



National Newsletter

Message from the President

June 2007

Inside This Issue

Message from the President
Preschool Report
Nurturing the Spirit
Schooling Representative
Centenary Scrapbook
Creative Ideas
Tai Chi Meditation
The Guest House
Questions to ask in an Interview
Self Reflection
The Science of Happiness
Photo Collage
Serving the Child
Marketing
Vacancies
Posts Wanted
SAMA Products
SAMA Contacts

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Dear SAMA Members

It has been quite a month at SAMA as the Exco members who deal with administrative issues, and our two administrators, have been finding their feet and putting systems into place that will allow for the smooth running of the organisation so that all the others on Exco can do their jobs effectively.

Despite some setbacks (like a stolen computer!), we are back on track and definitely moving forward. The whole Exco, as well as regional reps and co-opted members, met in Gauteng on 16th and 17th June to brainstorm, work and plan projects for the next year. We will give detailed feedback in a separate newsletter to go out shortly.

Although I was quite tentative about beginning my term as president, I have been quite overwhelmed by the support and positive interactions with members so far. Thank you for the kindness and generosity shown, not to mention patience as we all settle in. It is so encouraging to know how much support there is out there for SAMA and we will continue to work hard to live up to your expectations.

We are so delighted and relieved that Pru Ramsey is making excellent progress in her recovery and wish her continued strength for the road ahead.

One of the areas we would like schools to reflect on is their commitment to social responsibility. Our sense of reaching out to others, the environment and our own school community allows us to live Maria Montessori's vision of Peace Education.

As this should be an integral part of every school (Montessori or not), and has been prioritised by the government, the Exco are busy compiling a Social Responsibility Position Statement and we would value your input from real experiences in your schools and lives.

Please send through any anecdotes, stories and ideas of how you are demonstrating your commitment to social responsibility. You can email them to president@samontessori.org.za and we will make sure that everyone gets to read about your efforts in future editions of the newsletter. Feel free to send photos too!

Until next time, I wish you a happy and warm winter holiday!
Take care

Sam Streak
SAMA President

Website:

www.samontessori.org.za

Pre-School Report

The current Regional Representatives Emma Medell, Coral Yelseth, Rose Lowry and Lucy Watson have started the new SAMA year with renewed energy and focus following their experience at Conference. SIG meetings have been held in the Western Cape, Eastern Cape and KZN over the past two weekends and a SIG meeting will be held at Village Montessori School in Gauteng on the 16th of June.

...Western Cape

Feedback on the Conference formed the major focus of the SIG meeting. Emma Medell, Jacky Price, Christine Clark and Claire Goffe-wood gave their feedback on the inspiring highlights from the conference. The proposed regional Mini – Expo's were discussed and all present were invited to give their own feedback on topics and speakers for future SIG meetings this year.

Only a handful of schools attended the SIG, which is always a little disappointing for the organisers as so much time and careful planning goes into holding a SIG meeting. Come on Western Cape Montessorians; help SAMA grow from strength to strength in your region by giving your support. After all, we do it for the ultimate good of the children.

... Eastern Cape

Port Elizabeth Montessori School hosted the SIG meeting, which was well attended. Conference feedback also formed the main theme of the meeting. The 100 Steps National Fundraiser was briefly discussed as a precursor. More information on this event will be available following the EXCO Face-to-Face meeting taking place in Pretoria on the 17th of June. The next EC SIG meeting has been scheduled for the 18th of August 2007 and will be held in Knysna. Please enter this date into your diary immediately.

Check out the website for all the post-its posted on posters at SAMA Conference in Durban from Barbara Isaacs talks

www.samontessori.org.za under interesting reads

... Kwa Zulu Natal

Lucy Watson and Rose Lowry (the newly co-opted KZN Regional Reps) hosted the SIG meeting at their school, Oceanview Montessori. In celebration of World environment week, **Lesley Deg**, Grade 0 teacher at Durban Girls College gave ideas for art activities using waste materials. Lesley's extremely inspiring new take on remodelling suitable anti-waste items using paper mache, polyfilla and modge were very well received and had us all wanting to go home and get out the flour and newspaper. (*More details on this further on.*) Lesley has expressed her willingness to do a more specific workshop for ladies from the Outreach schools.

