

NORTHSIDE MONTESSORI SCHOOL

CHRONICLE

SPRING

SKILLS TO THRIVE

How a Montessori Education helps prepare children for the workplace of the future.

SHARING THE LOVE

See how our brand new PPP class are settling in & learning the ropes.



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NORTHSIDE CHRONICLE
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from the principal

*The teacher has phoned
and left a message...yoiks!*

by Barbara Maxfield



You've just come out of a staff meeting at work and you see a message that your child's teacher has phoned you. For most parents there will be an instant response of fear or dread! Our own memories from school and the conditioning we've had suggest that being called to the teacher or being sent to the Principal is definitely not good news! It won't be fun. You might be expecting that the teacher is calling about an incident that's happened, or your child's behavior or their learning.

If your child is in a school where the teacher calls you directly then you are in a school where there is genuine interest and care for your child. That's great. See this as an opportunity to find out more about your child and their learning. Good schools will foster a three-way partnership between the school, the child and the parents. In Montessori schools they call this the supportive triangle.

SO NOW GET YOURSELF

prepared to talk to the teacher. Have a pen and paper ready and, most importantly, have an open mind. The teacher thinks sharing their information with you is important enough to make the call to you.

SOME TIPS...

- Listen to the teacher, and give him or her the time to fully express concerns.
- Focus on helping your child and on your child's needs. It's best not to start making excuses or comparisons with other children.
- Share your observations from home and any ideas or strategies to help the teacher. Often the teacher is keen to learn from you.
- Plan a follow-up conversation to see how the agreed strategies and changes are working.

Research shows conclusively that parent involvement at school is a predictor of educational achievement and success.

Follow up with your child if they are age appropriate. You might say something like "Your teacher called today to say you are having some difficulties with keeping your hands to yourself. What do you think?" Listen to your child, and ask them how you might help him or her. Your child may try to blame others but it's best to bring them back to the issue and encourage them to find some strategies to help them. (You know the teacher has gone to the trouble of contacting you about your child so keep the focus on your child not others). Involving your child is more likely to achieve a positive outcome.

Make sure you thank the teacher for calling you, after all they cared enough to make the call to you. A phone call from your child's teacher is an opportunity to work in partnership to meet your child's needs. That's good news.

Research shows conclusively that parent involvement at school is a predictor of educational achievement and success for children across a wide range of socio-economic and cultural settings. At Northside Montessori School this is encouraged. Parent involvement extends to supporting the child when there are some challenging times as well. So, relax.

NMC

ON BOARD

Parallels between the science of productivity & Montessori principals.

by Layla Lockie

I am not a productivity expert, nor am I a Montessori education expert. I am, however, fascinated by the concepts of how to lead inspirationally, motivate teams, and get the best out of people. The more I learn, the more amazed I am at how far ahead of her time Maria Montessori was.

I was recently reading a book recommended to me as part of a leadership course at work: 'Smarter Faster Better: the Secrets of Being Productive', by Charles Duhigg. As I read this book, which is comprised of a set of fascinating case studies about productive (and non-productive) people, corporations and projects, I was struck by a number of parallels between these principals and those underlying the Montessori philosophy.

MOTIVATION

According to Duhigg: "...Motivation is a skill, akin to reading or writing, that can be learned and honed. Scientists have found that people can get better at self-motivation if they practice the right way. The trick... is believing we have authority over our actions and surroundings. To motivate ourselves, we must feel like we are in control.'

'When people believe they are in control, they tend to work harder and push themselves more. They work harder and overcome setbacks faster'.

This has a clear link to the Montessori classroom where the children have freedom of choice over the work that they choose. No wonder they are motivated to learn every day!

Little by little, the skills are learned and one day, the audacious goal is reached.

What a gift we are giving them: the opportunity to develop this motivation skill at such a young age.

TEAMS

“The data shows there’s a universality to how good teams succeed... teams succeed when everyone feels like they can speak up and when team members show that they are sensitive to how one another feels’.

The Montessori approach is centered on the individual. Rather than a class of children ‘keeping up’ with the teacher, each child is able to move at their own pace, able to ask for help when they need it, able to move ahead on their own when they can. I imagine this fosters an environment in which each child feels able to speak up, ask questions or offer their opinion without fear of judgment.

Also: ‘A good manager (1) is a good coach, (2) empowers and does not micromanage,...’

You can think of a Montessori Directress like a coach: they demonstrate the activity, allow the child to try, offer encouragement or help if required, but let the child discover the empowerment and joy of their own success.

GOAL SETTING - STRETCH GOALS & SMART GOALS

Most people who have worked in a corporate environment have heard of SMART goals – those which are Specific, Manageable, Achievable, Realistic and Timely. But the science shows that SMART goals are most effective when coupled with audacious, ‘stretch’ goals – those that don’t immediately look achievable.

‘...the reason why we need both stretch goals and SMART goals is that audaciousness, on its own, can be terrifying. It’s often not clear how to start on a stretch goal. And so... we need SMART goals to turn this far off objective into a series of realistic short-term aims’.

My Montessori take on this concerns the mixed-age environment classroom. For the younger children entering the class, they will see their older peers doing activities that seem audacious, ambitious, impossible! For example, in his first year of Pre-Primary, my then 3 year old would sometimes wistfully remark ‘I’ll be able to read when I’m in Splendid (extended) Day’...

But each Montessori activity mastered on the route to reading is a SMART goal in its own right. Little by little, the skills are learned and one day, the audacious goal is reached.

I hope you have enjoyed my musings. If you have, then I heartily recommend you buy the book (it’s available on Kindle) – a fascinating read and so, so much more than the short quotes above. Happy reading.

