

MONTESSORI Voices



InFocus:

FINDING A FOOTHOLD IN
THE FACE OF UNCERTAINTY

PLUS:

OUR BICULTURALISM JOURNEY

BEING RESTORATIVE

THE MAGIC OF MONTESSORI MATHEMATICS

Lifelong Learning

Quality Montessori products that inspire and ignite a lifelong love of learning.

- ✓ Perfect for all learning environments
- ✓ Quality products at affordable prices
- ✓ Large range of materials for all ages
- ✓ Product satisfaction guarantee

Check out what the buzz is all about, visit us at www.montessorishop.nz or email info@montessorishop.co.nz

Montessorishop.co.nz



Grow to grow others

Postgraduate study Te Rito Maioha

NZQA

CATEGORY PROVIDER 1

This means you can have absolute confidence in the quality of all our programmes.

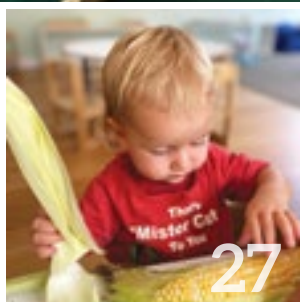
Apply now at
ecnz.ac.nz/postgraduate-programmes

For more info call **0800 244 532**
or email studentservices@ecnz.ac.nz

 **Te Rito Maioha**
Early Childhood New Zealand

Contents

InFocus



4 Editor's Note

5 Quote of the Issue

6 INFOCUS: Finding a foothold in the face of uncertainty

9 At School

Food as an opportunity for education

Our biculturalism journey

Characteristics of age groups

The magic of Montessori mathematics

Promoting the Going Out programme

19 Explained

Being restorative

20 At Home

Book review – The Montessori Toddler

Listening

23 Community

Chinese New Year at Inspiring Minds Montessori, Palmerston North

Christmas celebrations at Trillium Montessori School

Our taonga whakairo

Visit to a rest home

27 Newsboard

Opening of Kerikeri Montessori Preschool

28 Contributors & Columnists

30 Situations Vacant

30 References

31 MANZ Member School Listing

This month's cover photo is from Marshwood Montessori Glendowie Preschool, Auckland. It shows a young child focusing and enjoying a Practical Life pouring activity.

PHOTOS

Montessori Voices needs your photos of Montessori infants, tamariki, teachers and whānau. We would love your photo to be in the next issue or selected for the cover. Photos need to be 300dpi. Please supply the original file from the camera. A 3+ megapixel camera is suitable to use.

MONTESSORI VOICES

Montessori makes the difference. *Montessori Voices* is provided to all whānau (families) attending Montessori centres and schools that are members of Montessori Aotearoa New Zealand. The magazine is posted to Montessori professionals and organisations that are members of Montessori Aotearoa New Zealand and also subscribers in the rest of the world. For international subscriptions email eo@montessori.org.nz.

CIRCULATION: 5,000

PUBLISHER: Montessori Aotearoa New Zealand

EDITOR: Cathy Wilson. Email: eo@montessori.org.nz

ADVERTISING: Cathy Wilson

Email: eo@montessori.org.nz

Phone: 027 448 5525

Contact for the *Montessori Voices* display advertising rates for 2020/2021. Classified adverts \$1.60 p/w plus GST. MANZ member school discount rate is 70 cents p/w plus GST.

DESIGN: Hothouse Creative, Nelson

PRINTER: Spectrum Print, Christchurch

The opinions expressed in *Montessori Voices* are those of contributors and not necessarily those of MANZ. All materials may be reproduced only with the prior written consent of MANZ. To MANZ's knowledge all information is correct at publication date.

POSTAL ADDRESS: Montessori Aotearoa New Zealand, PO Box 31461, Lower Hutt 5040

EMAIL: eo@montessori.org.nz

WEB: www.montessori.org.nz

Copy Deadlines 2020/2021

ISSUE 98 JULY 2020 (4 MAY)

ISSUE 99 SEPTEMBER 2020 (9 JULY)

ISSUE 100 DECEMBER 2020 (9 OCTOBER)

ISSUE 101 APRIL 2021 (14 FEBRUARY)

Advertising Deadlines 2020/2021

ISSUE 98 JULY 2020 (11 MAY)

ISSUE 99 SEPTEMBER 2020 (30 JULY)

ISSUE 100 DECEMBER 2020 (18 OCTOBER)

ISSUE 101 APRIL 2021 (20 FEBRUARY)



Editor's note

Kia ora,

We are now well and truly into 2020 with the first quarter already disappeared – and what a start to the year it has been! It feels like we are living in a different time.

Unfortunately due to Covid-19 MANZ has had to postpone the 12 – 15 years Introduction to Adolescent course, which I know many of you had been looking forward to. However, we are rescheduling it for April 2021 so it will still go ahead, albeit a year later.

At the time of writing this introduction I am also looking into cancelling our MANZ annual conference. You will have received a definite answer by the time you receive this magazine.

On a lighter note, I hope you gain something from the amazing articles written for this issue, including five very different community stories, one of which is from our newest Montessori service way up in Kerikeri! Our regular columnists are all back this year, with the addition of Krista Kerr who will be writing for our 3 – 6 year bracket.

I'm sure there is something for everyone in this issue. Enjoy – exercise, eat well and above all, keep yourselves healthy and safe.

Nāku noa, nā,



Cathy Wilson

EDITOR & EXECUTIVE OFFICER
MONTESSORI AOTEAROA NEW ZEALAND



Quote of the issue

HOW ARE DR. MONTESSORI'S WORDS RELEVANT TODAY?

“

The child is much more spiritually elevated than is usually supposed. They often suffer, not from too much work, but from work that is unworthy of them.

”



THE CHILD IN THE FAMILY

Recently, I came across this quote from Dr. Montessori and have considered it many times since.

So, how does one determine which work is 'worthy' and which is 'unworthy'? We know that children, especially, are active learners. They remember or understand most when they are invested, emotionally, physically or intellectually in their self-chosen activities. This is human nature. It is how people (of all ages) learn and it is helpful to remember when we are looking for activity or 'work' that is 'worthy' of your child's attention, focus, effort and exploration.

It is easy as parents and caregivers to look to new activities, toys, books or games when we want to engage these wonderfully developing minds and bodies in 'worthy' activity. One look at Pinterest or a Google search and you will find all sorts of suggestions, some of them even labelled 'Montessori' and a few with pretty hefty price tags. If it is expensive, it must be good quality and 'worthy' of my child's time and

attention, right? Counter-intuitively, these pricey toys and treasures are often the opposite of what Dr. Montessori was trying to describe. Often modern, electronic toys and games, with all their lights, sounds, bells and whistles can 'entertain' children but they do so in a way that completely overwhelms their natural sensitivities and tendencies to engage, explore and experiment.

So, if it is not the latest gadget that our children need to engage with to develop their unique and amazing potential, what can we provide that might be 'worthy' of their 'spiritually elevated' attention? Amazingly, what children need, more than anything else, is to be invited and involved in life being lived. Do your children take part in the day-to-day running of your household – with whatever level of skill and ability that they possess? Or does it all happen 'magically' when they have gone to bed, or while they are watching their favourite show? Do they help to plan and to shop for food or other items?

Do they collaborate with others to take on chores or tasks that need doing around the house? Are they allowed time to experiment, get bored, make mistakes in everyday life with everyday objects? Do they have opportunities for rich, authentic experiences with music, literature, nature, language, culture, comedy/silliness, exercise, cooking, creating, dancing, stillness/calm, gardening, conversation, assisting others? Very few of these opportunities require a lot of money but they do take time, priority and sometimes a bit of planning.

As the weeks pass this term and they inevitably bring us closer and closer to the craziness we call 'the holidays,' I challenge you to keep this in mind as you consider what is 'worthy' of your child's time in these precious years we call childhood.

Amy Johnson, Wā Ora Montessori School, Wellington. ■

Read about Amy on page 28.

Finding a foothold in the face of uncertainty

PAM SHAND DISCUSSES HOW BUILDING OUR OWN COMMUNITIES IS CRITICAL TO BUILDING OUR CAPACITY TO INTERACT WELL WITH WHATEVER THE FUTURE BRINGS US.

It's April when you are reading this, but as I write it's early February and I'm still in the mind-frame of Happy New Year! Which means that I'm looking backwards, and forwards, to find direction.

My past two years of dislocation and moving are resolving, not into new clarity, but into a steady confusion. On my mind is the state of the world, with statistics that show us not in a healthy state. Yet there is also lack of definition around that. What's 'wrong' is certainly a tangle of threads; there's so much to tease apart: climate uncertainty, loss of species and loss of biodiversity, exclusion/marginalisation of people, inequality, nuclear threat, unstable populations and unstable individuals. Yet underneath all this, powerful grassroots movements are catalysing towards health, towards regeneration and community. These movements refuse to accept 'life as usual.' They want to turn the ship.

These are 'interesting times' and there are amazing possibilities.

Many people talk about feeling anxious and overwhelmed. I wonder if that describes our community too? I feel confused at times, angry, even bereft, but I'm also intensely curious. I want to understand the patterns here, support discussions with each other, find common ground and create ways to talk with our tamariki.

Studying my confusions points me (again) to the wisdoms of Dr. Montessori. She looked at the broad sweep of humanity and articulated important patterns. Science has added much to her many decades of work, but it's amazing how relevant she remains today. For example,

our human needs: Montessori saw accurately that our survival depends upon material things: nutrients (clean air, water, food) and protection (shelter, clothing, medicines and other forms of defence). But she also saw our emotional/psychological needs: to belong to our families and communities, to be loved and acknowledged, to sense our place in the universe. It's our collective mindsets, customs and conversations that give form and texture to our disparate cultures, visible through their art, music, mathematics, stories, spirituality, and through their language(s). Whichever our culture, when our emotional and physical needs are met, we thrive.



“Whichever our culture, when our emotional and physical needs are met, we thrive.”

Another example: Earth's expansive history dwarfs our puny human existence. Since its birth, the biosphere has been in a constant state of evolution and change. Presentations to the children include stories of other species, other environments, and environmental crises. Species that thrived in their environments survived. And species that thrived too successfully over-burdened their environments, creating powerful imbalances that cascaded and drove further change. Sound familiar?

Other examples show us that life cycles on. Throughout earth's dramatic history remarkable changes have happened suddenly. Miracles of mutation and changing capacity. Whatever cataclysms have struck, life has found another foothold and reasserted itself.

So, in the midst of confusion I would say there is hope and meaning. Miracles are already emerging – within grassroots movements, and within technology. Change is afoot, out there in our environment and in here, in our hearts and understandings. Human spirit, vision and voices are gathering. Our world is complex and lively! And perhaps that's the heart of our disquiet: change is happening so rapidly, on so many fronts, it doesn't feel as if there's much time in which to untangle those tangled threads.

But dance we must. How do we dance with rapid change? Prepare for an unpredictable future? Imagine the unimaginable? What role might education play? What role might Montessori play? How might we talk with each other, build communities amongst ourselves, and include our children?

I ardently believe that Montessori education is a strategic preparation for our children, perhaps for all of us. Some of this I've written about before, but I'll touch base here again.

Relationships. Positive relationships underpin everything worthwhile. Montessori said it, indigenous cultures are grounded there, and neuroscience now demonstrates it. Connection, consistency, positivity, predictability – for children and ourselves. Montessori pedagogy depends upon the trained, benevolent presence of the teacher. It's a long-term relationship, designed to promote deep knowing and trust. The range of ages in each class enriches the peer environment of tamariki and invites each one to become a leader when they've outgrown the role of 'novice.' Have you noticed any benefits these aspects of Montessori pedagogy confer on the community of parents?

Self knowledge. Every day the Montessori environment asks tamariki, "What will you strive for today?" and provides an environment where they can make their own choices.

