



# National Newsletter

## Southern African Montessori Association

March 2009

### Inside This Issue:

- Message from the President
- Montessori Talks to Parents Magazines
- Some Wisdom from Michael Olaf
- Montessori Parents
- Parent Education – Beyond Orientation
- Developing Positive Parent Partnerships
- How Parents can be Involved
- Educating the Montessori Parent
- 2010 School Calendar
- Regional Meetings
- Earth Hour 2009
- Membership / Conference 2009
- Vacancies / Marketing
- SAMA Products
- SAMA Contacts

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### Message from the President:

Dear SAMA Members

At the time of writing we are just a few days away from the Easter holidays and I wish you all well over this time of rest. May you enjoy a well deserved break!

On Exco, we are preparing to start a new SAMA year and continue our work until the AGM. We are currently reviewing all of the basic SAMA documentation such as the Constitution, Code of Ethics, and Grievance Procedure etc in order to make recommendations for changes and improvements. We will keep you informed of our progress and ensure every member has adequate opportunity to contribute to this process.

Preparations for the Annual Conference are well underway and we anticipate sending out the booking packs and information by the 1<sup>st</sup> April. Our keynote speakers are real pioneers in Montessori Education and we are honoured to have both Barbara Isaacs and Berhane Dory in Cape Town.

This issue of the newsletter is focussed on parents and the parent community. Obviously parents play a vital role in the link between school and home and we all acknowledge the value of parent education. However, we are also often faced with the reality that when we have meetings, discussions or workshops aimed at parents, we “preach to the converted”. Hopefully we have provided some food for thought through the various articles and this will encourage both directresses and parents to work together to create more positive opportunities for the children.

Maria Montessori said, “The child is the spiritual builder of mankind, and the obstacles to his free development are the stones in the wall by which the soul of man has become imprisoned” Together with our parent community, let us continue to work together to free ourselves and the children in our care.

Warm Regards  
Sam Streak  
SAMA President

Remember to renew your SAMA membership – any memberships not renewed by 30<sup>th</sup> April will be considered lapsed. The new membership year begins on 1<sup>st</sup> April. Forms available on the website.

**Montessori Talks to Parents Magazines: Review**  
**Submitted by Sam Streak**

This is a series of three magazines available from the North America Montessori Teachers Association (NAMTA). They are described as “magazines that can serve as communication tools to help develop a sense of community among parents. They are especially useful in study groups in which parents can discuss and question what children are doing in school, then aim towards a home environment that is consistent with Montessori education.”

“Educating the mind without educating the heart is no education at all.”  
~~ Aristotle ~~

They are available in 3 Series. Series One is focused on The Home Environment, Discipline and The Spiritual Side of Love. Series Two is focused on Language and Literature, The Child in Nature and The Creative Personality. Series Three is focused on The Road to Discipline – The Three Levels of Obedience, The Substitution of the Will, Rewards and Punishments and The Spiritual Code of Discipline.

Within each magazine are a list of questions to stimulate discussion and dialogue at parent education meetings and are very useful in staff training and enrichment.

Although they were published through AMI many years ago, the content is relevant and informative.

You can order these directly from NAMTA through their website [www.montessori-namta.org](http://www.montessori-namta.org)

**Recognizing that family self-sufficiency is a false myth, we also need to acknowledge that all today’s families need help in raising children. The problem is not so much to re-educate parents but to make available the help they need and to give them enough power so that they can be effective advocates with and coordinators of the other forces that are bringing up their children.**

**Author: Kenneth Keniston**



## Some Wisdom from Michael Olaf

([www.michaelolaf.net](http://www.michaelolaf.net))

Submitted by Sam Streak

### Parenting / Teaching

Through our children, we parents and teachers are the architects of the future of humanity. As we go about our daily lives in the presence of children we are constantly teaching by our own words, thoughts, and behaviour. Education is often narrowly defined as the teaching of math, language, sciences and the arts, but the most important subjects to be mastered are: how to be happy, to be a good friend, to express care through thoughtfulness and good manners, to identify a problem and work hard to solve it. More than facts, we must help our children develop a love of learning, an ability to make intelligent and responsible choices, to concentrate and focus, and to do one's best to complete a task to the satisfaction of oneself rather than to please someone else.

