



Term 1

Week 8 – 26 March 2014

Distributed weekly on Wednesday

We have been notified of an increasing number of students suffering from gastro.

Damage to Signage in Carpark

The No entry sign in our carpark was flattened on Friday am and will be missing until we can purchase and install a new one. Does anyone know what happened? We are happy it was a sign only and not a child as it was right near the carpark pedestrian crossing. This reinforces our requests that all cars in the main carpark, park facing Gilchrist Ave, that cars do not reverse and that parents have supervision and control of children, especially young children at all times.

*A year calendar of events was distributed at the start of the year.
This section includes those events and any updates.*

Term 1

30th Jan – 4th Apr

9 week, 2 days

1 public holiday – Labour Day

1 pupil free day – Restorative Practice Training Day 2/2

To Be Confirmed

Cycle and room excursions if conducted and other events if the need arises

March

24th – April 3rd – Cycle 2&3 Parent teacher interviews.

April

3rd Thursday – P&F Community Breakfast (time to be confirmed)

4th Friday – End of term 2.15 finish

Easter Saturday – Montessori is participating in the Golden Horseshoe Festival Parade. All families welcome and encouraged to participate. Parade starts at 2pm sharp on Saturday April 19

Term 2

22nd April – 27th June

10 weeks

2 public holidays – ANZAC Day, Queen's Birthday

1 pupil free day – Report Writing

April

25th Friday – Public Holiday - ANZAC Day

28th Monday – Cycle 3 Cross Country

30th Wednesday – bluearth family session 4pm at Mayday Oval, BYO picnic tea for after session

May

2nd Friday – RSVP and payment due for Montessori workshop

7th Wednesday – Mother's Day Night 5-6pm

10th Saturday – Montessori Foundation theory workshop 9 – 4

13 – 15th Tuesday – Thursday – NAPLAN tests Grades 3&5 only

21st Wednesday – Pupil Free Day – Report Writing

More dates to be added throughout the term. Keep checking this section to stay informed

Onsite visits (other than pick up and drop off of students) – Please use the Visitor Register

All people who come on site during school hours and who are remaining on site (other than pick up and drop off) please sign in via the visitor register located at the front of the office. On Friday we had severe storms at the same time as the Harmony Day performances – therefore others on site. In the event of a bunker down or evacuation it is imperative that we have an accurate indication of everyone onsite. Your co-operation in this is greatly appreciated.

From the Principal

Thank you to Mark Ladbrook, Kim Haebich, Anne Duncan, Christie Rodda as they step down from their roles on the outgoing Committee of Management. As a parent and Principal I appreciate the amount of work you have put into volunteering to enable the organisation to grow and thrive – the major project of relocation being realised last year.

To those members who have been re-elected – Pamela Walpole, Jade Miles, Lara Block, Seane Pieper, I look forward to continuing our collaborative and co-operative work.

Welcome to new members – Jane Darvall, Helen Sellar, Matt Davidson, Colin Bowey, and Rachel Bohm (returning member after stepping down to manage the refurbishment project). It will be exciting to work with you and look forward to the energy you will bring to the Committee.

We have received an application for the Music Director's role in the school and will now commence the selection process. As soon as we have made a decision, the community will be advised if an appointment has been made and then introduce the Director to the community.

Successful specialist programs are a vital component of our teaching and learning and we hope that a new music Director will have a positive influence as does Andrea who is delivering the Italian and Physical Education programs. Our children in these specialist areas are highly engaged and the curriculum is responsive to the work the children are undertaking in the classroom. Andrea consults regularly with the classroom Directors to ensure that she is delivering an appropriate curriculum in these areas. Montessori classrooms traditionally integrate all learning - our specialist program allows for the Directors to have release time for duties other than teaching. I admire the part time specialist teacher – it's not easy coming into the school on a limited time frame, getting to know the children, understand and integrate Montessori philosophy and meet the needs and expectations of the children/staff and parents. Andrea is ensuring that our children are having access and are participating in a high quality physical education program – so far the children have had access to hockey and football visits, participated in interschool sporting events, and developing their physical skills. Italian Language and Cultural studies is a rich program offering engagement and immersion in all things Italian.

I will be absent on Monday due to my return from the Montessori Australia Foundation's Early Childhood Conference.

Kind regards

Heather

Committee of Management News

At the AGM last Wednesday night, reports from the outgoing President and Treasurer and the Principal were read. These are attached to the newsletter for those that were unable to attend.

