



Term 1 Week 9 – 2 April 2014

Distributed weekly on Wednesday

Friday is the last day of term – classes finish at 2.15pm

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

From the Principal

You may have noticed that our newsletter is a bumper edition every week. This is a result of the feedback in the parent surveys that indicated that parents wanted to see more pics of what happens in the classroom, but also that there was a disconnect or lack of awareness of what Montessori actually is. So this year we as a team are providing information about how you can support your Montessori child, what the curriculum in a Montessori school actually looks like, who the teaching and learning occurs, what we do and how we do it. You may not always get time to read the newsletter weekly – perhaps you only receive it via email? Would a hard copy in your pocket enable you to read it at a more convenient time and not get the email lost in the backlog, would other family members read it then? We are trying to communicate with you via emails directly from the classroom Directors, in invitations in pockets, via the email, information sessions ... hopefully one of these ways will meet your needs and help you stay informed and feel connected to the community.

Do you have a compliment, criticism, query or suggestion but don't know where to take it – a reminder that the comment sheets that are located around the school are a means by which you can share what's on your mind. Complete the sheet and drop it into the form lodgement box in the foyer – sheets are located in the foyer, Cycle 2&3 waiting area, outside Emerald and Amethyst and at Ruby sign in. They can be anonymous if you desire but please note that we can't address your comment directly with you if unnamed.

Congratulations to Ben, Skye and Brodie on the birth of Indiana. Michaela is beyond happy at the birth of her new grandchild. Congratulations to you also Michaela. How lucky are these people to have Michaela (our original Montessorian in their lives)?

I spent the weekend at a Montessori early childhood conference and as always I thrive on being surrounded by other Montessori staff, administrators, presenters etc. It reminds me that as a school we need to remain true to the integrity of the philosophy whilst being mindful of making appropriate adaptations to cater to the needs of the modern child. I will take much information back to the staff where we will discuss, debate, critique and implement where appropriate. I'm still feeling the adrenalin rush of the conference so a little surprised it's already end of term – however I'll happily accept the time to work in a less busy environment. I hope that many of our community can make the Easter Saturday parade – but if you are lucky enough to be going away on holidays, best wishes and see you in Term 2.
Kind regards Heather

P&F News

Do you have any plastic plates or cups that could be kept for use by the P&F? Please drop them off at the office. We have left over dishes for the family BBQ – they are on the produce trolley in the foyer. Please collect if yours.

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.

Community Breakfast

Please bring a plastic/melamine plate to the breakfast and if you no longer want it, leave it to join our equipment list. Don't forget to bring along your own coffee cup.

Golden Horseshoes Parade

After a couple of years' absence, we are excited to have an entry in the parade for this year's Golden Horseshoes Festival on Easter Saturday! Please come and join all members of our Montessori community - babies, kids, families and staff - as we march down the street to our theme "Golden Montessori Moments". Wear purple/Montessori t-shirts with any touches of gold that you can think of (the theme of this year's festival is "gold")! The start time of the parade is 2pm, so please meet at the mustering area on Church St (outside Beechworth Honey) by 1.50pm... look for Kat Beaton or Christie Rodda (if you have difficulty finding us phone on the day on 0417 534 707).

Pancake Breakfast

Also, don't forget to come along for our end of term Community Breakfast TOMORROW, Thursday 3rd April, from 7.30am. Pancakes, tea, coffee and juice available for a gold coin. *We are trying to minimise waste at our events, so if you have some old spare plastic plates in the cupboard that you can donate, bring them along to use on the day and leave behind for the P&F stores!*

General News

Student Committees

Earlier in the term I advised parents of the Cycle 2&3 student committees that have been created. I have met with the Events and School News Reporting groups and we have commenced planning for writing articles – our plan is to produce a school magazine that we will have produced and for sale at the end of the year. It will be produced by the students and

PANCAKE BREAKFAST

(at school!)

