

TMET TERM 1 NEWSLETTER

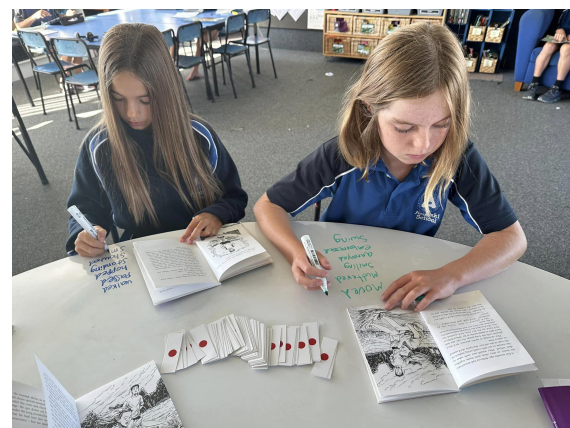
Kia ora and happy Easter to all as we wrap up Term 1 at
Montessori@Arataki

<https://www.facebook.com/montetssoriatarataki> and

Montessori@Bellevue

<https://www.facebook.com/montessoriabellevue>

<https://tmet.org.nz/>



"The greatest gifts we
can give our children are
the roots of RESPONSIBILITY
and the wings of
INDEPENDENCE."
maria montessori
Joyful in Kinder



The Tauranga Montessori Education Trust (TMET) is comprised of a group of volunteers who donate their time to ensure children within the Bay of Plenty have the choice of a Montessori education at primary level. TMET was formed in 2002 by eight passionate parents who actively sought out a host school to enable their eight children to continue with Montessori after preschool. As a Trust we carry on this important work. We thank you for your ongoing support.

TMET Trustees

Karin Copenstake (Treasurer)

Tanya Drummond (Chair)

Julie Fisher-Somervell

Kent Hazlehurst

Amanda Lowry

Lee Martin (Administrator)

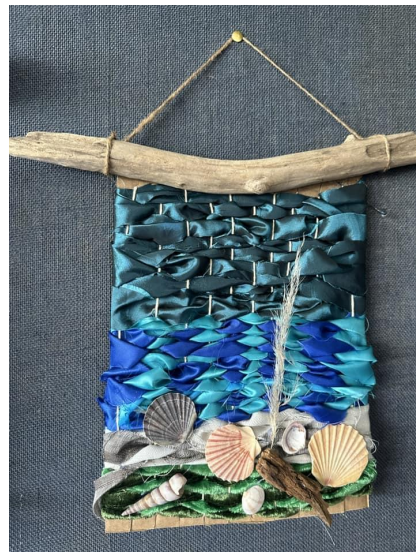
Leanna Mitchell (Executive Officer)


Michael Roe

Donations enable TMET to support M@A and M@B. Donation payments are tax-deductible and cover:

- Teaching salaries where classroom rolls are below MoE-prescribed levels
- Wages for Teacher Aides focused on Montessori delivery
- Montessori-specific teaching materials and resources
- Montessori teacher education/professional development
- Practical Life Expenses
- MANZ Membership Fee
- Stationery costs
- Administration

Thank you to the Boards and Principals of Arataki and Bellevue Schools who continue to host Montessori classrooms.





Who are we as a community of parents and teachers that choose Montessori for our whānau. What are our beliefs? Does Montessori philosophy align with your belief system on education and child development? We do hope so!

