



National Newsletter

October 2008

Southern African Montessori Association

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Message from the President:

Dear SAMA Members,

We wish all of you well for this last stretch of the school year. May it be a happy and successful end to 2008.

The Exco has continued to work on the Best Practice document which is a much bigger task than we anticipated. However, steady and valuable work is under way and we thank all of you who attended the regional meetings and contributed to the direction for this project.

Some very good news is that we have been able to secure a venue for the Cape Town Conference 2009. There were no objections to the proposed constitutional change to amend the date of the Annual Conference and AGM. This means that we can all start planning...

SAMA Conference 2009 will be held from 3rd to 5th July, with the AGM on the 4th July and post-conference workshops and training to be held on the 6th and 7th July. We were fortunate to be able to secure the same venue in Cape Town as previously used for a SAMA conference – officially it is the Cape Peninsula University of Technology but is better known as the Mowbray Teachers Training College.

Many SAMA Training Centres joined a meeting with a representative from the Council on Higher Education to discuss the changes in laws and regulations governing training institutions. This was very positive and we are confident that the road ahead for Montessori training centres is one that will lead to continued excellence in the standard of training being offered.

We will provide more details and information on all of these things in our November newsletter...until then take care and keep strong!

Warm Regards
Sam Streak

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From “The Tao of Montessori” by Catherine McTamaney

Submitted by Sam Streak

Chapter 3:

*For those who practice not-doing,
Everything will fall into place.*

Remember the three roles of the Montessori teacher? We are taught to be servants to the child, carefully preparing the environment. We are taught to be scientists, observing the child at work, in order more carefully to respond to the child's unique and individual needs. Finally, we are taught to be saints. But how? How do we “do” saintliness?

We are saintly when we are still, when we do not seek to change or to affect or to modify or to improve any other human and those around us but when, in our stillness, we accept. We are saintly when we mirror for the child the wondrous balance between accepting ourselves completely while still engaging Life. We are saintly when we stop mopping up, following children with brooms and brushes to maintain our perfectly prepared environment in our classrooms. A child discovers the sound of beads crashing. Do we respond by chiding? Do we draw attention to the disruption? We are saintly when we acknowledge the cacophonous new noise before we help the child to figure out how not to do it again! We are saintly when we recognize that each unfolding moment in each child's life is lost the minute it exists, and thus live presently with the children in our care.

We are saintly, too, when we model compassion and grace. Montessorians present lessons in grace and courtesy with expertise... how often do we apply those lessons to ourselves? Do we find failure in our colleagues when their challenges make more work for us? Do we find comfort in making ourselves elite from other schools when their interpretation serves children differently than we would? We are saintly when we do for each other, as adults, what we hope the children will learn to do in the microcosm of the classroom. We are saintly when we acknowledge that, like the child, each adult we encounter is doing the very best he can with the tools he has and the life he has led. We are saintly when we commit ourselves to teaching through example, when we focus on the planks in our own eyes and, by doing so, help those around us to see.

Perhaps the reason we focus on the roles of scientist and servant is because it is in these expressions that we find the concrete, manageable elements of Montessori. We know how to sweep. We can prepare materials as our manuals show us. We can rely on forms and methods for observation. The fact that there are no *rules* for saintliness is the precise reason we need so diligently to pursue it. We can never assess how well we have served the spirits of the children in our care, and so we must maintain that as the first goal of our classrooms. If it is delegated to holidays and birthdays, if it becomes an afterthought of our teaching, we are certain to have failed. It is only by prioritizing the spiritual lives of our children, by affirming ourselves as spiritual models, that we can hope to scratch the nose of saintliness.

The child is truly a miraculous being, and this should be felt deeply by the educator.
- Maria Montessori

Continued...

THE VALUE OF OBSERVATION

by Heidi van Staden

Maria Montessori certainly knew about human beings. She also realised that we were far too often falling into the trap of becoming human 'doings'. We forget to just *be*, and we forget that the children too need time to just *be*.

Much of us spend the day checking that our children are working purposefully and presenting new 'stuff' to them. How much of the day is spent in observation? How often do we allow a child to just *be*?

I would like to suggest that much of the time we allocate for observing children is on the playground while we have that cup of coffee and a chat to our colleagues. How much time in a week is spent stepping back *during class time* to observe our children? Are we even aware of what to look for?