Layla Lockie, (Parent and Director on Northside Montessori Society Board)

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TODDLER

PROGRAM

This term we welcomed our new Directress...And the menagerie of animals in her care.

by Megan Nguyen (Toddler Directress)

There is a famous quote that says, "Choose a job you love and you never have to work a day in your life." This simple yet powerful sentence has resonated in my heart ever since I began my role as the Toddler Directress this term at Northside. As I unlock the door to our space each morning and am greeted by the soft sunlight filling the quiet room, I look forward to welcoming each child and the purposeful noises they bring; the pitter patter of their little feet, water trickling into a jug for flower arranging or the clinks of dishes as they prepare their morning tea. I see smiles on small, round faces as they master spreading jam on bread or pouring water with precision into a glass. I see parents engaged with their children and in awe of their capabilities. Being present in an environment which gives so much warmth and joy could never seem like work to me.

It is clear that the work of the child is filled with much determination and joy. With the completion of each task the child is gaining confidence and independence. The prepared environment provides him with many opportunities to practice skills and explore curiosities. We encourage the child to follow their natural drive towards movement and repetition. As I have been getting to know each individual child in our program, it becomes quite easy to predict what activity each will choose when they begin the morning. You can feel the sense of security they have as they instantly go straight to a particular piece of work as soon as they are done shaking my hand. They have faith that it will be right where they left it last week and trust that I will keep it in good order and repair. If something has slipped past my eyes, they are quick to let me know! This shows that they feel safe in our space and have trust in me as their guide; something I never take for granted.



OUR PROGRAM

has become very lively this term with many new additions. Welcoming a new Directress also meant welcoming the menagerie of animals in my care: much adored Pip, the mouse, Ruby and Topaz, the guinea pigs, Halley, the comet fish and Hermie and Polly our shy little hermit crabs. The worm farm has also been a source of great fascination. Many of the parents have commented on how their children talk about their favourite animal(s) the rest of the week and are excited to be reunited with them again during the session. The affection shared is so evident while they feed, groom or simply share a cuddle. I am so happy to offer these opportunities to the children as I know many do not have exposure to pets at home. Our animal friends are most certainly well loved and cared for!

Caring for our animals has also provided wonderful lessons in sustainability to our toddlers. They are learning first hand to "waste not!" We recycle paper for shredding which Pip uses to build her nest. Egg shells from food prep are crushed and provide important nutrients to the hermit crabs. Ruby and Topaz enjoy the left over fruit and vegetables from morning tea and the worms...they enjoy all of the above!

As Term 3 begins to wind down, we will say farewell to a few friends who will be graduating from our Program as three year olds. We wish Julian, Nathan and Sophie all the very best as they embark on new journeys. As for the rest of us, I look forward to a lovely Spring Term and all the things that the season will bring.

Megan Nguyen,
Toddler Directress.

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parents
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STEPPING STONES

At Stepping Stones, our Program consists of the Seven Quality Montessori Learning Areas. Our Program compliments a strong focus on promoting each child's wellbeing and providing support for a child's growing competence, confidence and independence. For the child's wellbeing both physical and psychological aspects are central to 'belonging, being and becoming'. Without a strong sense of wellbeing it is difficult to have a sense of 'belonging', to trust others and feel confident in 'being' and to optimistically engage in experiences that contribute to 'becoming'. Fundamental to providing for children's wellbeing is to ensure that routines, activities and experiences support children's individual requirements for health, nutrition, sleep, rest and relaxation. Learning about healthy lifestyles, including nutrition, personal hygiene (such as dental hygiene and ear care), physical fitness, emotions and social relationships, is integral to children's wellbeing and self-confidence. When children develop resilience, their ability to take increasing responsibility for self-help and basic health routines promotes a sense of independence and confidence. As children become more independent, they can take greater responsibility for their own health, hygiene and personal care and they become aware of their own and others' safety and wellbeing.

We are now implementing the Munch & Move program which aims to promote & encourage children's healthy eating and physical activity & reduce small screen recreation.

PRACTICAL LIFE AND OUTDOOR

We are now implementing the Munch & Move program into our Outdoor Montessori Learning Program which aims to promote and encourage children's healthy eating and physical activity and reduce small screen recreation. Through this government initiative program our educators have the opportunity to participate in professional development training that assists them to implement a fun, play-based approach to supporting

healthy eating and physical activity habits in young children. The Munch & Move Program training aligns with the National Quality Framework including the National Quality Standards and the Early Years Learning Framework.



FOOD AND NUTRITION

When children are growing up, mealtimes are not solely about nutrition. They're a time to explore a world of new flavours and textures and to enjoy a positive and sociable eating experience that will encourage them to make their own healthy choices when they're older. We are truly passionate about children having a healthy lifestyle and a love for a variety of foods by offering a diverse and creative menu that captures children's interest. KGF has introduced a new and exciting menu that helps us to teach the children about healthy foods in a fun and interactive way. Kids Gourmet Food has just this week implemented a new menu, where each recipe has a flag of the country that it derives from. This helps us when we are educating the children when they are learning about continents and cultures. We also are promoting and using the resources from KGF about which food group and colour of the rainbow did that fruit or vegetable come from.



NIDO ROOM NEWS

In the month of August children in the NIDO Room explored their Practical Life skills by squeezing juices from oranges. This activity helps the children with their palmer grip when they practice holding the orange and moving the orange around the juicer. Children also engaged in activities such as pouring rice from one bowl to another, which helps in their hand-eye coordination and fine motor skills. Due to the cold weather we experienced this past month, we took the children to the cottage for their physical gross motor activities. In preparation for Father's Day in September children printed their feet on a special card and gave their Fathers a key chain with a photo of them as a Father's Day gift. We also had a special afternoon tea organised where Dad's could relax and decorate a photo frame with their child.