Having covered sensorial and mathematics at the conference, we have chosen to tackle language and practical life at the next meeting, to be held in September. Members have been asked to bring along an idea with them to share with the group.

All members present were encouraged to bring a colleague along to the next meeting, in the hope of increasing our membership and being able to reach out to more schools.

... Gauteng

Gauteng's regional Rep is Joanne Schimper for SIG meetings and Ina Erasmus for referrals.

Village Montessori hosted the SIG meeting on a significant date of June 16. The SAMA Exco was available at this meeting to meet all the Gauteng members.

From: Schools Representative

Conference feedback

A request for any photos of Su Cunningham's presentations. If they could email them to me. Sadly I did not have a camera and would dearly love to obtain the pictures to go with her notes.

Regards

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Nurturing the Spirit

Dear SAMA members and broader Montessori community

Thank you so much for the beautiful flowers I received from SAMA and thank you for all the prayers and support and love that John and I have received from all of you. It is now four weeks since our extraordinary incident on Mothers Day. Briefly, we were sitting on the patio at home enjoying a late supper, when two men appeared out of nowhere – one brandishing a gun, which he fired. Unfortunately this random shot caught me in the legs – in and out the left above the knee and in and out the right leg below the knee. It caught the artery on the left leg and fractured the tibia on the right leg. Anyway here I am four weeks later writing an email to all of you and feeling really well. My left leg is pretty much back to what it was, maybe a little more bending and strengthening needed and the right leg, which is in a brace, is able to bend to about 100 degrees by now!

So thanks to wonderful medical care, much love, prayers and support, many tissue salts and alternative type remedies, such as Body Talk and balancing the energy and meridians in my body, physio and diligent exercises; and probably the most important, my own belief that my body can heal itself – here I am. Not quite on the tennis court but raring to go!!

Literally being brought to my knees in this way has afforded me much time to reflect. And inevitably there has been much to learn from this experience - both personal and general and about relationships. It occurred to me today that I had had four weeks of indulgence! A time when I have had to learn patience, to be very organized, to accept others time frames, to be totally dependent on others and to accommodate to being served rather than to serve! - In effect to put my life on hold and focus on self. We do not get many opportunities to do this in our hurried “petty irritating round of concerns and duties” that often represents so much of our lives.

So, one lesson learnt is to be thankful for another day, to be grateful for friends and love and the support of the universe.

With love and thanks
Pru Ramsey

Our Schools Representative informs us...

We are fortunate as members of SAMA to have representation at the National Alliance of Independent Schools of South Africa (NAISA). NAISA is a body that is involved with ensuring that independent schools are given a voice at national level. In February NAISA met and formulated a document entitled “**Guidelines on the rights and responsibilities of independent schools.**”

It is important that as schools we acknowledge the work that is done by those in education to ensure that children are receiving the best we can offer. However, as independent schools we have rights as well. Following are some excerpts from the document:

On Registration;

“An independent school may not operate legally unless it is registered with the education department of the province in which it is situated...it must be given an Educational Management Information Systems (EMIS) number.”

On Curriculum and Assessment;

“Independent schools are free to organise teaching and learning in the school in any way they wish as long as the pupils are able to achieve the minimum outcomes and standards....”

On Staff Appointments;

“All teachers working in the South African schools, public and independent, must be registered with the South African Council of Educators. (SACE)”

I know that as Montessori schools we often get anxious about legislative issues and want to ensure that we are doing everything we need to. This document is uplifting because there is an organization ensuring that our rights are being protected. I encourage you to read the complete document which is available on the SAMA website:

www.samontessori.org.za

Ally Connelly

Centenary of the Montessori Movement

“Champion the Cause of All Children”

The Centenary of the Montessori Movement is not only a cause for celebration and a reason to be very proud of our achievement, but a unique occasion to launch a new start and to face the challenges together. In simple terms, the framework for the Centenary activities will be to:

Honour the past
Celebrate the present
Create the future

www.montessoricentenary.org

Centenary scrapbook – Ally Connelly

I will be coordinating the scrapbook, and the completed article will be available to be looked at, at the annual conference in Knysna in 2008. For ease, and to ensure that all the member schools are in the scrapbook, we are going to use the following format:

1. Buy a scrapbook **page** from Pick’ your local retail, news agency or scrap booking shop.

2. Put together your school’s info – photo’s, drawings, writings, info etc

This doesn’t need to be a masterpiece. If you feel creatively challenged enlist the help of a friend, a parent, or better still the children.

