



National Newsletter

August 2008

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Southern African Montessori Association

Message from the President:

Dear SAMA Members,

On the 31st August, it will be the 138th anniversary of Maria Montessori's birthday. We hope you receive this newsletter in time to celebrate this day and acknowledge the profound impact she had in all our lives.

In this issue of the newsletter we have tried to explore the idea of sport/physical education in Montessori schools. Sadly, many parents choose to take their children out of Montessori schools at the primary level because of an apparent lack of emphasis on this area in education. There was a very limited response to our call for articles and input and this does suggest that as Montessorians we are neglecting this area.

While we may all have our views on the role of competitive / non-competitive nature of sport, there is no doubt that regular, physical exercise should form part of every child (and adults) life – particularly for this generation of children who are being raised in an increasingly sedentary society. The article from kidshealth.org provides guidelines as to how much exercise children should be getting.

As always, we continue to work hard within SAMA to raise awareness about Montessori education in our region. Look out for feedback coming soon with regard to positive developments in our relationship with the Department of Education on a national level, particularly within the ECD sector, as well a feedback on developments in training regulations and requirements.

There is a greater spirit of co-operation that is emerging among many Montessorians and although it is a young and tentative emergence, it is growing nonetheless. Let's all focus on keeping the connections open between each other, forming new ones and healing those that might have become battered along the way. It is only by reaching out, and modelling what we teach every day, that we can hope to realise Maria Montessori's vision of a Peaceful World.

Warm Regards
Sam Streak

*"It is the child who makes the man,
and no man exists who was not made
by the child he once was."
Maria Montessori*

Best Practice Guidelines for Montessori Schools in Southern Africa

Report by Sam Streak

As many of you know from attending recent regional meetings, there is a very serious effort to put in place a Best Practice document for Montessori Schools in Southern Africa. After attending an ECD Stakeholders Forum meeting, run under the auspices of the Department of Education, we are even more certain than ever about the need for such a document. If we want to be taken seriously by the Department and all other educators, we need to start by taking ourselves seriously and to make a collective effort to stay true to those principles regarded globally as “Montessori Best Practice”.

However, in some of the discussions held at regional meetings as well as in personal conversations with members, it has become apparent that there is some misunderstanding as to what this document means for schools and Montessorians in general. To help clarify this, we would like you to be aware of the following:

The Montessori Best Practice document is being developed to:

- Remind us of Montessori's intention behind fundamental Montessori practices.
- Help us to focus on these practices more consciously in our daily work with children.
- Create a recognizable model for all Montessori schools in the region.
- Help all of us stay true to the authentic principles developed by Dr Maria Montessori.
- Create a document that could ultimately form the backbone to an accreditation process for schools in the Southern African region.
- Uplift the quality of authentic Montessori practice.

Best Practice is NOT being developed to:

- Create a checklist whereby schools can be evaluated.
- Create a punitive measure whereby Exco can 'discipline' or 'police' schools.
- Infringe on anybody's right to run an authentic Montessori school.

At this stage, the original characteristics included in our initial list has been expanded, thanks to members input and further research. These are included in the table below. We are really working hard towards being able to share a first draft of the document with members, for comment, by the end of the year (if not sooner).

Please continue to submit your ideas and thoughts on this process. It is invaluable in ensuring that this document is a collective representation of authentic Montessori practice. You can submit your comments to president@samontessori.org.za

Mixed Age Groupings / Vertical Grouping	Individualized Learning
Teacher : Child Ratios	Uninterrupted Work Cycle
Montessori Staff and Training / The Trained Adult	Classroom Materials and The Prepared Environment
Respect and Independence	Montessori's View of the Child
Discipline including No Reward or Punishment	Reality Based Learning
Peace Education and Non-Violent Conflict Resolution	Sensory Based Learning Approach
Co-operative Learning (including no competition)	Intrinsic Motivation
The Cycle of Work and Responsibility	Integrated Learning Areas
The Outdoor Prepared Environment	Freedom of Movement and the Importance of Movement
The Value of Repetition	Freedom of Choice
Mistakes and Their Correction	