### The Inner Guide

Each of us was born with an inner guide, and all the tools to use whatever is found in the environment to create a self-fulfilled individual. Although our own schooling may not have been based on a respect for this guide, we can provide it in the education of our children. We can create a marvellous environment, learn to observe and interpret our child's behaviour to discover his or her needs, and get out of the way! This is no easy task, but it is possible.

### A Fresh Look

One of the most important attitudes to nurture is to see each child as a new being each day, forgetting the past and seeing only the potential for greatness. This is also the best way to look at ourselves. It is a lot to ask of the adult to provide everything a child needs, and we believe that some time should be allotted, perhaps at the beginning of each day, to getting mentally prepared for the task by praying, meditating, taking a walk. Then one is better able to take a deep breath and face the day with a feeling of being new and in the present moment. If we can balance ourselves, our interactions with our children will be more enjoyable.

We are parents, grandparents, teachers, friends or advocates of children, because we care about others. No matter how much we try to be perfect we must learn to be easy on ourselves, not to waste time wishing we "had only known earlier," but must learn to laugh, to pick up the pieces, and to begin again. We hope you continue to learn, to enjoy your roles as parents and teachers, and to share your wisdom and experience with others. In this publication, we try to pass on what we have learned and are continuing to learn about children, families, teaching, and learning.

### For Everything There Is A Season

It is not good for children when we, parents and teachers, push them into stages that they are not ready for. But neither is it good for us to hold children back when they are ready to operate independently. Every unnecessary help is really a hindrance to development. This is true at any age, from a child who is ready to wean himself from nursing, the young child who wants to pick out her own clothing in the morning, and the teenager who decides to study the electric guitar instead of the viola.

*The primary danger of the television screen lies not so much in the behaviour it produces as the behaviour it prevents... Turning on the television set can turn off the process that transforms children into adults.*

—Urie Bronfenbrenner, Cornell

# Montessori Parents

From the American Montessori Society ([www.amshq.org](http://www.amshq.org))

## As a parent you are a role model and teacher

- Know your child well
- Be a patient observer and careful listener
- Place your confidence in your child
- Provide simple, safe and consistent rules encouraging your child to take responsibility and to contribute to his or her home and family.

## As a parent you prepare your child's home

- Provide safety (physical & emotional)
- Provide organization, consistency, a reliable routine
- Prepare areas that are child sized — a place of her/his own
- Provide your child age-appropriate *responsibilities* in your home
- Provide "*real life*" experiences
- Provide age-appropriate choices and opportunities to make positive decisions

## As a parent you set the limits

- Offer protection from objects and ideas that can hurt
- Always encourage your child to be capable and confident
- Limit toys and games to a workable number (rotate toys)
- Monitor television and other forms of media (inappropriate exposure can negatively affect social, emotional, intellectual, and physical growth)
- Develop consistent routines which encourage your child to develop self-control (self-control, responsible behaviour and freedom are outcomes, not starting points)

## As a parent you support and encourage your child

- Offer great possibilities for exploration in the home environment
- Encourage children to do for themselves ("Let me do it myself!")
- Encourage your child to be an active agent of his/her own education

## THE ROLE OF THE PARENT AND THE SCHOOL

Parent, teacher, child, and school relationships are very important in a student's life. An alliance based on mutual respect and support will enhance all individuals' understanding, knowledge, and insight and offer a cohesive, prepared learning environment.

### How to give support to your school

- Be involved, volunteer
- Be informed, attend all conferences & meetings
- Be knowledgeable, attend Parent Education meetings
- Contribute financially

Involved parents support their Montessori school by contributing their time, talents, and money. Each school offers different programs and projects for parents to volunteer their time, energy, and resources.

Informed parents communicate with their school by attending planned conferences and other parent activities, reading newsletters and e-mails, and asking questions. Ask the school's administrator or your child's teacher for the best time and method to communicate informally — to share insights, questions, and observations

Knowledgeable parents select a school by seeking an optimal match between their child's needs; their expectations; and the school's philosophy, program, and services. Parents support the school's policies and procedures and attend Parent Education Meetings, as well as read articles and books about Montessori education.