Observation of the child allows us to catch the glimmerings of his spirit. Through our own spiritual preparation, we are taught that we 'must have faith that the child will reveal himself through his work'. How can we acknowledge that emerging child if we don't observe him?

Taking time to observe the child at work provides us with vital clues as to his needs. How can we know what presentations a child needs if we don't know what his needs are? Do we recall Montessori's writing regarding the difference between the child's work and the adult's work? If we remember that this little soul is constructing his character through his work, shouldn't we be more respectful of his space?

These few thoughts, remembering Montessori's philosophy may encourage you to revisit the significance of this vital tool that Montessori gave the adult, and use it with the humility that she intended. We are 'peeping' into the world of the child and will be rewarded with the most beautiful revelations!

I overheard such a heartening comment from a DoE official at the recent Foundation Phase Conference in Mokapane during the last school holiday. She said that we must stop getting our children 'school ready', and make sure that our schools are 'child ready'. I believe that our Montessori schools fit this perfectly and hope that you will consider the value of stepping back and allowing the child to teach you. Montessori did after all say the 'child is the father of man'.

AMS Position Statement on Information Technology

"What purpose would education serve in our days unless it helped humans to a knowledge of the environment to which they have to adapt themselves?" - Maria Montessori

The American Montessori Society encourages and supports exploring the use of technology in Montessori educational environments, especially at the elementary and higher levels. Using technology is appropriate and desirable for teachers and school administrators, and also for a variety of student uses. Intelligently integrated into the Montessori environment, technology can be a valuable communications tool and may promote traditional Montessori tenets.

Information technology is an important part of the world in which our children live and which they will inherit. It has become an essential communications medium of modern times. A guide for using technology should allow children to follow their own interests, to learn as appropriate to their individual styles, and to achieve independence as lifelong learners. Although children in the two and a half to six year age group need to have extensive manual and other direct sensorial activities, there are uses that can be implemented by the director, for material preparation, planning and record keeping. At higher levels, technology may enhance student research through the ability to access and exchange information in global learning communities. Both parents and teachers must be conscientious in teaching and modelling appropriate and responsible use of technology.

The basis of adding any new or different piece of material to the Montessori environment must be to nurture the development of the child. Technology is no different. Just as extensive training is required for the correct use of the traditional Montessori materials, there is certainly a need for careful guidance in the appropriate use of classroom technology. As with the Montessori materials, there is a learning curve for the suitable use of technology. In the application of technology in the Montessori classroom the key principle should be that it must be carefully thought out and integrated so that it complements, but does not replace any part of the Montessori approach or curriculum.

As we move into the 21st Century, our children will be expected to have digital age literacy, inventive thinking skills, effective communication skills, and high productivity skills. Efficient use of technology as well as basic Montessori practice can aid in achieving these objectives.

It is important to remember that technology and its applications, such as computers and software, evolve and change rapidly from year to year. The needs of the youngest children however do not change with the changes in society. As they grow and become socialized, responsible use of technology will be a part of their classrooms and their lives. Because of the rapidly changing nature of technology, its application in Montessori environments will need to be under relatively continuous review. Such an ongoing review must consider technology's place in the Montessori environment and the developmental appropriateness of available software.

Maria Montessori used extensive scientific observation to uncover the "secret of childhood." From those understandings, she created beautiful hands-on materials that enhance learning through the senses. Technology offers us another tool and another method of discovery. Using Montessori's methods of observing will help us determine the place of technology in the Montessori world.

"The child is much more spiritually elevated than is usually supposed. He often suffers, not from too much work, but from work that is unworthy of him."

Maria Montessori

From “The Tao of Montessori” by Catherine McTamane

Submitted by Sam Streak

*Approach it and you will not see a beginning;
Follow it and there will be no end.
When we grasp the Tao of the ancient ones,
We can use it to direct our life today.*

We are told often to “follow the child.” What does that look like? Can we possibly follow *every* child? Won't we fall into utter chaos? What will happen to our lesson plans? What will happen to our control?

Following the child requires attention, observation, and a very intimate knowledge. In order to understand where she leads, following the child requires us to understand the child's motivations, her development, her fears, and her joys. A daunting task, perhaps so daunting that it becomes much easier to follow our manuals than the children before us. “Follow the child” becomes a slogan we pull out when we can't otherwise justify our teaching. “Follow the child” becomes how we defend our disconnection.