“Life is activity at its peak, and it is only through activity that the perfectionments of life can be sought and gained”
Maria Montessori

SUBMITTED BY: HERMANUS MONTESSORI: SPORTS PROGRAMME

Movement is a child's first language. Movement awakens and activates many of our mental capacities and is essential to learning. Gross and fine motor abilities must be learned as the child develops as the child is not born with any of it. Muscular activities, particularly coordinated movements, appear to stimulate the production of neurotrophins, natural substances that stimulate the growth of nerve cells and increase the number of neuro connections in the brain. Movement helps to develop spatial awareness, directionality and control of balance. It is, therefore, quite apparent that all children should take part in general motor development programme to enable the child to optimally develop his brain and body.

The Hermanus Montessori has a movement programme once a week for all the primary and pre-primary school learners. Through this programme, the learner explores the world, gains a sense of his own position in space, develops an awareness of his own body map and learns to co-ordinate eyes and body together. The primary school has additional sport in the afternoons which include chess for the whole year, hockey and soccer in the winter and athletics, cricket and softball in the summer. We are in the process to include sailing in the sports programme.

Michelle Davis

Sports Administrator – Hermanus Montessori School



*“Confidences would come more easily in the years they are longed for if they were invited in the years when living was exciting and every act a great adventure.”
Maria Montessori*

PLEASE NOTE WITH EFFECT FROM 1ST SEPTEMBER, ALL SAMA MEMBERSHIP AND GENERAL QUERIES WILL BE HANDLED BY DEIRDRE AT THE SAMA OFFICE. CONTACT DETAILS APPEAR ON PAGE 13 OF THIS NEWSLETTER.

Children and Exercise (www.kidshealth.org) – Parent and Teacher Education

(For school members: a one page, edited version of this article will be sent to you as this month's Parents Newsletter)

When most adults think about exercise, they imagine working out in the gym on a treadmill or lifting weights. But for children, exercise means playing and being physically active. Children exercise when they have gym class at school, soccer practice, or dance class. They're also exercising when they're at break, riding bikes, or playing tag.

The Many Benefits of Exercise: Everyone can benefit from regular exercise. Children who are active will:

- have stronger muscles and bones
- have a leaner body because exercise helps control body fat
- be less likely to become overweight
- decrease the risk of developing type 2 diabetes
- possibly lower blood pressure and blood cholesterol levels
- have a better outlook on life

In addition to the health benefits of regular exercise, children who are physically fit sleep better and are better able to handle the physical and emotional challenges that a typical day presents — be that running to catch a bus, bending down to tie a shoe, or studying for a test.

The Three Elements of Fitness: If you've ever watched children on a playground, you've seen the three elements of fitness in action when they:

- run away from the kid who's "it" (endurance)
- cross the monkey bars (strength)
- bend down to tie their shoes (flexibility)

Parents should encourage their children to do a variety of activities so that they can work on all three elements. Endurance is developed when children regularly engage in aerobic activity. During aerobic exercise, the heart beats faster and a person breathes harder. When done regularly and for continuous periods of time, aerobic activity strengthens the heart and improves the body's ability to deliver oxygen to all its cells.

Aerobic exercise can be fun for both adults and children. Examples of aerobic activities include: basketball ; bicycling ; ice-skating ; in-line skating ; soccer ; swimming ; tennis ; walking; jogging ; running

Improving strength doesn't have to mean lifting weights. Although some children benefit from lifting weights, it should be done under the supervision of an experienced adult who works with them. But most children don't need a formal weight-training program to be strong. Push-ups, stomach crunches, pull-ups, and other exercises help tone and strengthen muscles. Children also incorporate strength activities in their play when they climb, do a handstand, or wrestle. Stretching exercises help improve flexibility, allowing muscles and joints to bend and move easily through their full range of motion. Children look for opportunities every day to stretch when they try to get a toy just out of reach, practice a split, or flip over the couch.

The Sedentary Problem

The percentage of overweight children has more than doubled over the past 30 years. Although many factors contribute to this epidemic, children are becoming more sedentary. In other words, they're sitting around a lot more than they used to.