In an earlier blog (Educating the Montessori Parent, January 13, 2008), I wrote that “Educating parents, both current and future, about Montessori education is a win-win situation”. There is so much more to Parent Education than orientation and back-to-school nights, and this as well as future blogs are being written to provide Montessori teachers and administrators some shared ideas and guidance for communicating and working with parents.

There are basically six modes of parent education:

Introductory  
Orientation  
Community Building  
Volunteering  
Conferences  
Parent Education Sessions

### **Introductory Opportunities**

Montessori Parent Education begins as soon as a prospective parent makes contact with your school, usually in the form of a phone call or email inquiry. Parents are given the basic information about the school including a brief explanation of the Montessori philosophy and perhaps the mission statement of the school. They are then invited to attend an informational open house and take a school tour. There, they are given your Montessori school literature and information on the enrolment process.

### **Orientation Meetings**

The purpose of these meetings is to share information and orient parents to your Montessori school's policies. This is especially helpful for parents who are new to your Montessori school.

Another type of orientation is Back-to-School Night. On this night, the Montessori teachers in each classroom give an example of a ‘typical day’ in their Montessori classroom. There is usually a tour of the room, explaining the different work areas. Elementary Montessori teachers also use this time to discuss their homework policies (if there is a homework expectation). Most importantly, parents will learn the best way to contact the teacher if there are any questions or concerns.

### **Community Building Events**

Building your Montessori Community helps develop school identity and loyalty. Activities for the whole family create a family-friendly environment. There is a wide variety of community building and service efforts to improve the overall experience of families who are a part of your school community:

Classroom events (such as Spring Tea for parents/family)  
Whole school socials: picnic, ice cream social, square-dance, talent show, pyjama story-night movie night  
Book clubs (Read books on Montessori philosophy, positive discipline, parenting strategies, etc).  
New parent dinner or gathering  
Father’s Day luncheon  
Grandparent’s Day luncheon  
Mother’s Day luncheon  
School-wide yard sale  
School-ground fall clean-up  
Building new playgrounds  
Spring planting opportunities

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### **Parent Volunteers**

Parents who volunteer within the Montessori community are able observe interactions between faculty and children in a variety of settings. It also allows them the opportunity to work alongside faculty and staff, allowing for further understanding of philosophy and the importance of language.

### **Parent-Teacher Conferences**

Parent conferences facilitate continued Montessori parent education and communication. During these conferences, parents may be more responsive to invitations from their classroom teacher. Teachers may want to have handouts available that outline the needs of the classroom or the school culture and community. Teachers can also share upcoming parent education opportunities during the conferences.

### **Parent Education Sessions**

There are four steps to planning a successful parent education session: planning, implementing, notifying, and reminding. Ideally, parent education should be planned an entire year at a time. This way, parent education can be properly prepared and incorporated into the school calendar. This shows parents that you take parent education seriously and allows them to make plans to attend. It should also be posted on your school website.

Put it on your homepage, on your parent's page, and your "upcoming events" page to ensure that it gets read. As the date approaches, post it on the 'reminder' board at pick-up and drop-off locations, send home flyers, send reminder emails, and even have teachers call and personally invite the parents of their students. Finally, we teach our students the art of saying thank you. Be sure to thank the parents who participate in your parent education session by calling or sending a handwritten note upon completion. Your effort will not go unnoticed!

Because we care for our children, parents, grandparents and teachers should strive to make the connection between home and school. By interacting and working together, we learn the language and share in our beliefs of the Montessori child.

**“It is paradoxical that many educators and parents still differentiate between a time for learning and a time for play without seeing the vital connection between them.”**

**Leo F. Buscaglia**



## Developing Positive Parent Partnerships

I'm in my car when the cell phone rings and immediately my mind goes to one thought, "Something is wrong with my son." I pick up the phone, hoping it won't be the school nurse -- or the school principal. Luckily, it's just a friend calling to chat.

As parents, our foremost thoughts are of our children, whether they are babies, adolescents, or teens. We worry and fret over how they are doing in school, the kinds of friends they are making, how our words and actions (or the words and actions of their teachers) are affecting them, and so much more. Our children consume our thoughts.