Meaning and importance. By the time they are in primary, ākonga are hungry for collaboration, eager to right the wrongs of the world, and ready to study HOW. Our pedagogy continues to ask them, "What will you do today? Who will you be?" And again, our teachers (while giving lots of lessons and offering many possibilities) know to stand back and observe as tamariki strive for their goals. It's not success that counts. It's trying. And trying again. And again. That's where learning happens. That's where agency grows.

I believe this agency is a life-long gift of capacity to work effectively, particularly in community, and will help them dance with the unpredictability that is certainly coming. The more we as families and communities can feed their knowledge, support their acquisition of physical and social skills, and allow them the freedom of their own decisions, the more we will be enhancing

and extending the benefits of their Montessori learning.

And us? The adults? Our fears for the future...? Let's return to the patterns.

1. Resilience is embedded in healthy relationships. Do we live within communities of trust? Do we need to start building these? Are our friendships characterised by deep care and respect? We need gatherings of like-minded friends who can enjoy each other AND who can get serious, think and share ideas together. Friends who are willing to listen, ask questions, struggle with each other, and able to try and fail and try again. Every community can hold space for learning. Our resilience depends on communities that can empathise and support, who can listen and act.

2. Satisfying our fundamental human needs is critical to our resilience. The interconnected networks of infrastructure which have been the gift of our industrial age, may suffer impacts in the future, may not always be reliable. To what extent could we (if necessary) meet our fundamental needs without say, cars, supermarkets or reliable power?



In last September's issue of Montessori Voices, Carol Palmer (9–12 teacher at Wā Ora) talks about the curriculum of the annual camp she prepares with her children. In preparation for this camp, in the weeks and months prior, her students grow, preserve, and cook food, build shelters, make fire, study resources and ultimately 'survive in the wilderness' as a community. What fabulous hands-on learning, what a wonderful way to come to know your own capacities. If you didn't read her article last year, do take time to look at it now. It may give you inquiry and discussion ideas for your adult communities.

In my experience, both as a child and as a parent, it was always exciting when the power went down. We had to find ways to live without it. One time the power was out for a week. Luckily, we could drive to buy dry ice to maintain our freezer.

Imagining possible futures is good exercise. It's good discussion too.

3. Being involved citizens is critical: listening and leading. In their collaborative projects, and in their community meetings, Montessori students learn to allow for each other;

we're not all the same. They learn to solve problems together, and if the solution doesn't work, they learn to try again. They get excited by what they learn because they chose to learn it. Again, we're looking at the building blocks of agency. That's why I say Montessori sheds a strong light on our human way forward, and why I believe Montessori-raised children might play a key role in how humanity faces tomorrow's challenges.

When I started this article, I was intrigued by what happened when I applied a Montessori lens to our 'impending crisis.' In the process of writing I've come to believe that building our own communities is critical to building our capacity to interact well with whatever the future brings us. And now I see the children also as key agents. In less than 10 years we will hear their voices in the community; some are already speaking out. So I urge us all to take the

Montessori discussion into our wider communities, sharing with friends and family the important differences of this pedagogy. It's not my intention to recruit more Montessori devotees, rather I hope to shed light on the educational ISSUES: relationships, a 'big picture curriculum,' a space where children lead and are supported to work with their mistakes. If these ideas are publicly stressed, we might see critical educational change. We might see more tamariki benefitting. *The culture of our schools creates tomorrow's society.* Montessori isn't the only way forward, but it is a pertinent, well-articulated and well-tested path. It's a rich resource. It breeds leadership. All of you already know a lot about it, and every conversation is important. Change is afoot and we can lead, one discussion at a time! ■

Read about Pam on page 28.

“In the process of writing I've come to believe that building our own communities is critical to building our capacity to interact well with whatever the future brings us. And now I see the children also as key agents.”

Montessori Downunder

Montessori support materials made to order and customised to suit your needs

Montessori Downunder is based in Central Dunedin. It is a family affair with Roberta and son Glenn working together to produce support materials for Montessori teachers and children.

- * Sensorial extensions
- * Pre-reading activities
- * Language support materials
- * Many creations to support the Cultural curriculum - geography, science and history.



Contact us for information on 034770544 or 0274916848 or email roberta@montessoridownunder.co.nz
Room 107, King Edward Court, Stuart St, Dunedin - PO Box 5808, Princes St, Dunedin 9054
www.montessoridownunder.co.nz or find Montessori Downunder on Facebook.



Food as an opportunity for education

CARLI HAUSLER, AUCKLAND, HAS WRITTEN THIS ARTICLE ON THE VALUE AND BENEFITS OF FOOD PREPARATION AND THE SHARING OF IT WITH TODDLERS. I'M SURE YOU WILL GET SOME IDEAS FOR BOTH EARLY LEARNING SERVICES AND FOR AT HOME.

Pavarotti is said to have stated, *"One of the very nicest things about life is the way we must regularly stop whatever it is we are doing and devote our attention to eating."*¹

The most important reason for food is, of course, for survival, however it is always our choice whether to merely eat, or elevate the rituals surrounding 'food' and dine. Socially, food becomes a measure of acceptance and sharing; when we invite a friend for dinner, we are saying "I will share my survival with you," and it is this level of community we aim to achieve in our environments. It is necessary then for adults to understand how our attitude and behaviour towards food affects children, positively or negatively. We must give careful consideration to how we are going to model and prepare food with and for children.

Beginning with infants, in the nido*, we take great care to ensure breastfeeding is possible and that bottle feeding is respected with the same level of care. Feeding is a time for building connection, relationship and trust that the world is a safe place to be; it must be protected from interruptions. As the child develops, purees and solid foods are initially offered in the lap of the caregiver and once the child is able to sit independently, a weaning table ensures that the child continues to receive face-to-face, individual connection where she can begin the process of learning to feed herself, in her own time, before joining the group.

By the time the child joins the toddler community she has had lots of experience and practice with spoons, glasses, jugs, bowls and plates and has built a body of knowledge about their use; she is comfortable with the idea

that this table is the place to eat. She understands that if she indicates she has finished her meal by leaving the table it will be packed away. Socially she has shown a desire to join the group and possesses the ability to meet some of the expectations of communal dining (if the child joining the community is coming from home, where the expectations may be a little different, we simply adjust our practice and ensure this child has an adult to sit alongside gently guiding).

We observe regularly that children will often try things they would not eat at home – either through preparing the food themselves or simply being inspired by the friends sitting alongside them.

“While it is necessary to give food to the child, still it must be an educative action.”²

Food preparation and related activities are foundational to the toddler community – they are not merely classed as ‘practical life’ but span all aspects of the curriculum. Some examples include:

- **Gross motor development** and **equilibrium** are enhanced as we carry jugs of water for dish washing, move tables or chairs and set the table.
- **Fine motor** and **hand-to-eye coordination** develop through slicing fruit and vegetables for the meal.
- What better way to teach the skills to **care for oneself** than through making it possible to prepare a meal, washing hands beforehand and cleaning faces and brushing teeth afterwards.
- Similarly, to **care for others** and the **environment** now becomes possible in a very tangible way; we always acknowledge children’s contributions to the meal and they may assist in cleaning up afterwards.
- New **vocabulary** is introduced for naming and describing. **Language** continues developing as we chat while working and converse over the meal.

- **Grace and courtesy** naturally occurs as we model table manners, and it is here that we can truly elevate the experience to ‘dining’ through additions such as lighting a candle to begin karakia, flowers adorning the table and using beautiful table settings.
- **Culture** is shared in natural ways through food, festivals and celebrations are fantastic opportunities to expand on the usual fare and **involve whānau** in our programme.
- Food is deeply **sensorial** with different flavours, scents and textures all adding to the richness of our lives. Who among us is not in possession of some memory of childhood dish we loved?

In our community the day begins with an emphasis on food: breakfast of hot porridge is offered to those who want it. We have at least six food preparation trays that change seasonally (currently we are offering slicing hard boiled eggs, cutting pear and banana, peeling and slicing carrots, squeezing an orange and spreading crackers). We also bake daily. The shells from the hard boiled eggs are crushed and taken out to be added

to the garden. Someone prepares face cloths for after meals. The food prepared is set aside for morning tea or lunch and children gain an understanding this is in service to the community (naturally there are impromptu snacks along the way). We eat as a community, and although children are not forced to join, especially those who may have just eaten before arriving, we find nearly everyone makes his or her way to the table with enthusiasm. Meal times are viewed as an opportunity for fuelling children’s emotional tanks as well as the physical body, they are unhurried times for connection and care.

We can make food preparation successful with some thought. Finding child-sized implements that work well are vital. Think about the order of the presentation – will it make sense to the child and is success possible? How will clean up happen? And where will children place their contributions to the group meal. It’s a great topic for internal evaluation, so I encourage you to get creative and examine whether your food preparation area is a thriving hub of activity. ■

Read about Carli on page 29.

**AMI teachers transform lives
one child at a time.**
You can be one of them!



Courses Available:

AMI 3-6 Diploma Course (Level 7)
Starting in June 2020. INTERVIEWING NOW!

AMI 6-12 Certificate Course
July 2020 (10 days)

AMI Assistants to Infancy (0-3) Diploma
Starting January 2021. Applications open now!



APPLY TODAY!

Maria Montessori Education Foundation invites you to study with us at the only face-to-face internationally-recognised Montessori training in NZ.

Email: mmef.nz@outlook.com

Phone: 021 111 1433

Web: mmef.org.nz/course
for details of the AMI Courses in Aotearoa



Our biculturalism journey

ANTONETTE JESTINE ILUSTRISIMO IS THE LEAD KAIAKO IN THE NEWLY ESTABLISHED TODDLER ROOM AT WAIKATO MONTESSORI EDUCATION CENTRE. IN THIS ARTICLE ANTONETTE DESCRIBES THE BICULTURAL JOURNEY THEY ARE ON AND HOW IT IS IMPACTING ON TAMARIKI IN A VERY POSITIVE WAY.



“Ngeru,” a little girl of about two-and-a-half years old said to me out of the blue while pointing at a cup with a cat drawing on it. My heart skipped a beat.

We were just a newly opened classroom at that time for 2–3 year-old children. The child who recognised the ngeru had joined us just months before. She came knowing only her family’s native tongue but picked up English amazingly quickly.

As a newly-minted citizen of Aotearoa, a registered early childhood teacher and a Montessori guide, the bicultural drive of New Zealand to nurture and to protect the Māori language and culture had always been of interest to me. It had been my goal to improve in my duty to promote biculturalism. I had been fortunate to work with a team who shared the same aspirations and the acknowledgement that there is much room for growth and opportunity to learn. Our first move together was to come up with a list of simple kupu (expressions) per area in the classroom that we were committed to learning and using in our daily mahi (work). Our objective for this age group was not

so much to expect them to use it but for them to have awareness and familiarity of the language. Dr. Maria Montessori spoke of the importance of giving the children exact words for things in the environment and that was exactly what we planned to do both in English and te reo. Gradually, one could hear kupu being used more and more and waiata being enjoyed at singing time. Our te reo books were a great help too, both to us adults and for the children. We were learning alongside each other and it has been a delight.

Attending a workshop on Te Ao Māori helped us realise again the similarities of the world view and the Montessori philosophy and what the seven principles look like in our practice. We have been closely looking at the things we do in our environment with a bicultural lens and seeing which things we could further improve on. From the formation of the beds at sleep time to our food preparation practice, our footwear inside the classroom and to our laundry—our tikanga started to get more refined. We do our best to impart to the children respect and a sense of gratitude for the

simple things that we are blessed with: the kai that we eat and the beautiful nature that surrounds us along with the gift of fresh crops from our own garden. These can be seen and heard in our karakia, ngā kōrero, and the care that we give to our environment.

