



Southern African Montessori Association

April 2008

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Message from the President

Dear SAMA Members

The countdown has begun for Knysna and we are really looking forward to so many of you being there. Our annual conference is always such a wonderful way to meet new people and reconnect with old friends.

The theme of this month's newsletter is imagination and creativity and these are definitely two things that are enhanced when planning and organising a conference!

Maria Montessori's views on fantasy and imagination have been hotly debated by many and it is an area of her work we would do well to revisit regularly. Although there is much criticism of her views, when you go back and re-read Montessori's own work, it becomes apparent that we have sometimes been working on an opinion or interpretation of what Montessori said rather than her actual words. This is very often the case and we need to keep reminding ourselves that in order to remain authentic, we need to use Maria Montessori's writings as our foundation.

"We often forget that imagination is a force for the discovery of truth. The mind is not a passive thing, but a devouring flame, never in repose, always in action." (The Absorbent Mind, p.161, Chap 17)

As we are preparing for the end and beginning of another SAMA year, it is always a time to pause and reflect on where we need to go. SAMA is a member driven association – we try our best to work and create things that are based on members needs. For the next year, as you know, rather than the Exco having set portfolios, we would like to be more 'project-driven'. To help us identify possible way to help and support, please let us know what your needs are.

An example that consistently comes through is the need for some kind of 'accreditation' process for schools. Members of SAMA and members of the public ask for this more than anything else and we hope to seriously begin contemplating this process at the Knysna conference. The only way for us to do the work you have elected us to do is for you to tell us what you need. We cannot guarantee we will do everything all at once but we are committed to striving towards offering you the best so that you can pass that onto the children in your schools. Please send any requests or suggestions to president@samontessori.org.za

Warm regards

Sam Streak

SAMA President

Fantasy and imagination

"If, then, the true basis of the imagination is reality, and its perception is related to exactness of observation, it is necessary to prepare children to perceive the things in their environment exactly, in order to secure for them the material required by the imagination.

Further, the exercise of the intelligence, reasoning within sharply defined limits, and distinguishing one thing from another, prepares a cement for imaginative constructions; because these are the more beautiful the more closely they are united to a form, and the more logical they are in the association of individual images.

The fancy which exaggerates and invents coarsely does not put the child on the right road."

***Spontaneous Activity in Education* p 254, Chap IX**

Montessori recognised that children's ability to imagine things that were not actually present demonstrated a special mental ability of high order. She saw that it was the foundation of intelligence itself and that it was responsible for the curiosity that underlay all scientific exploration of the environment.

"Imagination is the real substance of our intelligence. All theory and all progress comes from the mind's capacity to reconstruct something." (*The Child, Society and the World* p.48, Chap III).

She saw that there would be no progress without imagination and that it was something that helped the child to constantly enlarge the picture that he held of his limited individual world.

The more that she worked with children, the more convinced she became that this power of the imagination needed to be founded upon reality. Children, she felt, were constrained by their own lack of experience in the outside world. By introducing concepts and images that had no basis in true reality the child could be misled into illusions and these illusions had nothing to ground them. Instead of extending understanding and learning possibilities fantasies could inhibit the child's natural development.

She did not come to this conclusion purely from a theoretical perspective but after closely observing hundreds of children under her care.

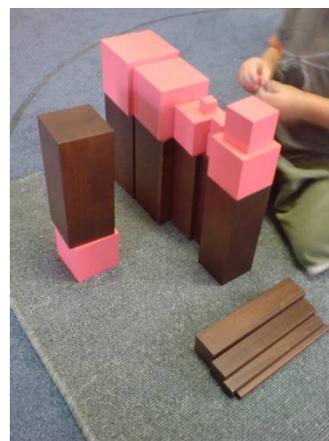
Again and again she saw that children were drawn to work purposefully, to activities that were meaningful to them, and that it was this contact with reality that had a transformative effect on their behaviour.

Early on in her work she provided children with all the traditional toys and fairy tales. It was her subsequent observations of the children's own choices of activity that made her question whether such things were actually serving their developmental needs. "If I were against fairy tales, it was not because of a capricious idea, but because of certain facts, facts observed many times.

These facts come from the children themselves and not from my own reasoning." (*The Child, Society and the World* p.45, Chap III).

When given free choice the children themselves turned away from pretend games and fairy tales to work in the real world. It was their own power of imagination, expressed as natural curiosity, which then led them to explore all the possibilities around the materials and activities that they were involved with.

