

NORTHSIDE MONTESSORI SCHOOL & STEPPING STONES LONG DAY CARE

# CHRONICLE

## AUTUMN



OUR DELEGATES  
ARE BACK FROM  
NEW YORK!

WE WELCOME HOME  
OUR 8 MONTESSORI MODEL  
UNITED NATIONS  
REPRESENTATIVES.

FLIPPING THE  
SWITCH

FOSTERING A LOVE  
OF EXERCISE AND  
THE OUTDOORS.

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NORTHSIDE CHRONICLE  
AUTUMN 2019

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# FROM THE PRINCIPAL

## SOME HIGHLIGHTS IN THE 40TH YEAR OF NORTHSIDE.



*As you read through this Autumn edition of the Chronicle, I am sure that the strength and value of our community will be clearly visible. Welcome back to another exciting school year.*



**A**s I write this for the first Chronicle for 2019 I have just returned from New York where eight of our 9-12 students and two Alumni Students had travelled to be part of the Montessori Model United Nations. Every term at Northside is busy and this term has been no different. Term One has been filled with many activities that highlight the wonderful opportunities for students and the value of the Northside community. From the outstanding educational value of the MMUN experience, to our Parent Welcome event, Class Safari's and Harmony Day, our school promotes and celebrates the skills, talents and cultures of our community, while benefiting from the wonderful Montessori method of education which is the foundation of what we do.

At MMUN our children were not only presented with knowledge of the world's major issues, but were equipped with the skills and understanding to engage in the same way as the leaders of the world do to find solutions to these problems.

It is also wonderful to welcome to our school a new member of staff Darine Groch who is taking on the role of Learning Support teacher at Northside and will work with students from 3-12 years of age. As you read through this Autumn edition of the Chronicle, I am sure that the strength and value of our community will be clearly visible. Welcome back to another exciting school year.



## MONTESSORI MODEL UNITED NATIONS

This was a wonderful opportunity for our students and one that we will discuss in more detail in the next Chronicle. It did however prompt me to consider the many ways in which this experience is one example of how Montessori education prepares children for life through real life experiences and engagement with the world.

In her book *From 'Childhood to Adolescence'* Maria Montessori wrote that "from seven to twelve years the child needs to enlarge their field of action". One prominent aspect of this book is where she explains the development of the child and her focus on 'going out' and the engagement of the child with the world. Montessori writes that "when the child goes out, it is the world itself that offers itself to the child. Let us take the child out and show them real things."

The MMUN experience is an opportunity for the intentions of Maria Montessori to be realised by engagement with students from around the world, as well as recognising the challenges that exist in the promotion of world peace. At MMUN our children were not only presented with knowledge of the world's major issues, but were equipped with the skills and understandings to engage in the same way as the leaders of the world do to find solutions to these problems.

## IT IS ASTOUNDING

that as the year has commenced there have been numerous times where I have had the opportunity to consider the Montessori model of education and share with others the benefits of the method. It has been my pleasure to highlight how Maria Montessori was way ahead of her time as she observed child development and began this wonderful method of education. This is in stark contrast to many 'modern' educational approaches which can only seek to replicate aspects of what occurs daily in the Montessori classroom.

As a community we all benefit and share in this method of education in a multitude of ways. There have been many events throughout this term where it has been my privilege to be part of this community.



## WELCOME EVENT

What a wonderful evening the Parent Welcome Event was. A huge thank you to those parents who organised this event and for all those who attended. This certainly was a great opportunity to meet new families and reconnect with those who have been part of our community for some time. It is at these times that we can really see the shared vision that our parents have, and the commitment to the education of their children. It was a great night and one that is not to be missed each year.



The Class Safari allowed parents the opportunity to see and hear about aspects of the 3-6 Montessori prepared environment, and to meet the 3-6 Directresses.