It is a joy catching up with other guides from their respective environments in the higher years and hearing about their own journey of strengthening their biculturalism practice. Just a few months ago, a number of us took on the huge challenge of enrolling for the He Papa Tikanga course at Te Wānanga O Aotearoa. It has been an exciting journey so far, learning more about the history and relevance of the tikanga to the Māori and usage and pronunciation of everyday te reo words. As an immigrant to this beautiful country, there will be much work to be done in my te reo learning but I will unceasingly make effort to create awareness among our tamariki that the Māori culture and language is so worth acknowledging, learning and living. ■

Read about Antonette on page 28.



Characteristics of age groups

KRISTA KERR, WĀ ORA MONTESSORI SCHOOL, WELLINGTON, HAS JUST JOINED US AS A COLUMNIST FOR MONTESSORI VOICES. IN THIS FIRST ARTICLE KRISTA DESCRIBES THE CHARACTERISTICS SEEN IN THE 3-6-YEAR-OLD CHILD IN THE CHILDREN'S HOUSE.

As we start a new year, welcoming new tamariki and settling back into routines, taking time to stand back and observe our class has been a good way to reflect on our class community. One thing that really stands out is how the three year age range we have in Montessori education plays such a big part in the running of te akomanga (the classroom). This feature influences how tamariki settle into their new akomanga, the smooth flow we have during our days, motivation to learn new activities, and social learning – just to name a few.

As adults working in a Montessori akomanga, we sometimes take this for granted, seeing it in action every day, but it is something that may not

be widely known or understood.

I would like to take this opportunity to explain the characteristics and 'role' of each age group in our akomanga and how this manifests in the three-year-old coming in compared to the child transitioning to primary at around six years of age. Of course, I am writing a general description; please remember that tamariki develop at their own pace, so age is just an average guide, and is actually something we rarely use in the class itself.

The three-year-old

A child of this age is still in his sensitive period for movement and for order. The practical life area of the akomanga really calls to the

three-year-old for these reasons.

The activities are designed so that tamariki can really refine their movements (both gross and fine) in a way that also extends their sense of order. They start to experience a work cycle; choosing something off the shelf, working with it until they feel they have finished with it, and then replacing it on the shelf just as they found it. The steps within individual activities increases as they get more proficient in following logical steps. A pouring activity has very few steps whereas table scrubbing has numerous steps that have to be followed in a precise order to get the desired result. As well as within individual activities there is order across our shelves.

They all run in degrees of complexity from left to right (an indirect prompt for future reading and writing). This helps the child's sense of order as she can see what activities she has mastered, where she is up to as well as what is coming next.

The three-year-old engages with these activities not for the direct purpose (for example, getting a clean table) but for the movement involved. In the book *Creative Development in the Child*, Dr. Montessori says of the table scrubbing activity, "it is not the cleaning, it is the action which is attractive to the child, while the object is a mere point of crystallisation, a point of fixing its activity." (p55, 1998)

These practical life activities also give these young children a way to be responsible for their new akomanga. They play a big part in taking care of the people (preparing morning tea and lunch, setting tables for kai) and the environment (scrubbing tables and floors, washing cloths, and polishing leaves). This helps with their sense of belonging; they are really an integral, important part of the class!

At this point, although three-year-olds enjoy groups, such as grace and



courtesy, singing and language games, their main focus is the hands-on work that they do individually. So, although they are very friendly, they do not really engage in a lot of work with friends.

The four-year-old

These children tend to be very busy. They have settled into the routines of the akomanga by now and know the 'rules' of the community. However, the development of the will is a big part of being four and so these rules can sometimes be pushed. After working at a table and leaving it unclean, the four-year-old may not automatically think to clean it and, after being made aware of it may not want to clean it. Gentle but firm reminders of the rules are given, as well as the time needed until the child decides that he is going to scrub the table. Sometimes a child may choose to sit for 10 minutes, an hour or a morning before he decides that he is ready. This allowance of time and the fact that the child is left to decide to want to do it, rather than being made to do it, is very important for his will development. Deciding to do what is right (no matter how long this decision is in coming) is much better than being forced to do what is right.

As four-year-olds start having to want to do something (rather than being

excited by everything like the three-year-olds), it is our job to observe and know this individual child to keep her engaged, excited and wanting to do the right thing. Luckily for us, there is a lot to keep four-year-olds engaged and excited. They are still in the sensitive period for refinement of the senses and so there is still a lot of individual, hands-on work with the sensorial materials. Tamariki enjoy the materials for hearing different tones, feeling differences in fabrics, smelling distinctions in the smelling jars etc, building up their experiences and knowledge of the world around them. There are games for most of these activities as they start to show more interest in learning together with others.

“As four-year-olds start having to want to do something (rather than being excited by everything like the three-year-olds), it is our job to observe and know this individual child to keep them engaged, excited and wanting to do the right thing.”



The five-year-old

This child has had the benefit of many, many hands-on experiences and seeing other older tuakana (class members) doing long activities and now she is starting to become ready for this. A lot more of the work is abstract; they don't need physical beads, stamps or objects for their work. Sums can be done without counting out beads, writing can be done without the movable alphabet wooden letters, for example. Some activities chosen should take the five-year-old child a few hours, a morning, a day or longer – and this is actually working with it for the duration, not sitting with it deciding when to work.

The five-year-old is not solely motivated to work by activities she finds on the shelf; he starts to think bigger than the class and needs more. They may decide to write a book about a subject that interests them, design a dress or toy to sew, or build on the carpentry table, or be interested in how something works and set out to find out why.

As five-year-old children get closer to six, they also start to become more social. This manifests in making

decisions and solving problems for others in the akomanga. Discovering how to do this in a way that other tamariki easily accept is all part of the social exploration they are enjoying. These tamariki become leaders of the class; they now scrub tables because they have made them unclean, help settle new tamariki by involving them in groups, sitting with them, reading them a story or giving lessons. What they have mastered, and therefore are able to give lessons with, is now very diverse and they delight in being able to show work to newer five-year-olds as well as younger tamariki.

In her book *The Absorbent Mind*, Dr. Montessori answers one of the common questions we get from parents of these older tamariki. "People sometimes fear that if a child of five gives lessons, this will hold him back in his own progress. But, in the first place, he does not teach all the time and his freedom is respected. Secondly, teaching helps him to understand what he knows even better than before. He has to analyse and rearrange his little store of knowledge before he can pass it on." (p227)

Their moral code is developing as they begin to enter the second plane

and we will hear things like, "You can't do that!" or they will come to us 'telling on others.' Tamariki start this not to get people in trouble, but to test the consistency of the rules as they are more aware of other people's behaviour and how to act themselves. If a rule is being broken and nothing is being done about it, they will come and tell us "So and so is doing..." not really to tell on the child, but really to ask, "If this is happening and you are not doing anything about it, is it really a rule or can I also act in this way?" And so, at around six years the child is now ready to transition to primary.

To sum it up in Dr. Montessori's own words, "The child's progress does not depend only on his age, but also on being free to look about him. Our schools are alive. To understand what the older ones are doing fills the little ones with enthusiasm. The older ones are happy to be able to teach what they know. There are no inferiority complexes, but everyone achieves a healthy normality through the mutual exchange of spiritual energy." (*The Absorbent Mind*, p228). ■

[Read about Krista on page 29.](#)



The magic of Montessori mathematics

TESNEEM COUPER,
EASTERN SUBURBS
MONTESSORI,
AUCKLAND HAS WRITTEN
THIS ENLIGHTENING
ARTICLE ON NOT
ONLY HOW SPECIAL
THE MONTESSORI
MATHEMATICS MATERIALS
ARE IN GAINING
UNDERSTANDING OF
CONCEPTS, BUT ALSO
HOW IMPORTANT IT
IS THAT TAMARIKI ARE
NOT 'RUSHED' AWAY
FROM THEM.



I love mathematics. For many years, it was not uncommon for me to start a new presentation in maths and exclaim, "Oh! This is my favourite lesson!" until one of my tamariki pointed out that I said that before nearly EVERY lesson. So I have since amended it to "Oh! This is one of my favourite lessons!" (She has since rolled her eyes, many times.)

This definitely wasn't always the case. When I went to school, I learnt not to enjoy maths. I can actually pinpoint a number of moments in my education that turned me off it. I remember starting out my educational journey and being accepting of it, but it wasn't my favourite.

Yet, I am certain I started off with that curiosity and a 'mathematical mind.' I know this because in a way, I grew

up with Montessori. My aunt had two Montessori schools a couple of hours outside of Toronto. One of the schools, which spanned from 3 – 12 years, was in the lower level of her beautiful, rambling, enormous heritage home. I spent many summers there as a child since my parents both had to work. I remember being fascinated by the materials on the shelves, in particular the Binomial and Trinomial Cubes. I used to sneak downstairs from the very top floor of the house (which was about four levels up), in the dead of night, to try to solve this puzzle. My desire to know the secret and to solve it myself was so strong that I would push aside my fear (I was certain the house was haunted, because my older brother had told me that it was) and I would sit on the floor of the classroom, trying to figure it out. I still remember the

feeling when I 'unlocked' the secret of the cubes and could put them together, so the lid could fit back on the box. I could never understand how my aunt knew that I had been in there just by lifting the lid of the box! It was only once I did my training, I learnt the true secrets those boxes held. So, what happened to that curiosity?

“I used to sneak downstairs from the very top floor of the house in the dead of night, to try to solve this puzzle. My desire to know the secret and to solve it myself was so strong that I would push aside my fear.”

Various (negative) experiences eroded my confidence in my abilities and destroyed any excitement or curiosity I had about numbers and puzzles. I vividly remember sitting in a high school maths class, grappling with the formula to calculate the area of a circle. When I asked the kaiako why we used the formula, the question was brushed off and I was told, "That's just the formula to use to get the right answer. Why does it matter? Just use it." When I persisted in asking WHY the formula the way it was, why is it pi, what is it all about, who figured it out? I got in trouble for being disruptive. I could do the work, and when I applied myself, I was good at it – my ability wasn't the issue. My questions were never answered and as a result my disdain for maths grew, while my confidence plummeted – until I got to my Montessori training.

I am not exaggerating when I say that my training changed my life. I went from thinking I wasn't very good at

maths but it was something I had to do whether I liked it or not, to loving maths and doing questions for fun, in my spare time. A whole new world was opened up to me, and I was thrilled! It wasn't that the materials are beautiful and engaging (although they are) or that I could challenge my brain and solve problems using them – it was that my questions were all answered! Even questions I didn't know that I had, were answered! It was a total game changer for me.

The Montessori maths and geometry materials are nothing short of amazing. Maria Montessori designed these materials to be tangible expressions of intangible, abstract ideas. Like the entirety of the method she designed, the goal for mathematics is not simply to find the answer, but rather the magic lies in the process to getting the answers, in order to assist the child in developing his own brain and himself.³

“The Montessori maths and geometry materials are nothing short of amazing. Like the entirety of the method she designed, the goal for mathematics is not simply to find the answer, but rather the magic lies in the process to getting the answers, in order to assist the child in developing their own brain and themselves.”³



All of Montessori maths and geometry progress from the concrete to the abstract. As tamariki move from their preschool environments into the primary, the materials are gradually progressing with them. There are some materials that are used throughout the years at school, from three right through until 12 – but their function becomes increasingly more complex and more abstract. Tamariki in the second plane of development (6–12 years) are moving increasingly towards abstraction, refining and wielding their powers of imagination, reasoning and curiosity. The Golden Beads are introduced in preschool to help introduce ākonga to the decimal system, yet when the child moves into the primary classrooms, The Golden Beads are still in use for operations (addition, subtraction, division and multiplication), and also for squaring large numbers, deriving square root and patterning, right through to the age of 10 or 11 – with the lessons becoming increasingly more abstract and complex, including learning the algebraic representations, such as: $(a+b)^2 = a^2 + 2ab + b^2$ using the hundred square. This is clearly following the developing needs and interests of the child's mind and her powers of abstraction.