Sam Streak
Port Elizabeth Montessori School



"Though the school contained some really wonderful toys, the children never chose them. This surprised me so much that I myself intervened, to show them how to use such toys, teaching them how to handle the doll's crockery, lighting the fire in the tiny doll's kitchen, setting a pretty doll beside it. The children showed interest for a time, but then went away, and they never made such toys the objects of their spontaneous choice. And so I understood that in a child's life play is perhaps something inferior, to which he has recourse for want of something better..."
The Secret of Childhood p.123 (original translation), Chap 19

Take a deep breath,
We slow to the world,
Another,
And yet another.

We allow our spiritual
gravity to bring us to
rest
And find our place.
Remembering bubbles
up.
We know this place.

Here
We listen to our
children,
Laugh from the bottom
of our belly,
Heal and are healed by
neighbours,
Touch the ones we love.
We recognise delight.

In being restored we
remember
No effort is complete
without the essential
ingredient of
Sacred rest.

(**Wayne Muller**, California:
Taken from Prayers for a
Thousand Years: Blessings
and Hope for the New
Millennium, Harper Collins,
1999)

"The creative imagination of
science is based upon truth."

**Spontaneous Activity in
Education p. 241, Chap IX**

Journal articles

Kahn, David (1998) 'The Fertile Field of Imagination', *NAMTA Journal*, v18, n2, p27-41, *Spring*

Kahn, David (1999) 'The Spiritual Challenge of Erdkinder- Part 1: The Passage from Imaginative Vision to Concrete Experience', *NAMTA Journal*, v24, n2, p109-24, *Spring*

McKenzie, Ginger Kelley (1995) 'Montessori Language and the Sensitive Period for the Imagination and Culture', *Montessori Life*, v7, n3, p38-39, *Summer*

Montessori, Maria (1995) 'Education in Relation to the Imagination of the Little Child', *NAMTA Journal*, v20, n3, p42-49, *Summer*

Van Groenou, Meher (1995) "'Tell me a Story': Using Children's Oral Culture in a Preschool Setting", *Montessori Life*, v7, n3, p249-255, *October*

Study guide

The Secret of Childhood - Chapters 19, 22, 23

The Absorbent Mind - Chapters 16, 17

The Child, Society and the World - Chapter III

Spontaneous Activity in Education - Chapter IX

The California Lectures, 1915 - *San Diego*

When battling to encourage some of the children to speak up in front of others I use the aid of a puppet that comes to our small group on the odd occasion to hear what the children have to say. I find this a wonderful aid to give confidence to the child who has difficulty expressing themselves in front of his peers. Well, one child in particular now has lots to share with our group and the more gregarious children for once hear another person's opinion.

Open-ended questions are without a wrong or correct answer. The purpose of open-ended questions is to help children think creatively and focus on the process of learning instead of the outcome (the right or wrong answer). The process of learning has to do with how we observe, what we feel and what we do with knowledge. Knowledge in itself is useless if we do not know how to use it.

Dr Elsie Calitz



“Entering the Ecozoic Era through Authenticity, Sustainability, Community and Mentorship”

KEYNOTE SPEAKER:

Tim Seldin, President of the Montessori Foundation and Chair of the International Montessori Council.

KNYSNA MONTESSORI SCHOOL, KNYSNA

Imagination

Most experts on early childhood education agree on the importance of the use of the imagination for healthy social and cognitive development. This would appear to be at odds with the almost stark realism of the Montessori prepared environment where the focus is on reality and nature. There is a notable absence of the fictional characters; story books and fantasy play which characterise most pre-school and day-care settings. Many books on early childhood extol the virtues of fantasy-play and suggest ways that parents and teachers can promote the use of the imagination. It is sometimes (erroneously) stated that Maria Montessori did not favour creative play, stories or art, but required children to work only with austere materials in a mechanical and prescribed way. In fact, imagination plays a central role in Montessori education. This misunderstanding originates in the general confusion between two terms – fantasy and imagination.

In the context of Montessori education, the imagination is seen as the mind's power to form images based on what has previously been learnt through the senses. The imagination enables us to know and understand something which we cannot see and touch. Fancy and fantasy, on the other hand, are the opposites of reality. Fantasy has no basis in fact and is pure creation, having no link to nature or human existence.

To fully appreciate the difference between the realism of a Montessori environment and a regular pre-school, it is useful to look at some specific examples.