3. Send this page (one side only) to your Regional Rep, or give it to them at the next SIG meeting. They will collect all the pages and give it to me.

4. Enjoy the fruits of your labour at the next Conference.

5. HAVE FUN and BE CREATIVE!

"The greatest good you can do for another, is not just to share your riches, but to reveal to them their own."

Benjamin Disraeli,

Creative Ideas from the KZN SIG Meeting

Door stoppers

A 2 litre coke bottle, half filled with sand. Place an old tennis ball into a stocking and then slide the stocking over the bottle and tie at the bottom, so that the tennis ball becomes the ‘head’, secure further with some tape. Then, proceed to paper mache the whole figure with 4 layers of newspaper and a flour and water paste. Once this is dry it can be painted and decorated as a figure of the child’s choice.

Treasure chests

Take a small box, Ferrero Rocher chocolate box is great, and cover with polyfilla. Once this is dry it can be painted and decorated as a treasure chest or jewelry box.

Shopping bags

Using a Woolworths, or similar, reusable shopping bag, decorate it with small squares of wrapping paper or serviettes with colourful designs. These can easily be stuck on with modge, available from craft shops.

The bag can be further decorated with fabric paint, and even blanket-stitching in wool.

Planning for the year ahead included - discussing the “100 steps walk,” which we shall schedule as a regional school event on the 31 August, to coincide with Maria Montessori’s birthday. It was decided amongst those present that the future SIG meetings for the year would look at extensions in all of the curriculum areas.

Rose Lowry and Lucy Watson
KZN Regional Representatives

Tai Chi Meditation

Many people at the SAMA Conference asked me for notes on the Tai Chi that we did at the start of two of the sessions. A detailed report of the movements and what they represent can be obtained off the SAMA website. I have included the words one can speak or think whilst doing the movement. However when doing Tai Chi with young children, we have not spoken, simply asked them to follow us. As many of you remarked – Tai Chi has a wonderfully calming affect, reaching the spirit of the child or adult performing the movements.

If anyone is interested they can read the article on SAMA website www.samontessori.org.za under interesting reads.



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*Honours Degree in Adult Education (UCT)
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Association Montessori International (AMI) pre-school trained
Mercy Montessori primary trained*

I have visited a vast number of Montessori schools in South Africa, Swaziland, France and New Zealand and have exciting ideas and practical advice to share.

Examples of workshops I have facilitated

- Drama games
- Record keeping and parent reviews
- Group time ideas & story-telling
- Special needs children
- Theory revision of material
- Language area and extensions
- Themes
- Songs, action rhymes and movement
- Sensorial extensions and games
- Team building for staff
- Classroom management
- Observation skills
- Positive language & mediation
- Grace & courtesy
- Science experiments
- One-on-one tutoring

I have an honours degree in adult education and am a trained counsellor and drama teacher. My workshops are **interactive** and I believe that people learn more effectively through taking part, sharing and hands-on manipulation of material.

Do you need?

- Ideas, stimulation and practical suggestions
- A positive "new eye" look at your classroom environment

Assessments

- Classroom layout, materials and structure
 - Strengths and gaps of directresses and assistants
 - Equipment (order, gaps and extensions) on your shelves
- A detailed, written report is supplied

The workshops and assessments are aimed at giving **positive feedback** as well as stimulating teachers with new and different ways of motivating children.

THE GUEST HOUSE

This being human is a guest house.

Every morning a new arrival.
A joy, a depression, a
meanness,
some momentary awareness
comes
as an unexpected visitor.

Welcome and entertain them
all!

Even if they're a crowd of
sorrows,
who violently sweep your
house

Empty of its furniture,
Still, treat each guest
honourably.

He may be clearing you out
for some new delight.

The dark tonight, the same, the
malice,
meet them at the door laughing,
and invite them in.