“When I first started teaching, ākongā aimed to ‘get off the materials’ as a sign of understanding. They’d work with them until one day they found the magic in the numbers and could just do it! It is the elusive ‘a-ha! moment’ that every educator talks about and we just love!”

If we go back to Maria Montessori’s fundamental belief that “*The hands are the instruments of man’s intelligence.*”⁴ we can better understand why she made the materials for mathematics and geometry so beautiful and enticing. Younger tamariki love using the materials and unlocking their secrets, but I’ve found that as tamariki get older they are eager to stop using materials. When I first started teaching, ākongā aimed to ‘get off the materials’ as a sign of understanding. They’d work with them until one day they found the magic in the numbers and could just do it! It is the elusive “a-ha! moment” that every educator talks about and we just love! It was an amazing thing to witness. Unfortunately, I am finding more and more, especially with the plethora of options made available to them online, ākongā are rushing to stop using materials.



Many older ones (like lots of adults) have the belief that the materials are a bother to take out, set up, manipulate and then pack away for the sake of a few questions – why spend all that time doing it when I can do it so quickly, easily and efficiently on this computer programme, AND get the answer and the next thing to do instantaneously?! I would very strongly suggest caution in letting tamariki remove themselves from materials too quickly, even if they seem to ‘get it.’

The aim of the materials is not just to find the answer, but to come to a deeper understanding of mathematics: how numbers work and the relationships and connections between them and the order of the universe. By rushing off the materials, the tamariki are being short-changed of some amazing brain growth and the development of self-control.

Yes, some materials take a long time to put out, and to work through. My question is, in the rush to come off materials: What’s the hurry? As adults, we are now being told to slow down, be mindful in our movements, deliberate in our actions, and live in the moment, delay gratification when necessary, which will bring us to a state of calm, a state of happiness and therefore increased productivity. Yet by allowing our tamariki to rush off the materials, onto paper, computer or calculator because they just want to move on, we are not helping the tamariki to learn to live in the moment. We are not helping them to learn to delay gratification or take pleasure in the process. The message we are giving them by allowing them to hurry through their work, is that the final result is the only one that matters; just get there as fast as you can, which then puts the brain in a constant state of mild stress. We all know the effect that stress has on the brain and our bodies over time.

Even more importantly though, and my most favourite reason – using

the Montessori maths and geometry materials is actually scientifically better for the brain. Michael Duffy’s book, *Math Works: Montessori Math and the Developing Brain* is an excellent resource to help understand the complexities of how beneficial the materials are, and goes into far greater detail than I do in this article. There are three main ideas that he covers in how Montessori math builds tamariki’s brains.

1. Montessori math materials engage all four lobes of her cerebrum simultaneously.
2. Montessori math materials connect the right and left hemispheres of her brain.⁵
3. Montessori math materials actively engage the prefrontal cortex, the most ‘advanced’ part of her brain.

To me, first and foremost as a parent and then as an educator, this is the most exciting and vital part to keep the children on the materials for as long as possible. “*In short, using the Montessori math materials will create a more powerful brain in your child. They will allow her to hard-wire her brain for higher thinking, for creative problem solving, and for logical processing of information.*”⁶

Knowing this, who wouldn’t want this for their children as they move forward into the future – which is full of uncertainties and new, dynamic fields and challenges which we haven’t even conceived of as yet?

NB I finally learnt in my training how and why pi was derived and by whom, and I also finally learnt why you must use the formula πr^2 to find the area of a circle. It was a lesson that I will never forget! ■

Read about Tesneem on page 29.

Promoting the Going Out programme

THIS IS PART 2 OF AN ARTICLE FROM JAJA REYES, TAWA SCHOOL'S MANAAKI MONTESSORI CLASS, WELLINGTON (PART 1 WAS PUBLISHED DEC 2019). JAJA OVERSEES THE 6-12 YEAR CLASS IN THIS SCHOOL. IN THE ARTICLE JAJA WRITES OF HOW THEY USE THE COMMUNITY LUNCHES TO PROMOTE THE MONTESSORI 'GOING OUT' PROGRAMME.

In the same way that we prepare the environment, plan presentations from the Cosmic Curriculum or practise delivering the great stories, it is our responsibility as the trained adult to set the stage for going out in a 6-9 or 9-12 classroom.

In our little 6-12 class in Manaaki Montessori at Tawa Primary School, our weekly cooking programme and community lunch is one way we promote going out.

Room 9 explains how.

Cooking groups

At the start of the term, two people are selected to choose the cooking groups for the class. There are about 3-4 people in each group. We normally mix up the ages so that there's a senior (year 5-8) a middle (year 3-4) and a junior (year 1-2). We want to make sure that the seniors help out the juniors. The older ones get to help out the new members of our class. They have more experience and they normally do the hard jobs like cooking the food in the pot.

Planning what to eat

We do our cooking on a Tuesday. The group plans what to cook by looking for recipes from cookbooks to find a suitable meal. Sometimes we use recipes we learnt from home. Sometimes we don't follow the recipes. We change it depending on what we want. We think about the ingredients and make sure they are healthy. We make sure that those with dietary requirements like vegetarian, dairy-free or gluten-free are catered for. So we have a couple of versions of the meal. For example, if we are making spaghetti bolognese, we have one that does not have meat or cheese in it.

We have to do some maths to find out how much ingredients we need to be able to feed our whole class. If the recipe is for five people, then we need to multiply it by five or six to feed our whole class. We usually have a budget of \$50 per cook. After the group agrees on what to cook, they head off to the local grocery store or green grocer to buy the ingredients they need.

We have a teacher who goes with us and helps us with cooking but we have to make our own decisions when we plan, shop and cook.

Finance committee

We collect \$20 from each family to use for our cooking programme for the entire term. The finance committee's job is to make the invoices to send out to the families. They also do the bookkeeping. We have to keep the receipt and log it in a chart to find out how much we've spent and how much we still have. That is challenging because sometimes we forget to keep the receipt and throw it away.

Making and serving the food

When we are ready for lunch, the servers set the tables and we sit in groups. We begin by saying a karakia. Then we call the group who is ready. After our meal, we clean up our own dishes and make sure we have left the room clean. ■

Read about Jaja on page 28.



Community lunch service



Counting how much we have in our class kete

Opinions from the class

"We think our cooking programme is important because we learn skills that we can use later in life."

Emmaus, age 10

"Going to the supermarket is like a hunt for food."

Casimir, age 6

"It's fun! You get to choose what you cook!"

Lexi, age 8

Being restorative

YOU MAY HAVE HEARD THE TERM 'RESTORATIVE PRACTICES' USED IN RELATION TO THE COURT SYSTEM. IN THIS ARTICLE JASON JOHNSON, WĀ ORA MONTESSORI SCHOOL, WELLINGTON EXPLAINS HOW 'RESTORATIVE PRACTICES' WORK IN THE ADOLESCENT PROGRAMME.



When I am asked to explain what 'restorative practices' actually are, I find it useful to think about what we are trying to achieve when using them.

We use them when we are trying to restore relationships at times when trust has been broken and the relationship has become damaged. As humans, we rely on trusting our fellow person to get on with our day. We have to be able to expect that they do not intend to harm us, or else we

end up constantly vigilant. But more than that, we know that truly amazing feats are possible when we work together, which can't happen if we don't trust each other.

Young people need help with relationships – we all do, sometimes. We make mistakes. We break the trust of others. Montessori taught that young people build their personality through action, by trying and doing things with their hands; experiencing their own success and failure. They also experiment with their words, sometimes with equally disastrous outcomes. It's important that they have the freedom to make these mistakes, but also important that we address any harm that occurs as a result.

As their guides in this life, we are charged with helping them to restore the relationships that get damaged along the way. We use restorative practices to help them see that whatever impact a situation is having on them, it is having other impacts on other people too; to help them see that until that impact or harm has been acknowledged, it hangs about in the air, continuing to erode the

trust between the parties. Restorative processes keep the dignity of all people in the foreground. They hold us accountable to others.

“Montessori taught that young people build their personality through action, by trying and doing things with their hands; experiencing their own success and failure.”

Perhaps most challengingly though, our young people inevitably look to adult relationships too. They notice the way that we interact in the world and behave accordingly. It is up to us to model restorative behaviours in our daily lives. We must try to avoid using totalising language, strive to understand the different lenses through which others see the world and be prepared to change our own views. It's not always easy, but what part of being a parent is? ■

Read about Jason on page 28.



book review

The Montessori Toddler

JAYA BALAR'S ARTICLE IS A REVIEW ON THE BOOK 'THE MONTESSORI TODDLER: A PARENT'S GUIDE TO RAISING A CURIOUS AND RESPONSIBLE HUMAN BEING,' BY SIMONE DAVIES, PUBLISHED LAST YEAR. I WOULD RECOMMEND IT TO ALL PARENTS OF TODDLERS.



The reason I choose to write this book review is because it has helped me see my toddler in a new light and has made such a difference to what our toddler years will look like. If threatening, bribing and time outs don't feel like the right way to discipline your toddler, this book is for you!

Simone starts the book by saying, "Toddlers are misunderstood humans..." and then guides us through the toddler years by explaining about toddlers, parenting the Montessori toddler, introducing the Montessori philosophy, giving us a detailed list of activities for toddlers and ways to set up your home environment to encourage independence. She also covers all the other frequently-asked questions regarding toddlers: dressing up, sleeping, tantrums, setting limits, potty training, daily care routines, dealing with changes... the lot!

"In Montessori, we teach children to become remarkably independent. We don't do this so that children will grow up as fast as possible. (Let children be children.) We do this because children love it."
Simone Davies

The book is beautifully written and easy to read, it follows the Montessori principles where Simone starts with the easiest and builds from there. I love the design and layout of the book, there is a comprehensive list of activities given at the end of the book and several checklists for you to go along. It doesn't matter if you are new to Montessori or have been using it for a while, you can just pick up the book and read a part that interests you or from cover to cover. Either way there is a lot of practical useful information which is invaluable for working and living with your toddler.

There are many other books for toddler years talking about gentle parenting, positive discipline, conscious parenting etc but Simone beautifully intertwines the Montessori concepts, her experience and her training with positive discipline workshops to give us this comprehensive guide to raising toddlers. This book should not be missed by any parents with a toddler, who are interested in raising them the 'Montessori way.' ■

Read about Jaya on page 29.



“In Montessori, we teach children to become remarkably independent. We don't do this so that children will grow up as fast as possible. (Let children be children.) We do this because children love it.”



Simone Davies is an AMI (Associate Montessori Internationale) Montessori teacher, as well as the author of The Montessori Notebook, the popular blog and Instagram where she gives tips, answers questions, and provides online workshops to parents around the world. A native Australian, she and her family live in Amsterdam, where she runs parent-child classes as the Jacaranda Tree Montessori school.

This book is also available as an audiobook on *audible*. Simone Davies shares her incredible toddler insights on her Instagram page and on her newly released podcast.



themontessorinotebook

Listening

IN THIS ARTICLE PAUL SCANLAN, MERAKI MONTESSORI SCHOOL, AUCKLAND, HAS SOME GOOD ADVICE FOR US ALL AS TO 'HOW TO SPEAK SO TAMARIKI WILL LISTEN.' I'M SURE YOU WILL GET SOME USEFUL IDEAS WHICH YOU CAN USE WITH YOUR OWN CHILDREN.

Do you find yourself repeating, "Why don't you listen to me?" Or can you think of examples of when you have given the same instruction so many times that in the end you find yourself raising your voice only to hear your child say, "Why are you yelling at me?"

I noticed my mistakes when it comes to communicating with children. I was made aware of this from a Ted Talk I watched called '*How to speak so that people want to listen*,' by Julian Treasure (2014). The Ted Talk identified the do's and don'ts of effective communication.