Most pre-school environments boast a well-equipped fantasy-play or house corner. Toy props are provided to encourage role-play. Dolls, plastic kitchen items, toy tools, old telephones, and discarded computer keyboards are obligatory. It is believed that through this type of play children are able to construct an understanding of adult roles and social interactions. This contrasts with the Montessori environment. In the practical life area children work with real, child sized tools. Often there is a small, low sink for washing dishes, small brooms and mops. Children learn how to clean the environment, prepare food, make real articles using the same type of tools (only smaller) that adults would use. Careful observation of children in many contexts led Dr. Montessori to conclude that children wanted to do real “work” of the type that they saw adults doing every day. She noticed that when children were shown how to do these things they developed not only the skills to perform complex tasks, but also a heightened dignity and calmness that enabled them to concentrate for long periods of time. She also noticed that children tended to break toys, or at best discard them, as a result of the frustration that was caused by the fact that these implements had no real use. Glass jugs and bowls, on the other hand, were carried and used with the utmost care.

Personal experiences carried out on reality form real knowledge. Such experiences are not only the basis of mental growth but also of mental health.

Maria Montessori, What You Should Know About Your Child, p. 55.

Montessori regarded “pretend play”, where various objects are substituted for real implements, as the desperate resort of children who are deprived of the opportunity to work with **real** things. She noticed that most of the children chose the company of other children over the opportunity to play with dolls, and the use of small, real-life utensils to toys.

The following story amply illustrates the point. A five year old boy who had attended a Montessori school from age 2½ often made himself Pizza, scrambled egg or French Toast at the child-sized stove in his classroom. His parents were considering moving him into the regular Grade R class attached to local primary school he would be attending for Grade 1 and took him to an open day. When he reported back to his classmates he said “They have a wooden toy stove and plastic pots there – how am I going to cook my food?”

She noticed that children who had discovered and explored the materials she provided, also lost their taste for the traditional fairy stories which were the order of the day, and chose instead to learn about real things. She realised that the creative imagination of art and science is based upon truth. This means that the potential for imaginative thought depends on a firm foundation of factual knowledge. Fantasy, on the other hand, is something untrue, an “illusory imagination, based upon credulity”. Montessori came to regard fantasy stories and toys as beneath the dignity of the child. By giving a child silly stories and playthings the adult effectively prevents the child from using his constructive imagination to full potential, and traps him in a world of make-believe at the time when his intellectual abilities are at a peak for absorbing and learning names, details and connections between things.

Even though a child easily tires of his toys and breaks them, this conviction persists; and adults are thought to be kind and generous when they lavish such gifts upon a child. Playing with toys is the only freedom that the world grants to a child, who should at this precious period be laying the foundations of a higher life. "Divided" children of this sort are regarded, particularly in school, as being highly intelligent, even if they lack order, neatness and discipline. Maria Montessori, The Secret of Childhood, p. 155-6.

In a Montessori environment this means that the child’s potential is recognized. The child is offered a wide array of interesting, yet realistic and challenging materials which enable him or her to explore the world in an ordered yet creative way. The child’s imagination is exercised through being put into contact with the marvels of creation rather than the insipid and lifeless creations of the adult mind. Instead of cartoon dinosaurs and super-heroes (and all the related merchandise) a child can study real animals, either living or extinct, and the lives and achievements of real people across the world and in all ages. He can marvel at the size of a blue whale, or the miracle that takes place inside a chrysalis. It is through the imagination that a child makes sense of the world and comes to understand the laws of reality. A young child is easily confused by what is given to him by adults in the guise of reality, and can easily come to distrust what is offered, as he comes to realize that the fantastical creatures and stories presented to him are fabrications. Once a child has a firm grasp of reality and begins to think at an abstract level (after the age of 6 or 7) he is able to understand and appreciate fantasy. For this reason, true Montessori environments for children between the ages of 3 and 6 will not encourage fantasy play and will carefully choose books and other materials to reflect reality rather than fantasy.

And to overlook the fact that the difference between play and what is regarded as serious employment should be not a difference between the presence and absence of imagination, but a difference in the materials with which imagination is occupied. The result is an unwholesome exaggeration of the fantastic and unreal phases of childish play and a deadly reduction of serious occupation to a routine efficiency prized simply for its external tangible results. - John Dewey

Sharon Caldwell
East London

Creativity

When showing the child the way to the handling and playing of a musical instrument or an art brush we encourage the child's own creativity or unique expression in what sound or form they may eventually produce. Creativity is processing and problem solving, creativity is self expression; creativity is social skills and emotional development; creativity is positive well-being when unique efforts are validated Creativity brings about success and mastery of skills.