Nominations for the incoming CoM equalled positions available and an election was not required.

The Committee of Management for 2014 are as follows.

President – Seane Pieper

Vice President – To be confirmed

Treasurer – Lara Block

Secretary – Pamela Walpole

General Members: - Matt Davidson, Helen Sellar, Jade Miles, Rachel Bohm, Colin Bowey, Jane Darvall

Bios of the new Committee

- Seane Pieper – Children Skip in Cycle 3, Charlie in Cycle 1, brings skills of marketing, financial analysis and planning, education and learning theory, gardening and carpentry, past Committee experience
- Jane Darvall – Children Ollie, Eloise and Henry in Cycle 2, brings skills in charity work and strategic planning and engagement
- Lara Block – Children Natasha and Bianca in Cycle 2, lawyer and treasure of BMCG for past 6 years
- Pamela Walpole – Children Ulrika Cycle 3, Nikolaus in Cycle 2, planning analyst skills in corporate planning and market research, Bachelor of Education degree, 4 years BMCG CoM experience and a belief in and passion for this school
- Matt Davidson – Children Mia in Cycle 3, Sage in Cycle 2 and Archie in Cycle 1, skills in past school council experience, teacher with 10 year's experience.
- Helen Sellar – Children Reuben in Cycle 1, has time and energy to bring to the CoM in 2014.
- Jade Miles – Children Harry and Bertie in Cycle 2, Minnie in Transition program, brings skills of strategic planning and fundraising, past Committee experience.
- Rachel Bohm – Children Alysha in Cycle 2, Luke and Ruby in Cycle 1, skills in architectural and project management, past Committee experience and a desire to work collaboratively to achieve the next stages of the school's refurbishment
- Colin Bowey – Child Lochlan in Cycle 3, skills in financial management and analysis, IT and an understanding of the evolution of the organisation

A personal note from the outgoing President, Pamela Walpole

After four years as President of the Beechworth Montessori Committee of Management, I would like to extend thanks to past and present committee members and others in our community who have supported me in the role. I accepted the position only one month after moving to Beechworth and enrolling my eldest child into Cycle 2 at the

school, so it was a rather reluctant acceptance: no one on that year's committee was prepared or able to commit to being President. I knew some of the Montessori philosophy but little of the organisation's history or operations, which made for some very challenging times and huge learnings in the beginning...during that first year we had no Principal and joined a local consortium to purchase our current site. As my involvement grew, I came to value both the organisation and those who volunteer to ensure its prosperity – and to view it as an investment in my children's future. So while it is wonderful to be handing over to Seane Pieper, I am delighted to remain as part of the team in 2014, and would encourage everyone to consider contributing their skills and energies by joining the Committee at some stage in the coming years. Very warm regards, Pamela

P&F News

Family BBQ

Thank you to Iris Otte, Jacqui Alessi, Seane Pieper, Rob Holden, Nicola Bussell and Mark Ladbroke for their help in organising the bbq, cooking and the many others who helped make the family event a success – through their attendance, supervision of children, providing delicious food, cleaning up. The weather was perfect, and with some landscaping work out the front this location and facilities will be ideal. Rebecca Holmes has sent up a vision board and will have items for sale for the creation of a wood fired oven – keep your eyes open for produce and items to purchase and contribute to this project. It was a delightful surprise to walk outside at the end of the AGM and find it all packed away – thanks to everyone for helping and to all those families who came along.

Heather

'Old Fashioned' Lemonade Stall

Yum Yum! Beautiful weather, lots of fun and a wonderful response from parents to help out.

Thanks to all the parents for lemons and mint and helping out on the day. Thank you to Kylie, Jenny, Jade, Heather, Karen Smith, Rachel and Oaka, Helen Sellar, Georgia, Amber, Gina and Eadie, Danielle Colson, Chelsea, Dee, Libby and Mietta, Jane Darvall, Therese and Tanswells, The Provender, Dan Bell and The Old Priory and the Priory Local and the Department of Environment and Primary Industries. I really hope I haven't forgotten anyone, apologies if I have.

We raised just over \$320 on the day and further funds will come when you purchase a **1Ltr bottle of Homemade Lemon Cordial** for \$10 from the school foyer!