PARENT INFORMATION EVENT

Next Saturday, 17th September from 10am-12pm we have our Parent Information Event. Shereen, our Montessori Trained Educational Leader and Early Childhood Teacher will be presenting the Literacy and Numeracy Montessori Equipment and discussing our School Readiness Program. Please RSVP to adminssldc@northsidemontessori.nsw.edu.au if you would like to attend.

Our Room Leaders from the IC Room and the Nido Room will be available to speak to you to discuss your child's development. We look forward to seeing you then.

We could not walk around the sun as we normally do as Maria Montessori turns 146 years this year. That is a lot of rounds to walk!



CASA ROOM NEWS

The month of August was a very exciting month for the children of CASA, as they were preparing gifts for Father's Day. They were busy making cards, painting presents and wrapping them up. It was also very hard for some of them to try to keep the secret from Daddy!

A big 'Thank You' to all the Dads who attended the afternoon tea! It made the event very special for your child.

This past month the children in the CASA Room celebrated Maria Montessori's birthday, which was on the 31st of August. They enjoyed activities such as colouring in an Italian flag and cutting a cake in her memory. We could not walk around the sun as we normally do as Maria Montessori turns 146 years this year. That is a lot of rounds to walk. However, we sang "Happy Birthday" and enjoyed eating a piece of cake in her memory.



For our Literacy Area we are currently introducing the letter 'A' in the classroom.

FATHER'S DAY

To celebrate Father's Day the children were able to have a special afternoon tea and sit alongside their Dad and complete art and craft experiences that the educators had prepared earlier. It was so lovely to see the children interacting and bonding with their Dads in their learning environment and a big thank-you to the Fathers that could make it. The children enjoyed completing the craft activities for their Dad for his Father's Day, so we hope the Father's enjoyed their special gift!



IC ROOM NEWS

This Month in the IC Room, we set up our Cultural Area. We have implemented a Cultural table, where we have placed a map of Asia and things relating to Asia. The children have been very interested to learn about this continent and cultures in Asia. For our Literacy Area we are currently introducing the letter 'A' in the classroom. In group time we sing a song relating to the letter 'A'. The children are exploring picture cards to help them with their phonic awareness and the learning of the sound of the letter 'A'. This is very beneficial for their literacy development.

For Practical Life the children were given the opportunity to peel and mash boiled potatoes with the use of a fork. This helps develop their fine motor skills plus they were able to learn about growing vegetables.

We are constantly working with the children in the IC Room with our Grace and Courtesy lessons. We encourage them to use their gentle hands with one another, use their manners, look after their belongings and use kind words to one another.

NMC



WE'VE GOT A SPRING IN OUR STEP!

*The PPM children have enjoyed
the first day of
spring with an appearance
of a daffodil flower!*

by **Marina Ridley** (3-6 Directress)

The Home Environment children planted daffodil bulbs back in winter and have been patiently waiting and waiting. First they watched the bulbs shoot and then grow into tall green strappy leaves. Then a bud appeared but no one really knew how exciting it would be when Towa, one of our level 2 children excitedly came to say 'the flower!' and eagerly led me outdoors one morning to share his discovery. Since this day, there have been more and more yellow daffodils appearing and we are enjoying seeing our bulbs showing off!

Since the success of the daffodils, the children have planted more colourful spring flowers in our planter boxes at the lunch tables such as pansies, daisies and geraniums. We all love watering our plants and admiring the flowers.

Did you know September is Fruit and Vegetable month? PPM joined an initiative by the Healthy Kids Association and NSW Health which aims to encourage children and their families to eat more fruit and vegetables. They have teamed up with a fantastic band called 'The Vegetable Plot'. You may have heard this children's band performing on your travels around Sydney. On September 1st, Fruit and Vegetable month exploded with a record breaking 'crunch off' with an estimated 18,000 primary school children including those in PPM enjoying fruit and vegetable snacks at 11am. We also listened to one of the Vegetable Plot tracks - Vegetables are Funky! which is on their 'Season One' CD. The

founder of the The Vegetable Plot, Asparagus, aka Luke Escombe is a personal friend and his children's music is fantastic for adults and children alike. It is witty and catchy and the PPM children are delighting in hearing songs titled 'Rhubarb', 'Let's make a salad' and 'Rocket lettuce'. Perhaps the children have taught you the words already?

We all
love watering
our plants and
admiring the
flowers



TO COMPLETE THE EXCITEMENT

of fruit and vegetable month, we have planted rocket lettuce, tomatoes, corn, baby spinach and capsicum. Thank you to our wonderful parents who helped us garden! We will keep you on the 'grape vine' (pun intended!) so you know when our seedlings are ready to bear fruit! We hope to do some food preparation with the children and try out some of the yummy recipes that the Healthy Kids Association has provided for us with our growing vegetables.

Have a wonderful term break and we look forward to sharing more exciting news with you in Term 4! Marina (PPM 3-6 Directress), Muna and Veena.

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SHARING THE LOVE

The nine children who have started in PPP this term have formed a bond with each other as they have adapted to the school.

by Margret Palma (3-6 Directress)

We celebrated Maria Montessori's birthday on 31st of August. The children were curious about the large photo of her displayed in the classroom. One even asked if she was my grandma. Well, I would like to think of her as everyone's grandmother. What Montessori started over a century ago still reverberates within our walls and we witness the authenticity and effectiveness of her philosophy through the children.