Be grateful for whoever comes,
because each has been sent
as a guide from beyond.

- RUMI -

Zukav, G; (2002); *The Heart of the Soul*; Simon and Schuster; Great Britain

For Heads of Schools and Management...

SOME GOOD QUESTIONS TO ASK IN AN INTERVIEW

1. How do you define your personal goals as a professional? What do you get out of being a Montessori teacher?
2. What are your most successful moments in working with children?
3. What did you like best about your last position? What did you like least about your last position?
4. What are your professional goals in the classroom? What areas of the curriculum would you like to develop? What support could you give to music, art and movement?
5. How would you deal with discipline? How would you convey negative information about the children to the parents? How would you set up a parent-teacher meeting? How would you react to a negative/angry parent?
6. How would you set up the environment? How would you use the outdoors?
7. How would you design parent education meetings?
8. How would you describe your relationships with your peers, parents etc?
9. What are your expectations of the administrator/head?
10. What do you think your jobs and responsibilities should be?
11. Why did you leave your last place of employment?
12. What is the most important quality in a child?

Self-Reflection for a Montessori Directress

With regard to the children:

- Do I spend enough time preparing the environment? Is it a place where any given task may best be performed?
- Am I TRULY giving the children freedom – what about those children who don't want to sit on the circle for group time?
- What do I do about discipline in my classroom? Do I ever humiliate children in front of the group by pointing out mistakes/faults? (Even if inadvertently?)
- Do I remember to nurture the spirit of those in my care?
- How often do I get down to the child's level and REALLY observe his needs – and then (even more challenging) MEET those needs?

With regard to the parents:

- Do I remember that these people are my clients?
- Do I treat the parents of the children respectfully? (Do I get involved in gossip?)
- Am I communicating effectively with the parents in my school?
- What can I do to educate the parents in my school about Montessori education?

With regard to ourselves:

- What does 'spiritual preparation of the directress' mean to me?
- Am I providing the best example to the children in my school? Will they learn grace and courtesy through my actions?
- Would I be willing to apologise for a harsh word spoken in anger?
- Do I go to school in the mornings prepared to give each child the freedom to grow and the space to learn?
- Do you live each day with intent?
- Have I done something for 'me' today?

.....Maybe a reader would like to add to this and think about reflections on how we interact with fellow staff.....

Heidi van Staden

The Science of Happiness

During my opening address at the SAMA Conference in Durban, I read a letter sent to delegates at the AMS Conference in New York, from Renilde Montessori, youngest granddaughter of Maria Montessori. The letter is an excellent read in its entirety (available on www.amshq.org - conference 2007 link). However, it was the end quote that struck a cord within me and has reminded me of the importance of happiness:

The quote is as follows from Maria Montessori's *Pedagogical Anthropology*:

“We ought to strive for the supreme result of producing men who will be happy; always keeping clearly before us the idea that the happy man is the one who may be spared the effort of thinking of himself, and dedicate all his energies to the unlimited progress of human society.”

In all the roles in our lives, we seem to constantly be striving for happiness and say many times in our days “We need to keep the – parents, staff, children, family – happy.” But doing this seems like a never-ending, unattainable task at times. However, with the realisation that keeping others happy, and finding a sense of happiness, is two different things, I have found myself lighter, more energetic, more focussed and...happier.

So, how do we rise to Maria Montessori's challenge of “striving for the supreme result of producing men who will be happy”?

Here are some characteristics of “Happy People” that researchers studying happiness from a scientific perspective have identified. They have certainly given me some real ways of making happiness a priority in my daily experience of life and given me ideas of how to bring these qualities into the experience of the children in my classroom so that they can become “men who will be happy”.

You may find as you read them, how many connections you make to the many things Maria Montessori wrote about all those years ago....