Parents are their children's first teachers -- and they are life-long teachers. As classroom teachers, we only have a particular child for a quarter, a semester, or a year; usually no longer than that. We are a brief light in each child's life and, as such, a brief light in his or her parents' lives. If we are to reach our goal of producing successful students, we must partner with the people ultimately responsible for the children in our care.

How can we develop and foster such a partnership? The most important point to remember is *keep parents informed*. Having spent so many years intimately knowing their child's actions and whereabouts, it is very difficult for parents to be kept in the dark. It's especially frustrating for parents to have no idea what's happening in school for five or six weeks and then to suddenly receive a phone call detailing bad behaviour or bad grades. Parents want to know *the minute* their child begins to have behaviour or academic difficulties so they can begin to work on those issues at home and support what you are doing at school. If parents have gone weeks without a word from you, and all of a sudden receive a phone call stating that their child is failing, it's folly to expect their support.

Make it a priority to call home when you *first* begin to see behaviour or academic problems. Be sure to begin the call with a positive statement about the student. Parents need to be reassured that their child is okay in at least one area before being able to offer you their support in areas in which the child is not successful. If you barrage them immediately with your concerns, you'll trigger their defence system, which ultimately ends with the parents defending the child against your "accusations." You'll hear the dreaded, "Oh, my Johnny would never do anything like that." If you take a little time, however, to reassure parents that their child is witty, tries hard, has a fun personality, or possesses some other positive trait, parents will be better able to listen to your concerns and move forward to help their child overcome his or her negative issues.

Phone calls are not the only way to keep parents informed of what's happening in your classroom, however. You also can send home a newsletter, either bi-weekly or monthly, outlining what you will be teaching, upcoming special events or deadlines, and other information you want to share. I like to include an activity parents can do with their child at home, one that reinforces what we're learning in class. You also might include study tips.

Another form of communication is the academic planner. Many schools provide those for their students. Others simply use a weekly handout to help students stay on top of their assignments. Use a planner to communicate praise and small concerns to parents; for two-way communication, invite them to respond in the planner as well.

You'll also want to welcome parents into your school and into your classroom. Many teachers do not encourage parents to visit because they fear that they will have "overly helpful" parents. I don't understand that attitude. I'm routinely swamped with administrative tasks, along with the mundane chores of copying, cutting, pasting, and otherwise preparing the materials I need for my lessons. I welcome with open arms any parent who wants to help me with those tasks.

School visits help parents feel more involved in their children's lives -- and they can make your life easier as well. With the right attitude, you can see those helpful parents not as a burden to be endured, but as a great asset to be appreciated and encouraged.

As a new teacher, I never understood the need to contact parents. My job was the students, not their parents (or so I thought). I *took* phone calls from parents, but I didn't make many attempts to initiate calls. To be frank, I was petrified of the parents. After the first report card, I had a lot of angry parents on my hands, and I spent the rest of the year defending myself and my teaching strategies.

I learned the hard way. I learned that if I took time at the beginning of the school year to phone each family to introduce myself, offer a few positive statements about their child, and let them know what was happening in class, I had fewer problems during the year. In fact, communicating with parents turned them into advocates for me and for my students -- a helpful resource rather than a dreaded hindrance. In short, we became partners.

Guess who wins when we partner with parents in a positive way?

Our students win.

*The adult ought never to mold the child after himself, but should leave him alone and work always from the deepest comprehension of the child himself.*

-Maria Montessori-

# How Parents Can Be Involved

From Richmond District Parents Association ([www.rdpa.bc.ca](http://www.rdpa.bc.ca))

Submitted by Susanne van Niekerk

*"A child is best served if a parent crosses the threshold of a school."*

-Charles Ungerleider, Associate Dean of Teacher Education, UBC

## Why should I be involved in my child's education?

1. Parents and guardians are their child's first teacher. This role doesn't end when children enter school. From birth to age 18, only 13 % of a child's time is spent in school--87 % is under the influence of the home environment.
2. Studies show that children whose parents are actively involved in their education perform much better. The home atmosphere is a crucial factor in creating and maintaining the child's attitudes toward school. If parents are involved, it shows children that they value education.
3. Parental values and what they do to assist in the learning process are more important to success than the wealth of the family. Children need to know that they can learn from other people in addition to teachers.
4. Parents have a shared goal with teachers -- to support student learning. Building a strong partnership between parents and teachers supports that goal.
5. Modelling volunteerism teaches children the importance of contributing to their community. Parent participation can assist in developing a sense of community within the school.