In our classrooms, we begin with the simple and move to the complex. We introduce children first to those things that are familiar before asking their imaginations to digest the foreign. The same strategy applies as we follow the child. Begin with the child with whom you are most familiar. Begin with the child you know best. Begin with the child you once were (and perhaps, at your most vulnerable or most comfortable, still are!). Push yourself to remember what drove you as a child, what frightened you or inspired you. Ask yourself how it felt to be a student to the teacher who terrified you and recall how the one who adored you made you feel. Consider how you may have behaved differently had it not been for those teachers, the ones who kept you in line and the ones who made you want to rebel. Follow first the compassion you would have had shown to yourself, if your voice had been able to be heard.

The children we serve have voices as quiet as ours once were. They may not be able to ask directly to be heard, but they will ask in as many different ways as their growing minds can imagine. They will ask for your observation by drawing attention to themselves, or ask you to look the other way by drawing none. When you can find yourself in the children in front of you, hearing their messages becomes easier. When the child ceases to be foreign to you, separate from you, an entity to be uncovered and dissected, when you see the misbehaviour as a desperate message instead of an affront, you can offer the child the compassion you deserved in your own childhood.

Compassion is redemption.

*We do not believe in the educative power of words and commands alone, but seek cautiously,
and almost without the child's knowing it, to guide his natural activity.
Maria Montessori*

*“The child passes little by little from the unconscious to the conscious,
treading always in the paths of joy and love.”
Maria Montessori*

Remotely Controlled

A Talk (and book) by Dr Arich Sigman

Article from: Who Cares? Full Time Mothers Newsletter – 2008 Issue 2 (Autumn)

Submitted by: Sam Streak

The following talk on the topic of the negative effects of screen technology was given in Stroud by Dr Arich Sigman, under the auspices of OPEN EYE. Apart from a few worrying examples about contents, Sigman explained that his talk centred on the medium itself, such as TV, computer, ipod, video, video games and mobile phones and their effects on health. There is proven research to say that screen technology can cause poor brain function, early onset of puberty, raised cholesterol, obesity, poor cardio-respiratory fitness, smoking, hypertension, poor early brain development, diabetes, lower immune function, ADHD and, perhaps most disturbingly, it can halt the process of frontal-lobe development which is associated with empathy, sociability, memory and education. A link has also been found with autism. These health findings have been independently linked with screen technology by The Lancet, The American Journal of Medicine, The American Academy of Paediatrics and The World Federation of Neurology, to name a few medical publications.

Attention deficit culture

Modern TV programmes with their hyper edits, pans, cuts and zooms run counter to sustained concentration, which is required in all areas of learning. He is therefore of the view that our TV culture is associated with poor educational achievement. Britain has gone from third place in international literacy tables to nineteenth. Perhaps the following British statistics can help explain why:

- By 3 mths 40% of babies watch TV
- By 24 mths 90% of toddlers watch TV
- At 6-24 mths 25% have TV in their own rooms.
- At 5 yrs 25% of kids own computers
- At 6 years 60% have a screen in their own rooms.
- At 11-15 years of age the average screen use will be 7.5 hours per day.

Screen time is increasingly being experienced by children alone in their bedrooms. There is a correlation between TV watching from an early age and excessive TV watching later on.

Violence and the brain

The following research is related to content rather than exposure. In the field of MRI (Magnetic Resonance Imagery), studies on 13 year-olds found that viewing violence in both TV and computer games immediately and adversely affected the frontal-lobe brain area. Children's brains were found to be changed in a pathological form and function. Impulse control and decision-making as well as empathy, sociability, memory and education are linked to the frontal lobes. This can explain increasing levels of violence where appropriate emotional and social responses are suppressed while the rational brain takes over the feeling part.

No government guidelines

Given the disturbing evidence presented and given the present government concern with matters such as alcohol consumption and unhealthy eating, it is surprising that no directives apply to the use of screens. On the contrary, departments like the DCST (Department of Children, Schools and Families) and EYFS are actively promoting an ICT culture. The Early Years Foundation Scheme guidelines say that from 22 months a child should show interest in ICT "because it is part of the real world in which children grow up." Sigman added dryly: "so are handguns and alcohol." If negative effects are occurring after 1-1.5 hours per day, why is the overall average screen use times 3 hours per day? Screen media is a major public health issue.