THURSDAY 3rd APRIL

7.30 til 8.45am

Bring your family and take the opportunity to catch up with friends before the holiday break and enjoy some freshly cooked pancakes with a choice of toppings

Juice, coffee & tea also available.....

All by Gold coin donation

FUNDRAISER FOR OUTDOOR AREAS

CONTRIBUTIONS OF JAM AND LEMONS, AND VOLUNTEERS FOR THE MORNING MOST WELCOME!

PLEASE CONTACT BECK 0429336182

OR CHRISTIE 0417534707

IF YOU'RE ABLE TO CONTRIBUTE GOODS OR SERVICES

include a comprehensive review of the year. The children that have put their name down to help in events will be supported by me and other staff for school based events and directed to work with the parents on the events that are managed by the P&F. This is a new program at the school and with an already very busy days it will evolve over time. Keep checking the newsletter for more information.

Heather

Montessori Parent Education Session – Montessori philosophy

Saturday May 10th

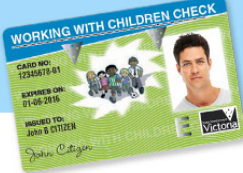
- \$100 per person
- \$50 if repeat attendance.

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.

Renew your Working with Children Check online

Working with Children (WWC) Check renewal service online from early April 2014



From early April 2014, cardholders who are required to renew their WWC Check will no longer need to go to Australia Post to lodge a paper form and present their current card.

From this time, cardholders will go to the WWC Check website to complete their renewal application online and, if applying for an Employee Check, pay the fee using a credit card.

The online renewal process

Cardholders will be notified by SMS, letter or email 28 days before their WWC Check is due to expire. It is important for cardholders to keep their contact details up to date so that they receive this important reminder.

After receiving a notification, individuals continuing to do child-related work should go to [MyCheck](#) on the WWC Check website and apply to renew their Check. Cardholders will be asked to register with MyCheck if they have not already done so. Once logged in to MyCheck, cardholders will be prompted to confirm or update their personal contact and work details, complete the online form and, if applying for an Employee Check, pay the non-refundable \$102.70 fee.

Please let cardholders in your organisation know about the new online service to renew a Check.

More information

From early April 2014, an FAQ guide to online renewals will be available in 'Publications' under 'Resources' on the WWC Check website. Or contact the Customer Support Line on 1300 652 879 8.30 am – 5 pm weekdays except public holidays.



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 MWEI, 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



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Ruby Room News

Hello everyone, this is the last article for term 1 as the whole school will be closed for term holidays. Tots will resume Tuesday 22nd April and there will be no transition on Monday 21st as it is Easter Monday.

A reminder for parents of children attending Transition and After Session Care regarding special toys or items that come to school from home. We have had a couple of precious items go missing or get broken which is very upsetting for the child involved. Maybe a special place can be created at home for these special things so they are safe for when your child comes home.

Also please ensure your child has their fruit for snack time.

Congratulations to Skye, Ben and Brodie Cutter on the safe arrival of baby Indiana Rayne.

I would like to thank Zoe for her assistance on Wednesdays Transition classes. Zoe and her husband Xavier will be conducting gymnastic and circus acrobatic classes for children on Wednesdays in Yackandandah. If you are interested please see Zoe for further details. Zoe, you will be greatly missed.

Looking for plastic bags – if you have any to donate we will gratefully take them off your hands.

I would also like to thank Mel and Lisa for your care and support in helping Ruby room run with the three different programs this term.

On behalf of us here we hope you have a relaxing and enjoyable break and Easter and look forward to seeing you all next term.