Lou Ritchie

Community Breakfast

Community brekky, Thurs 3rd from 7.30am at school; pancakes, fresh fruit & coffee for gold coin donation (BYO cup). Donations of homemade jam greatly appreciated (drop in to office) & anyone willing to help set up, cook or pack up please contact Christie on 0417 534 707.

Easter Parade

Montessori will be participating as a group in the Easter parade on Easter Saturday - look out for more info in next week's newsletter. Some details have been included in the Diary Dates section of the newsletter.

Christie Rodda

bluearth Family Session

Would you like to find out more about what bluearth sessions are? A family bluearth session will be held on Wednesday April 30th at 4pm on the Mayday Hill oval. Put the date in your diary, knock off work early and come along and experience bluearth for yourself. Wear sports gear, including runners, bring water and if you'd like to stay for a picnic tea byo everything for that. Hopefully the weather will be kind. bluearth instructors will be onsite to run the session. To help raise funds for landscaping we hope that all participants will make a gold coin donation.

Heather

General News

Harmony Day

Thanks to Kat for organising Woody from Woody's world (www.woodysworld.com.au) to conduct workshops with the children and co-ordinate student performances. The feedback has been highly supportive of the event and performances. Each Cycle co-ordinated their sessions after consulting with students and staff. A major factor in the day being formatted in this way is the lack of a multipurpose/performing arts space. It is a major priority to continue to drive the school improvement plan in capital works so that this space is constructed.

We have Woodys World CDs for sale at \$25 each. Please see the office for a copy. Colouring sheets are available in the foyer – help yourself (just leave the last copy for reprinting).

Montessori Parent Education Session –

Montessori philosophy

A flyer will be placed in parent pockets this week.

Saturday May 10th

- \$100 per person
- \$50 if repeat attendance.

Minimum 17 participants required to run this session. If numbers not filled by Friday May 2nd event will be cancelled.

Please rsvp with full payment. Contact Heather or Feona for more details.



MONTESSORI FOUNDATION WORKSHOP - BEECHWORTH

10 MAY 2014

Education should no longer be thought of as imparting knowledge, but must take a new path that seeks to release the human potential within us all. Maria Montessori

Invitation to Montessori Institute Students, Parents and other interested members of the Community to attend a Foundation Theory Workshop. Some of the topics to be covered are:

- Introduction to Montessori Education
- Maria Montessori's life & influences
- Montessori Principles, Features and Aims
- Myths and Misconceptions
- The Absorbent Mind & Sensitive Periods
- Four Planes of Development
- Human Tendencies
- Preparing the Environment
- The Hand and Independence
- Montessori Materials
- Preparation & Role of the Teacher
- Discipline and Normalisation
- Freedom & Limits
- Rewards & Punishments



The Presenter will be Dianne Davis. Dianne has worked in the field of education for over 30 years which included doing emergency relief at a Montessori School. Working in a Montessori environment inspired her to undertake Montessori studies. She taught in a 9-12yrs Montessori classroom for 7 years and was appointed Principal at Plenty Valley Montessori School, a position held and enjoyed for 10 years. Thereafter she spent a further 3 years as Principal at Melbourne Montessori School. Dianne also does consultancy work for several Montessori schools nationally, as well as for a number of smaller independent schools in Melbourne. Dianne holds a Bachelor of Education, Diploma of Montessori 9-12 MWEL, Diploma of Montessori Leadership AMS.

VENUE: Beechworth Montessori, 42 Gilchrist Ave, BEECHWORTH VIC
TIME: 9am - 4pm **PLEASE BE PROMPT**

PLEASE BRING: Writing materials and lunch
Morning and afternoon tea will be provided



Holistic Education for Educators
Montessori World Educational Institute (Australia) Inc.
A.B.N. 94 256 303 039
Unit 3/20 Conserv Loop, Ellenbrook WA 6069
T (08) 6296 7900 F (08) 6296 7911 E info@mwel.edu.au www.mwel.edu.au

Cycle 2 News

Moonstone

When It Rains It Pours

Insects and minibeasts, cheese making, Harmony Day, cooking a Pacific inspired lunch and dancing with Woody Clark

Scorpions



Cheese making



Harmony Day Feast Pacific Lunch



Green tree frogs



Turquoise

Animal visit

The children were enthralled by the visiting mini beasts and thoroughly enjoyed the opportunity to touch and learn about some Australian creepy crawlies. It was also heartening to see the depth of knowledge retained by many of our students even though we have not covered zoology concepts for over a term.