### 3-6 CLASS SAFARI

As the term moved along, one of the highlights of the 3-6 parent education evenings was the Class Safari. The Class Safari allowed parents the opportunity to see and hear about aspects of the 3-6 Montessori prepared environment, and to meet the 3-6 Directresses. It was very pleasing to see the large number of parents who came along to this event and to see and hear about how the Montessori materials are used in the classroom. The discussion about how these materials prepare students for their journey into the 6-9 environment was also valuable. Thank you to all our Directresses for the magnificent work they do in working with the children in their classes.



### HARMONY DAY

The cultural diversity that we have at Northside is also one of the aspects of our community that is to be celebrated. Harmony Day this year was an exceptional day to celebrate the many cultures and backgrounds of families at our school. It was wonderful to see many of the children in their national dress or clothing from around the world. It was also great that many parents could contribute to the day by working with the children doing activities and craft from around the world.

The students and many parents were entertained by the Chinese Art and Dance group which performed in the morning. This was a very informative session where the students learnt about the Chinese culture through their dance and music. In the afternoon we were amazed at the skills of the Taiko Drumming group 'Yu Ni On'. This group brought to our students the musical influences of Japan through drumming. Our students enjoyed participating in this workshop / presentation and were able to play some of the variety of drums that were being presented.





## THANK YOU

for sharing many of these events with our school community throughout Term One. It has been a real delight working with students, parents and staff in the partnership of Montessori Education at Northside.

Adam Scotney

Principal







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# WELCOME

## TO NORTHSIDE

*This year we are pleased to welcome Learning Support teacher Darine Groch to Northside.*

### DARINE GROCH

#### LEARNING SUPPORT TEACHER

Hello! My name is Darine Groch and I'm delighted to be part of the Northside Montessori School community as the school's Learning Support teacher. I have a Master's degree in Special Education and worked as a classroom teacher for several years.

My previous position was at St Luke's Grammar, Bayview Campus where I worked as the Learning Support teacher for 12 years. A change was needed, and as the style of Montessori education always interested me, I was excited to move to leafy Pymble to follow that passion.

Prior to St Luke's I lived in Singapore for 11 years (after being told by my husband's employer we were moving for 18 months!) and worked at the Australian International School as a Learning Support teacher across both primary and secondary campuses.

Working and raising a family in an international setting highlighted the fact that home is where you are all together, regardless of destination. People make the home, not buildings. This is evident to me in my short time at Northside Montessori - the strength of the parent community, teachers and staff working together makes the school.

We also lived in London for a few years as a result of my husband's work as a civil engineer. We then returned to Sydney for the construction of the Sydney Harbour Tunnel. I've seen a lot of construction work!

Living in different places provided an opportunity for travel. When first married, we took six months to travel to London overland from Bangkok visiting many beautiful places not accessible due to today's security risks.

Our children are now older and two have moved out of home. We delight in visiting them, sprawling on their lounges with our shoes on the coffee table and leaving dirty cups in the sink - a true role reversal!

Being a Learning Support teacher is a great job as I get to work with many children on their learning journey and it's satisfying to see the progress which can be made.

"Life is a journey, not a destination." Ralph Waldo Emerson.

"Life is a journey,  
not a destination."

RALPH WALDO EMERSON

# TODDLER TRANSITION

## PROGRAM

by Sandra Sin (Infant & Toddler Directress)

Starting in 2019, our school runs a Toddler Transition program from 8:30 - 11:30am on Monday and Tuesday during the term. The program is designed for children of 2.5 years to attend without their parent or carer present in the classroom. The aim of the program is to prepare children moving to the 3-6 Cycle by fostering their growing need for independence, freedom of movement and autonomy.

### WHAT DO WE DO?

Children arrive at the Toddler Transition classroom at 8:45am and are greeted by the Directress with a handshake and eye contact.

After saying goodbye to their parent and before entering the classroom, children are encouraged to use the bathroom (as part of their toilet training) and wash their hands before removing shoes, taking a piece of fruit out from their bag and putting away personal belongings on the shelves.