PARENTS WHO ARE COMFORTABLE WITH MONTESSORI TEND TO AGREE WITH THE FOLLOWING BASIC IDEAS ABOUT CHILDREN'S LEARNING

1. Intelligence is not rare among human beings. It is found in children at birth. With the right stimulation, it is possible to nurture the development of reasoning and problem-solving skills in young children.
2. The most important years of a child's education are not high school and college, but the first six years of life. As a result, Montessori schools regard infant and early childhood education as the very foundation of everything that follows.
3. It is critically important to allow children to develop a high degree of independence, autonomy, an inner sense of order, and self-motivation. (Executive Function Skills).
4. Academic competition and accountability are not effective ways to motivate students to become well educated. Students learn more effectively when school is seen as a safe, exciting and joyful experience.
5. A competitive classroom environment stifles creativity.
6. There is a direct link between children's sense of self-worth, empowerment, self-mastery and their ability to learn and retain new skills and information.
7. Education should be a transition from one level of independence, competency and self-reliance to the next rather than a process of passing exams and completing assignments.
8. Children are born curious, creative and motivated to observe and learn things.
9. Children learn in different ways and at different paces. The idea that those who learn quickly are more talented misses a basic truth about how children really learn.
10. Children learn best through hands-on experience, real-world application and problem-solving.
11. Teachers should serve as children's mentors, friends and guides, rather than as taskmasters and disciplinarians. Students should be treated with profound respect, in partnership rather than with condescension, external control and domination.
12. Children are capable of making choices to guide their own learning.
13. It is helpful for children to work together on learning as well as school projects.
14. School should be a joyful experience for children.
15. The family assumes their children will do well and are relaxed about academic issues. They want school to be exciting and fun, not demanding and stressful in the name of high standards!
16. Parents want a school that will stimulate and encourage their child's curiosity, creativity and imagination.
17. The family would like to stay in Montessori at least for the primary program and perhaps beyond (if available). Sending a child to a Montessori program and then transferring to a traditional classroom at kindergarten is truly illogical.
18. The family would like to be involved with their children's school. They look forward to this and want to participate in as many school activities and events as possible.
19. Montessori is for all children. Montessori is the desired choice for all children in a family as Montessori is more than a way of education it is also a way of being.

(Source: Montessori Family Alliance)



The Age of Rudeness – The Primary Years.

By Tania Gaffney – Deputy Principal Primary



Kia Ora Koutou,

Often in Primary School the question is asked by parents - “What has happened to my sweet pre-schooler?” Montessori often referred to the primary years as the age of rudeness.

In Montessori speak, we often talk about the planes of development. Pre-school is the first plane and primary is the second plane. It can take many months for ākongā to transition from one to another. For a very long time they can have a foot in both camps. The physical changes are easier to see e.g. coarser hair, teeth falling out, and the face thinning out, but the social, emotional, and intellectual changes can be harder to spot.

Tamariki are transitioning from the absorbent mind to the reasoning mind; from thinking about self to beginning to think about others; from thinking about the here and now to being able to think about the past, the future, or any situation that is not concrete or sensorial.

When children come into the primary this will be the first time that they are interacting with others with this newly forming reasoning mind (although when they first start, they are still in the first plane). They are developing this ability at varying speeds. Primary ākongā are attracted to the group; they have a need to be with others that are outside of the family now. This is where we need to understand that tamariki are learning the skills to go with this need, just as they are learning the skills to read or write and it can take a long time – in fact, it takes a lifetime and this is just the beginning, therefore mistakes will be made and feelings will be hurt.

In primary we often talk about the social and emotional curriculum and remind ourselves that this is a 'big work' for the child. Some of the internal struggles of the child at this age might be – What do I do if someone annoys me? What if I want to annoy someone else, what could happen? I know that if I say this to that child this will happen – should I do that? How do I react if someone touches my stuff? How do I ask to play or work with someone? What do I do or say if they say no or yes? What if someone else asks me to play or work with them and I don't want to – what do I do? If I am doing a shared project how do we split the work – there are just a million interactions to think about over a day.

For progress in this area to be made we need to provide the environment where children can practice these social skills again and again. Although there is the occasional time for this, if we are always telling them what to do e.g. deciding the work groups, dividing the work, managing their time, then they are never able to practice to improve. It is our job as the adult to help them navigate their way through this time of building their social skills and being able to interact with one another in civil ways.



We all have a role to play in educating the child. Please note that a large majority of the parent and teacher roles overlap in description. Therefore it is important to maintain some consistency between home and school to provide the child with the best opportunity for a fulfilling experience.