Among all her quotes, one of my favourites would be: "Love is more than the electricity which lightens our darkness, more than the etheric waves that transmit our voices across space, more than any of the energies that man has discovered and learned to use. Of all things love is the most potent. All that men can do with their discoveries depends on the conscience of him who uses them. But this energy of love is given us so that each shall have it in himself." (Montessori, The Absorbent Mind)

Amid the daily distractions and worldly events, we may need to centre ourselves to what is most important. Sometimes we have the tendency to forget that we are driven by the most simple (yet complex), and sometimes underrated emotion, which is love.

The nine children who have started in PPP this term have formed a bond with each other as they have adapted to the school. They have integrated well with the other children from the pre-primary classes as you see them playing together during outdoor play, as if they have been with the school since the beginning of the year. The children and staff have been welcoming and it shows our sense of community.



INSIDE OUR prepared environment, one would observe the children's love for work as they choose the activities they have planned for the day or are re-directed to other lessons on the shelf. Beyond the materials, you see them work together as they prepare morning tea for each other. They learn to comfort each other without any external help. They remind each other about the rules in school in order to work harmoniously with each other.

When Grace started her first week with us (Week 3), she would begin to cry in the middle of our morning work cycle; sometimes she would do so whilst we were in the playground for outdoor play. Caitlin came up to her and I heard her say: "Calm down, Grace. Mummy will be back soon." There was no prompting from me or any educator. That simple act of care from a peer shows the compassion the young children have for each other. When they see a child burst into tears in the classroom, another one would stop what they are doing and immediately run to get a piece of tissue to offer the other child to wipe their tears. Some may accept the offered tissue, a few turn away and cry some more until they self-regulate and the other child comes to me and asks me why their friend is crying. We comfort the child when we are welcomed to do so, yet we also take that step back to give the child some room to manage through their own emotions until they are ready to accept our reassurance that we can sort through what is bothering them. May it be a common dispute between children, or something they cannot accept as a consequence of their actions (as most 3 year old children have exhibited), the children work through their feelings with a child or through the assistance of an educator in the class.

When they see a child burst into tears in the classroom, another one would stop what they are doing and immediately run to get a piece of tissue to offer the other child to wipe their tears.



We see
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How do all these stem from love? As Term 3 comes to an end, everybody runs out of steam: educators, assistants, staff members, parents, carers and children as well. Yet we all work like The Little Engine That Could (retold by Watty Piper, 1976) who chugs along and says: "I think I can...I think I can...I think I can!" Why do we do it? And the more important question is: how do we do it? We are like the athletes from the Rio Olympics who work hard for the love of the game and their countries... we do it for the love of the children and our profession. This is the path that we have chosen, a career for life that not everyone is destined for. When the children exhibit deep concentration with their work, when they establish their connections with each other, we sit back and take that breath and realise that all of this is worth it, because we see that love shining through the little people who surround us. Margret Palma, PPP Directress.

NMC

BURSARY APPLICATIONS FOR 2017



The school makes a number of Bursaries for financial assistance available to families each year. Applications are made in Term 4 to the Bursary Sub-Committee of the Board and close on 31 October each year.

All applications are treated in the strictest confidence and are awarded on the basis of means testing and a strong commitment to the Montessori education system. A bursary will continue while the student is enrolled at the School and the bursary criteria continue to be met. Bursaries are reviewed annually.

New bursary applications and annual bursary reviews are made on the same form. A supply of forms will be placed in the marked drawer at the main office or you may request this from the Principal via email principal@northsidemontessori.nsw.edu.au

TEN SKILLS YOU NEED TO THRIVE



A recent article published by the World Economic Forum entitled "The 10 Skills You Need To Thrive In The Fourth Industrial Revolution" makes one think of how a Montessori education helps prepare the children for the workplace of the future.

by Edna Salvador (3-6 Directress)

Here are the 10 skills needed to succeed and to keep pace in the ever-changing world we live in and how working in a Montessori prepared environment helps equip the children with these skills.

1.COMPLEX PROBLEM-SOLVING

The Montessori concrete materials have a built-in control of error which helps the child to correct himself without being too reliant on an adult. When a child is learning in an environment where there is no fear of being wrong, he will ask "why" and "how" more frequently.

The materials lend themselves to further exploration and there is an increasing level of difficulty with each stage of the presentation of the material. The Sensorial Materials in particular allow the child to use his senses accurately focusing on what he can hear, see, touch, taste and smell.

2.CRITICAL THINKING

The children are given the freedom to work with the materials or in an activity for as long as they like and adults who work with them are trained in the principle of non-intervention. Once the child chooses an activity, the teacher's job becomes one of not interrupting the child's initial and fragile focus (Schmidt,M.,p.68) When you give children the gift of time they have freedom to form their ideas and communicate them. Allowing the children ample time to work with a material makes them look at a problem from different perspectives and come up with strategies.

3.CREATIVITY

The children are allowed to explore the materials and art media with freedom. The classroom environment is thoughtfully organised with activities like art materials which are arranged in such a way as to welcome and entice the child to work independently without having to ask for, search for, or be hovered over while he explores the textures, colours and possibilities inherent within the materials made available to him.