Michaela, Mel, Zoe and Lisa

Cycle 1 News

Thank you to everyone who was able to participate in last Sunday's working bee in the pouring rain. We started at 8.00am and had an hour of fine weather before the rain started, and whilst we had a couple of brief dry spells, we spent most of the morning soaked to the skin! People were incredibly generous with their time and effort (particularly given the weather). Given our tough clay soil we had to dig trenches to support plants and place top soil within these. Here's an overview of what we achieved:

- We transported 5 trailer loads of soil,
- dug 25 metres of trenches,
- planted 25 grevilleas along the fence line which will hedge together and hide the fence as well as provide access to bird life and flowers for the children.
- planted 45 native grasses. Many of these were planted to form a pathway with little spots to sit and hide which will create a great role play space when grown.
- backfilled the new retaining wall and now have a flat shady space to play (we will eventually install soft fall and hang swings in the tree).
- Laid grass seed, and
- Finally, we installed 3 pallets, one to hang equipment from in the sand pit and another two to create a little cubby space for children to play in.



We made sure everyone was looked after and enjoyed fruit bread prepared by the children for morning tea. The day was brought to a lovely close with a

nice warm curry cooked by Amandhi.



Attached are some photos of us all hard at work as well as photos taken as we showed the children around the new works and discussed safety and care issues.

Sincere thanks to all who helped out: Adrian and Christie Rodda, Lachie and Georgia Duff, Jacqui and Duane Leslie, Karen Smith, Luc Plowman, Brett and Chelsea Cherry, Iris Otte, Andrew and Danielle Colson, Lindsay and Paul McLachlan, Jacqui and Dom Alessi, Amandhi, and Melissa and Wiggy.



Thanks to those who could come, as well as those who led the way with initial projects (such as the stairs, the retaining wall and the new paved area), as well as those parents who expressed their regret at not being able to attend. We feel very fortunate to work in such a strong and supportive community of parents.

There are more projects planned over time including establishing a chook shed with water tank, building a retaining wall along the concrete, planting of fruit trees along a boundary fence, creation of a living cubby house and installation of a water course and hand pump. Stay tuned for more on these projects later in the year.



Minimising your presence in the classrooms

Thanks to those parents who took the time to fill in surveys online last year. In response to one of the concerns raised, we felt it important to clarify what is meant by the term “minimising your presence in the classroom” – it certainly does not mean you are not welcome.

One of the key objectives in the Cycle 1 Montessori classroom is to create independence in children. If your child is able to be farewelled at the door and does not require your assistance to enter the room, then we do encourage you to allow them to enter independently and start their day feeling self-confident. However, if your child is feeling sad or needs assistance, or just wants to show you what they have been doing, you are more than welcome to enter the room and spend some time with them. However, we ask you to be mindful of the fact that a number of our children arrive at 8.30 and start working at this time, therefore, whenever you are entering the classroom there are usually children already hard at work. If you do come in, please try to ensure that none of us notice you in the classroom (this is what it means to minimise your presence). As the classrooms are the children’s space, all adults, including staff try to make themselves as inconspicuous as possible by using quite voices and being seated at the children’s level.

Please feel free to join us in a way that enables children to continue with their learning and allows your child to enjoy your presence in the room.

Montessori Matters

Donna Bryant Goertz wrote the book *Children who are not yet peaceful*, and through the world of social media has become an online friend of mine. I greatly value the wisdom, experience and insight she shares with me and when I found this article, just knew that I wanted to share it with our parents. It’s long but a wealth of

information – she speaks for myself and the staff. Donna has a gift for writing that I do not have myself. I hope that you can find the time to read this soon. *Heather (Director/Teacher is the name we give the Guide at our school) If you would like this as a print-out please ask and we will provide.*

A Parent's Role: How it Differs from That of a Guide

by Donna Bryant Goertz | Montessori Blog www.mariamontessori.com

At Home

Since leaving the classroom recently, after thirty-some years in the delightful company of children, I have spent a considerable portion of my time leading the development of the parent education programs for our school. It has given me a new and different joy, and a great appreciation for parents. It is an honor to work so closely with parents who are the primary educators of our children, who are the children's models, their supporters, and their greatest source of love and admiration.

