the rest, and thus bringing out the picture. – Felix Adler

One day our descendants will think it incredible that we paid so much attention to things like the amount of melanin in our skin or the shape of our eyes or our gender instead of the unique identities of each of us as complex human beings – Franklin Thomas

We have become not a melting pot but a beautiful mosaic. Different people, different beliefs, different yearnings, different hopes, different dreams. – Jimmy Carter

I do not want my house to be walled in on all sides and my windows to be stifled. I want all the cultures of all lands to be blown about my house as freely as possible. But I refuse to be blown off my feet by any. – Mohandas K. Ghandi

We send missionaries to China so the Chinese can get to heaven, but we won't let them into our country. – Pearl S. Bu

**Focus for January 2009 issue:
TO BE DECIDED
Deadline for submissions: 20 January 09**

All articles are contributed by SAMA members. We would love to hear from our readers. Please send interesting snippets, valuable insights and amusing anecdotes to share with others and help make this newsletter an exciting and interesting one. If you feel you would like to contribute, please send to Deirdré via: admin@samontessori.org.za

Regional Meetings Update: End of Year

On behalf of EXCO I would like to extend a warm Thank You to all our members for attending our Regional Meetings this term. We have enjoyed talking to you and engaging in discussions that are common to all Montessorians.

I trust that you have been inspired and encouraged to carry on doing the best you can in your everyday tasks with the children. It has been a positive learning experience for everybody.

Heidi and I attended the meeting held at Maria Montessori House on the 1st November and we held a discussion around Report Writing. We invited members to bring a sample of their reports to share and there was such an excellent response, everybody enjoyed sharing ideas and discussing important points to writing an unbiased report.

The Gauteng South Heads of Breakfast was held on the 8th November 2008 at the Wanderers Country Club.

Sam represented Exco at the KZN regional meeting which was wonderful. The Eco-Schools ladies gave a lot of useful information to really get going with the Eco-Schools programme.

From the feedback received, the Western Cape and KZN Heads of Schools breakfasts were a great success too. Gauteng North will have their breakfast on 6th December and Eastern Cape heads of schools will have their breakfast early in 2009.

Heidi represented Exco at our first regional meeting in Namibia. An excellent turnout of more than 20 people made for a great meeting. Thanks to Sophia for hosting the meeting and helping us organise it.

We will publish the dates for 2009 regional meetings early in the new year so you can plan accordingly. Thank you for your support and positive response to our regional meetings.

Warm Regards

Sumaya

Host Schools Representative



BY SUMAYA TAR MAHOMED

First Friends Montessori

School Memory Book

We have come to the end of the year. For some this may be the last year in an environment and they have to move and for others its time to say goodbye and embark on the next educational phase. Why not make a Memory Book to take with!

This is an end-of-school-year activity, a book that learners can make. This is a wonderful book relating information about themselves, their friends, and their favourite classroom events!

Supplies needed:

- a book of your choice (A4/A5)
- fancy paper to cover the book
- printout of titles for pages i.e. cover page, this is me, self portrait, autographs etc..
- crayons, pencils,
- pictures (the children can bring to school)

Have the students write and draw in their pages of their book. Let the students pass the books around for signing the autograph section. Just remember to sign the book as well. Enjoy! Sumaya



Educating the Human Potential

**3-6 years & 6-9 years
training courses**

Options of Full Time, Part time,
Supported Independent Study

Preliminary Certificate Programmes



Visit our website www.montessoritraining.co.za
for further information.

MONTESSORI ACADEMY FOR TEACHER TRAINING PTY LTD
2002/000290/07
Directors: H.A. van Staden; M.A. van Staden; S.B. Streak



**Montessori Centre
International**

Enrol now for Feb 2009

with the UK's largest Centre for
training of Montessori teachers and
attend lectures in Durban North.

Supported teaching
practice and final examinations,
leading to a

**UK Accredited Montessori Diploma and
ETDP SETA Level 5
National Diploma**

For full course details contact
Lucy 083 286 0318
or lucy@montessorisa.co.za
Susanne 082 900 3192
or susanne@montessorisa.co.za
www.montessorisa.co.za



December 6-9 Workshops : Pretoria Campus

Dec 8 - Dec 11 : Life Orientation

An exciting new module, incorporating Montessori philosophy and the
requirements of the National Curriculum.
Useful for qualified 6-9 teachers who did not have this module in their training.