In his talk, Julian Treasure made the acronym HAIL. This word, according to the Merriam Webster dictionary, can be used to attract attention (merriam-webster.com/dictionary/hail). The acronym is a guide to communicate effectively by following the principles.

HAIL

Honesty (be straight and clear)

Authenticity (be yourself)

Integrity (be your word)

Love (wish them well)



What really stood out for me was the seven habits we can fall into when communicating. Treasure calls these the seven deadly sins of speaking: gossip, judging, negativity, complaining, excuses, lying and dogmatism. However, we need to look at what we can do.

With regards to communicating effectively we can practice making a connection with the child before giving the instruction. Kneel down to the level of the child's eye in order to engage. This will encourage children to focus on you and you can use your voice to connect without being too intense or controlling. Treasure suggests to try and locate your voice at your chest to gain some weight as people generally respond to voices that are rich, smooth and warm.

Begin instruction with the child's name and keep it brief. By saying too much, children can begin to tune out. Forget the superlatives and get to the point. Children dislike lectures, sermons, and long explanations. Faber and Mazlish (2013) remind us the shorter the reminder, the better. If you notice that daydreaming gaze, it's a sign that they have tuned out. Your pace can also let the listener know you are excited by saying something really quickly or you can slow down to emphasise and eventually reach silence.

One of the characteristics for the child in the second plane (6 – 12 years) is the transition into the period of the reasoning mind. This means they are probably thinking of multiple things in that very moment. Your volume will also help in these instances.



High volume will get children excited while low volume will encourage attention.

Alternatively, ask the child to repeat your request. If they can't they may have not understood. Try again in a simpler way or use prosody. Prosody refers to intonation, stress pattern, loudness variations, pausing, and rhythm (Treasure, 2014). We use prosody mainly by varying our pitch, loudness, and duration. People that speak in a monotone are very hard to listen to as there is no prosody.

For younger children you can make an offer such as, "When you have brushed your teeth, I will read you a story in bed." For older children you might want to try "I'll put the timer on for three minutes. In that time, you can put your pyjamas on. I'll start reading when the timer goes off." If they are not ready, start reading anyway; they won't want to miss out.

It is very important to avoid negative words – it has been scientifically proven the brain is unable to process negative words. Turn the negative into a positive statement: "no running,"

can be turned around into, "Please remember to walk inside. You can run outside if you want."

By vocalising negativity, or frowning when you say "No," stress chemicals are released, not only in your brain, but in the listener's as well (Newberg and Waldman, 2012). Information is more effective than accusation. When given information, children can usually figure out for themselves what needs to be done (Faber and Mazlish, 2004).

“It is very important to avoid negative words; it has been scientifically proven the brain is unable to process negative words. Turn the negative into a positive statement.”

Think about the language you are using. For example, use, "When you have picked up all your toys, then we will go to the beach." The word "when" implies that you expect this will

happen, it is not a choice. Using the word "if" implies that there is a choice (Sunshine Teacher's Training N.D.)

Alternatively, you could write a note. Sometimes the written word can be more effective. ("I was left out all night. I'm sad! Please put me back. Thanks. From, your left shoe."). Speak to your child's strengths: their intelligence, initiative, sense of responsibility, sense of humour, and/or their ability to be sensitive to the needs of others. Eliminate talk that damages the spirit and find language that sustains self-esteem. We need to role model the kind of respectful communication that we hope our children will use (Faber and Mazlish, 2004).

We might as well never ask "Why did you do that?" To gain some understanding about a behaviour or to open up a conversation in a different way wait for a later more neutral time when emotions are not overriding clear thought. In the Montessori classroom this is called a grace and courtesy presentation. This gives you a chance to tone down your voice. It's ok for children to be angry or disappointed or any other emotion. Acknowledge it, accept it and give the feeling a name. Hearing words for the experience is comforting (Faber and Mazlish, 2004).

Faber and Mazlish (2004) remind us to talk about our feelings. Comments about their character or personality won't help. By describing what we feel, we can be genuine without being hurtful. Finally, actions speak louder than words. If you are going to say something follow it up with actions. I learnt that if I say something, I have to do it.

Above all, remember to listen with full attention. Sometimes listening doesn't involve saying anything. We need to listen to understand not simply to reply (Nichols and Stevens 2019). ■

Read about Paul on page 29.

Chinese New Year at Inspiring Minds Montessori, Palmerston North

“If the whole of mankind is to be united into one brotherhood, all obstacles must be removed so that men, all over the surface of the globe, should be as children playing in a garden.”

There was great excitement as the children watched dragons and children dance on screen at circle time. We were preparing for Chinese New Year. “Do we have a dragon at Montessori?” the teacher asked. “No,” the younger ones seemed to think, but the older children were trying to remember. “Yes, we do!” the teacher said. Soon some older children were sharing what they remembered about our dragon dance last year. “We go under.” “We walk together.” “Let’s have a party!” “Will there be popcorn?” “We need lots of food!” ...and before we knew it, the children had organised a party. How could we say no?

Our Chinese children were getting ready for the New Year at home, so they knew more about the celebration – but the others were equally excited, and owned it just as much. As they played around with the dragon mask, and danced together, it brought to mind something Maria Montessori said: “If the whole of mankind is to be united into one brotherhood, all obstacles must be removed so that men, all over the surface of the globe, should be as children playing in a garden.” To the children, ‘Chinese New Year’ doesn’t mean the ‘other new year,’ the ‘not-European new year.’ Santa is from the North Pole, dragons are from China – there’s just as much reason for us all to party! Their humility and openness are a sign to us all, of what is possible.

The children also wanted to do some new things, so we learned another dragon dancing song, and a New Year song in English, to go with our usual one in Mandarin. ‘The Year of the Rat’

was mentioned, so we looked into why this is the Year of the Rat. It turns out that it is because of a very old story, about a race between 12 animals, which the rat won. We made a mural, with the animals in order of their placing in the race. Frances’ Mum, Georgiana, even helped Frances count back to find out what year she was born in!

No celebration is complete without food, and Liesl did a great job of organising it. There was popcorn, and most importantly, we cooked dumplings together with Rihana’s special egg filling. We had these on the day of the celebration, after a big dragon dancing session outside. Everyone had a turn to ‘go in the dragon’ to make it dance. We had practices in the days beforehand, too, which were just as much fun!

The dragon dancing practices were for our Chinese Dragon Show. The children have been doing their own Chinese Dragon Show in the playground since late last year, when it became a craze.

So, now that it was actually Chinese New Year, the show was really on.

It started with a new group of dancers, with more contemplative traditional music. Then it was time for us all to be dragons together, in a circle, dancing and prancing and shaking our tails! Finally, it was time to sing ‘Happy New Year’ and shout “Hooray!” Liesl’s Mum, Lisa, thanked us for the wonderful show, and taught us how to say “Happy New Year” in Mandarin. She said we did it well, and everyone shouted “Hooray” again!

This was one of our happiest ever celebrations of Chinese New Year. As Maria Montessori said, “Give the world to the small child.” Cosmic education is a powerful tool to create peace, by developing an understanding of other cultures. We are very lucky to have such a multicultural centre, as it is a great learning opportunity for the children, and for the teachers too. To the children, skin colour is like eye colour, and what an inspiring example this is.



The many languages and cultural viewpoints enrich our centre. Even misunderstandings are food for thought. For example, one of our teachers grew up overseas, and at the end of every day, she says very purposefully: "See you tomorrow." Does she think I might forget to come to work? No – it's not a reminder, but a wish, to see us again! We have all learned that you have to dig deeper, and take your time, when communicating across cultures. There are great rewards for doing so, for example Tukta, one of our teachers, is Chinese, and she has helped us understand Eastern meditation (at different levels, for children and teachers).

Naturally, Tukta is the stalwart of Chinese New Year in our centre, organising the dragon dance, and knowing exactly what to do in every situation. But this year she wasn't here! Luckily, there was Liesl, who at four years old was the driving force behind

the celebrations (and also Liesl's Mum, Lisa). It was Liesl's special friend, Ming Jun, who came up with the idea of doing a dragon dance last year. So Liesl had remembered her friend's project, and carried it on. Our younger children played their own special part, too. On only her second day at the centre, Astrid gave us a full run down on what her family do for Chinese New Year, in front of the whole class at circle time.

So, what does Chinese New Year mean to us? Apart from being a really good excuse for a party, it is a time for our Chinese friends to show us some parts of their culture that are dearly important to them, and to enjoy them together. It was a privilege to have a window into this world, and see the joy on all the children's faces as the Chinese children shared their joy around, making it a celebration for everyone!

Maaïke Bendall, Inspiring Minds Montessori Preschool, Palmerston North. ■



Celebrating beautiful Montessori materials

This year we celebrate Maria Montessori's 150th birthday and Every Educiaid's 50th birthday!

To pre-order this limited edition Toddler Puzzle NI977000 please email info@everyeduciaid.co.nz

www.everyeduciaid.co.nz



**Every
educiaid**

**Nienhuis
MONTESSORI**
www.nienhuis.co.nz



Christmas celebrations at Trillium Montessori School

The tree was adorned with paper tube angels,
With popsicle stars and baubles with faces.
The day had arrived for the Christmas recital,
Led by the children and all were invited.

Full of nerves and glee, they walked into the crowd,
Their mummies and daddies could not be more proud.
Decked in their costumes, with sheep, wings and beards,
To the stage, Mary and Joseph appeared.

After an inn keeper, a stable they found,
Surrounded by livestock and a crib on the ground.
While shepherds were keeping, the angels came down,
To share the good news while they danced all around.

So off went the shepherds to meet the new king,
Along with three wise men who brought some cool bling.
All were delighted to meet the baby boy,
Who would bring to the earth, peace, love and joy.

After a round of applause from all our whānau,
The children then changed into their concert red costumes.
Singing and dancing with all of us gazing,
Thanks to our tamariki – you were truly amazing!

Trillium Montessori, Christchurch. ■

Our taonga whakairo

AS YOU WALK THROUGH THE ENTRANCE OF WAIKANAЕ MONTESSORI PRESCHOOL, LIFT YOUR EYES TO ADMIRE OUR NEW TAONGA WHAKAIRO.

This project was led by our preschools newly appointed head teacher Marg Streeter and carved by alumni Rakairoa Te Kariri Hori. Our taonga depicts our awa – Waikanae River, filled with fish and eels flowing out to our motu – Kāpiti Island, surrounded by bird life. All this sits under the whakatauki which reflects all we do here at Waikanae Montessori Preschool. *Mā te huruhuru, ka rere te manu – Adorn the bird with feather so it can fly.*

On Thursday 12 December 2019 we had our carving blessed and this ceremony was attended by around 200 family and friends of the preschool and

members from Whakarongotai Marae. The children sang their kapahaka waiata which they have been learning with our Matua Rangi Halbert. Following the blessing, the children performed Christmas items under our stunning shade tree. We even had a special visitor, Santa, who brought presents for all our children. The Taiko drummers entertained us while our families picnicked. It was a great way to end our year and great way to celebrate new beginnings. This is us – Waikanae Montessori Preschool.

Cushla Holford, Waikanae Montessori Preschool, Wellington. ■



Visit to a rest home

BUILDING LINKS WITH THE COMMUNITY IS ANOTHER IMPORTANT ASPECT IN THE HOLISTIC LEARNING AND DEVELOPMENT OF THE CHILDREN.

On Friday 6 December 2019, some of the Bambini tamariki, along with their kaiako visited Eventhorpe Rest Home and Hospital and spent some time with the residents. The tamariki showcased their choral talents by singing Christmas songs. The residents, along with some of the staff, offered a dance number in which tamariki also joined in.

The residents and tamariki had afternoon tea afterwards which included the cookies that the tamariki baked themselves and some cupcakes from the Bupa staff. It was a very lovely experience for everyone.