Children are then free to explore the room and choose what activity to engage. Materials are purposeful, enriching, and linked to those in the 3-6 environment. One child may choose to engage in practical life activities such as baking scones and cutting up fruits for morning tea, while another child may select a specific language or sensorial material to work with. They may then choose to feed the fish, work on a puzzle or paint a picture. The Directresses assist children where needed, introduce them to new materials, and directly engage them with stories and spoken language. All children learn the importance of making choices, concentrating on one material at a time, and putting materials away as their work is finished.

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## BEFORE MORNING

tea time, there are opportunities for children to work collaboratively, for example, setting up the morning tea table, or gardening at the planter boxes outside. At 10am, children sit down together to enjoy the food they prepared themselves.

After washing up the dishes and cleaning up the table, children put their shoes back on before they join the walk to the pre-primary classroom. As they enter the pre-primary classroom, they greet the pre-primary Directress with a handshake and sometimes even a cuddle. Children are eager to explore the extensive range of materials available and build their confidence and security through repetition in their work choice and establishing relationships with different adults and children in the classroom.

After staying in the pre-primary classroom for about 30 to 45 minutes, our toddlers say goodbye to the pre-primary Directress, return to the toddler room for a story and songs before home time.

In Term 1, we have the privilege to work with a small group of children (Ethan, Charlotte and Michael) who are supported to become more independent and competent in their Montessori learning journey.

If teaching is to be effective with young children, it must assist them to advance on the way to independence ~ Maria Montessori.



"If teaching is to be effective with young children, it must assist them to advance on the way to independence."

MARIA MONTESSORI



# FLIPPING THE SWITCH!

by Mary Abolins (Sports Teacher)

**W**hen you are out and about and see someone who you think you know you ask yourself are they a friend, acquaintance, celebrity or sports star but you can't figure out where you know them from. This happened to me the other day!

I knew she was a sports star and had her name on the tip of my tongue, I was behind her in the Aldi queue and thinking should I say hello or not?

I could not help myself and started a conversation with her and asked was she training for anything now. To my embarrassment she said she has been retired 15 years and I am thinking the Olympics just feels like yesterday. She said she is not into competing now but is coaching. To me she looked the same, still fit, strong and the determination you need to get those groceries onto the counter and be fast enough to get them in your bag at the other end, all done with speed and accuracy, which you need at Aldi, and she had no trouble at all.

I am sure you are thinking I know that feeling, but for some of us our daily chores and our physical activities are harder for some people than others.

I am speaking about Louise Sauvage, OAM, who is a former Australian Paralympic wheelchair racer and now a leading coach. Sauvage is often regarded as the most renowned disabled sportswoman in Australia. She won two gold medals and a silver medal at the 2000 Sydney Paralympic games in front of a home crowd. The list of achievements goes on and on and she is an amazing role model to any person in any walk of life.

## HAVING THAT

determination to achieve, I often wonder are you born with it or can you develop it. At the beginning of every year I am sure many of us say we are going to get fit and start off very determined, but they say New Year's resolutions only last a few weeks.

However, we need to try and build on that determination for our own health and our children's health so it becomes a normal habit of everyday life.

We need to try and build on that determination for our own health and our children's health so it becomes a normal habit of everyday life.





## AGAIN SINCE

the last time of writing a newsletter there have been more articles in the paper about children being unfit. The front page of the Daily Telegraph **'Why kids can't jump'** and other articles I have come across are **'Kids in a hop and jump slump'** and **'Kids pay for lack of play'**.

As families and educators to our children we should be determined to try and stop these articles appearing so often by looking at the positives of sport.

Sport reduces stress and enhances kids' moods. It builds healthy bones and muscles, increases fitness, improves sleep, helps them socialize, improves their cooperation skills, boosts self-confidence and lowers the risk of getting obese.

As children start developing, their innate talents begin to show and they are drawn towards particular activities. Many children start using sports and extracurricular activities to achieve success. Today, very few children are taking active part in sports, thanks to the advent of the digital entertainment media. All these things are taking precedence over outdoor activities. For many children, playing football or netball in the park is absolutely uninteresting. This might result in a generation of unhealthy, obese and introverted children.