A final thought: infants brought up on videos such as Baby Einstein are found to have smaller vocabularies than their peers.

Madeleine Sparkes.

Using A Computer in the Montessori School Environment

Submitted by Gayle Thompson:

What follows is an extract taken from an article written by the late Hillary R. Peace-McCloud, for Follow the Child, in 1996. She believed that one could use computers across the Montessori spectrum - from infants and toddlers to preschool and through the junior and senior school, on through to Montessori teacher training and training the trainers. Hillary felt that there was a role for them at each level, from finding quotations from Montessori text to record keeping and training.

Using a computer in the Montessori school environment.

If we re-examine some of the principals of Montessori, it becomes easy to see the how and why of computer usage in the classroom.

- We are preparing the children to live autonomously in the real world.
- We work from the concrete to the abstract.
- We demonstrate through example.

And then in terms of materials themselves.

- One isolated concept at a time.
- Materials are freely accessible at all times.
- Only one of each material is available at any one time.
- In terms of computers, one has to remember that the computer is not the material, its application/software is the material. (Similarly we allow many books in the class at a time : the story and not the book is the material.
- If many children are active using the same application, or if only one application is available, then one computer for every 10 - 15 children is a reasonable ratio.

She urged us to look at the child's ability and computer usage

- The 2 1/4 - 4 year old can use the arrow keys and the enter key.
- The 4 - 6 year old is able to use the numeric keys, whilst the 5 - 6 year old is able to use the QWERTY keyboard.
- The 6 - 9 year old can use all the visible features on a computer, whilst the 9 - 12 year old can learn all the alternatives, shortcuts etc.

Imagine backing up your cultural studies on Australia by visiting the Australian Montessori Schools who are on the World Wide Web / The Internet. Or finishing your study of the frog by visiting the Froggy Page: everything you ever wanted to know about frogs, including a virtual dissection (Internet saves frogs from school experimentation!!). Or what about reading about Loki The Nordic God of Fire - The trickster and then doing a web search to see how much more there is to know about him. Or doing geometry and then visiting the best geometry page ever, learning French and finding yourself a Montessori French keypal in Canada, Africa or France or the ability to search the whole of ERIC (Educational Resource and Information Catalogue) to find the article on growing crystals.

Computers are about the 3 C's and the 2 R's

- Connections
- Communications
- Collections of information

and are useful for

- Research and
- Refinement

I have visited the sites she refers to and I can not get over how valid they still are today. I do know that Hillary was aware that children's daily screen time (computer or TV) needs to be monitored by responsible caring adults as children take everything in without any filters. It should also be limited.

If parents want to let their children watch TV, they need to research the impact that TV has on their children physically, socially and on the child's learning. From there they can make informed decisions. There are now many books on the subject, as more and more research becomes available. They then need to teach their children how to become

responsible viewers that can exercise discernment and choice. It is suggested that, once a week, parents and children sit together and go through the TV guide in order to plan what programs will be watched. Usually no more than an hour of television per day should be allowed. This helps children to prioritise or learn how to make choices from an early age. Parents then need to sit with their children while they watch TV so that they are aware of the content that their children are being exposed to. This helps to minimise the chance of the TV being used as a babysitter. Some parents record the chosen programmes throughout the week and the children are then only allowed to watch them on the weekend.

The next quote is from Eckhart Tolle's book, "A New Earth" page 232. He is not in favour of watching television, especially for children as he believes that it "...induces a trancelike passive state of heightened susceptibility..." If you must watch TV he gives the following advice.

"Frequent and prolonged TV watching not only makes you unconscious, it also induces passivity and drains you of energy. Therefore, rather than watching at random, choose the programs you want to see. Whenever you remember to do so, feel the aliveness inside your body as you watch. Alternatively, be aware of your breathing from time to time. Look away from the screen at regular intervals so that it does not completely take possession of your visual sense. Don't turn up the volume any higher than necessary so that the TV doesn't overwhelm you on the auditory level. Use the mute button during commercials. Make sure you don't go to sleep immediately after switching off the set or, even worse, fall asleep with the set still on."