## What kinds of things can I do at home to support the school?

1. Ensure your child gets enough sleep and proper nutrition to be ready to learn.
2. Ensure your child has the appropriate place and time to do homework and that assignments are completed.
3. Talk about current events with your child.
4. Use daily shopping trips and other family activities to discuss concepts. Reinforce concepts learned at school by showing the connection to everyday activities.
5. Support reading by visiting the library, buying books and subscribing to magazines suitable for children and youth.
6. Be enthusiastic about school and learning and about your child's accomplishments and progress. Celebrate your child's successes and encourage them to keep trying when they encounter difficulties.
7. Support children with project work by helping them find resources and supplies.
8. Advise the teacher of any important personal issues, situations or events which might affect your child's performance.
9. Make an appointment to take concerns and questions directly to the teacher rather than questioning or criticizing the teacher or school in front of your child. Your child needs to know that the teacher and parents are on the same team. Approach the teacher with respect and a desire to understand the situation, rather than with demands to change it. Mutual respect and appropriate communication between teacher and parents will resolve most issues.
10. Be a partner in helping plan your child's education and future.
11. Encourage your child's involvement in extracurricular activities.
12. Advocate and model a love of life-long learning.

## What kinds of things can I do at school to support the teacher?

1. Attend Parent Advisory Council (PAC) meetings and sit on committees that assist the school.
2. Offer your ability in a second language to help translate or interpret for other parents.
3. Phone other parents with information. (Phoning trees)
4. Provide feedback to the school on policies and practices.
5. Volunteer to help coach a sports team or sponsor an extracurricular activity.



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6. Let the teacher know that you are available to give them whatever support or assistance they need.

**At the Elementary level:**

1. Offer to help in the classroom or drive on field trips. The teacher is in charge of your child's educational program, but will often appreciate parental help with some of the daily activities. Ask the teacher to tell you how you could be most helpful.
2. Volunteer in the library or computer room or read to kids.
3. Collect and count money for field trips or other activities.
4. Take the class pet home on the weekend.
5. Donate craft or other supplies.

**At the Secondary level:**

1. Chaperone school dances and other events.
2. Drive to sports games and on field trips.
3. Attend games and other activities to cheer for and support the school.

**What if I work during the day?**

1. Attend evening events at school. For example, concerts, Science night, PAC or other meetings, sports events, and Multicultural or celebration dinners are often held at night.
2. Attend Meet the Teacher nights and parent/teacher conferences to get to know your child's teachers. Some teachers are also willing to be in touch by phone or e-mail. Let the teacher know when and how you are available. Try to be as flexible as possible; teachers have lives outside school, too!
3. Donate craft supplies or equipment.
4. Phone other parents (Phoning tree).
5. Keep informed about school activities and issues by reading school and PAC newsletters and other sources of information about school and education.
6. When asked for feedback on programs and activities -- respond. Your opinion matters.
7. Bake for bake sales or special days at school.
8. Offer your professional or career expertise to the school or classroom.
9. Sit on parent committees that meet at night.

We hope you will be proud of your involvement in your child's education.

**We're all in this together!**



*A new education from birth onwards must be built up. Education must be reconstructed and based on the law of nature and not on the preconceived notions and prejudices of adult society.*  
Maria Montessori

# Educating the Montessori Parent

(from [www.montessoritraining.blogspot.com](http://www.montessoritraining.blogspot.com))

The American Montessori Society researched how families found out about their Montessori School.

- 55% - Heard about it from a friend
- 18% - Found out about it at a school fair or open house
- 18% - Drove by and saw the school sign
- 9% - Researched private elementary schools in their geographic area (American Montessori Society, March 2007)

AMS also gathered statistics as to what was most helpful when making the decision to enrol their children in a Montessori school. The overwhelming majority stated that the most useful information was touring the school and speaking with the principal, teachers and parents.

When asked what information was missing or would have been useful in their decision-making, the majority of parents stated that a comparative description of Montessori and traditional education would have been very useful.