Hands up to those who stop a child building with the broad stairs, because it is not as it is in the manual. Too often they are given directions or charts to follow instead of allowing them to make their own discoveries. And that is the essence of creativity, building on what you know to charter new ideas and ways of doing things.

I have too often walked into classrooms and seen identical "art works" pasted up on the walls, heard excuses for photocopied pictures to colour, movement classes where they are told exactly how to move. My most horrifying experience is witnessing an art easel with bright colours, but the children were not allowed to mix these colours to create new colours! Exploration is how children come to understand their worlds, not given facts. Through creativity the child fosters cognitive development and higher thinking skills.

In addition to an environment of beauty, order and reality, Montessori realised that the child needs freedom if he is to develop creativity:

- freedom to find what attracts him in his environment,
- to relate to it without interruption, and for as long as he likes,
- to discover solutions and ideas,
- to select an answer on his own and
- to communicate and share his discoveries with others at will.

The child in the Montessori classroom is also free from the judgement that destroys the creative urge. Dr. Maria Montessori viewed creativity within the context of total development – intellectual, artistic, emotional and physical. Her plotting of child development traces the most significant of creative endeavours – the making of the personality, the construction of the child's self.

How do you foster creativity in your classroom, in your school, in your training centres and in your very own lives? You can create awareness to the ways you consistently and methodically shut down creativity while you learn to inspire it and invite ideas that help creativity flourish.

Jacky Price



"Is the child's mental horizon limited to what he sees? No. He has a type of mind that goes beyond the concrete. He has the power of imagination."

***The Absorbent Mind*
p.160, Chap 17**



Zombie Children **By Alison Astair, MSW**

Have you ever watched your children watching TV? They sit in front of the television with their bodies rigid and their eyes glued to the program. You call their name. No answer! You walk into the room and they don't even notice. With a closer look, you notice a glazed expression in their eyes. That glazed look is due to a "flicker" that occurs on the screen every few seconds. It's this "flicker" that puts them in what looks like a hypnotic trance.

It's tempting to let your child watch almost unlimited amounts of television. After all, it keeps them quiet! It also gives you some time to yourself and lets you get some things done. What's the harm in that?

Besides developing a dependency on television, studies from the *Journal of Educational Research, Volume 90, pages 279-285*, have shown that excessive television watching is detrimental to creativity and academic success.

Television-watching is passive, not active. It doesn't make use of your child's creative potential. Children who begin watching television at a young age may not want to learn to read and may prefer television-watching to reading, as it requires less effort on their part, according to the journal of *Developmental and Behavioral Pediatrics Volume 10(5) pp.259-261, October 1989*. And time spent watching television takes away from activities that are crucial to healthy development, such as creative play.

Playing requires imagination. Just watch any child at play. He can become anyone, from a doctor to a police officer to a mommy or daddy. The more hours a child watches television, the less hours he has to devote to his own fantasies and to explore his own world. T. Berry

Brazelton, M.D., In his book *Touchpoints: The Essential Reference*, T. Berry Brazelton, M.D., writes: "Television, except in small doses, imposes an artificial world of violence and unreachable good and evil, numbing the child's own imaginative adventures."

Children need to be given the time to use their minds to create wonderful things. They can develop a sense of pride and accomplishment when they are involved in their own play. Remember making a picture with elbow macaroni glued to construction paper? Remember the pride you felt when you showed your parents? When a child spends her time on a creative activity instead of passively sitting in front of the television, her creative potential is given the chance to.

Sometimes we forget that there was a time, not that long ago, when television did not exist. Those were the times that children were children. Children used their imaginations and played creatively. Our children now see too much and learn things beyond their years while watching television. And children who are watching television inside are isolated from the world outside.

Help your children develop their creativity and imagination by providing opportunities and materials for play and set limits on what and how much television they watch! How much time per day should I let my child watch television? My answer is this:

"What does your heart tell you?"

Found at:
<http://www.wholefamily.com/aboutyourkids/imagination/nurturing.html>

Our task, regarding creativity, is to help children climb their own mountains, as high as possible. No one can do more."

Loris Malaguzzi, Reggio Emilia

"A child's imagination can give a symbolic meaning to any object whatever, but this creates fantastic images within his mind ... Children are given toys with which they can play, but which create illusions and afford no real and productive contact with reality."