For many children, playing football or netball in the park is absolutely uninteresting. This might result in a generation of unhealthy, obese and introvert children.

## LET'S HELP

our children to find that determination, love of sport, exercise, the outdoors and a balance of technology in our lives and make it an everyday event.

Hit that switch and get active.

MONTESSORI AND

# 'PLAY-BASED LEARNING'

*A question sometimes raised by parents about the Montessori 0-3 and 3-6 environment concerns 'play-based learning'. Should children be spending more time 'just playing'? This is a valid question with both a simple, and complex, answer – depending how deep you want to go. (That being said, the short answer is no.)*

by Tijana Ilic (Transition Assistant)

**P**lay-based learning is an approach to early-childhood education that is most supported by peer-reviewed research. It now underpins national Early Learning Frameworks. The Australian Government's Early Years Learning Framework defines it as 'a context for learning through which children organise and make sense of their social worlds, as they actively engage with people, objects and representations' (EYLF, 2009, 46).

As this is fairly ambiguous, I will summarise the research as a way of outlining what 'play-based learning' is.

The term originated with the work of constructivist theorists who held that knowledge is a process rather than a state, and results from children acting mentally or physically upon their environment. Piaget and Vygotsky are two leading theorists whose work remains influential today. They introduced the concept of play in relation to education. Their point was that through engaging with their environment and those within it, children construct essential knowledge from every impression they absorb.

This view is similar to that refined by Maria Montessori over her 50 years of observation of young children.

## IN THE RESEARCH

literature refers to effective play-based learning as child-initiated activity combined with intentional teaching. Intentional teaching involves teachers observing children's activity, and stepping in to advance their thinking, introduce a problem to solve, or extend their language skills when required – any form of teaching that is 'on the spot' and related to a child's activity. Play-based learning, therefore, stands in contrast to structured, direct instruction, where children receive explicit lessons from a teacher, isolated from their activity within the environment. However, nowhere in the research literature does it refer to purely child-led activity, such as unstructured outdoor or imaginative play.





## IT IS TEMPTING

to interpret the term 'play' as a contrast to 'work', which may appear to conflict with the nature of the Montessori environment and the language we use. However, we cannot conflate a child's activity with our views on what childhood should be. A child's activity is an expression of their innate drive to explore and manipulate their environment because this is what is required for them to develop cognitively, socially and emotionally. This is entirely necessary for all future abstract and conceptual thinking and reasoning that will be so important in a few years. It all happens as a child engages meaningfully with their environment, especially with materials specifically designed for this purpose, such as Montessori materials. The Montessori environment appears structured. It is arranged in a specific way, children generally work independently and quietly (purely a characteristic of their developmental stage, not of adult coercion!), and there are limits to their activity – they put work away after use, do not interfere with others' work, and have access to only one of each material.

In the research literature refers to effective play-based learning as child-initiated activity combined with intentional teaching.

## HOWEVER, OBSERVING MORE CLOSELY,

we see that it is actually a highly enriched environment whereby children are free to move independently, make their own choices, and engage socially at any time with other children. Their choices are driven by their developmental needs, and every aspect of the environment provides an opportunity for children to construct some aspect of knowledge through their own activity. Directresses are highly trained to observe; following every child and introducing them to materials that are directly tailored to their development and needs.

Montessori environments are therefore exemplary examples of child-led activity facilitated by highly-trained adults. This is exactly what the research on 'play-based learning' seems to encourage.

We can see here one example of how Montessori's insights align with current educational research, from The Montessori Method:

If any educational act is to be efficacious, it will be only that which tends to help towards the complete unfolding of life. To be thus helpful it is necessary to avoid the arrest of spontaneous movements and the imposition of arbitrary tasks. Any pedagogical action, if it is to be efficacious in the training of little children, must tend to help the children to advance upon this road of independence. (Montessori, 1912, 88).