The Sensorial Materials encourage experimentation and include creative variations. The teachers give a presentation as an introduction but when the child takes their turn and later repeats working with the material, they employ a wide range of approaches, using trial and error

In the three years that the children get to work together they learn to co-exist harmoniously in the little environment of the classroom

4.PEOPLE MANAGEMENT

The multi-age groupings are a hallmark of the Montessori method. Younger children learn from the older children, older children reinforce their learning by teaching concepts they have already mastered. This arrangement also mirrors the real world, where individuals work and socialise with people of all ages and dispositions. The children work with each other for three years enabling meaningful friendships to develop with each other. In the three years that the children get to work together they learn to co-exist harmoniously in the little environment of the classroom



5.COORDINATING WITH OTHERS

Working in the same environment for three years helps the children know how to assist others in doing a task and we can see this when the older children feel confident enough to show their younger peers how to work with a material and when they plan and organise games during play time. By the time the children are in Extended Day, they often show the ability to lead, coordinate and collaborate with others.

6.EMOTIONAL INTELLIGENCE

In a Montessori classroom, the teacher acknowledges the child's perspective. They also model how to empathise. The children are allowed to express their emotions and the teacher listens without judgment. The children are shown

By the time the children are in Extended Day, they often show the ability to lead, coordinate & collaborate with others.

how to problem-solve when experiencing extreme emotions by means of breathing techniques and being aware of how their bodies respond to situations. Children can't put what they are feeling deep inside into words and the Lessons in Grace and Courtesy is a good vehicle for the teachers to role-play different situations which the children can relate to and resolve without even needing to talk about them.

7.JUDGMENT & DECISION-MAKING

The child is given a choice to do something or not, a choice between one activity or another. When he is given choices, he becomes a good decision maker and he is able to strengthen his will. Montessori classroom offers many opportunities for the child to develop his will and therefore, facilitate the emergence of discipline. Once the child has been presented lessons, he will then be able to make choices within the classroom. These choices in turn, lead the child to self-discipline and the development of the will.



8.SERVICE ORIENTATION

The work in the environment teaches the children about giving and sharing. There is only one set of a given material so they have to wait for their turn. Sharing is emphasised in Lessons and Grace and courtesy and the Care of the Environment lessons as the name suggests teach the child to respect and care for his indoor and outdoor surroundings.

9.NEGOTIATION

Negotiation is a skill that we use every day, consciously or unconsciously. It is something that we learn because we have come to learn that we live in a world with limited resources. Children learn the skills of negotiation everyday in a Montessori classroom. For example, only two children are allowed to eat at a time and so they have to negotiate how long each person will take to eat or who gets to eat first. Only three people are allowed to work on a certain activity like the Number Bingo and they have to agree who gets to be in the first group and who gets to go in the next one.

The child moves from the concrete to the abstract. He encounters the same material but each time in an increasing level of difficulty.



10.COGNITIVE FLEXIBILITY

The Montessori curriculum is a spiral curriculum where everything is interrelated with one lesson leading to many others. The child moves from the concrete to the abstract. He encounters the same material but each time in an increasing level of difficulty.

NMC

PARENT SURVEY TERM 4

The school will be inviting families to take part in a survey in Term 4. Please look out for this and make sure you provide us with your feedback. We want your views on issues like Out of Hours Care, Parent Education Events, and we also want to understand more about parent's engagement with our school and customer satisfaction.

THE DAY I MET MY BROTHER

by Siena Farquhar

Straight
away I knew
three things
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cute and
very special.

I'm in the car driving to the hospital because my Mum has just given birth. 'I can't wait to meet my new sister or brother' my four and a half year old self thought - but I knew that I really wanted a sister. When we arrived at the hospital, I rushed up to my Mum's room. I felt a little frustrated because we were told to wait before I was let in. My legs bounced up and down on the white lino floor waiting.

The smell of medicine filled my head. It was so strong and weird like very old blue cheese that had been left in the sun for eight months. It was worse than opening the lid to an old Tupperware container that had been left in the bag area since last term. Tapping my toes, I thought about how nice it would be to have a sister - better than a brother for sure.

When I was allowed to go in I was very nervous because I couldn't wait to see my mum and hopefully my new sister. I wonder if Dad is in there too? And he was but... he was

sleeping. I sat in a nice comfy chair in my dad's lap and my Mum told me that I had a new baby brother. He had yellow hair and blue eyes - blue like the sky on a cloudless day in September. He was a tiny thing - smaller than a soccer ball.

I wish I had a sister, I thought, feeling a mixture of disappointment, excitement and happiness.

My mum asked if I wanted to hold him? What do I do I thought? I don't really know how to hold a baby! But in the end I said yes. Soon I was holding my new baby brother. He was asleep but straight away I knew three things for sure. He was heavy, very cute and very special.

He looks like a 'Joseph'. So I suggest it to my Mum. She says she will think about it and we start to talk. I hope she chooses my name for him.

When we stop talking, we go to give my brother a bath and some needles!!! He made such a loud noise - maybe

he was the loudest baby in the world. When will he stop? After that loud experience, my grandparents and I go home. Staring out the window all I thought about was my new brother.

ABOUT 3 DAYS LATER...

Another car ride to the hospital but this time we will bring Mum and our new little baby home. Baby Joseph. Or at least I hope that is what Mum will call him.

Mum was waiting for us. Yay - Mum is coming home! Excitement bubbled in my stomach. On the way home we discuss names for my brother. Mum and Dad want to call him Christopher but I am sure it should be Joseph. Christopher is an okay name but still I want Joseph.

That is how Christopher Joseph Farquhar came to be part of our family and we are so happy that he did. **NMC**



THE LADY WHO SWALLOWED

THE MUSIC

One of the greatest things about 2016, apart from the children of course, has been the extension of the beautiful function room.

by Marilyn Williams (Music teacher)

In term 2 the 3-6's opened the Soiree with 40 children performing the Wombat Wobble, followed by a range of group and solo items including 4 year olds right up to our year 6's. I think everybody agreed that the comfort of the room allowed parents to really enjoy the show. The improved acoustics for music classes as well as orchestra and choir has been appreciated by all... Not to mention the space!!! This term our Soirée will be on the last day of term ... If weather permits we will try for an outside Soirée as the picnic concert is always a favourite for family groups.