Educating parents, both current and future, about Montessori education is a win-win situation. Parents with children already enrolled in your school will be your biggest advocates. They will share and talk to other families about their positive experience with Montessori education.

**Parent education comes in many forms. Here are some ideas for effective parent education sessions:**

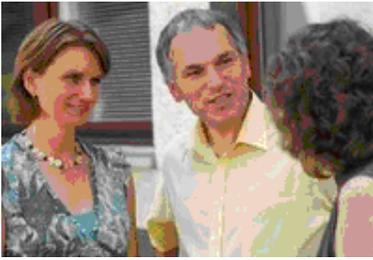
**Morning Coffee** – Coffee, bagels, and fresh fruit provide a casual atmosphere in which to present such topics as Cosmic Education, The Normalized Child, Peace Education, and The Prepared Environment.

## **Parent Education Series**

- Montessori 101 – Interactive sessions that link school to home. Can include topics such as How to Incorporate Montessori Philosophy into the Home, Positive Discipline, Promoting Independence in Your Child, Sibling Rivalry, etc.
- Curriculum series – Montessori Mathematics, Montessori Language, Montessori Cultural Subjects, Practical Life, Going Out in the Montessori Classroom
- Guest speakers tied into Teacher workshops so parents know what their teachers are learning

**Parent Resource Library** – having a library of books, magazines, and pamphlets on Montessori and various parenting topics: sibling rivalry, special needs, toilet training, picky eaters, adolescence, and positive discipline.

**Positive Discipline/Parenting** – Educating parents to the positive discipline method will not only help teachers out in the classroom, but help build better family relationships.



**Parent Partners** – pair each incoming family with a “veteran” family

At the beginning of each year, create a survey to assess interest in a parent education program at your Montessori school, as it can change from year to year. Use those surveys to then create your parent education curriculum for the year. Make sure you advertise your parent education programs well enough in advance for parents to plan

and coordinate child care if necessary. (Some schools even offer childcare if programs are to be held in the evening). Send fliers home, post fliers on classroom doors and in hallways, have teachers mention it to parents at arrival or dismissal, have teachers make phone calls to invite parents, put it in the newsletter and school email, and advertise it on the school reader/message board. Encourage teachers to attend, too.

*Building and maintaining positive parent relationships only breeds success for your school.*

I dreamed I stood in a studio  
And watched two sculptors there,  
The clay they used was a young child's mind  
And they fashioned it with care.

One was a teacher; the tools she used were books  
and music and art;  
One was a parent with a guiding hand and a gentle  
loving heart.

And when at last their work was done  
They were proud of what they had wrought  
For the things they had worked into the child  
Could never be sold or bought.

And each agreed that she would have failed if she had  
worked alone  
For behind the parent stood the school,  
and behind the teacher--the home.

--Ray A. Lingenfelter

## 2010 SCHOOL CALENDAR

The Department of Education published the official school calendar for 2010 on 2<sup>nd</sup> December 2008. There is no difference between the calendars of the Coastal and Inland Provinces. It is our understanding that even those independent schools who usually follow a 3 term structure, have been asked to follow the 4 term public school calendar – for the World Cup.

To help you with your planning, we thought we would publish it now. Should you wish to download the DoE official notification, please visit their website [www.education.gov.za](http://www.education.gov.za) and click on the relevant links.

It is our hope to confirm the dates for the SAMA 2010 Conference by the 2009 AGM.

Term	Term Dates	No. of Weeks	No. of School Days	Public Holidays that fall into term time
1	13 <sup>th</sup> January to 26 <sup>th</sup> March	11	52	21 <sup>st</sup> /22 <sup>nd</sup> March Human Rights Day
2	12 <sup>th</sup> April to 9 <sup>th</sup> June	9	41	26 <sup>th</sup> /27 <sup>th</sup> April Freedom Day 1 <sup>st</sup> May Workers Day
3	13 <sup>th</sup> July to 23 <sup>rd</sup> September	11	52	9 <sup>th</sup> August Women's Day
4	4 <sup>th</sup> October to 10 <sup>th</sup> December	10	50	None during term time

**“The greatness of the human personality begins at the hour of birth.”**  
Maria Montessori

**"Children need models rather than critics."**  
Joseph Joubert

## Regional Meetings

Dear Sama

Thank you very much for giving Stepping Stones the opportunity to be a host school. It has been a wonderful experience.