I hold the parents in awe and respect them for many reasons and on many levels. They pick up their children at noon, three o'clock, or the end of the day when everyone is tired and hungry and needy; and do their best to practice the skills that will help this major transition go well while neither catering to nor imposing on their children. Parents deserve support and sympathy, respect and solidarity for their efforts. They get up in the night with children who are frightened or sick, doing their best to give just the right comfort. They get children up in the morning who are sleepy or out of sorts. They connect with temperaments that are either too different from or too much like their own. Parents face an onslaught of issues that confound and concern them and do their best make the best moment by moment responses they can. Parents have the truly world-shaking responsibility of providing an ethical framework, a moral ambiance, and a practical environment that provides for exploration, self-education, and self-development for their children. All this they must provide in an emotionally safe environment and in a firm and cheerful manner.

Unlike the guides at school, the parent lives with a child who changes over a twenty-four year period of time, and changes almost too fast to keep up with. A guide at school gets to practice and perfect supporting children in the same three-year developmental period endlessly. That's why their advice can be so helpful. It's almost as if a parent spends today trying to figure out yesterday while the child has gone on to tomorrow. It's a challenge. And it just speeds up; it simply won't slow down. That's why parents need the school's and the guide's help and advice.

At School

It's easy for the guides to say "NO" at school. There's a large community of children living and learning in an established, clearly defined and cohesively developed culture where everyone belongs and participates. The "NO" is expected and accepted by the community of children. At home, the child is a bigger presence and a much stronger force within a changing and developing family culture. And the emotional connection between parent and child can be both mobilizing and paralyzing. Is it any wonder that the parents need a supportive community to help them decide when and why and how to say "NO" and how and why to stick to it? Is it any wonder that they turn to the school and the guides for help to clarify and sort out issues before they make their decisions?

At school, the guide has been confronted with a vast variety of situations, issues, and personalities over many years. The guide knows how to postpone answering questions to buy time to think through the implications, how to consider each aspect of the issue and weigh the implications and how to slowly consider situations and their consequences. The guide has learned through a goodly number of errors! Additionally, the guide knows how to approach a great variety child personalities and temperaments as well as how to bear up graciously and effectively under their responses—or reactions. For the parent at home, however, it's always an unending series of "learn as you go" and "learn through your mistakes."

The Family and the School

And then there's the family's entry into the school community. Often, a parent's life is temporarily made further complicated before it is made easier by the school's philosophy of child development and parent education programs. At first it may seem that the school is taking away from the parents all their familiar methods and means of traditional parenting and leaving them bereft. Then it seems the school is offering an entirely new set of skills, a suspect set of skills that have to be practiced with a mindfulness and constant awareness in order to become effective. Confusion can often reign in the family as parents work to break old habits and make new ones. In the midst of this confusion, anarchy could set in. The parents, temporarily weakened by the changes they are making, can become paralyzed into inaction or rushed into poorly understood practices. In the meantime, the children could take over, resulting in anxiety, insecurity, and bravado.

During this period of confusion, parents might offer their children choices that are not appropriate or even counterproductive. They might give them independence for which they have not adequately prepared their child. Parents could operate out of doubt and fear. Trusting the Montessori community of families too far, parents might allow their children to do things they should not be doing simply because they say other children are doing them or because some other children really are doing them. Parents are sometimes afraid their children will stop loving them if they say "No." They may be afraid their children won't be popular or well liked. Parents may be intimidated by their children's anger or frightened by their outbursts.

Without a strong community, enough contact, and without dependable support from the guides, parents can easily get in over their heads while their children are very young and by the time they reach early adolescence the family's daily lives may have become problematic. By the time the child is sixteen and in possession of car keys, their lives can become out of control and dangerous.