On Maria Montessori's birthday we had a picnic morning music session for the 3-6's with the children performing some of their favourites that they learnt in music class.

The Extended Day children have been working super hard to learn the National Anthem and did a great job performing it.

The Extended Day children have been working super hard to learn the National Anthem and did a great job performing it. Many parents mentioned that the children have taken their job to learn the anthem very seriously and are practicing non stop at home and consequently I will be inviting any extended days who wish to open the next soirée with the anthem to join us again.

In the older classes we have been busy learning different performance pieces with Year 1's and 2's learning to play Everybody loves Saturday Night on keyboard and xylophone. Year 3's and 4's leaning Mission Impossible and Chasing the Sun. The Year 5's and 6's have also learnt The Good, The Bad and The Ugly.

We all
relate to music
in different ways
and my goal is to
allow the children
to find their own
connection.

GENERALLY

music classes involve a balance of practical instruments, theory and composition. One of my favourite parts of being a music teacher is seeing the glee on a child's face when they connect with music whether it be through discovering their own voice to realising that the mathematics of music theory speaks to hearing a different style of music for the first time and trying to work out if they like it. We all relate to music in different ways and my goal is to allow the children to find their own connection. One memory I have is of a boy I taught years ago asking me if I could show him again the lady who had swallowed the music after he saw a female soprano for the first time.

NMC

OUR NEW BUSINESS MANAGER



We're delighted to introduce Deborah Soler to our families. Deborah commences with us during the September term break. She has extensive corporate experience and she also teaches Business and Accounting. As a chartered accountant with a Degree in Accounting (and Sub-Major in Business Law) Deborah will undoubtedly provide the school with efficient business and operational leadership. Whilst Sue Smedley has wanted to maintain a low profile during the time that we have been in the recruitment process I wish to thank her for willingness to assist our school and keep our business operations running so well in the interim. Sue will provide a hand-over to Deborah.

GOING OUT TO KIMBRIKI

A 'going out' is a student initiated small group excursion that is completely planned and implemented by the students themselves.

by By Aiden, Will & Aria - Year 5

AIDEN

This term, I organised a 'going out' to Kimbriki Recycling Centre in St. Ives with two of my friends. It took a lot of work, time and planning. First we came up with the idea of visiting Kimbriki and we researched why it would help us with our classwork. I started a project on recycling glass, metal and plastics. We wrote a proposal for our trip, met with Barbara for approval, created permission slips, worked with Margaret on a risk assessment form emailed the venue and organised a volunteer driver. After the excursion we shared wild raspberries, spoke to the class on our discoveries and made thank you cards.

The trip taught us many things. I learnt that they recycle roof tiles and turn them into little concrete pebbles. We were amazed to hear that under our feet at Kimbriki were tonnes and tonnes of garbage. I noticed that the posts for the fences were oars, shovels and pitchforks. We picked a lot of native raspberries and tried them. They were delicious. My first one was sour but they got sweeter the more you ate.

This term, I organised a 'going out' to Kimbriki Recycling Centre in St. Ives with two of my friends.

We went to the Eco-Garden where we saw all kinds of different plants including a native raspberry bush.



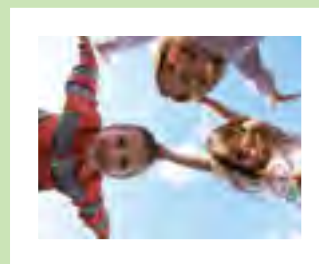


ARIA

The day we visited Kimbriki just flew by as we were so excited. It was a wonderful trip. My favourite places were the Eco- garden and the Recycling Shop. It's great to see things being reused for a new purpose instead of just being thrown away. We toured Kimbriki and even saw a giant crusher machine. We then got lunch and talked to the shop keeper about what he uses and what he throws away.

WILL

I had a lot of fun at Kimbriki. First we went to the Eco Garden where we saw all kinds of different plants including a native raspberry bush. The raspberry plant is more like a vine than a bush. Then we went to the reuse shop. The Kimbriki staff go through the land fill and find interesting rubbish. We saw a lot of crazy things including the back of a ute worth over a thousand dollars as wall art. It was a great day and we all returned very happy from our 'going out'.



BEFORE SCHOOL CARE

FOR
PRE-SCHOOL
AGED CHILDREN

We are trialling a Before School Care Service from the start of Term 4 when school resumes on Tuesday 11 October. This will take place in the OOSH Room and it will be run by two of our Assistants. It will operate from 8am. Initially we will set the fee at \$6. Bookings should be made in advance and we will restrict the numbers to 20 children. The CCR/CCB does not apply.

NORTHSIDE WORKING BEES

To help maintain our beautiful school grounds regular working bees are held throughout the year.

by Kerrie Newcombe

What is a working bee? "Working Bee" is a funny term when you think about it. Bees (the small buzzing types) don't clean windows or build chicken coops like many of our parents do at our regular working bees. So why do we use that phrase? Popular thinking is that it is related to the insect - as the working bee mimics the industriousness and social nature of a beehive. More likely though, the term is from the Middle English word *been*, meaning neighbourly help. Communities gathered socially with friends and neighbours to participate in a single activity usually to help one person or family. The earliest known example in print is a spinning bee. Other early occurrences are husking bee (1816) and apple bee (1827). Today you often hear of quilting bees and spelling bees.