Thank you so much for the beautiful flowers.

Lots of Love  
Deepa

(Western Cape Host School 2008/9)

## Regional Meetings Update:

I would like to thank all SAMA Members for attending the first Regional Meetings for this year that were held in the respective regions. I am sure they the meetings were informative and that you enjoyed attending as much as we enjoyed spending time with you. These were the last meetings held at the Host Schools for 2008 as new Host Schools for this SAMA year have been finalised.

REGION	NAME OF SCHOOL	HEAD OF SCHOOL	ADDRESS	CONTACT DETAILS
Western Cape	Auburn House	Sally Hall	3 Auburn Road Kenilworth Cape Town	021 7977872 info@auburnhouse.co.za
Eastern Cape	Greenwood School	Inge Bassett	Ladywood Drive Plettenberg Bay	044 5332549 ingebassett@telkomsa.net
Kwa Zulu Natal	Wonderkids	Mariam Amra	1 McCafferty Road Sherwood	031 2084316 Wonderkids.dbn@gmail.com
Gauteng North	Village Montessori School	Lyn Viljoen	245 Glover Avenue Lyttelton	012 664 2944 montessorivillage@gmail.com
Gauteng South	Little Star Montessori School	Laurie Parr	57 15 <sup>th</sup> Street Parkhurst	011 880 5819 Laurelee.parr@gmail.com
Namibia	Little Penguins Montessori School	Sophia van Zyl	7 Kupferburg Street, Eros, Windhoek	0026 461 227769 penguins@iway.na

Warm Regards  
Sumaya

## REGIONAL MEETING DATES: 2<sup>ND</sup> TERM 2009

Western Cape Sally	Eastern/Southern Cape	Gauteng South Little Star Montessori	Gauteng North Village Montessori	KZN Wonderkids
2 <sup>nd</sup> Term 16 May /23 May To be confirmed	2 <sup>nd</sup> Term 16May	2 <sup>nd</sup> Term 16 May/23 May To be confirmed	2 <sup>nd</sup> Term 9May	2 <sup>nd</sup> Term 23May



# Earth Hour 2009

## 28 March, 8:30 pm

[www.earthhour.org.za](http://www.earthhour.org.za)

Earth Hour 2009 is a global initiative by the World Wide Fund for Nature which acts as a worldwide call to action to every individual, business and community to take a stand against Climate Change. To show your support, sign up now and commit to switching off your lights for one hour on Saturday, March 28th at 8:30pm. Originating in Sydney, Australia in 2007, the Earth Hour initiative proved more than worthwhile when it witnessed 2 million people coming together to switch off their lights for one hour for this vital cause.

Following on from this success, 2008 saw an estimated 50 million people taking part. Global landmarks such as the Golden Gate Bridge in San Francisco, Rome's Colosseum and the Coca Cola billboard in Times Square, all stood in darkness, as symbols of hope for a cause that grows more urgent by the hour.

This year, 2009, Earth Hour will see the lights go out on some of the most recognised attractions on the planet, including Cape Town's Table Mountain, Christ the Redeemer in Rio de Janeiro, Merlion in Singapore, Sydney Opera House, the iconic 6-star hotel, the Burj al Arab, in Dubai, Millennium Stadium in Cardiff and the world's tallest constructed building, the Taipei 101.

Earth Hour 2009 has one major aim: to unite the citizens of the world in the fight against climate change in order to convince governments and world leaders that our planet cannot wait any longer. There simply isn't enough time, and therefore 2009 is a colossally important, if not the most critical year, to take action on climate change. **2009 is the year we decide the future of our planet.** 2009 is an important year for climate change legislation with governments meeting in Copenhagen in December 2009 to debate, and hopefully agree on, measures to retard and reverse climate change. Environmental and conservation organisations, such as the World Wide Fund for Nature (WWF), wish to influence the course and outcome of this meeting. Earth Hour, the switching off of lights for one hour on 28 March 2009, is a symbolic act to create awareness amongst people about climate change and galvanise support to pressure governments to combat it. Climate change is the biggest threat of all. The consequences of changing weather patterns, warming seas and melting ice are devastating people and nature. We're already seeing its impact – from melting Arctic sea ice to flooding and droughts.