Support For Knowing How and When to Say “No,” How and Why to Mean It

When we parents learn to say “No” to a five year-old, we will be more likely to be able to say “No” effectively and appropriately to a nine or a thirteen year-old. When we parents develop and sustain a meaningful family culture within which to live and according to which to weigh and measure details of daily living when the child is four, we will be more likely to do sustain it through later years. A part of saying “No” is learning positive ways of saying it. Another part of saying “No” is establishing and maintaining a relationship with distinct and appropriate roles for parent and child.

Distinct and Appropriate Roles for the Parent and the Child

I am the Parent, You are the Child

It is not always easy for Montessori parents to distinguish and clarify their own roles as parents from those of their empowered, independent, and capable Montessori children. One child stunned his mother by telling her to step away into the next room until she was ready to calm down and cooperate with what he was asking of her. The mother was being calm—and she was being reasonable, and what she was asking was appropriate within her role and appropriate within the child's role, reasonable for his cooperation.

Of course, our empowered, independent, and capable Montessori children are going to try stepping out of their roles as children and into our role as parent, of course! And we parents have to be well prepared to be clear about defining those distinct roles. We have to clarify to the child what exactly our role is and where exactly the limits of his own role of child lie.

As for the confused mother in our story, the rest of the day didn't go so well. The next day, after much thought and a good nights sleep, however, she was ready to distinguish the two roles, that of parent and that of child. The mother chose a pleasant moment for a conversation, the first of many she would have with her child over the years.

Defining and Clarifying Roles

She said, “We have something important to talk about. I'm going to tell you about roles, your role as the child and my role as the parent. It's my role as the parent to decide when there will be a choice and to lay out the choices. It's your role as the child to choose among them. I will always consult you about the choices because there could be some good choices that I haven't thought of.”

“Sometimes there will be no choice, and your role will be to accept that.”

“I will lay out the choices for the daily schedule, for what to wear to which places. I will always listen to your ideas. That's a parent's role. You tell me any ideas I haven't thought of. That's a child's role. And I will be the one to make the decision to include those ideas or not.”

“When I listen to your ideas, I will hear them when you can speak in a respectful tone of voice using respectful words. I will listen to anything you have to say and hear all your feelings. But I will make the final decisions about what we do in our family because that's a parent's role.”

This same conversation was repeated many times in many quiet and pleasant conversations over the next months. “I will lay out the choices for what to eat,

“ . . . Choices for what toys and activities we will have in our home.”

“ . . . Choices for which books and materials will be in our home.”

“ . . . Choices for where we will go.”

“ . . . Choices for who we will spend time with.”

“ . . . Choices for what kind of birthday party we will have.”

“You will suggest additional choices and lay out the reasons for them to be included. That is within your role as a child.

“I will listen to your suggested choices carefully, think seriously about each one and decide whether or not to include it. I will tell you why or why not and explain my decision fully according to our family culture.”

And so over the months the parent made clear the distinction between the roles of parent and child including many, many other things. In this way the parent let the child know who was responsible for forming the family culture and who was responsible for living creatively within it with choices and limits, with expression of ideas and feelings.

The explanation was given for each new choice the child suggested, but once that was done, it was not repeated. “You know why; remember, I explained it to you. Think it over yourself and remember. If I ever think differently, I'll let you know. If I don't come to you about it, you will know my decision and its reasoning stand firm. I hear that you don't agree, but till then, that's it! No more discussion.”

Collaborating with One Another to Discover Mutually Acceptable Solutions

The parent noticed a growing pattern of rudeness in the child's requests. The child seemed edgy and bossy. “Take me home right now.” “Find my blue hat.” “I'm thirsty. Get me some apple juice.” “Take me to the park to play right this minute.” “These eggs are yukky.”

As usual, the parent made suggestions each time for more considerate, polite communication, such as, "I like it when you say 'Excuse me, but I'm really tired. Could we go home, please?'" Or, the parent said, "I prefer to hear 'Could you help me find my blue hat?'" Or 'Could I please serve myself some apple juice?' Or 'I don't care for these eggs. They're not to my taste.' Or 'Could we leave for the park to play really soon? When I wait so long, I feel impatient.' Instead of bringing the usual cooperative restatement, the parent's suggestions brought on balkiness and irritation.