To help maintain our beautiful school grounds regular working bees are held throughout the year. We have one per term, held on a Sunday morning from 9am - noon. All families and friends are invited to put on their gardening gloves and grab their tools to help maintain garden beds, lay mulch, clear out overgrown areas and undertake building and handyman jobs.

The beautiful leafy school environment means there is always work to be done in the school surrounds. As you know from your own home gardens it is a never ending task to keep them looking their best. But it is such a satisfying task and everyone always leaves a working bee with a sense of great accomplishment; able to admire their efforts with tangible results.

This year we have transformed many of the garden areas, clearing the grounds of weeds and overgrown shrubs. Overall we have carted away more than 30 cubic metres of green waste and laid more than 20 cubic metres of mulch. Next time you drive into the car park stop and admire the clivia garden that was beautified at the most recent working bee.

The saying that the Whole is Greater than the Sum of its Parts was first coined by the philosopher Aristotle. This phrase exemplifies a Northside Working Bee. By working together as a team and helping each other we can achieve great things. Together, we achieve more.

See you at the next Working Bee! Kerrie Newcombe, Premises Officer.



KEY THINGS YOU NEED TO KNOW

- Every family is required to attend at least one working bee per year
- Refreshments are provided! Morning tea and lunch is a chance to chat to all the other parents
- You need to RSVP to indicate your attendance and nominate your preferred jobs
- Bring gardening gloves and other tools. We have a limited number of brooms, rakes, shovels etc so we always need extra tools and rely on you to bring any you own - whipper snippers, leaf blowers, wheelbarrows and garden clippers are always welcome and put to good use.
- Children are welcome. We provide child care in the after school care room managed by parent volunteers. This way children can be kept safe and have fun with their friends while their parents are not too far away. **NMC**



BACKSTAGE BUTTERFLIES

We have been busy this term learning our lines, building sets, and sewing costumes to prepare for our 6-9 & 9-12 productions.





CURTAIN CALL

The 6 - 9 and 9 - 12 Productions at Northside are annual events. Apart from being loads of fun for the children, they are actually covering the BOSTES Curriculum across a range of Key Learning Areas. The most obvious are the Creative Arts with song, dance and performance skills being developed. Along with that the children also design and make the sets and they also help make the costumes too. Learning about public speaking, speech patterns (pace, intonation, pitch, volume) as well as interpreting scripts and memorizing lines culminate in a fun performance that is a true team effort. They are definitely learning skills they can use beyond the classroom for years to come. In the last few weeks leading up to the productions sewing, painting, cutting and gluing have been a common site around the 6 - 9 and 9 - 12 classrooms.



MY MEMORIZING TIME IN 'MADAGASCAR'

by Lisa (Year 6)

I've been waiting a long time to be a main character in the play - but it's a lot more work than I expected. You need to learn A LOT of lines, which takes quite a bit of commitment as the best way to do that is by practicing at home.

Then, there are the dances. Not only do we have to learn them, but organize and choreograph them too. Despite this, the dances have to be my favorite part of the play. They're fun and energetic, and I also sing in one.

Over all, the play is quite a bit of work, but when it's done it's actually a lot of fun.

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HI, MY NAME IS ELLIOT

and each year we put on a production. This year we helped to write and stage our own version of 'Madagascar'.

Being in the play is a huge privilege. You have to do lots of work to be ready. You also have to wait a long time to be a main character. I've been waiting 3 years. In year 4 and 5 I remember waiting off stage in the wings for my part. Now I'm on stage for most of the play.

You learn a lot being in the play. You learn how to be funny on stage, how to be patient, how to memorise lines and how to work together. You have to pretend that each time someone says a line it's the first time you've heard it. That's what acting is about.

NMC

You learn how to be funny on stage, how to be patient, how to memorise lines and how to work together.



INTO THE WILD

If you've walked by the 9 - 12 classroom recently you might have been greeted by palm trees, a giant steak or dancing lemurs.

by Margaret Kroeger

The children have stepped into the wild in anticipation of our play - 'Madagascar'.

Each year the primary students work collaboratively on a production. It takes about six weeks of planning, script

writing, prop and costume design and rehearsals to put on such a venture. The children are at the forefront of all aspects of the play. They have designed the choreography, helped select music, sketched costumes, hand sewn props and

The play also gives students an opportunity to take risks and move beyond what would be comfortable.

costumes, helped write scenes and agreed on staging notes. The children's sharing of ideas and support of each other has been a pleasure to observe.

Why spend so much time on something like this you may ask? Well apart from the fact that it satisfies key outcomes in the English, PDHPE and Creative Arts syllabi the benefits are enormous in terms of leadership, moving outside comfort zones, fostering group cohesion and encouraging creativity and problem solving. Yesterday a Year 5 student was very concerned about his costume. Sewing was not his forte. A younger student offered to help and together they completed the sewing - one child patiently explaining the steps to the other. Later that day the younger student was practicing her dance and was unsure of the steps. She had been away and had missed some rehearsals. Her sewing buddy came up and offered to help. Soon she was feeling much more confident. This was all achieved without adult intervention. This is the beauty of collaborative work.

The play also gives students an opportunity to take risks and move beyond what would be comfortable. Whether singing in front of a group, showing a range of emotions on stage or attempting new skills behind the scenes - the children all grow from their participation in the play. A Year 6 student used a sewing machine for the first time last week. After some hesitation



and nerves, he committed to sewing. With a big smile, he said proudly 'I think sewing is my new favourite hobby.' Thank you to Kay, Kim and Jamie for supporting the children in this work.

Apart from the production, we have also been focusing on information texts and personal narratives. The children have recounted a moment in their lives from the day their brother was born to the first time they rode a bike. By adding sensory detail and interspersing thoughts with actions, the results have been very powerful. Some of the Year 6 students' writing will appear in the chronicle in the next couple of issues.