According to the American Academy of Pediatrics (AAP), the average child is watching about 3 hours of television a day. And the average kid spends 5½ hours on all media combined, according to the Kaiser Family Foundation.

Young children should not be inactive for prolonged periods of time — no more than 1 hour unless they're sleeping. And school-age children should not be inactive for periods longer than 2 hours.

One of the best ways to get children to be more active is to limit the amount of time spent in sedentary activities, especially watching TV or playing video games. The AAP recommends that children under the age of 2 years watch no TV at all and that screen time should be limited to no more than 1 to 2 hours of quality programming a day for children 2 years and older.

How Much Exercise Is Enough?

Parents need to ensure that their children get enough exercise. So, how much is enough? According to the 2005 dietary guidelines from the U.S. Department of Health and Human Services (HHS), all children 2 years and older should get at least 60 minutes of moderate to vigorous exercise on most, preferably all, days of the week. In addition to providing more practical advice on providing a healthy, balanced diet, the new dietary guidelines also suggest that children eat more fruits, vegetables, and whole grains.

Here are the current activity recommendations for children, according to the National Association for Sport and Physical Education (NASPE):

Age	Minimum Daily Activity	Comments
Infant	No specific requirements	Physical activity should encourage motor development
Toddler	1½ hours	30 minutes planned physical activity AND 60 minutes unstructured physical activity (free play)
Preschooler	2 hours	60 minutes planned physical activity AND 60 minutes unstructured physical activity (free play)
School age	1 hour or more	Break up into bouts of 15 minutes or more

COOPERATIVE GAMES WHAT ARE COOPERATIVE GAMES?

Cooperative games emphasize participation, challenge, and fun rather than defeating someone. Cooperative games emphasize play rather than competition. Cooperative games are not new. Some of the classic games we participated in as children are classic because of the play emphasis. There may be competition involved, but the outcome of the competition is not losing and sitting out the rest of the game. Instead, it may involve switching teams so that everyone ends up on the winning team.

There are several pages of ideas for co-operative games on the following website:
<http://www.learning-for-life.org/exploring/resources/99-720/x08.pdf> for full text)

The Fast of Ramadaan is one of the 5 pillars of Islam and begins this year on 1st September. Ramadaan takes place during the ninth lunar month of the Islamic calendar. For this entire month, Muslims abstain from food, drink, conjugal relationships from just before sunrise and sunset and also make special efforts to engage themselves in extra acts of worship. While it would be much too difficult to fast the whole year through, the fast of Ramadaan signifies to Muslims that they should dedicate each month of their earthly lives to serving Allah. We wish all our Muslim members (and children!) well over the fast.



INTERNATIONAL
DAY OF PEACE



International Day of Peace Celebration on 21st September 2008 – this is a United Nations Initiative and they really have invaluable resources available on their website.

The dedicated Peace Day website, www.internationaldayofpeace.org, has been re-launched, with new design, an easy-to-use database of events and other features that we hope will inspire you in your peace building work. With one month to go until September 21, we hope that as many as possible will use this site to promote their Peace Day events for the world to see. Among other things to be found on their website, you will find:

The “[Download Materials](#)” section of the site is a place where you will be able to find logos, pictures, brochures and videos to be used in your own Peace Day preparations. Since we don’t want to make the site overly heavy by uploading too much material, there will be a limited number of items to start with. However, if there is a particular piece of material from the old site that you need, please contact us and we will try to post it on the site.

“[Peacebuilding 101](#)”, finally, is where we talk about peacebuilding the rest of the year. Find out more about peacebuilding as a concept, how war impacts different groups in society and examples of Peacebuilding practices. Again, as the site develops, more information will be available.

**“Averting war is the
work of politicians;
establishing peace is
the work of education.”
Maria Montessori**

Highlights from 'Communications 2001/1' AMI Journal

A Montessori Approach to Physical Education

Many of today's children tend to lead more sedentary lives than ever before; television and computers coupled with 'fast food' diets contribute to an unbalanced lifestyle. Recognising the need to turn the tide, to initiate discussion and to raise awareness of this growing problem, AMI invited Greg MacDonald to address the meeting of the Directors of Training and Trainers in Ambleside in August, 2000 on the subject of Montessori and physical education.