History

Continuing with the theme of 'The Common Needs of Man', last week we delved into defence across the ages culminating in creating our own Medieval Shields. This week the children focused on art across the ages and made a primitive Necklace from 'bones and teeth'.

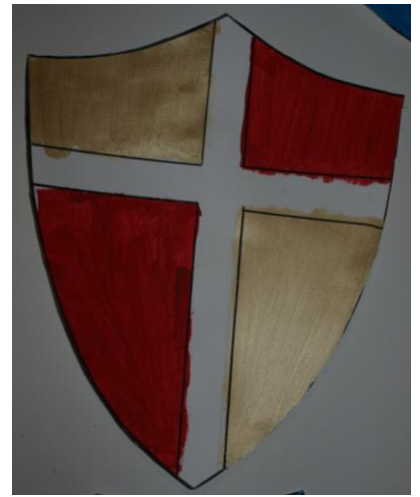


Cooking

Last week the children made 2 varieties of strudel from the Netherlands and fresh pasta from Italy – hopefully the later was enjoyed at home.

Harmony Day

Great to see the children enjoying the different cultural experiences of the day, including costumes, songs and dances. The children also had the opportunity to extend their knowledge of flags and country facts making their paper doll flag displays and the flap question books.



Art

This week the art history theme with open the world of Picasso – those Medieval shields will disappear and Picasso cubism creations will appear!



Cycle 3 News

Cycle 3 students with the Richmond Football Club players



Tigereye

Minibeasts Inursion

On Tuesday the 18th of March our classroom was taken over by mini-beasts! Giant millipedes, native cockroaches, giant stick insects, a scorpion and a tarantula became the star attractions as we participated in an incursion by 'Reptile encounters'. Students learned a lot of very interesting facts about the insects (and the two reptiles) and in art students have been making large paper mache models of insects. Next term we plan to look at insects in more detail in Zoology.



Cycle 3 students. It was wonderful day and it did indeed seem like there was lots of harmony throughout school that day as we came together to sing, smile, dance and eat.

History

We are in the process of making a 3-D timeline which covers the Palaeolithic period (450,000-10,000 BCE) right up to the Iron Age (700 BCE- 43 CE). Students have been making all sorts of items from within this time span including boats, clothing, weapons and tools. We have also been exploring how these items changed over time as new technologies were developed. We hope to have our timeline finished in Term 2 and will display it in the Cycle 2/3 foyer area. This week in history we have been focusing on the Neolithic period and looking at the 'Neolithic revolution' where humans began harvesting grains and began to settle in fertile places rather than roam about as hunter-gatherers.

Geography- The Murray River

We were very fortunate to have Woody Clark, our guest musician for Harmony Day come into Cycle 3 on Friday to share music and songs from around the world. He returned later in the day to share a bit about his journey in a canoe down the entire length of the Murray river. It was fascinating to hear him talk about this journey.

Kat

Harmony Day

On Friday the 21st of March the school celebrated Harmony Day. Yarra Valley musician Woody Clark came into Cycle 3 in the morning and we talked about what Harmony Day means and learned some songs from different places around the world. Later, Cycle 3 students performed in a concert with the Cycle 1 students and it was wonderful for us to come together with our younger students and to perform for them. At the end we all joined in for a mini bushdance and then at 12pm had a delicious shared lunch prepared by



Topaz

We have a new member in our classroom Milly the kitten, who will be our class pet for the rest of the year. Milly has taken to her new role with gusto and especially enjoys all the affection she receives from her 17 mothers. The students will weigh Milly every week and measure her height and length and note developmental signs. She will travel with me to school each day and reside at my house on weekends.

Our final year students have finished writing their persuasive essays on the topic; When is it okay for parents to tell children what to do and when isn't it? We have had many interesting discussions regarding this topic. Our younger students have written a recall about the mini-beasts incursion they took part in this week. Their ability to remember each finite detail, shared by our host Chantelle, was obvious in their writing. Well done especially to Taj who bravely held the giant millipede, which stayed attached to his hand even when he held it upside down.

In Art we are making giant mini-beasts from wire and papier-mache. The students have chosen a mini-beast to research and have drawn a side view and a birds-eye view of their creature in their visual diaries. From there they have constructed the bodies using scrunched up paper and masking tape which has then been papier-mached over. The fun part will now begin painting and making legs, wings, antennae, pedipalps and proboscises. Can parents please check their child has a visual diary for art.