'Play-based learning' is essentially learning through doing, with intelligent assistance from a trained adult. Could one find a more appropriate example of this than Montessori?

# STEPPING STONES



## NIDO ROOM

Connections to others in our environment are important, they allow children to feel safe, secure and supported. With this sense of security children engage in play and learning, allowing them to become curious and confident within their surroundings. With the return from holidays in mind we set out to build these connections within the room. We have invited siblings into the environment to share time, space and activities. We have also focused on greetings and small group interactions in our day to allow faces and names to become familiar to one another with new educators and children entering our Nido community.

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## RECENTLY WE

celebrated Harmony week. We invited the children to dress in traditional or bright clothing. We also invited them to print their hands to display on our welcome sign which reads 'welcome' in many languages, reflecting our diverse community. The message of 'Everyone Belongs' is important to us as we welcome, celebrate and acknowledge all the cultures bringing us together as a group and community. With our room changing and welcoming others throughout the year we decided to have a small consistent reflection in greeting new and existing families, a token that brings us all together.

By Karla Moggs  
Nido Room Leader



## CASETTA

have had a great start to the year, transitioning from the Infant Community and learning our new routines, teachers and beginning to work with new resources. Casetta have been very intrigued with their new classroom and have loved exploring and discovering new works. They are very eager to participate in presentations. Casetta was introduced to the sand paper letters this term beginning with the letters a, m, s. "The sandpaper letters are iconic in the Montessori classroom, and are a child's first steps towards literacy."

Casetta was introduced to the sand paper letters this term beginning with the letters a, m, s.

## EACH CHILD

had a presentation on how to use the sandpaper letters and how each letter sounded. Casetta were very excited with this new resource and we have introduced the sandpaper letters into our group times to extend our knowledge. Children aged between 2-3 years of age are in the most sensory stage of their life. By using the sand paper letters, it creates a sensory exploration opportunity for the children's increased tactile sense, as their sensitive period for touch is limited after the age of 3. We have practiced saying the sound by repeating and remembering and thinking of words, which begin with the sound. We also have been forming the letters by using our fingers to trace over the sandpaper to increase our sensory exploration. Casetta love to use the sandpaper letters during work cycle and mimic their teachers presenting the letters, they will hold up the letters and ask their friends how to say each letter; demonstrating great trust and confidence within their new teachers.

Overall Casetta have had a great start to the year and I look forward to seeing their progress throughout the rest of the year and seeing their excitement for learning.

By Amy Webb

Casetta Room Leader







## CASA

As you move around the Casa learning environment, you will no doubt find yourself enticed and intrigued by the array of beautiful and engaging learning spaces and the multitude of materials shelved within. Each child, as they progress through their time in Casa, finds themselves exploring the possibilities and potentialities of materials from across all shelves, as their capabilities, knowledge, skills and understandings develop and grow. I would like to take this opportunity to share with you a little more about our Montessori environment and the learning and development it supports.

Practical life includes life skills to help develop independence, coordination, concentration, self control, self-awareness & confidence.

## THE FIVE KEY AREAS

of learning in the Montessori environment include; Practical Life, Sensorial, Language, Mathematics, and Culture.

**1. Practical life** includes life skills to help develop independence, coordination, concentration, self control, self-awareness and confidence. This includes:

- Care of Self (food preparation, dressing, washing)
- Care of Environment (cleaning, gardening, care of pets, environmentalism)
- Grace and Courtesy (greetings, manners, social interactions)
- Control of Movement (refining movements, walking the line, moving quietly)

**2. Sensorial** activities allow the child to refine each of their senses:

- Sight (visual)
- Touch (tactile)
- Smell (olfactory)
- Taste (gustatory)
- Sound (auditory)
- Stereognostic (kinaesthetic)

Includes the manipulation of specifically designed materials that isolate qualities. Refines fine motor skills, visual and auditory senses and develops coordination and the ability to order and classify. Materials include Pink Tower, Brown Stairs, Knobbed Cylinders, Colour Tablets.