Mamira Ali, Montessori House of Children, Hamilton. ■



Opening of Kerikeri Montessori Preschool

“We wanted our centre to reflect beauty and order, and a true ‘House for Children’ where our children and their families can come and feel valued and respected.”

We met through our last place of employment. Jess was covering a maternity leave position and Annie was the head teacher. We soon found out that we were both Montessori-trained and Annie confided that she was hoping to open a Montessori centre in Kerikeri. Jess jumped on board and we agreed that Jess would have the 0–3 environment and Annie the 3–6 environment.

Annie (after many months of searching) had already found a great space. We dedicated months to getting resource consent, building consent, renovating, getting all the necessary paperwork and legislative requirements ticked off so we could get our building compliant in order to meet the requirements of the Ministry of Education’s licensing process.

This was a long, exhaustive process and involved working seven days a week, in between working full time, calving (Jess and her husband manage a dairy farm) and looking after our own young families and households. It went on for months and months and months. We did take a break to go to the Montessori Conference in Auckland and this refreshed our spirits and gave us the motivation to keep going!

After many delays, we finally received our licence to open on 6 January – exactly 113 years after Maria Montessori opened her first Casa dei Bambini; a great coincidence! We opened with just a few enrolments; we had some families who were interested in the method and some who knew Annie from her many years of working in ECE in Kerikeri.

It was a scary time opening with so few enrolments, but we have always connected because of our shared vision of creating a centre that put children and families at the heart of all we do. We wanted our centre to reflect beauty and order, and a true ‘House for Children’ where our children and their families can come and feel valued and respected. It was very important for us to value our commitments to Te Tiriti o Waitangi and embrace the principles of partnership, participation and protection. Our families have been instrumental in sharing the good word about our Centre and the Montessori philosophy, and in a short time our enrolments have grown exponentially.

In the time we have been open, there have of course been challenges. Only Hudson, one of our 4-year-old boys, has ever been in a Montessori Centre, and putting in place the work cycle and routines of our 3–6 year class has been hard, but rewarding work. We take stock of all the small victories, such as seeing a child return work to the shelf or watching our toddlers develop their concentration. We love to see our children come in of the morning, excited to help prepare the morning tea or to water the plants. We have started to see the calmness and community develop and to us, it is absolutely worth all the sleepless nights and stress!

We are so thankful to our own families and friends for all their support. We are so grateful to Cathy Wilson (MANZ EO), the Schwanders, Stacey Butson, Lynlee Gallagher and Lee Georgel for all their Montessori advice and guidance. We cannot thank our wonderful team enough for taking this journey with us.

Ngā mihi,

Jess and Annie, Montessori Children’s House Kerikeri. ■



Contributors & columnists

THE GIFTED WRITERS BEHIND THIS ISSUE OF MONTESSORI VOICES.



Amy Johnson / Contributor

Amy began at Wā Ora Montessori School, Wellington in 2015 after previously working in Montessori centres in Australia. She holds a Bachelor of Arts (Linguistics), an AMI 3–6 Diploma and a Masters of Education. Amy loves connecting children with the tools in their environment to discover for themselves their own passion for learning; she says she feels privileged to see them reveal their personality through their interests and actions. "Wā Ora provides a lovely environment for this 'work' to happen. In my free time, I enjoy camping and hiking with my family, and my two young boys keep me busy at the beach, the skatepark and bike tracks but relaxing with a good book in a sunny spot can't be beat!"



Antonette Jestine Ilustrisimo / Contributor

Antonette Jestine Ilustrisimo works at Waikato Montessori Education Centre in Tamahere, Hamilton. She received her Bachelor's Degree in Education – Early Childhood Education major in Montessori at the University of San Carlos in Cebu City, Philippines where she also earned her M.Ed in Early Childhood. She has been working in Montessori since 2006. She moved to New Zealand in 2011 with her family where she continued her career. In 2018, she earned her AMI 0–3 Assistant's Certificate in Auckland to prepare her for her current role.



Careza Jaja Reyes / Contributor

Jaja began her Montessori journey in the Philippines in 2003 where she was a 6–9 class directress for several years. She realised how Montessori education can truly make an impact in society by inspiring the tamariki but knew that it was not easily accessible by many. She then helped set-up a Montessori-inspired centre for an Indigenous group who lived in a remote river community in central Philippines. Her love for the great outdoors drew her and her partner Oliver to New Zealand in 2011 and Wellington has since been their home. She is a strong believer that education must extend beyond the classroom and appreciates how our country offers a safe place to develop a Going Out programme. She worked for many years in Berhampore Montessori, completed her AMI training in Sydney and is currently the 6–12 guide in Tawa School's Manaaki Montessori class.



Jason Johnson / Contributor

Jason is a teacher in the 12–15 years environment, working with the amazing adolescents at Wā Ora Montessori School in all subjects – humanities, occupations, English, mathematics, advisory time. He has been teaching for about 13 years in secondary schools, originally starting out as an English teacher, then transitioning into teaching Science and Philosophy. Now he gets to do all that at once and really work his creative muscles. He is also a geek and a musician, so in his personal time he is usually doing something in that world – practicing, performing or recording and tinkering with computers.



Pam Shand / Columnist

Pam is a Montessori practitioner, with many years of experience in both early childhood and primary settings. For three decades she has worked in New Zealand, developing programmes, supporting teachers and teachers in training, talking with parents and discussing Montessori ideas in public settings. Pam believes wholeheartedly in free public education, but also believes that Montessori IS the leading edge of today's educational discussion. With key insights into harnessing the power of young minds, Montessori points to what needs to change and why. For more information about her work in the Montessori community, see her website: pamshand.co.nz.



Carli Hausler / Columnist

Carli Hausler has been a 0–3 Montessori guide since 2010. She completed her AMI Assistants to Infancy diploma at Montessori Northwest in Portland and is now enrolled in the AMI Training of Trainers programme. Carli is working in Auckland establishing a programme for both infants and toddlers with a fantastic team of dedicated people. Carli says, “I love this work more and more with each passing day – it is a privilege to be journeying alongside so many wonderful children and their whānau. Every day is a new adventure filled with joy, discoveries and possibilities.”



Krista Kerr / Columnist

Krista has been part of Wā Ora Montessori School since starting as a parent in 2005, attending the playgroup there with her son. Discovering Montessori philosophy inspired her and she returned to university, obtaining her Post Grad ECE diploma. She enjoyed teaching in the preschool before moving with her family to London to do the AMI 3–6 Diploma and post diploma, returning in 2012 to take up her current position. Krista’s two sons are in the high school at Wā Ora and she has valued learning about the different sectors as they have moved up the school. She especially enjoys the three-year cycle in Montessori education which allows building strong relationships with tamariki and their whānau. In July 2019 she was elected onto the MANZ Council, where she is enjoying experiencing Montessori pedagogy and philosophy from a different perspective.



Tesneem Couper / Columnist

Tesneem Couper is a preschool and primary trained Montessori teacher who obtained her qualifications in Toronto, Canada at TMTTI. She is currently a 9–12 teacher at Eastern Suburbs Montessori in Auckland, and has spent 16 years of her 20 years of teaching working with 9–12 students. Tesneem grew up with Montessori, since her mother had trained as a Montessori teacher prior to her birth, and she spent most summers at her aunt’s Montessori school in Brantford, Ontario. What she loves most about Montessori is the focus on following the child’s needs and developing strong relationships with students and their whānau. As well as being a Montessori parent and dance mum, Tesneem is an avid knitter and baker, and has a passion for music, visual arts and good food.



Jaya Balar / Columnist

Jaya came to New Zealand from India in 2009 to pursue her postgraduate degree in management, and discovered Montessori while working in a preschool as a reliever. She knew she had found her passion. Since then she has mainly worked in Montessori 3–6 year environments. Jaya has a New Zealand teaching qualification, Montessori Centre International (MCI) Diploma and attended the AMI 0–3 Certificate Course. Jaya has a newborn daughter and looks forward to sharing her journey as a Montessori mum. She is also documenting her journey as a mother on Instagram as ForestMontessori, and at forestmontessori.com.



Paul Scanlan / Columnist

In a distant land, there once lived the Scanlan family. They were passionate about a philosophy called Montessori. This consumed Paul’s (the father) time as he constantly enrolled for degrees, diplomas and certificates. The mother of the family, Jonelle, who was also a teacher, sold her business to care for their children. The parents find that they both learn from their children on a daily basis. One day the father took a job at a school called Meraki Montessori and together with the other staff and families, worked on building an empire of quality Montessori education. It would be a great end to the story if the Scanlans lived happily ever after. However, this is yet to be seen. Currently Quinn (7) attends Meraki Montessori with her dad, and Camryn (5) attends Totara Hill Montessori, while Jonelle dabbles in all sorts of business ideas. Paul is trying to resist enrolling in another AMI qualification while he guides the children in the classroom in Montessori education. ■



Situations vacant

ALL VACANCIES ARE LISTED IN FULL AT WWW.MONTESSORI.ORG.NZ/JOBS-NZ

Northland/Whangarei

Self-employed Montessorian. **E:** sueandclaudeturich@gmail.com

Dream Childcare, Auckland

Montessori-qualified ECE teacher with overseas opportunity.

E: sarahworn@dream.co.nz

St Johns Montessori, Auckland

Montessori trained childcare worker. **E:** admin@stjohnsmontessori.co.nz

Tipu Montessori, Auckland

ECE qualified teacher. **E:** info@tipu-montessori.school.nz

Riverhead Montessori Preschool Learning Centre, Auckland

ECE registered Montessori kaiako. **E:** admin@riverheadmontessori.co.nz

Montessori @ Otari Preschool

ECE and Montessori trained teacher. **E:** florence@otaripreschool.school.nz

Smart Start Montessori Preschool, Auckland

Montessori teacher. **E:** info@smartstart.school.nz

Harbour Montessori, Auckland

Intermediate/secondary school teacher.

E: admin@harbourmontessori.co.nz

Fountain City Montessori, Hamilton

Montessori preschool teacher. **E:** jobs@fcm.nz

Waikato Montessori Education Centre, Hamilton

Montessori guide for two-year-old room. **E:** admin@goldenbeads.org.nz

Little Sweethearts Montessori, Tauranga

ECE Montessori directress/director. **E:** rhonda@littlesweethearts.co.nz

Montessori 0-3 qualified ECE teacher. **E:** rhonda@littlesweethearts.co.nz

Puddleducks' Montessori Preschool, Palmerston North

Montessori kaiako. **E:** natalie@puddleducks.co.nz

Ōtaki Montessori Preschool, Ōtaki

Centre manager. **E:** om_admin@otakimontessori.co.nz

Kāpiti Primary School, Kāpiti

Permanent teacher – Montessori strand. **E:** admin@kapiti.school.nz

Teacher assistant for terms 1 and 2, 2020. **E:** admin@kapiti.school.nz

Manaaki Montessori@Tawa Primary, Wellington

Teaching assistant. **E:** tsharpes@tawa.school.nz

Capital Montessori School, Wellington

ECE Montessori teacher. **E:** careteam@edperson.co.nz

Montessori ECE teacher (afternoons). **E:** careteam@edperson.co.nz

Wā Ora Montessori School, Lower Hutt

Lead teacher 12-15 years. **E:** joanne@waora.school.nz

Permanent Montessori teacher 9-12 years x2. **E:** joanne@waora.school.nz

Montessori Blenheim, Marlborough

New teachers/kaiako. **E:** rachel@montessoriblenheim.co.nz

Full time head teacher. **E:** rachel@montessoriblenheim.co.nz

Nova Montessori, Christchurch

Montessori qualified primary teacher.