At a pleasant moment the parent said, "Sometimes you use a tone of voice that sounds unpleasant or words that seem abrupt when you ask me for something. I feel better helping you out when you are more polite and considerate in your tone of voice and words. But I notice that it annoys you when I remind you to say it in a nicer way. I thought we could plan together a way I could remind you that wouldn't be irritating. Maybe I could just say two words like blue bird or a compound word such as grasshopper or something like that to remind you. What do you think about that? Can you think of a word or phrase you like us to use?"

The child chuckled and said he liked the phrase dump truck better.

"Oh, dump truck, I like that," the parent said. "And if you don't like my tone of voice or the words I use, you can say dump truck to me and I'll know to say it over in a more pleasant tone of voice and nicer words."

The child was delighted and offered other ideas. Parent and child settled on a phrase and for a couple of weeks things went really well. One day the child was testy again and the parent asked if it was time to choose a new phrase. They settled on a new one and the next weeks went well. After the third variation the habit of politeness or of accepting a reminder with civility was well established. Of course, at that point in time, the child was on to a new issue. As every parent has experienced, life with a child brings on a new issue as soon as the previous one has been resolved. And so life goes with the parent and child.

Waiting for Calmness and Respect

At another time, things had gone off track in a different way: the child began displaying emotional outbursts. The parent thought things through and chose a pleasant moment for another conversation with her child to further clarify.

"If you are screaming or being rude I will say with sincere sympathy, 'I hear how upset you are and I want to listen to you. I want to hear your feelings. As soon as you can speak in a regular voice and use respectful words, I will be ready to listen.' Then I will leave a glass of water and a tissue close by and wait at a little distance for you to calm yourself enough to talk. Until then, I'll be waiting in the next room to comfort you when you are ready to receive comfort."

Listening as Soon as Possible

Experiencing complications of a different sort, further down the road, the parent offered new information.

"Occasionally, I will have to listen a little later because there is a reason I can't give you my full attention at that particular moment. It could happen because I'm in the middle of cooking dinner or because I'm driving the car. But, in order to make things easier, I will make and take most phone calls at night after you're asleep so I'll be available to you most of the time. In any case, I will always listen as soon as I can. That is the parent's role, my role. Your role is to wait until I can really listen. I'll always tell you a time that I can listen and you can depend on me to keep my word."

Defining and Maintaining the Family Culture

As the child grew older, s/he encountered new and different ideas from friends or neighbors and began to mount campaigns for incorporating them into his own life, the parent gave further information.

"The older you get, the more new ideas you will have. Many of your new ideas will fit right into our family culture. We'll have to work on others of your new ideas to make them fit into our family or perhaps even tailor a bit or a lot to make them fit. But there will be many other ideas that won't fit into our family at all. You will have many friends who are allowed to do and to have things that we don't do or have in our family. I will listen to how you feel about that. But I will be the one who decides because that is the role of the parent.

"I will spend time thinking about and discussing my decisions with our school community before I decide, but then I will be the one to make the decision. It won't be up to you because you are the child. You may be upset, sad, disappointed, or angry about my decisions, but I will stick to them because I am the parent and that's my responsibility. Maybe you will want to go someplace that we don't go in our family. You might want to have a toy or gadget we don't have in our home. You may want to have music or wear clothes that don't fit in to our family.

It could be very disappointing or upsetting to you. I will hear your feelings about it. I will hear your ideas. But the decision will be mine to make because that's a parent's role. Your role will be to experience feelings of anger, disappointment, or sadness, to express them to me strongly but appropriately, and then to respect my decision. You don't have to like or agree with my decision, but you do have to respect it."