*"We are here to offer to this life, which came into the world by itself, the means necessary for its development, and having done that we must await this development with respect."
Maria Montessori*

USEFUL WEBSITES WITH TIPS ON CHILD-SAFE INTERNET BROWSING

- www.msn.co.za/security/family
- www.fpbprochild.org.za
(has a 27 page downloadable document on internet safety)
- www.kids.getnetwise.org
(includes age appropriate tips and tools for internet security)
- www.kidshield.com
- www.rumba.co.za/browsers
(have a browser option for kids that only allows access to a list of child friendly sites and also allows parents to limit time spent on the computer)



Some thoughts on Following the Child submitted by Susanne van Niekerk

I had the good fortune earlier this year to spend two weeks at Montessori Centre International in the UK attending a Trainers Workshop. During this time, my understanding of Montessori philosophy (or what I had understood up to that point as being Montessori's philosophy!) was severely put to the test by relentlessly questioning trainers. Whereas my initial reaction was to pack my bags and head back to good old SA and the comforts of my familiar classroom as fast as possible, I persevered and fought ... and ultimately learned!

Most of Dr. Montessori's research was founded in her observations of children. From there, I believe, came the 'motto', FOLLOW THE CHILD. I have always believed that I have indeed been following the child, by watching for sensitive periods, directing him/her to the materials (in sequence) that would feed this sensitivity and allow the child to take the information in effortlessly through his/her absorbent mind etc

The question at this point though – by assuming (is that not what we are doing?) what the child is next ready for, are we really following the child?

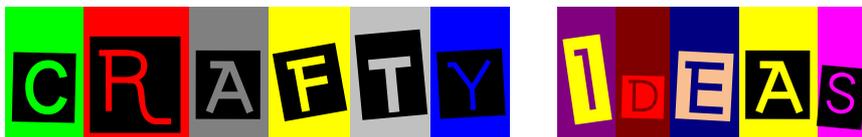
An observation I made in my class after my return from the UK went a long way to having me relook at my own teaching/directing style. A 5-year old child took a 1 to 10 Maths game off the shelf. This child has no knowledge of numbers, cannot yet rote-count and has no idea what to do with the number rods, never mind recognise any numbers. My initial reaction would have been to say – “You are not quite ready to work with that yet, how about we try something else”. Instead, I stood back and observed. He quietly took all the number cards out of the box and placed them at random at the top of the mat. Then he emptied out all the coloured stones onto the mat and spent the next 20 minutes, fully absorbed and concentrated, lining them up in the respective colours. Once this was complete, he packed everything away again and returned the box to the shelf.

My observation and the consequence? I felt that the child whilst working with a Number Game, had more of an affinity for the sorting of colours. He had previously worked with Colour Box 1 and 2, but with very little excitement. So, taking a deep breath, I asked him when he was next available if he would like me to introduce the 'big' Colour Box to him. The child was absolutely delighted and took to grading of colour like a duck to water. For the next few days, Colour Box 3 was in constant use and the Number Game stayed on the shelf!!

My lesson – maybe sometimes we need to step out of our 'controlling' zone and allow the child the opportunity to really show us what he/she is interested in!



*“The life of the spirit prepares the dynamic power for daily life, and, on its side, daily life encourages thought by means of ordinary work.”
Maria Montessori*



BY SUMAYA TAR MAHOMED
First Friends Montessori



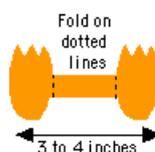
Duck Paper Plate Craft

This easy-to-make duck is a cute craft that is made from a single paper plate and construction paper.

Supplies needed:

- Paper plate
- Scissors
- Glue
- Stapler
- A pencil
- Yellow and orange construction paper or oak tag
- Crayons, paint or markers
- Plastic eyes

1. Trace your hands on yellow construction paper, then cut the hands out. If you don't have yellow construction paper, use stiff white paper, then paint it yellow (or use markers).
2. Fold a paper plate in half. Paint it yellow and let it dry.
3. Staple the hands near the fold on one end - these will be the tail feathers.
4. Using yellow construction paper cut out a circle to make a ducks' head.
5. Using orange construction paper cut out an elongated oval with one end cut off -- this will be the duck's bill. Fold the end of the beak over, making a small tab (this is where you will put the glue).
6. Glue the bill onto the circle. Paste the eyes.
7. Staple the head to the folded paper plate.
8. Complete the duck by adding some feet under the plate.
9. Write each child's name on the side.