E: pauline@novamontessori.school.nz

Windsor Montessori Preschool, Invercargill

ECE qualified and experienced registered teacher. **E:** jen@4es.nz

References

Page 9 Food as an opportunity for education

¹ Pavarotti in My Own Story" William Wright, 1981

² Maria Montessori, 1909, *The Montessori Method*

Page 12 Characteristics of age groups

Montessori, M 1995, *The Absorbent Mind*, Henry Holt and Company, New York

Montessori, M 2007, *Creative Development in the Child Volume One*, Kalakshetra Press, India

Page 15 The magic of Montessori mathematics

³ Duffy, Michael. *Math Works: Montessori Math and the Developing Brain*. ParentChild Press, a division of Montessori Services – www.montessoriservices.com, 2008, p6-8

⁴ Montessori, Maria. *The Absorbent Mind*. Oxford: Clio Press, 2004, p25

⁵ Duffy, Michael. *Math Works: Montessori Math and the Developing Brain*. ParentChild Press, a division of Montessori Services – www.montessoriservices.com, 2008, p33

⁶ Ibid p58

Page 21 Listening

Faber, A, Mazlish, E. (2004), *How to Talk So Kids Will Listen & Listen So Kids Will Talk* [eBook] Harper Collins. Available at:

<http://www.theshulpreschool.org/wp-content/uploads/2013/12/How-to-Talk-so-Kids-Will-Listen.pdf> [accessed 14 February 2020]

Nichols, G. Stevens, A. (2019). *Listening to People* Harvard Business Review. Available at <https://hbr.org/1957/09/listening-to-people> [accessed 14 February 2020]

Newberg, A (M.D.) and Waldman, M. (N.D.), *Why This Word Is So Dangerous to Say or Hear* [eBook] Available at: <https://www.psychologytoday.com/us/blog/words-can-change-your-brain/201208/why-word-is-so-dangerous-say-or-hear> [accessed 14 February 2020]

Sunshine Teachers' Training: Inspiring Educators. (N.D.), *12 Ways to Talk so Your Child Will Listen* [online] Available at: <https://sunshineteacherstraining.id/12-ways-to-talk-so-your-child-will-listen/> [accessed 14 February 2020]

Treasure, J. (2013). *How to Speak so that People Want to Listen* [Video file]. Retrieved from http://https://www.ted.com/talks/julian_treasure_how_to_speak_so_that_people_want_to_listen/transcript?language=enwww.ted.com.rest_of_URL [accessed 14 February 2020]

Webster, M. (N.D.). In: *The Merriam-Webster Dictionary*. [online] Available at: <https://www.merriam-webster.com/dictionary/hail> [accessed 14 February 2020]





MANZ member school listing



NORTHLAND

Montessori Children's House Kerikeri, 47 Hobson Ave, Kerikeri. (09) 945 6479. info@montessorikerikeri.co.nz. www.montessorikerikeri.co.nz

AUCKLAND

Acorn Montessori Children's House, 7 Kawerau Ave, Devonport. (09) 445 4500. acorn.montessori@gmail.com. www.acornmontessori.co.nz

Aranui Montessori Preschool, 17 Chartwell Ave, Glenfield. (09) 443 7378. info@aranuimontessori.co.nz. www.aranuimontessori.co.nz

BestStart Montessori The Children's House, 1 Clover Dr, Henderson. (09) 833 7119. mont.childrenshouse@best-start.org. www.best-start.org

Coast Montessori Preschool, 42 Silverdale St, Silverdale, North Auckland. (09) 427 5544. info@coastmontessori.co.nz. www.coastmontessori.co.nz

Eastern Suburbs Montessori Primary School, C/- Glendowie School, 217 Riddell Rd. (09) 575 7434. info@montessoriprimary.school.nz. www.montessoriprimary.school.nz

Glendowie Montessori Preschool, 227 West Tamaki Rd, Glendowie. (09) 575 6453. admin@glendowiemontessori.net.nz. www.glendowiemontessori.net.nz

Golden Grove Montessori Primary, 57 Grey St, Onehunga. (09) 636 4461. office@goldengrove.school.nz. www.goldengrove.school.nz

Harbour Montessori College, 14 Mills Ln, Albany. 020 4183 4857. info@harbourmontessori.co.nz. www.harbourmontessori.co.nz

Huapai Montessori at Huapai District School, 40 Station Rd, Huapai. (09) 412 5042. info@huapaimontessori.org.nz. www.huapaimontessori.org.nz

Kohimarama Montessori Preschool, 36 Allum St, Kohimarama. (09) 528 7970. kohimontessori@xtra.co.nz. www.kohimontessori.co.nz

Koru Montessori, 21 Kapiti Pl, Sunnybrook. (09) 410 9535. korumontessori@xtra.co.nz. www.korumontessori.co.nz

Kumeu Montessori Preschool, 8 Griville St, Kumeu. (09) 412 9885. managers@kumeumontessori.co.nz. www.kumeumontessori.co.nz

Learning Edge Montessori Preschool, 2 Sunray Ave, Titirangi. (09) 817 1170. learning_edge@hotmail.com. www.learningedgemontessoripreschool.com

Lil' Champs Early Learning Centre & Montessori Preschool - Highland Park Branch, 43 Aviemore Drive, Highland Park. (09) 532 8777. manager@lilchamps.co.nz. www.lilchamps.co.nz

Lil' Champs Early Learning Centre & Montessori Preschool - Mission Heights Branch, 479B Ormiston Rd, Flat Bush. (09) 271 2273. manager@lilchamps.co.nz. www.lilchamps.co.nz

Lil' Champs Early Learning Centre & Montessori Preschool - Papatoetoe Branch, 431 Great South Rd, Papatoetoe. (09) 277 2556. papatoetoe@lilchamps.co.nz. www.lilchamps.co.nz

Little Earth Montessori Panmure, 45 Ireland Rd, Panmure. (09) 527 0553. cm.panmure@littlearth.co.nz. www.littlearth.co.nz

Little Earth Montessori Remuera, 45 Ascot Ave, Remuera. (09) 520 0021. cm.remuera@littlearth.co.nz. www.littlearth.co.nz

Little Earth Montessori Rosedale, 8 Tarndale Gr, Rosedale. (09) 415 4205. cm.rosedale@littlearth.co.nz. www.littlearth.co.nz

Little Engines Montessori, 56 Surrey Crescent, Grey Lynn. (09) 378 9502. manager@little-engines.co.nz. www.little-engines.co.nz

Little Star Montessori House of Children, 21 Buisson Glade, West Harbour. (09) 416 9696. littlestarmontessori@xtra.co.nz. www.littlestarmontessori.co.nz

Little Steps Montessori Preschool, 29 Omega St, Rosedale. (09) 444 3934. littlesstepsalbany@gmail.com. www.littlesstepschool.co.nz

Luna Montessori Preschool, 10 Blenheim St, Glenfield, North Shore. (09) 419 2655. admin@lunamontessori.com

Marshwood Montessori School, 20 Mt Taylor Dr, St Heliers. (09) 521 5288. marshwoodmontessori@xtra.co.nz. www.marshwoodmontessori.co.nz

Meraki Montessori School, Sidwell Rd, Silverdale. (09) 554 1583. admin@merakimontessori.co.nz. www.merakimontessori.co.nz

Montessori @ Howick Primary, Howick Primary School, 40 Willoughby Ave, Howick. (09) 535 5127. admin@montessorihowickprimary.school.nz. www.montessorihowickprimary.school.nz

Montessori @ Pakiri Primary School, Bathgate Rd, RD2, Auckland. (09) 422 6076. office@pakiri.school.nz. www.pakiri.school.nz

Ōrakei Montessori Primary, Grace St, Ōrakei. (09) 521 0657. office@orakei.school.nz. www.orakei.school.nz

Pakuranga Montessori Learning Centre, 71 Udyrs Rd, Pakuranga. (09) 213 1866 or 021 710 065. pmontessori2014@gmail.com

Peace Experiment, 18 Pilkington Rd, Panmure. (09) 391 9200. steven@peace.school.nz. www.peace.school.nz

Remuera Montessori, 2 Armadale Rd, Remuera. (09) 520 2805. info@remueramontessori.co.nz. www.remueramontessori.co.nz

Riverhead Montessori Learning Centre, 280e Riverhead Rd, Riverhead. (09) 412 7171. admin@riverheadmontessori.co.nz. www.riverheadmontessori.co.nz

St Johns Montessori, 75 Merton Rd, St Johns, Auckland. (09) 09 521 3040. admin@stjohnsmontessori.co.nz

Superstart Childcare Centre (Montessori Class), 88 Lady Ruby Drive, East Tamaki, Auckland. (09) 274 9226. info@superstart.co.nz

The Children's Corner, 30 Cook St, Howick. (09) 533 0397. thechildrenscorner@gmail.com. www.thechildrenscorner.co.nz

Tipu Montessori, 67 Walmsley Rd, Otahuhu. (09) 276 1679. admin@tipu-montessori.school.nz. www.tipu-montessori.school.nz

Titoki Montessori School, 70A Stredwick Dr, Torbay. (09) 473 0362. admin@titokimontessori.school.nz. www.titokimontessori.school.nz

Totara Hill Montessori, 8 Smith Rd, Matakana. (09) 422 9981. totarahillmontessori@xtra.co.nz. www.totarahillmontessori.co.nz

Waiuku Montessori Preschool, 8 Valley Road, Waiuku. (09) 947 9781. alana@waiukumontessori.co.nz

Wee Wisdom Montessori School, 159 Great South Rd, Drury. (09) 294 7978. admin@drury@weewisdommontessori.co.nz. www.weewisdommontessori.co.nz

Wee Wisdom Montessori Weymouth Tuakana, 32 McInnes Rd, Weymouth. (09) 268 0017. admin@weewisdom@weewisdommontessori.co.nz. www.weewisdommontessori.co.nz

WAIKATO

BestStart Montessori Flagstaff, 3 Admiral Crescent, Flagstaff, Hamilton. (07) 854 3857. mont.flagstaff@best-start.org. www.best-start.org

Cambridge Montessori Preschool, 22A Taylor St, Cambridge. (07) 823 5949. admin@cmcs.co.nz. www.cmcs.co.nz

Cambridge Montessori Preschool, 18 Raleigh St, Cambridge. (07) 823 5138. admin@cmcs.co.nz. www.cmcs.co.nz

Fountain City Montessori, 2D Brooklyn Rd, Claudelands, Hamilton. (07) 855 2696. info@fcm.nz. www.fcm.nz

Montessori House of Children, 697A Waikare Dr, Chartwell, Hamilton. (07) 282 0893. info@mhoc.co.nz. www.mhoc.co.nz

Montessori Little Hands, 309 Rutherford St, Te Awamutu. (07) 280 7284. montessorilittlehands@gmail.com

Waikato Montessori Education Centre, 267 Newell Rd, Tamahere, Hamilton. (07) 858 3563. info@waikatomontessori.org.nz. www.waikatomontessori.org.nz

BAY OF PLENTY

BestStart Montessori Bethlehem, 250 State Highway 2, Bethlehem, Tauranga. (07) 579 3661. mont.bethlehem@best-start.org. www.best-start.org

BestStart Montessori Otumotai, 43 Queen Rd, Tauranga. (07) 576 8898. mont.otumotai@best-start.org. www.best-start.org

Daisy Cottage Montessori, 38 Gloucester Rd, Mt Maunganui. (07) 572 0300. contactus@daisycottage.co.nz. www.daisycottage.co.nz

HiLinks Montessori Centre, 34 Sala St, Rotorua. (07) 347 2992. hjmontessori@xtra.co.nz

Little Einsteins Montessori, 1 MacDonald St, Mt Maunganui. (07) 572 5916. admin@littleeinsteins.co.nz. www.littleeinsteinsmontessori.co.nz

Little Sprouts Montessori Preschool, 72 Domain Rd, Whakatane. (07) 308 9155. sprouts@xtra.co.nz. www.littlesproutspreschool.co.nz