Greg MacDonald is an AMI Elementary trainer, consultant, and examiner. Greg's talk was introduced to the assembled Directors of Training and Trainers by Camillo Grazzini.

From the Introduction to 'A Montessori Approach to Physical Education' by Camillo Grazzini:

Maria Montessori is always primarily a scientist rather than a pedagogist, also when it comes to physical education. We can find evidence of her scientific approach to physical education in the first two Italian editions of her book, *The Montessori Method - Scientific Pedagogy as Applied to Child Education in 'The Children's Houses'* (1909 and 1913)...

As we can see in her book, Montessori herself adopts the so-called 'natural gymnastic movements' ... that lead to essential exercises such as 'standing and standing with good posture; walking and developing endurance in walking; running, jumping, moving and lifting weights; developing powers of balance', etc. We can find all these physical activities in Montessori's education of movement in the Children's House as well as in the relevant language activities.

From the main article on Physical Education by Greg MacDonald:

Section/Issue #1 Introduction

In this part of "A Montessori Approach to Physical Education", the author focuses upon the need for inclusion of physical education programmes in our schools. He traces the development of physical education from its historical roots in the lives of early human beings to the present day, and also examines Maria Montessori's own experiences in the field, her work in the area of nutrition and its relationship to classroom materials and practice.

'Intellectual progress is conditioned at every step by bodily vigour. To attain the best results, physical exercise must accompany and condition mental training'. (Comenius A.D. 1650)

A Montessori approach to physical education can be distilled into a single sentence: Approach physical education in your classroom as you would approach mathematics or biology, or any other area of knowledge, or any other skill.

Section/Issue #2 Introduction

In this part of "A Montessori Approach to Physical Education", the author highlights Maria Montessori's work in physical education, describing a range of apparatus introduced to the young children in her care. Fundamental Montessori principles are identified, and their application to physical education is discussed, the place of competition is examined, and a physical education programme having a distinctive Montessori flavour is described.

For further details visit: www.montessori-ami.org/communications/commun2001_1.htm

Some thoughts of Sports and Extra Mural Activities in Montessori Schools (submitted by Sam Streak, Port Elizabeth Montessori School)

It is a reality for many schools that parents require the provision of extra-mural activities to be offered at school due to the busyness of their schedules, traffic and other demands in their lives. However, we need to be aware of providing 'ground rules' for the people offering these activities from our schools. Some of these might include:

- The extra-murals should be scheduled OUTSIDE of the children's uninterrupted 3 hour work cycle;
- Ensuring clear communication with parents – letting them (and us) know if the class is to be cancelled;
- Not using systems of reward for participation – it is ironic that in the 'fitness' based extra mural, sweets are offered as an incentive;
- Equally important is the use of punishment – the extra-mural teachers should be made aware of all the school's policies, including those related to discipline;
- Focussing on the skills and abilities of each individual child and not isolating a child from the group because of a lack of skill;
- Maintaining the school's policy on reality-based learning experiences. We have found some children to be terrified when a giant "monkey" arrives during the Monkeynastix class;
- It is useful to provide parents with a list of recommended extra-mural options in the area at the beginning of the year (recommendations can be made by other parents);
- If you do offer extra-mural activities at your school, try and offer a wide selection so that all of the children can find something to participate in;
- From a practical point of view, ensure they have had indemnity forms signed for their own activities and that you have an agreement in place between the school and owner of the franchise/extra-mural offered;
- It is really beneficial for the children to be part of "non-franchised" extra murals and to rather participate in an activity run by a teacher driven by passion rather than churning through as many children as possible. And if you do choose a franchised option, be selective and ask lots of questions about what each child will really get out of the experience.

Some ideas for extra-murals / sports offered:

- Pottery; ballet; music; yoga; tai chi; karate; more traditional sports such as hockey, soccer, basketball (which are gender-neutral sports), art, drama, other forms of dancing such as modern or hip hop, drumming, craft activities, nature club



Gives new meaning to
Bending over backwards...