Maria Montessori

"The child's mind between three and six can not only see by intelligence the relations between things, but it has the higher power still of mentally imagining those things that are not directly visible."

Maria Montessori

Conversations with Montessorians

In the coastal holiday town of Hermanus there is a gentle, but passionate educator and leader. Bee Muller is the Principal of Hermanus Montessori School.

1. How did you become involved with Montessori education?

I was introduced to the Montessori way of teaching during my final year at university, (1985) studying BA Ed. The lecture was very brief but I recall being very intrigued with it. After completing my training I went into mainstream teaching as I had to pay off the bursary I received from the state and Montessori had to go onto the back burner. When we moved from Johannesburg to Hermanus in 1995 I had the privilege of visiting the Hermanus Montessori School.

2. Describe your involvement in Montessori over the years. Has it evolved? Stayed the same? Declined? What is your involvement today?

I was appointed as a 'reading teacher' at the Hermanus Montessori School in 1998 and taught the Primary school children individually. I had a small wooden cabin as a classroom and one of the children named it the 'wretched little reading room!' A year or two later I was asked to stand in for the senior primary directress who went on leave and soon after that I was hooked. I started my training that year by attending lectures in Cape Town on Saturdays. When the position for directress of the 9 - 12 environment became available, I applied, and got the job! A few years later I attended the lectures for the 6 - 9 yr and later the 3 - 6yr groups and ended up driving to CT on a Saturday, Monday and Tuesday evenings. Those were tiring times! In 2003 our principal and my mentor, Del Dearmer, relocated to England and I was offered the position of Principal which I was honoured to accept. I remained in my position as the directress of the senior primary class as well.

I was nominated to serve on the SAMA Exco which became a unique and never to be forgotten experience. I was amazed by the dedication of the ladies who served on the committee and learned alot from them.

Today I am the directress of the 9 - 12 year olds and love them, principal directress of the Hermanus Montessori school and I feel grateful for the staff I have and the beautiful, well equipped school.

3. Did your Montessori training have a significant impact on your philosophy of education? A significant impact on who you are now?

To me, a desire and passion to understand and embracing Montessori's philosophy weighs the most. A directress who 'buys into' the philosophy has a profound impact on the children she works with each day. Montessori changed the way I used to think about education. I taught at a technical high school (4 years) and a school for cerebral palsied children (7 years) but never have I come across a more compassionate and holistic approach to preparing the child for the challenges that awaits them.

4. Has experience in the classroom altered your philosophy or view of yourself?

The Montessori approach to teaching feels warm and comfortable - it always has and always will. I have grown as a person.

5. What do you see as the most significant accomplishment of the Montessori movement in South Africa in the past 50 years?

Well, I have not been around that long but do believe that while there were many significant moments, the one constant was the continuous growth in the Montessori movement despite the difficulties.

6. The most significant failure?

We have to undertake to be committed and stay true to our philosophy.

7. What is your favourite book written by Maria Montessori?

The secret of childhood

8. What is your favourite book or resource of any type that you use or refer to often?

The Word of God and Mercy Montessori Africa's Philosophy Manual.

9. What is your favourite children's book?

The Secret Garden. (Francis Hodgson Burnett)

10. Describe a favourite Montessori memory.

At one stage I had candy in a tin container in my class. One morning after greeting the children I went outside to turn off the garden sprinkler and when I got back to class my kids had 'disappeared'. I stood quietly for a while thinking what to do next when I heard some soft giggles coming from the upstairs area. I walked to the cupboard to collect the sweet tin and shook it. The next minute the seniors came tumbling down the stairs thinking of the sweets inside the tin. I burst out laughing and so did they as we realized just how gullible they were at the sound of sweets!

The other special time for me is when a child decides to invite me into their world.

11. Did you have a mentor, supervisor, teacher or student who has significantly affected you?

Del Dearmer and Su Cunningham

12. Do you have any particular memories of your first day of teaching?

That first day I felt both on top of the world and humbled by what was about to happen.

13. What more could we as Montessori educators be doing?

Think professional, act professional and be professional. Never stop training and always continue loving.

14. What do you think the future holds for Montessori education?

Montessori has a bright future. I am excited about individual people's input. I want to salute all previous and current people who served on Exco and all the Montessori teachers throughout South Africa for the exceptional work they are doing.

Thank you Bee for your thoughts shared here.