Dec 15 – Dec 19 : Maths

Presentation of Montessori Math materials.
Link to National Curriculum.
Extension Presentations

Cost : R350.00 per day

Contact : Ina Erasmus or Kgomotso Mabena : 012 996 0855

Vacancies



**HEADSTART MERCY
MONTESSORI TRAINING
CENTRE
LECTURER IN MONTESSORI
STUDIES required for 2009.
Applicants must have a
Degree in Education or
Psychology; a Montessori
Teaching Diploma from 3 to
12 years and at least 5
years teaching experience.
Experience in teaching
music would be an
advantage. Email your CV
please to:
mmattc@mweb.co.za**

Centurion Montessori (Gauteng - Centurion) have a position available for a 3 - 6 Directress. Starting October 2008 or January 2009. Salary negotiable. Please e-mail a short C.V. to Zinita at montessori@caw.co.za or call 012 653-4177.

Knysna Montessori School is seeking a qualified 3-6yr Directress to start Jan 2009. Please email CV to admin@knysnamontessori.co.za

The Beehive Montessori situated in the Northern Suburbs in Cape Town is looking for a qualified Montessori Directress for the 3 – 6 class. Position available from Jan 2009 or April 2009. Please call 021 919 4223 or email your CV to beehive1@telkomsa.net

Need a challenge for 2009? Exciting opportunity available for Qualified Montessori Directress with good computer and administration skills. Remuneration negotiable according to experience. For more information, contact Hawa / Shamiemah at 021 4473712 or shamiemah@gmail.com

Vacancies cont...

Morning Star Montessori in Faerie Glen Pretoria has a vacancy for an experienced, Montessori qualified 3-6 Head Directress to start January 2009. The vacancy has arisen due to a staff relocation overseas. Top salary offered to the successful applicant. Please contact Jenny on 082 602 4427.
Fax CV to 012 991 0228.

Marketing

We are importers and distributors of a **COMPLETE RANGE OF MONTESSORI EQUIPMENT**
Excellent high quality equipment.
Phone us for exceptional prices and quality
R & D Marketing
Ron and Doreen Macaulay
082 888 0696 OR (011) 460 0632
e-mail: sales@rdm.co.za
website: www.rdm.co.za

Childrens House
Official Distributors of Nienhuis Montessori Materials
Tel: (021) 788 3160
Fax: (086) 619 5182
Email: childrenshouse@absamail.co.za

Edu Equipment
High quality locally manufactured Montessori Equipment from Toddler to Primary contact Dougie at Edu Equipment Port Elizabeth.
Cell 0722116940 Fax 041-3791595 or
eduequipment@absamail.co.za

If you would like to advertise in the SAMA Newsletter, please send the relevant information through to admin@samontessori.org.za

For more information on Job Vacancies, Associate Member (suppliers), Member schools and more, visit SAMA website www.samontessori.org.za

**The SAMA National office
will close on 10 December
2008 and re-open on 12
January 2009**

HAPPY HOLIDAYS!!!

Available SAMA Products:

- **The SAMA Recommended Curriculum** – an integration of A Montessori Recommended Curriculum with the Revised National Curriculum Statement. For queries and to order, contact the SAMA office. The curriculum is printed and bound, and is available to paid up SAMA Institutional Members for R250.00 and to all other categories of membership for R1000.
- **SAMA Policies and Procedures CDs** – a comprehensive compilation of government laws, acts, and policies on CD 1 and examples from various Montessori schools and resources to use in school management on CD 2, at R50.00 each. These prices are for school members only. All other categories of membership may purchase the CDs for R500 per set.
- **SAMA Parents Handbook** – a full colour, beautiful publication, useful to parents as an introduction to Montessori Education. This booklet covers basic Montessori philosophy and is the ideal starting point for parent education. These handbooks are available to SAMA School Members only at R25 per copy. For orders of 30 or more, additional postage will be added.
- **SAMA Centenary Scrapbook.** A beautiful full colour compilation of Southern African Centenary and 100 steps Stories and photos. Cost R250 per book plus R25 package and postage.

For more details contact: admin@samontessori.org.za

NATIONAL OFFICE: Eastern Cape admin@samontessori.org.za		
Telephone 041 5812 874, Fax 041 5812 874, Cell number 072 609 5979		
Deirdré Gower	General and Membership Administrator	admin@samontessori.org.za
Sam Streak	President	president@samontessori.org.za or sam@pumontessori.co.za
Susanne van Niekerk	Treasurer	susannev@mweb.co.za
Heidi van Staden	General Secretary	academy@netactive.co.za
Sharon Caldwell	Ordinary Member	sharoncaldwell@montessori.org
Sumaya Tar Mahomed	Ordinary Member	ably@yebo.co.za
Gayle Thompson	Ordinary Member	tommysg@telkomsa.net
Lorraine Wright	Ordinary Member	lorraine@llm.co.za

"In education we are now concerned not so much with science as with the interests of the human race and culture, which have only one nation - the world."

Maria Montessori, Discovery of the Child



Answers to Riddles:

1. They are standing back to back
2. The word "and"
3. One Word
4. Your photograph
5. An Anchor
6. 12
7. Hot because you can catch a cold...