Characteristics of Happy People:

1. Connectedness (Having close and meaningful relationships with those around you)
2. Social and Emotional Competence (Understanding and responding appropriately to your own emotions and those of others)
3. Freedom from Excessive Anxiety (Worrying only when there is good reason to worry)
4. Communication Skills (being able to transmit and receive information and feelings through all available channels)
5. Engagement in Meaningful Activity (work that has meaning in your inner development)
6. A Sense of Control (Feeling that you have some control over what happens to you as well as having control over your responses)
7. A Sense of Purpose and Meaning (Feeling that your current activities and life in general has some broader significance)
8. Resilience (Coping with change and adversity)
9. Self Esteem (Valuing yourself)
10. Optimism (Expecting the best without denying reality)
11. Outward Focus (Thinking about other people and the world around you, rather than constantly focusing on yourself)
12. Present and Future Minded (the ability to enjoy the moment, but also able to see the bigger picture)
13. Humour (Being able to laugh at yourself and the absurdities of life)
14. Playfulness (Having fun, experiencing new ways of being and doing things, enjoying the experience to the full in the moment)
15. Wisdom (A knowledge of self and the world, allowing you to face real-life problems with insight and compassion)
16. Freedom from Excessive Materialism (Not distorting your life by pursuing money, material possessions or social recognition at the expense of the things that contribute far more to happiness, most importantly personal relationships)
17. Regular Experience of Flow (Having opportunities to become absorbed in challenging tasks that create the optimal human experience known as Flow).
18. Cultivating the habit of expressing gratitude to those around us and to ourselves

There are literally hundreds of books on the topic – no surprise because it seems to be a fundamental human pursuit. However, one insightful book is called “*The Childhood Roots of Adult Happiness*” by Dr Edward Hallowell (ISBN 0-09-188423-3).

In this book, Dr Hallowell offers some advice:

- Don't push your child in school – high academic achievement has no correlation with a happy adult life
- Put your efforts into helping your child become good at something that will become a passionate involvement (even if that's skateboarding!)
- Don't rush your child's development
- Teach your child good manners to help them get on with people
- Teach your child to play, to make and keep friends
- Show your child how to tackle difficult tasks
- Show your child how to deal with success and failure with grace
- Remember a key in finding happiness is being able to delight in the moment.

The Dalai Lama says, "Happiness is not something ready made. It comes from your own actions. If you want others to be happy, practice compassion. If you want to be happy, practice compassion".

What better way to put the Peace Education into practice!

Sam Streak
Port Elizabeth Montessori School

Durban Conference Photo Collage



A wonderful photo collage was put together by Cane Lake and is available from the SAMA office at R10 a print plus postage.

If interested in purchasing a copy please contact Anne at admin@samontessori.org.za

A complimentary copy of the photo collage will be sent to all delegates of the 2007 Conference in the next few weeks as a centenary memento from SAMA. Thank you for your support of the conference.

Serving the Child

Background to this article: There are some people who feel that the Montessori 'method' is at odds with Christianity because too much focus is placed on the child/man or on Maria Montessori, the woman. There are other people who are of the opinion that Montessori is "New Age". Perhaps the article "Serving the Child" might help clarify beliefs about Montessori.

Obviously the Montessori approach, in common with any methodology, is subject to interpretation and is at the mercy of the people who implement it.

The following extract from E.M.Standing's book "Maria Montessori: Her Life and Work" (page 57) further emphasises the universality of Montessori.

"During the past forty years Montessori principles have been widely applied by persons of all kinds of religious beliefs, and of none – by Catholics, Protestants, Jews, Hindus, Mohammedans, Buddhists – and atheists; and by persons of all kinds of political creeds – yet always with beneficial results. From this it is quite clear that Montessori principles are based on fundamental characteristics common to all types of humanity."

I believe that Montessori's observations and subsequent methodology were a gift from God and that we should acknowledge the God of our understanding, for the changes that the Montessori philosophy has brought for the child.

I believe, therefore that the focus should be on our Creator and His/Her wisdom, and not solely on Maria Montessori. Obviously the most important part of Maria Montessori's legacy and what we learn from her, is how she saw the child and her advice and teachings on how we should interact with the child.

What is the foundation of Montessori education?

We are often asked this question. Perhaps we should remind ourselves of the definitions of the following words that may be used in the answer to this question.