**3. Language** is based on phonetic awareness. Children work through specific hands-on and tactile language materials such as the Miniature Objects and I Spy games, the Metal Insets and Sandpaper Letters to the Moveable Alphabet. Language is not an isolated topic but runs through the curriculum. The spoken language is the foundation for writing and then reading.



## 4. MATHEMATICS

is developed with the use of concrete learning materials. The sensorial area is the preparation for mathematics. Hands-on materials are used such as Number Rods, Sandpaper Numbers, Spindle box, Number Tiles and Beads. Each exercise builds upon another and the child gradually moves from concrete to abstract in areas such as number sense, place value, addition, subtraction and fractions.

**5. Culture** allows the child to explore the natural world around them and includes:

- Geography (continents, landforms, earth layers, solar system)
- Zoology (classification, physiology of animals)
- Botany (ecology, classification, physiology of plants)
- History (timelines, past, present and future, growth and change)
- Science

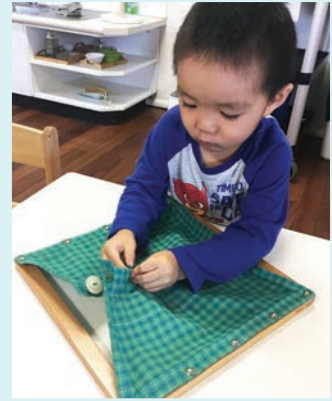
Art and music are also considered cultural activities, however, creativity is encouraged across all curriculum areas. The cultural area is clearly identifiable by globes, puzzle maps, flags and perhaps images or materials from other cultures.

When you walk into a Montessori classroom and can identify the areas, it all makes sense!

Bronte Nielsen

Early Childhood Teacher and  
Casa Room Leader.





When you walk into a Montessori classroom and can identify the areas, it all makes sense!





# INFANT COMMUNITY

by Emma Elegado-Kotulic (IC Room Leader)

**T**he Infant Community is a special environment that consolidates Maria Montessori's educational philosophy for children aged 14 months to 3 years old. This is the ideal environment that she conceived to be able to satisfy the ever changing and different needs of the children in this age group.

It was termed infant community as it is designed to be a community for children this age. The environment tries to invoke a feeling of community amongst these children - to learn how to care for the environment and for themselves.

In order to achieve this Maria Montessori realised the needs of the toddler for independence and inner self motivation that needs to be cultivated. She designed the environment to encourage independence with the child sized materials and ways to make the children be able to move independently without needing the constant help of the adult.

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## THIS CAN BE

established by the routine that is settled in the room. A 2-hour work cycle is implemented in the room to be able to encourage the concentration of the children slowly. The less disturbance from transitions in the room and more chances for the children to be able to find their own work that engages them is ideal. This is still a work in progress, but we have seen the children engaging with the new materials in the room, taking the trays or materials, bringing them either to the table or the floor with a mat and working. This involves reminding the children of the routine of packing away and simply not leaving the work behind on the floor or on the table. Returning the work to the shelf allows the others to be able to take the work once the other is finished. The children have slowly been learning how to wait for their turn as soon as it is packed away. In this community setting it is encouraged. This teaches the children multiple grace and courtesies. They are taught to respect the others who are working on a material, if they want a turn they will need to wait. They are also encouraged to not disturb a child who is concentrating.

There can be so many distractions to one's concentration. There can be other children wanting their work, other children's noise or even simply a well-meaning encouragement or praise from an adult. We all just need to be aware to protect one's concentration.

The children have increased their independence during meal times. Slowly food preparation is being introduced to the room through the form of using the mandolin slicer for preparing apples. Only one child at a time may do this work. Others all wait until they can have a turn. Hopefully we will be able to introduce other food preparation work that each child will be able to contribute to their snack time. Children who may be picky eaters will be more encouraged to eat foods that they have prepared as they were an active participant in its preparation. The children have a beam of pride to acknowledge that they have prepared the food for everyone else.