An example of feeding our children's imaginations whilst at school, is when we bring our classrooms alive with the magic we create by allowing the children's senses to feel rich and textured fabrics, to smell curious fragrances, to taste exotic foods to move and listen to inspiring and unusual music.

Members Page

This article written by Zeni Huysmans for a Swaziland newspaper. A very proud school indeed!

Over 100 people support Montessori Declaration

MBABANE: In celebration of 100 years of Montessori Education, Themba Msibi, the Minister of Education, received over 100 signatures in support of the Montessori Declaration.

Yesterday, the principal of Montessori International Preschool, Shida Sinaei, accompanied by one of the parents and Parent Teacher Association (PTA) members, Queen Ryder, and two of the pupils at the school, presented Msibi with over 100 signatures from parents and teachers in support of the Montessori Declaration.

1907 marked the year when a very special woman, Dr Maria Montessori, started the Montessori Education. The Montessori approach offers a broad vision of education as an aid to life. It is designed to help children grow from childhood to maturity. Dr Montessori lived strongly believing this and pushed to integrate this mentality into society. Now, 100 years later, her dream has become a reality. According to Shida Sinaei, "Montessori is a child-centred method of education. It follows the interests of the children and brings out their individual talents". 22 000 schools around the world have been celebrating the 100th anniversary of this revolution in education over the course of 2007.

Montessori Centenary Declaration

We declare our commitment now and in the future:

- To participate in a universal social movement that places children at the centre of society, recognising them as citizens of the world.
- To promote knowledge and understanding of the conditions necessary for the full development of the human being from conception to maturity both at home and in society.
- To create a climate of opinion and opportunities for the development of the potential of all young people so that humanity may work in harmony for a higher and more peaceful civilisation.
- To reform education as a reciprocal, lifelong process in which every member of the human race is proudly engaged.



Minister of Education Themba Msibi receiving signatures from Ann and Ian, two pupils of Montessori International Pre-School. Looking on is Shida Sinaei, Principal of Montessori International Pre-School.

A proud school celebrates their win in the annual Ekurhuleni garden competition 2008

The school garden of Kaleidoscope School Montessori which is situated on a small holding in Nest Park (near Bapsfontein), entered the annual Ekurhuleni garden competition 2008 and received third place in the category: small business (school). There were about 106 entrants into this competition, which covered 8 different categories, including small gardens, large gardens, schools, businesses, small holdings, township gardens etc. There were three regions, being eastern, southern and northern regions. The competition is run by the Ekurhuleni metropolitan municipality who put up R150 000 of the prize money, other sponsors included Flora Farm Garden Centre, Garden Pavilion, Instant Trees and S.A. Gardening magazine.

Three judges and a photographer came out to see the school garden and were very interested in the indigenous trees and herbs grown on the small holding. The judges were keen to see what the children learn about nature, compost making, water wise gardening and the labyrinth with healing herbs along the pathways.

The prize included a certificate, a cheque for R750 and 5 indigenous trees.

Submitted by Carol Gardner

Carol, we would love for you to share with our readers some gardening tips! –Ed.

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the SAMA Newsletter, please
send the relevant information
through to
admin@samontessori.org

Vacancies

**Children's Studio Montessori Pre-school
Claremont.** Principal Directress required.
E-mail c.v.to childrenst@telkomsa.net
Tel: **021 683 1437**

The Beehive Montessori Pre-School,
Durbanville; Montessori Directress required for
our 3 - 6 yr English class to start the beginning of
the 3rd quarter. Please fax or email your CV to
Carol. Fax: 021 919 4223 Email:
beehive1@telkomsa.net

My Montessori, Vredendal has a vacancy for a
passionate directress (age group 1 - 4). School
situated in the heart of a vineyard farmer's
community on a smallholding outside Vredendal
(West coast). Very competitive salary offered.
Please contact Elizna Wiese at **084 400 8044**
before 31 May 2008.

Children's Workshop, Claremont, requires a
substitute 6-9 Montessori Primary Directress to
substitute in from 1st Sept 2008 to 30th Nov 2008,
whilst present directress is on maternity leave.
Please contact Jenni or Liesl at **021 6717538** or
childwork@mweb.co.za

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

Please ensure that all your SAMA staff members have the opportunity to read this newsletter.

The following products are available:

- **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.

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Focus for May issue: Movement and Freedom of Movement
Deadline for submissions: 20 May

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 Jacky via: admin@samontessori.org.za