In History we continue our study of early humans and have found many interesting facts about our evolutionary tree. We have learnt that Homo Erectus was the first hominin to use fire, however their tool making skills remained unchanged for 500,000 years. We know that Homo Floriensis lived on the island of Flores and was around 3 ½ feet tall and was thought of as a hobbit like creature, due to their large feet. We discovered that Paranthropus Ramidus has molars four times the size of ours and their teeth enamel wore out around the age of eighteenouch! Some students are now using cardboard masks to reconstruct the faces of the early humans they have been studying, using plasticene.

In the garden, Elias, Tas, Liam and Alex have completed their bulb bed and are currently filling up our vegetable/apple box ready for winter planting. We are really hoping to find some-one with a truck to cart top soil as we are very exciting about seeding the oval.

I will be away this Thursday and Friday on professional development for our Great Books literacy program. Andrea Belci will cover my classes, Thanks Andrea.

Terie

Montessori Matters

From the website [how we montessori](#)

[What can I do at home to best support his learning at school?](#)

Do you have questions that you would like to ask a Montessori teacher? I always have lots of questions. I often ask them at parent teacher interviews or at parent education nights. Today I've asked [Meghan Hicks](#) a question I've had on my mind for a few weeks (by the way Otis doesn't turn three until April). Not only is Meghan Montessori trained she has extensive experience in Montessori schools and importantly she is also a parent of two boys! Here is a question that I've asked Meghan and her response follows.

I have a three year old child who has just started at a Montessori school. I'm feeling a little lost as to which activities to prepare or have available to him at home. What can I do at home to best support his learning at school?

Your three year old is just moving out the period of the Unconscious Absorbent Mind and into a period of consciousness. He is still able to absorb everything in his environment effortlessly but no longer is this learning indiscriminate. He is able to screen out unwanted distractions and make discernments that correspond with his inner guide.

At his Montessori school he will be introduced to the Practical Life materials and the Sensorial materials to start with. There may also be some basic mathematical concepts introduced at this age, depending on his readiness for these. His teacher will be striving to help him to become independent of her and will be using the Practical life works to ensure that he can become self-sufficient whilst at school. You can support her in this work by choosing clothing that he is able to take on and off by himself. Shoes and pants, in particular, are important. Your child will need to be able to go to the toilet

independently and needs pants that are easy to pull down and up quickly. He will need shoes that he can take off and put on alone so that he can move freely between the indoor and outdoor environments without having to wait for an adult to help him with his shoes.

Set up your self care area at home so that he is able to choose appropriate clothing and shoes for school, the night before, and can get himself dressed in the morning. A routine like this will alleviate any stress moments before school and ensure a calm start to the day. Your child is still very much in the Sensitive Period for Order and this preparation will support his need for external order.

Practical life work remains the focus for the young child between 3 and 6. Ensure that your home environment reflects the importance of this work. Providing tools like brooms, mops, and dust pans that actually work is a way of recognising that this work is valuable and worthwhile. The processes of recognising that something needs cleaning, retrieving all the materials needed to complete the clean up, persisting until the mess has been cleaned, and then returning the materials to their proper place is all part of what Montessori teachers call the Cycle of Activity. When children begin to follow the cycle of activity from the beginning through to its completion, that is a sign that they are nearing a state of Normalisation, a term used by Dr Montessori to describe a child who is working in his natural state, versus a child who has to fight against the adults in his environment in order to fulfil his needs. You can support your three year olds developing ability to complete a full cycle of activity by ensuring that all materials needed to complete a job are on hand, that they are all real functional tools, that they are ready to be used, and that you are ready to observe his work with them. Your observations of his activity are your most valuable source of information. If you notice that he is struggling to complete a particular cycle then you will be able to assess how best to adapt your home environment to better support his independence.

So go around each room in your house and inspect it critically with the goal of making everything as accessible as possible to him.

If your child attends a Montessori school it is not advisable to have Montessori materials that mirror what he has access to in his classroom in your home environment. Purchasing a pink tower for your home, for example, will take away the excitement of using it in the social environment of his classroom and you will most likely find that he is not interested in using it in either setting. Open ended blocks for building and other construction tools are more likely to be received with enthusiasm and once again, if you observe his choices, you may find that he does not gravitate towards this work when he comes home from school. This will help you to determine what sorts of toys to put out.