<u>PHILISOPHY</u>	the most general science. Both the seeking of wisdom and the wisdom sought.
<u>RELIGION</u> :	a creed, a cult, a faith or a persuasion.
<u>METHOD</u> :	the means or procedures used in attaining an end

Serving the Child

The Montessori Method is one of the few, if not the only method of education that seeks to develop the whole child, namely body, soul and spirit. By body, we mean the physical body in which we live; the soul consists of our mind, emotions, will and intellect; while the spirit is that particular part of us made in God's image which makes us different from all other species. It is the part of us that communicates with our Creator. Maria Montessori spent years observing and recording children at work and play. With time a method for fulfilling the needs of the child based on "what they showed me" ¹ evolved.

We see the physical body catered to in most Montessori schools as the child acquires large and fine motor control and co-ordination. Gradually the hand becomes the tool of the mind as he acquires skills through work in the practical life, art and cultural areas, in fact across the board, as he works with knobbed material, the pricking exercises; manipulating scientifically prepared concrete equipment in the mathematics and language areas. The outdoor environment further develops the physical body of the child as he experiences the world of nature and God's jungle gym.

Montessori sought to provide for the soul (that is the mind, emotions, will and intellect) of the child by emphasising the need for order in the environment. Material is laid out in sequence on the shelves. Each unit of work is carefully analysed so that the child works left to right and up to down, with an economy of movement. While doing work in the practical life area for example the child on one level is developing his physical body at the same time as fulfilling the needs of the mathematical mind as he

follows the sequence of actions. He completes the cycle of activity by replacing the material on the shelf exactly as he found it, replenishing supplies where necessary so that it is in perfect order ready for the next child to use. Thus he learns responsibility, respect and awareness of others.

The exercises of grace and courtesy equip the child with the necessary social skills so that he is never at a disadvantage. He is shown how to interrupt a person, move around the room, blow his nose, apologise etc. so that he has the best chance of success, thus developing a positive self image.

Montessori referred to the will as “the intelligent direction of movement”². Today we hear talk of ‘breaking the will’ or ‘wilfulness’ but in the Montessori context ‘will’ relates to choice – initially conscious, which through repetition becomes unconscious, namely “the sum of all those customary actions which constitute ‘the behaviour of a well-bred person’”. She believed that the “will stores up its prolonged efforts outside the consciousness or at its extreme margin and leaves the conscious itself to make new acquisitions and further efforts”³. Thus in the prepared environment of the Montessori classroom we assist the child to develop his will through free choice of activities which are carefully structured to meet his needs at a specific moment.

As we nurture the body and soul of the child we see what Montessori called “the intelligence of love” manifested. “It is a form of love that gives (children) the faculty of observing in such an intense and meticulous manner the things in their environment, that we, grown cold, pass by unseeing. Is it not a characteristic of love, that sensibility that enables a child to see what others do not see? That collects details that others do not perceive, and appreciates special qualities which are, as it were hidden and which only love can discover? It is because the child’s intelligence assimilates by loving, and not just indifferently, that he can see the invisible. This active, ardent, meticulous, constant absorption of love is characteristic of children.”⁴

Montessori goes on to say that “to the adult, liveliness and joy are considered typical of the child’s intensity of life; these are recognised as infant characteristics, there has been no recognition of the love behind them, that is to say the spiritual energy, the moral beauty that accompanies creation”⁴

When we act and react in accordance with God’s will, namely in love, we come close to the spirit of the child. As we show the child how to respect, share, help, repent, forgive, wait, we provide him with the tools to manifest the God-given love in his spirit, in effect we reconnect him to his Creator.

We need to channel the body and soul of the child but tap into his spirit to unleash the part of the child that reflects God. We need to find the uniqueness in every child – to love it, nurture it, help it to become the man or woman he or she can become. In every child there is something so precious that as adults, we are privileged to share in the awakening of it. We little realise how we benefit and grow through relationship with children. We tend rather to dwell on how much the child benefits from all we do for him or her, not realising how we are softened by the love and sacrifice he or she awakens in us. Too often though, we find that as the child becomes less physically dependent upon us, we become less attuned to the needs of his or her soul and spirit, so that the awakening and softening inspired in us by his or her helplessness, hardens.