"Whoever touches the life of the child touches the most sensitive point of a whole which has roots in the most distant past and climbs toward the infinite future."

Maria Montessori

Regional Meetings

So far this term, Gauteng North, Western Cape and KZN have all held their regional meetings. Gauteng South will have theirs on 6th September and the Eastern Cape will have their meeting only next term. Namibia will also have their first SAMA regional meeting in November.

All of the meetings have focussed on sharing with members the process of Best Practice and getting input on this document. It has proven to be a successful way of discussing the relevant issues and feedback has been positive.

At both the Western Cape and Gauteng North meetings, the focus was also on Management in Montessori schools. At the KZN meeting, Rose and Lucy also shared some gardening ideas.

As a token of appreciation to our host schools, SAMA presented each school with either a tree or a voucher from a local nursery, in celebration of Arbor Day. Thank you again to our host schools for arranging the meetings.

Extract from The Prophet – Kahlil Gibran

Then said a teacher: "Speak to us of teaching."
And he said:

"No man can reveal to you aught but that which already lies half asleep in the dawning of our knowledge. The teacher who walks in the shadow of the temple, among his followers, gives not of his wisdom but rather of his faith and his lovingness. If he is indeed wise he does not bid you enter the house of wisdom, but rather leads you to the threshold of your own mind.

The astronomer may speak to you of his understanding of space, but he cannot give you his understanding. The musician may sing to you of the rhythm which is in all space, but he cannot give you the ear which arrests the rhythm nor the voice that echoes it. And he who is versed in the science of numbers can tell of the regions of weight and measure, but he cannot conduct you thither.

For the vision of one man lends not its wings to another man. And even as each one of you stands alone in God's knowledge, so must each one of you be alone in his knowledge of God and his understanding of the earth."



Natalie, Deepa & Adele from Stepping Stones Montessori (Host School – Western Cape) with a tree given as a gift from SAMA to host schools for Arbor Day.

"A child is a discoverer. He is an amorphous, splendid being in search of his own proper form"
 Maria Montessori

A Brief History of Arbor Day

Arbor Day originated in 1872 in the United States territory of Nebraska. Mr. J. Sterling Morton, a newcomer to the treeless plains of Nebraska, was a keen proponent of the beauty and benefit of trees. He persuaded the local agricultural board to set aside a day for planting trees and through his position as editor of Nebraska's first newspaper, encouraged participation in the event by publishing articles on the value of trees for soil protection, fruit, shade and building. Mr. Morton's home, known as Arbor Lodge, was a testament to his love for trees and so inspired the name of the holiday; Arbor Day. Within two decades Arbor Day was celebrated in every US State and territory, and eventually spread around the world. The tradition continues annually in the second week of August, in global acknowledgment of Mr. Morton's slogan, "other holidays repose upon the past; Arbor Day proposes for the future."

In South Africa, Arbor Day was first celebrated in 1983. The event captured the imagination of people who recognized the need for raising awareness of the value of trees in our society. As sources of building material, food, medicine, and simple scenic beauty, trees play a vital role in the health and well-being of our communities. Collective enthusiasm for the importance of this issue in South Africa inspired the national government, in 1999, to extend the celebration of Arbor Day to National Arbor Week. From 1 to 7 September every year, schools, businesses and organizations are encouraged to participate in community "greening" events to improve the health and beauty of the local environment and propose a green future for South Africa.

Trees of the Year (2008-2010)

2008	<u>Harpephyllum caffrum</u> Wild plum, Wildepruim	<u>Diospyros whyteana</u> Bladder -nut, Swartbas <u>Markhamia zanzibarica</u> Bell bean tree, Klokkies-boontjieboom
2009	<u>Acacia galpinii</u> Money thorn, Apiesdoring	<u>Halleria lucida</u> Tree fuchsia, Notsung <u>Pterocarpus rotundifolius</u> Round-leaved Teak, Dopperkiaat
2010	<u>Acacia xanthophloea</u> Fever tree, Koorsboom	<u>Rothmania capensis</u> Cape gardenia, Kaapse Katjeepering <u>Rothmannia globosa</u> Bell gardenia, Klokkies-Katjeepering <u>Cladostemon kirkii</u> Tonga-kerrie, Tongakerrie

(Information provided by the Department of Water Affairs and Forestry. January 2008)

Member's Page

Letters and comments from members as well as your questions and answers.