Providing the Child Security and Sparing the Child Emotional Exhaustion

When the child spends time and energy in emotionally exhausting opposition, the parent carefully evaluates his/her communication and behavior for clarity and resolve. It is unusual for a child to persist in behavioral campaigns that don't work. It indicates a lack of clarity in the parents thinking and presentation or a lack of evident resolve.

"I will try to be clear about what your choices are and about which of your suggestions will be added to the choices and which will not. I will try not to be wishy-washy or vague by saying 'I don't think so' or 'I'd rather you not' or 'I'd rather you choose something I already offered to you or I wish you'd choose something else.' I will try my best to keep you from the anxiety that comes when I give in or change my mind after a decision. I will remain steadfast when you display emotional outbursts or whine or threaten. I will make every effort to give you the security of knowing that your parent means what s/he says."

"I will be the strong parent you need and spare you the emotional turmoil and energy drain of excessive begging, tantrumming, whining, and pouting that develop when you know from experience you might be able to change my mind or wear me down that way."

The On-going Process

And so it goes with the parent. Defining, maintaining, and clarifying the distinct roles of parent and child takes time and effort. But that's a parent's role. We are parents, we are bringing up children, unlike dogs or cats, birds or fish. And children are highly intelligent, powerful, driven beings who require that we provide and maintain an ever-evolving structure to hold a social and family culture with firm limits for them to push against. Children need their parents to define clear roles of parent and child within the family for the sake of their emotional growth and security. We, their parents, are the last ones, the last adults in their lives, who should grow weary and let them down. We can rest when our children are grown.



Donna Bryant Goertz, founder of [Austin Montessori School](#) in Austin, Texas, acts as a resource to schools around the world. Donna's book, **Children Who Are Not Yet Peaceful: Preventing Exclusion in the Early Elementary Classroom**, draws on her thirty years of experience guiding a community of thirty-five six-to-nine year-olds. She received her Montessori elementary diploma from the [Fondazione Centro Internazionale Studi Montessoriani](#) in Bergamo, Italy, and her assistants to infancy diploma from [The Montessori Institute of Denver, Colorado](#).

Community News

LUNCHTIME NETBALL at School

What? School netball coaching
When? Every Monday lunchtime (12.25-12.55pm) beginning in Term 2.
Where? School grounds
Who? Emily Richardson will coach children in Cycle 2 or 3.

Emily has asked if any Cycle 3 girls with netball experience would be interested in assisting her? Please see Sally or Emily.

Cost? \$50 a term, with excess money being donated to school to purchase sports equipment. (Assistants do not need to pay a fee).

To Bring? A netball

Please register your interest with the office ASAP as we need sufficient numbers to ensure the success of this program!



Beechworth Football Netball Club Inc.
Beechworth Auskick 2014



TERM 2 sees the start of **Auskick!**

DON'T FORGET TO REGISTER ONLINE!

<http://www.aflauskick.com.au/>

1. Sunday 27 April 2014
2. Sunday 4 April 2014
3. Friday 2 May 2014 – **Friday night under lights!!**
4. Sunday 11 May 2014
5. Sunday 18 May 2014
6. Sunday 25 May 2014
7. Sunday 1 June 2014
- LONG WEEKEND – No Auskick**
8. Sunday 15 June 2014
9. Sunday 22 June 2014 – Parents VS kids game: Final Session

For more information or need some assistance to sign up online

Contact **Beechworth Auskick**
beechworthauskick@gmail.com

FREE - Electric Keyboard!

Older Model Yamaha Keyboard – suitable for beginners.

Range of sounds, automatic chords, and rhythm settings.

In perfect working order.

Comes with wooden stand but no stool.

Even has a port for head phones should you not wish to hear the beautiful music!

Email or phone – first in gets first look – will note time of contact in an effort to be fair.

Inspection welcome.