Always recommended are books and lots of access to you for reading and talking. Use his time at school to fulfil your adult agenda so that when he returns home you are free to follow his interests and offer him the gift of your time and energy. Some parents like to put out one structured activity for their children to explore at home. This would be based upon your observations of his interests at the time and if he has a sibling would possibly include something they can explore together.

There might be some favourite activity from his time before formal schooling that you can keep available for him to use. It is characteristic of children in a transition period to want to return to familiar activities that have long been mastered as if to reassure themselves of their capabilities and competency.

It may be worth having a few observations in his classroom so that you can observe the choices he is making in that environment to better inform the decisions you make regarding his home learning environment and what to include. You might like to plan excursions to local attractions that complement his interests at school.

Bear in mind that the transition from a relatively unstructured and unhurried schedule of a home environment to the externally driven structure and schedule of a group school environment is significant. Your child may prefer to just hang out doing very little outwardly, but actually decompressing internally once he gets home from school. You will need to judge his needs by observing him when he is acting according to his natural inner guide in a non-coercive environment. It is your job to provide this non-coercive environment and to respect the choices that he makes within it.

In short the period before six is when you provide the child with the raw materials needed to build his experience of the world. Every experience he has during this period of development makes it easier for him to construct connections and deepen his understanding of how the world works. This does not happen so much in a formal learning scenario as in a general unstructured living of family life.

If you place your emphasis on creating a family home in which your child can express himself freely, choose fruitful activity where everything available is an equal and acceptable choice, where he can act independently and can care for himself successfully, where conflict is minimised, and where he is able to direct his own activity and contribute the well being of the family community, then that will be time well spent.

Here are some ideas for activities that you can make available for your child after school:

- Preparing an afternoon snack
- Visiting the library to borrow some books for the week
- Baking bread
- Playing a treasure hunt game and following clues that you have left around the house
- Snuggling on the couch reading a book

- Watching a movie together as a family
- Playing in a park
- Creating a playlist of ten favourite songs and then singing along together
- Planning a dinner menu and setting a proper table for a sit-down meal
- Planting a vegetable bed
- Finding interesting specimens for a nature collection and identifying them
- Collecting and pressing flowers
- Visiting a building site and watching the machinery at work
- Painting a fence or a wall, or exploring on a large piece of paper to create some family art
-

Your child will be getting a lot of stimulation at school. What he will need most when he returns home is unstructured time with you.

A huge thank you to Meg for answering this question. If you have a child at Montessori I highly recommend reading this article and then coming back to it in a couple of days. It makes so much sense to me and I think it's a must read for all parents with children in Cycle One (3-6 years).

Community News

Remember when you believed in anything and everything?

Researchers from the University of Western Australia are investigating children's ability to detect and avoid potentially harmful social interactions, such as being easily fooled or tricked into doing something. We are looking to see how this develops in children, and when children outgrow this vulnerability.

We are looking for parents of **Kindergarten – Year 6 children** across Australia to complete an online survey (15 – 20 minutes). Participants will go into a draw to win one of 10 \$50 gift certificates to Coles/Myers. To participate go to:

<http://tinyurl.com/childsvq>

Or for more information please contact Rebecca Seward at (08) 6488 4652

Yackandandah Circus - Starting in Term 2

International circus artists Xavier and Zoe Pinard are pleased to announce the start of Circus Classes in Yackandandah.

With 25 years experience as artists and 10 years experience as teachers (including as master trainer at the Flying fruit fly circus), we are aiming to deliver an exciting and varied circus training program. Through skills such as tumbling, handstands, juggling or pyramids, your child will develop core strength, balance and agility.

We are looking at running classes on Tuesdays and Wednesdays with a maximum number of 14 students per class.

The exact times are to be confirmed, they may look as follows;

Adults Classes (Wednesday only)	- 10am till 11.am
Tiny tots Classes (2yrs - 4yrs)	- 2.45 - 3.30
Primary aged children (1st session)	- 3.45 till 4.45
Primary aged children (2nd session)	- 4.50 till 5.50

Cost for Adults and Tiny tots - \$130 per term

Cost for primary aged children - \$150 per term. (5% off for first sibling, 10% off for second or more siblings)

If you wish to secure a place please email us at:
xavierzoe@mac.com