Idea taken from www.firstschool.com



**“We are the sowers -
our children are
those who reap. We
labor so that future
generations will be
better and nobler
than we are.”
Maria Montessori**



The Value of Time

Submitted by Sumaya Tar Mohamed

Dream lofty dreams, and as you dream so shall you become
Your vision is the promise of what you shall one day be
Your ideal is the prophecy of what you shall at last unveil. James Allen

Using time to your best advantage is a skill that can be developed. The first step for effective time management is to be aware of how you presently use your time. Gain insight into your current patterns of time management by asking yourself these questions:

- When was the last time you assessed how you spend your time on a daily basis?
- Do you make a daily to do schedule?
- Do you complete all the items on your list?
- Do you try to be ten or fifteen minutes early for all appointments?
- What usage of time gives you a sense of fulfilment?
- Are you aware of your most creative period of the day?
- Do you set yourself weekly objectives?
- Do the activities you perform take you closer to your major goals?
- Are you careful to concentrate your full attention on matters at hand?
- What would you be able to accomplish if you made better use of your time?

The ultimate purpose of time management is to reduce stress and to optimise the quality of your life in all your key roles. The more efficiently you structure your working time, the more leisure time you will have available. The realisation: I am in control of my time.

I thought of sharing James Allen's view of time as we all prepare ourselves for year end reports, plays and preparations for next year.

Maria Montessori's words on observation...

- *" 'Wait while observing.' That is the motto of the educator."*
- *"When dealing with children there is greater need for observing than of probing."*
- *"Let us leave the life free to develop within the limits of the good, and let us observe this inner life developing. This is the whole of our mission."*
- *"The environment itself will teach the child, if every error he makes is manifest to him, without the intervention of a parent or teacher, who should remain a quiet observer of all that happens."*
- *"This idea, that life acts of itself, and that in order to study it, to divine it's secrets or to direct its activity, it is necessary to observe it and to understand it without interfering - this idea, I say, is very difficult for anyone to assimilate."*
- *"The pedagogical method of observation has for its base the liberty of the child, and liberty is activity."*
- *"The teacher must bring not only the capacity, but the desire to observe."*
- *"Not upon the ability of the teacher does education rest, but upon the didactic system. When the control and correction of errors is yielded to the materials, there remains for the teacher nothing but to observe."*
- *"The education of the senses makes men observers"*

Regional Meetings

Regional Meetings Update

We have come to the last term of the year and I am sure for all it is a very busy and challenging time to get things organised and finished before the year ends. However, we really enjoyed spending time with you at our Regional Meetings, so please diarise the dates for this term's Regional Meetings and Heads of School Breakfast.

- **Western Cape:** EXCO attending Heidi & Gayle
- Regional Meeting 25th October
- Heads Breakfast: 8th November

- **KZN:** EXCO attending Sam Streak
- Regional Meeting 25th October
- Heads Breakfast: 22nd November

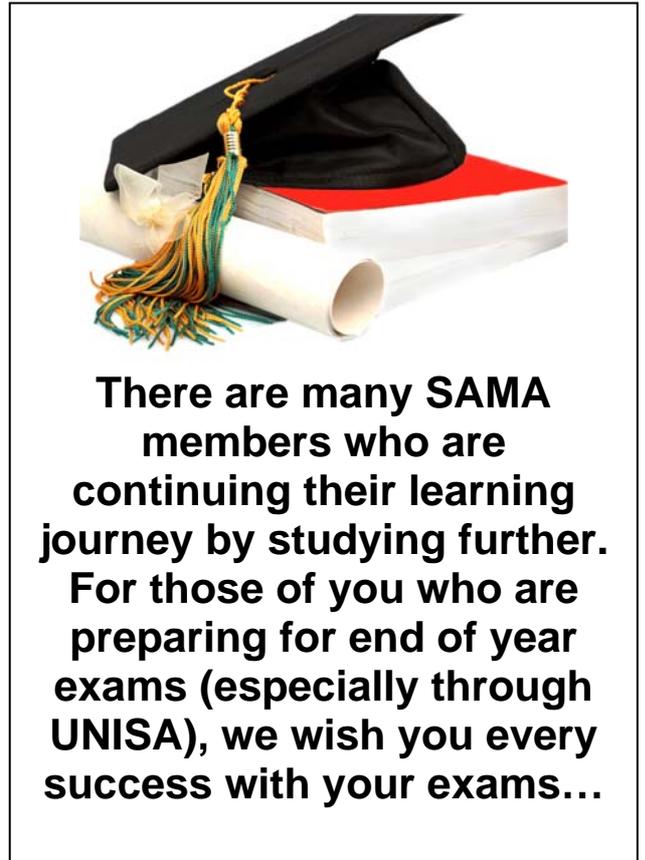
- **Gauteng North & South:** EXCO attending Heidi & Sumaya
- Regional Meeting Combined: 1st November
- Heads Breakfast Gauteng South: 8th November
- Heads Breakfast Gauteng North: 6th December