Child's Role	Parent's Role	Teacher's Role
<ul style="list-style-type: none"> • To respect the rights of the group and the other individuals in the environment • To experience his/her own life and draw his/her own conclusions • Through play the child will be led naturally to work. Work being the task of the human being to master the environment and later adapt and transform society • Through his/her work the child will develop the responsibility that accompanies the freedom to choose his/her own direction 	<ul style="list-style-type: none"> • To be sensitive to the needs of the child • To see the child as having infinite possibilities to learn • To allow the home environment to support independence (making lunch, etc) • To limit negative and/or excessive stimuli in a child's life (such as television and video games) • To provide a healthy nutritious diet limiting empty "sugar" calories • To agree to communicate with the teacher on a regular basis • To be involved with and assist the classroom teacher when and wherever possible • To nurture and encourage your child to be the best person he/she can be 	<ul style="list-style-type: none"> • To follow the child's interest and needs • To prepare an environment that is educationally interesting and safe • To lead the child to discover his/her own truth and develop his/her own abilities • To observe, analyse and provide materials and activities appropriate for the child's sensitive periods of learning • To maintain communication with the parent on a regular basis • Allow space and time for students to grow

Working together and communicating with your child's teacher is the key to success.

- If you have any questions or concerns please talk directly to your child's teacher.
- If you believe your question or concern has not been addressed, please follow your host school's policy or discuss your question or concern directly with the Principal.
- If you are concerned about Montessori delivery please include trustadmin@tmet.org.nz in any communication.

Thank you to everyone who came along to our recent Parent Education Evening. Steven Arnold took us on a deep dive into the beauty of Montessori and why we have made this education choice for ourselves, our tamariki, our whanau and humanity!

Thank you again to our community for supporting the Montessori teacher only day on Friday 31st March. This allowed our kaiako to take part in a two-day tailor made workshop at M@B and M@A.

TMET is delighted to be supporting some of our teachers on a Montessori education journey with Steven Arnold. We acknowledge the teachers who have chosen to undertake this further study and sincerely thank them for their dedication to the tamariki and Montessori education. Please feel free to check in with teachers to hear how they are going!



Motu Montessori - adult certificate

You can study to gain a Motu Montessori certificate, this can be face to face, online or blended. You can live anywhere, and access support anytime.

Full Circle

By Donna Eckstein

My journey to Montessori started in 2001. It was my last teaching practice and I was placed in a school with a Montessori Unit attached. During my last week in the school I asked to observe in the unit. I had many opportunities throughout my 3 years of training to research and attend lectures on alternative education philosophies such as Rudolph Steiner and Maria Montessori.

I spent two days observing in the year 6-9 classroom and was immediately struck by the quantity and quality of the resources available to the learners and the teachers. Another memory that lodged in my mind was the six year old child who was designing a plan for a bird feeder and then was going to use this design to construct the bird feeder the following day. The way the students were all working in different areas of the classroom on a variety of unique learning topics also stayed in my mind and I was interested in finding out more about Montessori education.

As the school was going to be requiring another teacher I talked in depth with the current teacher as these experiences had piqued my interest. I would need to retrain for two years while teaching and I was more than happy to do this training. After talking with my Professional Studies lecturer at the time I decided to work in a mainstream school and obtain my teacher registration.

Fast forward 18 years and I had just finished a year working in a New Entrant class teaching through the philosophy of 'Play Based Learning'. This awakened the idea that there was more than the traditional classroom teaching I had become so accustomed to and to be honest, very disillusioned with. There had to be more...

At the end of that year, 2021, a position in the Montessori unit at Bellevue came available. I spent many days with the teachers observing in the classroom and asking a host of different questions.

I was offered the position and I have never looked back. This journey has brought me full circle. I have been working in the unit for five terms and I knew quite quickly that this was what I had been searching for all of my 19 years of teaching. I have so much to learn but I have some amazing mentors and people who I feel a kinship with and who never get tired of my questions. I am passionate about relearning and starting from scratch. I have come to know through this journey that this is truly 'my jam'.



PARENTS WE NEED YOU! Thank you to our incredible parents who come into class to share their knowledge and expertise. Parents are always welcome - please talk directly to your child's teacher to organise.