What we need to do is sign up on [www.earthhour.org.za](http://www.earthhour.org.za) or SMS your postal code to 34017 at a cost of R2. Our names will be part of a larger petition of 1 billion names that will be sent to the United Nations Climate Change conference in Copenhagen at the end of the year to put pressure on world leaders to pass legislation on climate change.

**Internationally - we need 1 billion signatures and 1000 cities' involvement.  
Nationally - we need every South African, in every town.**

This is not a job that one South African can do. It is about everyone participating.  
This is not about saving electricity, it is about a global effort to save the earth.  
This is a call to all South Africans to join in, because your participation will make a world of difference.  
It's just a click of the mouse and the flick of a switch!

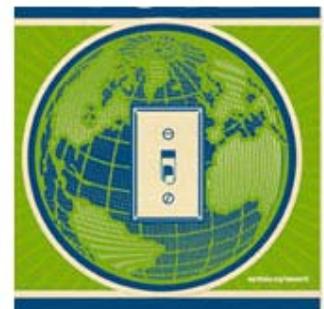
### **HOW YOU CAN MAKE EARTH HOUR A SUCCESS:**

#### **SCHOOLS**

Educating the future generation often means educating the current one. Messages on climate change can easily be incorporated into the school syllabus.

- Teachers can give kids projects to take home
- The kids can put on Earth Hour plays for their parents to pass on the message and get them to sign up and switch off.

***The entire DIY Kit can be downloaded from [www.earthhour.org.za](http://www.earthhour.org.za). You will also be able to download widgets and banners, and receive daily updates.***



## Membership

### REMINDER!!!

The 2009/10 SAMA Membership year commences 1 April 2009.

Renewal forms have been sent to all categories of membership & are available on the website.

Please return forms together with confirmation of payment by fax on 041-5812874.

This will be the last newsletter for the current membership year so you need to renew A.S.A.P. in order to continue receiving this.

## CONFERENCE 2009

Bookings will open on 1<sup>st</sup> April 2009 so look out for your Booking Packs that will be sent out shortly.

2009/10 membership needs to be up to date in order to qualify for the member rate for the conference.

**Focus for April 2009 issue:  
Health and Wellness in the School**

**Deadline for submissions: 20 April 2009**

*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](mailto:admin@samontessori.org.za)*

## Vacancies

**Klein Rassies Montessori** Pre- and Primary school is seeking to fill the following position ASAP.:

Qualified Montessori Directress for 3 – 6 class with the option of becoming a partner. The school is situated in Bronkhorstspuit. Bronkhorstspuit is situated within 30 minutes from Pretoria or Emalahleni, 1 Hour from Johannesburg (East Rand); and even less from Cullinan, Delmas.

**Bronkhorstspuit is one of the fastest growing towns in South Africa, with more than one major development as motivation. – Both SASOL and ESKOM are currently investing more than 30 Billion Rands' worth of developments in and around the CBD. – That is now, apart from two new Coal mines that are to feed the ESKOM power station, once it is in operation.**

Please e-mail CV to: [inasmith@lantic.net](mailto:inasmith@lantic.net)

## Marketing

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e-mail: [sales@rdm.co.za](mailto:sales@rdm.co.za)

website: [www.rdm.co.za](http://www.rdm.co.za)

### **Childrens House**

Official Distributors of Nienhuis Montessori Materials

Tel: (021) 788 3160

Fax: (086) 619 5182

Email: [childrenshouse@absamail.co.za](mailto:childrenshouse@absamail.co.za)

### **Edu Equipment**

High quality locally manufactured Montessori Equipment from

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If you would like to advertise in the SAMA Newsletter, please send the relevant information through to [admin@samontessori.org.za](mailto:admin@samontessori.org.za)

For more information on Job Vacancies, Associate Member (suppliers), Member schools and more, visit SAMA website [www.samontessori.org.za](http://www.samontessori.org.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](mailto:admin@samontessori.org.za)

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