- **Namibia:** EXCO attending Sam Streak
- Regional Meeting & Heads Lunch: 15th November

We look forward to seeing you again!

Kind Regards
Sumaya Tar Mahomed

“Children are human beings to whom respect is due, superior to us by reason of their innocence and of the greater possibilities of their future.” Maria Montessori



Some Inspiration submitted by Sam Streak

Biomimicry (from bios, meaning life, and mimesis, meaning to imitate) is a new science that studies nature's best ideas and then imitates these designs and processes to solve human problems. Studying a leaf to invent a better solar cell is an example of this "innovation inspired by nature." It is the practice of developing sustainable technologies inspired by ideas from Nature.

The core idea is that nature, imaginative by necessity, has already solved many of the problems we are grappling with. Animals, plants, and microbes are the consummate engineers. They have found what works, what is appropriate, and most important, what lasts here on Earth. This is the real news of biomimicry: After 3.8 billion years of research and development, failures are fossils, and what surrounds us is the secret to survival.

Like the viceroy butterfly imitating the monarch, we humans are imitating the best and brightest organisms in our habitat. We are learning, for instance, how to grow food like a prairie, build ceramics like an abalone, create color like a peacock, self-medicate like a chimp, compute like a cell, and run a business like a hickory forest.

The conscious emulation of life's genius is a survival strategy for the human race, a path to a sustainable future. The more our world looks and functions like the natural world, the more likely we are to endure on this home that is ours, but not ours alone.

Mission

The mission of The Biomimicry Institute is to nurture and grow a global community of people who are learning from, emulating, and conserving life's genius to create a healthier, more sustainable planet.

Visit: www.biomimicryinstitute.org for more information – they have really great ideas for lessons and have a unique way of examining nature's role in developing technology for a sustainable future.



Focus for November issue: Cultural Sensitivity and Understanding

Deadline for submissions: 20 November

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

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For more information on Job Vacancies,
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Vacancies

Stepping Stones Montessori Pre-School in
Oranjezicht, Cape Town is looking for 2 assistants
(one in the Toddler Class and the other in the 3 - 5
age group) as from January 2009.
Please contact Deepa Kassen on Tel. 021 461
3253 or 082 457 2222 or email your CV to
deepa@steppingstones.org.za

Bilingual Montessori Directress required for
Jan. 2009 for our 3-6 year old class in the **East of
Pretoria**. Please contact **Jane on
012 361 7821** or 083 592 1581 to arrange for an
interview

The Benoni Montessori Centre are currently
looking for dedicated directresses to fill vacant
positions - Starting a.s.a.p. - Please forward your
CV to bmc@3w.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.

Hilltop Montessori Preschool in
Johannesburg is looking for a qualified **3-6 year
Assistant Directress** to form part of a well
established, small Preschool – starting January
2009. Little or no experience is required. Please
forward your CV to Dureya at
miafamily@absamail.co.za / 082 928 1364

2 Qualified Directresses (3/6) required for
January 2009. Phone Robyn 082 374 3745 –
Follow Me Montessori, Gillitts, KZN.

Nakekela Montessori Pre-school situated in
Rivonia is looking for a dynamic, experienced
Directress for Jan 2009. Please contact Joanne on
011-8038116 or e-mail CV to
joanne_mayes@discoverymail.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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