Little Sweethearts Montessori - Historic Village, 159 Seventeenth Ave, Tauranga. (07) 578 7447. enquiries.village@littlesweethearts.co.nz. www.littlesweethearts.co.nz

Montessori @ Arataki Primary School, 4 Kaimanawa St, Mt Maunganui. (07) 525 0560. aratakiadmin@tmet.org.nz. www.tmet.org.nz

Montessori @ Bellevue Primary School, 20 Princes St, Bellevue, Tauranga. (07) 925 0560. bellevueadmin@tmet.org.nz. www.tmet.org.nz

Montessori @ Malfroy, Malfroy School, 196 Malfroy Rd, Rotorua. (07) 348 8588. info@rotoruaamontessori.org.nz. rotoruaamontessori@gmail.com

Montessori Milestones Preschool, 2 Enterprise Dr, Papamoa, Tauranga. (07) 542 0150. info@montessorimilestones.com. www.montessorimilestones.com

Scuola Montessori - Fifteenth Avenue, 182 Fifteenth Ave, Tauranga. (07) 562 3762. enquiries@scuolamontessori.co.nz. www.scuolamontessori.co.nz

Scuola Montessori - Waihi Rd, 112 Waihi Rd, Judea. (07) 578 8434. enquiries@scuolamontessori.co.nz. www.scuolamontessori.co.nz

The Tree House Bilingual Montessori Preschool, 25 Hinemoa St, Whakatane. (07) 307 7155. info@thetreehouse.school.nz

GISBORNE / HAWKE'S BAY

BestStart Montessori Taradale, 79 Gloucester St, Taradale. (06) 845 9380. mont.taradale@best-start.org. www.best-start.org

Gisborne Montessori Preschool, 207 Ormond Rd, Gisborne. (06) 868 9182. gismontessori@xtra.co.nz. www.gisbornemontessori.org.nz

Montessori 3-6 Trilingual Early Childhood Education, Cnr Georges Drive & Chambers St, Napier. (06) 833 6970. vicky@montessori3-6.com. www.montessori3-6.com

Montessori @ Port Ahuriri Primary School, Port Ahuriri School, 15 Lever St, Napier. (06) 844 3000. info@hawkesbaymontessori.org.nz. www.hawkesbaymontessori.org.nz

NEW PLYMOUTH / WANGANUI

Montessori @ Moturoa Primary School, Pioneer Rd, New Plymouth. (06) 758 0944. office@moturoa.school.nz. www.moturoa.school.nz

New Plymouth Montessori School, 75 - 81 Dorset Ave, New Plymouth. (06) 758 0944. admin@npmontessori.co.nz. www.newplymouthmontessori.co.nz

Wanganui Montessori Preschool, 88 Virginia Rd, St Johns Hill, Wanganui. (06) 347 8886. info@wanganuimontessori.co.nz. www.wanganuimontessori.co.nz

MANAWATU

Inspiring Minds Montessori Preschool, 11 Matipo St, Takarua, Palmerston North. (06) 355 3354. imindsmontessori@xtra.co.nz. www.imindsmontessori.co.nz

Montessori Educare, 75A Maxwell's Line, Awapuni, Palmerston North. (06) 356 4697. office@montessorieducare.co.nz. www.montessorieducare.co.nz

Puddleducks' Montessori Preschool, 43 Parnell Heights, Palmerston North. (06) 356 4616. michelle@puddleducks.co.nz. www.puddleduckspreschool.co.nz

Shaken Oak Montessori, 155 South St, Feilding. (06) 323 3000. shakenoak@xtra.co.nz. www.shakenoak.co.nz

KAPITI

BestStart Montessori Kāpiti, 304 Kāpiti Rd, Paraparaumu Beach. (04) 550 6832. mont.kapiti@best-start.org. www.best-start.org

Kapiti Primary School, 20 Iver Trask Place, Paraparaumu. (04) 298 5605. admin@kapiti.school.nz

Little Earth Montessori Kapiti, 15 Te Tupe Rd, Paraparaumu. (04) 298 1730. cm.kapiti@littlearth.co.nz. www.littlearth.co.nz

Ōtaki Montessori Preschool, Haruatai Park Mill Rd, Ōtaki. (06) 364 7500. cm_admin@otakimontessori.co.nz. www.otakimontessori.co.nz

Waikanae Montessori Preschool, 1B Seddon St, Waikanae. (04) 293 6135. info@waikanaemontessori.school.nz. www.waikanaemontessori.school.nz

WAIARAPA

Montessori @ South End Primary School, 275 High St South, Carterton. (06) 379 4000. secretary@southend.school.nz. www.southend.school.nz

Scuola Montessori Masterton, 332 Ngaurumutu Rd, Solway. 06 370 2337. admin@scuolamontessori.co.nz

Wairarapa Montessori Preschool, 114 Lincoln Rd, Masterton. (06) 370 1471. wairarapa.montessori@gmail.com. www.wairarapamontessori.co.nz

WELLINGTON

Aroha Montessori, 3 Messines Ave, Trentham, Upper Hutt. (04) 528 5223. admin@arohamontessori.co.nz. www.arohamontessori.co.nz

BestStart Montessori Johnsonville, 23A Elliott St, Johnsonville. (04) 478 6071. mont.rangimarie@best-start.org. www.best-start.org

BestStart Montessori Kilbirnie, 11 Vallance St, Kilbirnie. (04) 387 1195. mont.kilbirnie@best-start.org. www.best-start.org

BestStart Montessori Rongotai, 192 Rongotai Rd, Kilbirnie. (04) 387 1192. mont.rongotai@best-start.org. www.best-start.org

Capital Montessori School, 14 Camrose Gr, Kingston. (04) 389 2395. office@montessorischool.nz. www.montessorischool.nz

Manaaki Montessori @ Tawa Primary School, 6A Oxford St, Tawa. (04) 232 6453. enquiries@montessoritawa.org. www.montessoritawa.org

Mana Montessori Preschool, 1 Albatross Close, Whitby. (04) 234 1489. info@manamontessori.school.nz. www.manamontessori.school.nz

Montessori @ Berhampore Primary School, 105 Britomart St, Berhampore. (04) 389 9391. montessori@berhampore.school.nz. www.berhamporemontessori.org

Montessori @ Te Kura o Otari - Otari School, 166 Wilton Rd, Wilton. (04) 475 9688. info@otaripreschool.school.nz. www.otaripreschool.school.nz

Montessori Children's House, 121 Darlington Rd, Miramar. (04) 388 3529. office@montessorichildrenshouse.co.nz

Montessori Primary @ Otari School, 166 Wilton Rd, Wilton. (04) 475 3018. office@otari.school.nz. www.otari.school.nz

South Wellington Montessori School, 4 Duppa St, Berhampore. (04) 389 2185. info@montessorieco.co.nz. www.montessorieco.co.nz

Tawa Montessori Preschool, 25 Hinau St, Tawa. (04) 232 3738. admin@tawamontessori.co.nz. www.tawamontessori.co.nz

Wā Ora Montessori School, 278 Waddington Dr, Naenae, Lower Hutt. (04) 567 2377. office@waora.school.nz. www.waora.school.nz

NELSON / MARLBOROUGH

Jan's Preschool, 203 Howick Rd, Witherlea, Blenheim. (03) 577 8866. janspreschool203@gmail.com. www.janspreschool.co.nz

Kauri Montessori Preschool, 39 Tukuka St, Nelson. (03) 548 9186. A/H (03) 546 9550. kauri.montessori@gmail.com. www.baysmontessori.co.nz

Montessori Blenheim, 5 Francis St, Blenheim. (03) 577 8443. office@montessoriblenheim.co.nz. www.montessoriblenheim.co.nz

Nelson Montessori Preschool, 87 Atawhai Dr, The Wood, Nelson. (03) 546 8768. nelson.montessori@gmail.com. www.baysmontessori.co.nz

Stoke Montessori Preschool, 61 Marlowe St, Stoke, Nelson. (03) 547 1022. stoke.montessori@gmail.com. www.baysmontessori.co.nz

CANTERBURY

Ashburton Montessori Preschool, 176 Chalmers Ave, Ashburton. (03) 308 0380. ashburtonmontessori@hotmail.com. www.ashburtonmontessori.co.nz

BestStart Montessori Kilmarnock Street, 27 Kilmarnock St, Mona Vale, Christchurch. (03) 348 9179. kilmarnock@best-start.org. www.best-start.org

Beststart Montessori St Albans, 96 Trafalgar St, St Albans, Christchurch. (03) 356 0111. mont.stalbans@best-start.org. www.best-start.org

Casa dei Bambini Foundation School, 333 River Rd, Christchurch. (03) 385 7312. admin@casadeibambini.school.nz. www.casadeibambini.school.nz

Courtyard Montessori Preschool, 99A Somerfield St, Christchurch. (03) 332 1444. info@courtyardpreschool.org.nz. www.courtyardpreschool.org.nz

Haywood Cottage Montessori, Huffey St, Geraldine. (03) 693 8989. cottagenurseryschool@xtra.co.nz. www.haywoodcottageamontessori.com

Nova Montessori School, 53 Owles Tce, New Brighton. (03) 382 0503. admin@novamontessori.school.nz. www.novamontessori.school.nz

Trillium Montessori School, 132 Springs Rd, Hornby, Christchurch. 027 352 3596. info@trilliummontessori.co.nz. www.trilliummontessori.co.nz

OTAGO

BestStart Arrowtown, 16 Wiltshire St, Arrowtown. (03) 442 0032. arrowtown@best-start.org. www.best-start.org

BestStart Montessori Mosgiel, 65 Murray St, Mosgiel. (03) 489 0434. mont.mosgiel@best-start.org. www.best-start.org

BestStart Montessori the Gardens, 5 Chambers St, North East Valley, Dunedin. (03) 473 7630. montgardens@best-start.org. www.best-start.org

City Heights Childcare and Montessori, 254 York Pl, Dunedin Central. (03) 477 4532. info@cityheights.ac.nz. www.cityheights.ac.nz

Learning Links Montessori Dunedin, Cnr Ravelston St and Queens Dr, Dunedin. (03) 455 5066. gavin@cecestate.co.nz. www.gumtreemontessorichildcare.co.nz

Māori Hill Montessori Preschool, 607A Highgate, Māori Hill, Dunedin. (03) 466 7313. maorihillmontessori@xtra.co.nz

Montessori Children's House, 122 Kings Dr, Wanaka. (03) 443 8389. info@mcwh.co.nz. www.mcwh.co.nz

Montessori House Casa dei Bambini, 23 Nairn St, Dunedin. (03) 464 0143. pathwaysmontessori@xtra.co.nz

Montessori House Casita dei Bambini, 10 Beresford St, Dunedin. (03) 467 5968. pathwaysmontessori@xtra.co.nz

Montessori Oamaru Nursery & Preschool, 6 Regina Lane, Oamaru. (03) 901 0500. enquiries.montesoamaru@gmail.com. www.montessorioamaru.co.nz

SOUTHLAND

Montessori Invercargill Children's House, 375 Tweed St, Georgetown, Invercargill. (03) 216 6077. office@montessorinvercargill.co.nz. www.montessorinvercargill.co.nz

Windsor Montessori Preschool, 99 Wilton St, Windsor, Invercargill. (03) 213 0816. windsormontessoripreschool@gmail.com

OVERSEAS MEMBERS

Jia Ye Kindergarten, No. 68 Shuang Fu 1st Road, Cheng Du, Si Chuang, China. +86 (28) 8431 7888. 3294676753@qq.com.





INVEST IN your team!

- ➔ COLLABORATE & MENTOR
- ➔ TEACHER PORTFOLIOS
- ➔ APPRAISALS
- ➔ FAMILY ENGAGEMENT

End-to-end
documentation for
early education.

Discount for MANZ
members!

Try us at: www.geteduca.com