Montessori exhorts us to have respect for God in the child saying “the secular approach sometimes pompously talks about respect for the child. But in view of our egotism and our desire for domination and power, true respect is only possible when we have respect for God in the child”⁵ She went on to say that “true respect for the child recognises an ideal which God wishes to make actual in him. Not only in the natural but also in the supernatural order there exists an ideal to be realized. Just as the education of physical and psychic life (the soul – PR) is nothing else than co-operation with the natural forces of growth, so the supernatural education is nothing else than co-operation with God’s grace, which provides the real urge to true process of growth in the divine life.”⁵

It becomes apparent that much is required of the adult who works and lives with children if we are to serve the whole child as Montessori advocated. She talked about the inward preparation of the teacher (and parent) stressing the need for humility, to “rid oneself of all obstacles which make one unable to understand a child.”⁶

Probably the best way to approach our relationship with children is an adaptation of a very familiar and oft forgotten principle, namely “do unto others as I would need to be done unto.” To me this is directly related to doing unto the child as God would have us do, that is, in accordance with God’s will for the child.

Pru Ramsey

Bibliography:

All of the references cited below refer to books written by Maria Montessori:

- | | |
|--------------------------------------|-----------|
| 1. The Secret of Childhood | Chapter 2 |
| 2. Spontaneous Activity in Education | Pg 171 |
| 3. Spontaneous Activity in Education | Pg 172 |
| 4. The Secret of Childhood | Chapter 5 |
| 5. The Child in the Church | Chapter 1 |
| 6. The Child in the Church | Chapter 4 |

Books written by other authors using the Montessori method:

- | | |
|---|-------------------|
| Developing Spiritually Sensitive Children | Olive Alexander |
| Teaching as the Spirit Leads | K.J. Allison |
| The Religious Potential of the Child | Sophia Cavalletti |
| An Open Mind | Cornelia Roux |



Little box and cards
Heidi van Staden

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Edu Equipment

High quality locally manufactured Montessori Equipment from Toddler to Primary contact Dougie at Edu Equipment Port Elizabeth.

Cell 0722116940 Fax 041-3791595 or

eduequipment@absamail.co.za

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

Vacancies

Chameleon's Montessori School, Durbanville, Cape Town is seeking an experienced Directress for their Pre-School Class. Please contact Emma/Claire on (021) 913 5213/976 9611 or email montessorichamemeons@hotmail.com

Outeniqua Montessori Centre/Sentrum – opening near the Great Brak River. Contact Agnes Horn **073 287 6887 or 044 620 2300**

Centurion Montessori School

– Gauteng area, needs 2 Pre-School Directresses for January 2008 for 3-6 Environment.

Please contact Zinita at

montessori@caw.co.za or **012 653-4177**.

Jewish Montessori Preschool in **Blouberg** [west coast area] is opening a new 3-6 yr preschool class January 2008 and looking for a Montessori directress

Experience is a must have good management and people skills, positive and open to diversity and foresees long term job. For interviews, please call **021-557-7560** Speak to Zeesy Deren

Shereens Montessori Pre-

Primary, established school seeking a Montessori Principal / Directress. Experience with a 3-6 year age group essential. If you are interested, please email your CV to:

Hassan@haven.org.za or fax to 021 461 7819

Montessori trained teacher to be a substitute teacher for me in Oct 2007 as I'm writing 3 exams. My school is 35 km from Benoni, or Kempton Park or Pretoria East, in Nestpark AH, near Bapsfontein.

The school's name is

Kaleidoscope School

Montessori. Please contact Carol Gardner **082 454 4007** as soon as possible.

Posts Wanted

Tracy-Jo Wurr is urgently seeking a directress position in a 3-6 or 6-9 Montessori school, in Cape Area preferably Southern Suburbs. I completed my course in 2003. Worked in a few schools in Cape Town, Ireland and Knysna as an assistant. Please contact Tracy on **0786513312 or 021 6717695** or email: tjwurr@netactive.co.za

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

School Wanted

Premises or existing preschool school needed in Southern Suburbs, Cape Town to start a Montessori School. Ph: 021 7978550 or 084 404 0447

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 the curriculum is available to paid up SAMA School 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.

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

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All articles were contributed by SAMA members. We would love to hear from our readers. Please send us interesting snippets, valuable insights and amusing anecdotes to share with others and help us 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