Contact Karen on 57 282 607 or karen.bowey@gmail.com



Beechworth Secondary College

Montessori Adolescent Program

Meeting for all parents of prospective Year 7 students in 2015 for the BSC Montessori Program – to explain costings and structure.

May 6th Tuesday, 7pm in the Library

School Holiday Program at BNC

Junior Master Class – Greek

Mums and Dads, Aunts and Uncles, Grandmas and Grandads

Something different to do in the holidays

Why not drop the kids off at the BNC for the first of our school holiday classes? Your little chefs will be travelling to the Mediterranean to create Chicken Gyros, Tzatziki Sauce and Greek Flatbread. They will then sit down together and eat their delicious creations.

Ages 8 to 16 years welcome. Please drop your child off 5 minutes before the class starts and return at 12pm to collect.

Please inform us of any allergies before attending the class

Tutor: Trish Mom

Date: Tuesday 8th April

Time: 10am to 12pm

Cost: \$35

Junior Master Class – Wood Fired Pizza

In the second of our school holiday cooking classes we will be making Wood Fired Pizza's using the BNC Pizza oven! In this hands on class kids will learn how to make the dough and finish the pizza's with toppings of their choice. They will then sit and eat their masterpieces. Ages 8 to 16 years welcome. Please drop your child off 5 minutes before the class starts and return at 12pm to collect.

Please inform us of any allergies before attending the class.

Date: Tuesday 15th April

Time: 10am to 12pm

Cost: \$35

Regards Cath O'Connor

programs@bnc.net.au

03 5728 2386, 0428286556

DEPENDING ON NUMBERS

Irish dancing will run on Saturday mornings
9am - 12pm for 8 weeks from 3rd May
For further information you must contact
Cathie Webb
Ph 0260243759
Mob 0409919903
email cathie_webb@hotmail.com
It is important to contact Cathie Webb and
register your intention to attend because
minimum numbers will apply.



**BEECHWORTH FOOTBALL &
NETBALL CLUB INC.**



NET SET GO! Netball Skills for Kids Ages 5-10

Term 2 2014

A reminder to all families that the Net Set Go Program will commence in Term 2, 2014.

The 9 week program will commence in the **week beginning 28 April 2014** and registration will occur on the first night of the program.

Forms will be available at the schools so please complete and bring on the first night.

Day & Time: Tuesday (5-7 year olds): 3.45 – 4.30pm
Thursday (8-10 year olds): 4.00 – 5.00pm

Dates:	Tuesday 29 April	Thurs 1 May 2014 – First Session
	Tuesday 6 May	Thurs 8 May 2014
	Tuesday 13 May	Thurs 15 May 2014
	Tuesday 20 May	Thurs 22 May 2014
	Tuesday 27 May	Thurs 30 May 2014
	Tuesday 3 June	Thurs 5 June 2014
	Tuesday 10 June	Thurs 12 June 2014
	Tuesday 17 June	Thurs 19 June 2013
	Tuesday 24 June	Thurs 26 June 2013 – Final Session Parents Vs Kids

Venue: Beechworth Netball Courts, Balaclava Rd, Beechworth

Cost: \$50 Includes membership with Victorian Netball Association (includes insurance and discounts offers), coaching, Gilbert netball, T-shirt and centre fee.

This year, the aim for the older group is to improve their skills and play more games to improve their knowledge of the game, greater understanding of the positions and the rules.

T-Shirts and balls will be ordered this week so please let me know if your child is interested in playing. An order can be placed during the season but those children will have to wait until the later ordered is delivered to receive their T-Shirt and ball.

Any further information, please contact Gabriella Tange on netsetgobeechworth@gmail.com or 0408 730 177.



POP-UP SHOP!

April 5th -20th
Cnr Camp St & High St

Lots of new winter
clothing, Birkenstocks
& accessories

'Like' us on Facebook
for a 10% discount on Sat 5th April
www.facebook.com/thecraftyfoxbeechworth