I received an email from Bee Muller at the Hermanus Montessori School asking for guidance following a recent experience. Their school had decided to organise a golf day and thought it would be a nice way to unite Montessori schools in the area as well as share some great prize money, fundraiser etc.

At their own expense, Hermanus School printed posters and sent these along with letters to all the Montessori schools they knew of in their area. The posters were sent by courier and delivered to each school individually. However, there was absolutely no response from any of the Montessori schools to the offer of joining up in a fundraiser and participating in the day. The potential prize money was R20,000 along with other prizes. With the lack of response from other Montessori schools, Hermanus opened up the day to other 'traditional' schools in the area who snapped up the opportunity to participate. The question is "What could have been done differently to get Montessori schools to participate?"

We would all value your input so that this can be seen as a learning experience – both for Hermanus as well as us at SAMA who have also found it difficult to initiate such events.

Thank you to Bee for asking the question and hopefully starting conversations between Montessorians.

Please email me at president@samontessori.org.za and share your thoughts. We will publish the feedback in the next newsletter (anonymously if you want to)

What Love means to a 4 – 8 year old

Submitted by Diane Niland

A group of professional people posed this question to a group of 4 to 8 year-olds, "What does love mean?" The answers they got were broader and deeper than anyone could have imagined.

"When my grandmother got arthritis, she couldn't bend over and paint her toenails anymore. So my grandfather does it for her all the time, even when his hands got arthritis too. That's love." **Rebecca - age 8**

"When someone loves you, the way they say your name is different. You just know that your name is safe in their mouth." **Billy - age 4**

"Love is what makes you smile when you're tired." **Terri - age 4**

"Love is when my mommy makes coffee for my daddy and she takes a sip before giving it to him, to make sure the taste is OK." **Danny - age 7**

Love is what's in the room with you at Christmas if you stop opening presents and listen." **Bobby - age 7 (Wow!)**

"If you want to learn to love better, you should start with a friend who you hate," **Nikka - age 6**

"Love is like a little old woman and a little old man who are still friends even after they know each other so well." **Tommy - age 6**

Marketing

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**Focus for September issue: Montessori
Education and Inclusion:
Accommodating the Special Needs
Learner**

Deadline for submissions: 20 September

*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*

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

Vacancies

Carefree Kids Montessori Centre requires a
Montessori directress or assistant for the 3 – 6
year group AND an experienced pre-school
teacher or student for aftercare and holiday care.
Please fax CV to 086 512 6779 or phone 012 348
7099 (between 10h30 and 12h00).
www.carefreekids.co.za

Qualified 6 – 9 yrs class director required for
October 2008 or January 2009 at **Auburn House
School, Cape Town**. Experience in the 3 - 6 yrs
environment preferable. Please email your 2-page
CV (no Certificates) to info@auburnhouse.co.za
or fax 021 797 1931

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.

Benoni Montessori Centre needing a qualified
pre school directress for 2009.
More enquiries please contact office between 8:00
- 13:30. Tel: 078 902 1698 or E-mail
bmc@3w.co.za

Directress needed for Montessori pre-school in
Nelspruit. Position available January 2009.
Please email CV to Taniavdb2000@yahoo.com
or call 0732260942.

The Cottage Montessori School is opening a
new school in Featherbrooke Estate (near
Ruimsig). We are looking for 3 motivated and
experienced Directresses to complement our
existing staff. The applicants need to have 2/3
years experience in a Montessori Environment,
have a good knowledge of the Montessori
Philosophy & have good classroom management
skills. Posts available October 2008 & January
2009 (in both Radiokop & Featherbrooke). Please
send your CV to fax 086 672 137 or email to
cottagemontessori@mweb.co.za

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

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