We are also full steam ahead with our preparation for Montessori Model United Nations. We have about 20 children meeting each Friday at lunch. We have viewed video of the previous conferences, have studied

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United Nations

the development of human rights, have researched and illustrated the rights of children and will soon move onto country research and position papers exploring the environmental and humanitarian needs of an assigned country. This has been such an empowering exercise and we are so proud of our students. The world will definitely be a better place as our students grow into their role as global citizens and agents of positive change. Wishing everyone a peaceful and safe holidays, Margaret, Kim and Kay.



OPENING NIGHT!

The last few weeks have been spent in a flurry of activity for the 6-9 Production.

by Janene Johnson

This term certainly has flown by and we welcome the holidays very shortly.

The last few weeks have been spent in a flurry of activity for the 6-9 Production. For those of you who don't know, the

production is held every year and is put together with huge input from the children. They write the story, make lots of their costumes and contribute many ideas. It is a time when they can express themselves creatively as well as put their problem solving skills into

action to solve many of the challenges that are faced in putting a show like this together.

The production meets many of the outcomes for English, Creative Arts and PDHPE. It is a time of great team spirit and enjoyment. For many of the

children, this may be the only opportunity to ever get on stage and perform in this way and they all love it. I am sure you heard about what they were doing and possibly even listened to some of the music as soon as we started rehearsals.

All their hard work culminated in a fabulous performance on the 16th September. I am sure many of you were surprised by just how great your children were with their dances. To see the huge smiles and obvious joy was wonderful.

We would also like to congratulate the 9-12's on a very entertaining and

professional performance. It is so inspiring to see them all perform so beautifully on stage and certainly shows the 6-9 children what they have to look forward to.

The Science Show conducted by Fizzics Ed was a great success. The children are full of great ideas for further science exploration next term.

Thank you to Sharon, Kay and Kim for all your hard work not just for production but for all the work you do with the children throughout the year. I greatly appreciate it.

We look forward to seeing all of you next term.

A SPECIAL THANK YOU!

from Janene Johnson

Margaret and I would like to take this opportunity to thank Jamie LeHello for her mammoth effort with the 6-12 Production and Play. Jamie made costumes, props, organised the food on Friday night for parents and staff and then bought beautiful orchids for Margaret and I and chocolates for all the assistants. Jamie we could not have done it without you! You are amazing! Thank you so much!



To see the huge smiles and obvious joy was wonderful.

WHAT'S ON... THESE SCHOOL HOLIDAYS



27th-30th September
Emerge Festival Oasis at the Concourse Chatswood

FREE CRAFT ACTIVITIES AT ST IVES SHOPPING VILLAGE

Crafty spring themed activities for 3-12 year olds, 11am - 2pm daily during the school holidays. Week 1: Decorate a Planter Box or Critter Creature. Week 2: Decorate a Dream Catcher. Free. No bookings required.
www.stivesvillage.com.au

FREE LITTLE BUILDERS LEGO WORKSHOPS AT HOME HQ ARTARMON

Your little builder will love putting on a hard hat and vest and playing on the Lego tables. There will be tower building challenges and prizes to be won too. Monday 3 to Friday 7 October, 10am-2pm. Ages 3 and over.

CREATIVE WORKSHOPS

Working in a specifically designed sculpture and ceramics studio kids can create with clay, mixed media, paint or try their hand at sculpting. Sculpture artist Richard Byrnes will run a Manga character workshop for teenagers to build their favourite heroes and villains. 6-13 years. Workshop Arts Centre, Willoughby. www.workshoparts.org.au.



JERAL PUPPETS CASTLE COVE

Kids will love watching their favourite fairy tales come to life in these hilarious and very creative puppet performances. Shows include the Three Little Pigs or The Octopus's Garden-Party (2-5 years) and Sleeping Beauty or The King's New Clothes (4-9 years).
www.puppeteria.com

EMERGE FESTIVAL OASIS

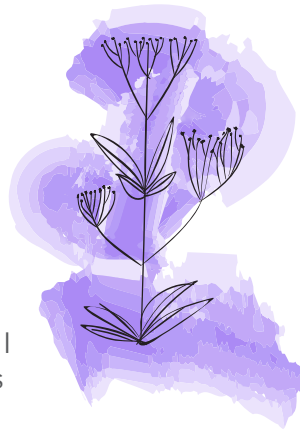
Head down to The Concourse, Chatswood for four days of kids activities including a wildlife and animal expo, art and craft activities, brick building fun with Lego bricks, the Lego movie, face painting, hula hoops and more!
27th-30th September.
Free event.
emergefestival.com.au

HOLIDAY SPORTS AT MACQUARIE UNI

Activities include skateboarding, quidditch, hula hooping, martial arts, table tennis and more for 5-12 year olds. mq.edu.au

TRIVIA NIGHT 2016

The Pink Tower Trivia Night was an absolute hoot! The theme of things that start with "M" conjured up some very creative concepts. Even Dr Maria Montessori attended! If I recall correctly, it was the Mexican's Table who won the trivia competition. It was a great team effort by lots of helpers but I have to make special mention of Layla and Hayden Lockie as well as Sharon and David Bowman. I need to acknowledge the work of the teachers to bring out the artistic skills of the children who's class art works were auctioned on the evening... thank you to all! For those who missed the night, you really need to look out for future opportunities to share in the fun.



6-9 PRODUCTIONS





9-12 PRODUCTIONS



THANK YOU
to Nicholas Fulton for supplying the production photos



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