"The child also seems to work a miracle when we realise how eagerly he seeks independence and the opportunity to work, and he possesses great treasures of enthusiasm and love."

MARIA MONTESSORI





## TO FURTHER

involve the children in food preparation we have encouraged the children to collect their own bowls for their meals during snack. They serve themselves the cut-up fruit at the table using tongs. The children had a few hiccups using the tongs, at first resorting to using their hands instead. However, when this challenge was offered most of them were persistent and were getting fruit to their bowls. They even served themselves food that they did not want to eat; they just wanted to have practice with the tongs. This activity is important at this age to remain realistic. The children are able to see the relevance and importance of the work that they are doing. Children under the age of 3 are learning unconsciously and do activities that they simply absorb. Such is the same with the pouring of their own milk at snack time.

## THE CHILDREN HAVE BEEN

shown to pour the milk with 2 hands very gently. Some of the children have embraced this but some are testing their abilities and the parameters of this activity. The spills mean that the children are able to realistically experience the natural consequences of inaccurate pouring. They must clean it up with a cloth themselves. This acts as a natural deterrent for them to be careful next time, though sometimes they love cleaning, so they don't mind when they spill!

At lunch times with the placemats, the children are setting the table independently for the others and themselves. This is a long activity that most children are still developing the concentration for but since it signals the time for lunch they want to do it. Several children often do this activity, placing the placemat, placing the bowls, spoons and water bottles on the right setting.

After meals the children have also been cleaning up after themselves using a cloth to wipe their faces. The children have loved using the cloth and seeing a dirty face turn into a clean one in front of the mirror. This is the same as when they wipe their own noses; it gives the child control over their own bodies.

All these activities on independence, caring for others and themselves in their small community, encourages a high self-esteem that we establish at this age when they are trying to find out who they are. These activities have spurred a cry of, "I did it!" from the children with a beam of pride in their faces. This encourages them to try more on their own. Knowing that they can do it, they may not be able to do it initially, but it gives them the courage to keep on trying and less cries of frustrations happen.





## AT THE DINING

table more conversations are also happening. The children are talking to the teachers more. This engagement encourages more of their language development. The children have also learned how to participate in language presentations. These are presentations that increase the vocabulary of the children through realistic objects. Moving from concrete to later on abstract photos of things they see.

In a presentation the children are also learning to take turns and have the opportunity to learn the names of new objects. We have had real foods - fruits and vegetables in the classroom which captivate the children's attention. They are able to see, touch, and smell these objects. For some children they have never seen the fruit whole before it has been prepared or cut. It is an experience that they are loving as it appeals to their senses and love for learning language.

I hope parents now will see more independence from their children and encourage this more. Any opportunity where a child may be able to do it, show them how they can do it, to continue this learning that the children are embarking on.

## A HOME IS

also a community where the children can practice these things they have learned in the school. I hope parents now will see more independence from their children and encourage this more. Any opportunity where a child may be able to do it, show them how they can do it, to continue this learning that the children are embarking on.

"the only true freedom for an individual is to have the opportunity to act independently... there is no such thing as an individual until a person can act by himself." -Maria Montessori

By Emma Elegado-Kotulic

Early Childhood Teacher  
and IC Room Leader





# CONNECTING WITH MUSIC

*At this time of the year it is often helpful to give parents an insight into what happens inside the music classroom at Northside.*

by Marilyn Williams (Music Teacher)

## 3-4 YEAR OLDS

The children come in their class groups. Brolga and Kookaburra on Mondays and Rosella on Tuesdays. The 45 minute class is jam packed with singing, dancing and percussion along with music appreciation. The focus this term has been "Tingalayo" a fun folk song from the West Indies about a donkey and "Touch the Stars" an action dance. Alongside that we have been playing woodblocks to "Syncopated Clock" as well as listening to instrument solos in "Morning" from the Peer Gynt Suite.

The purpose of these lessons is for the children to experience and enjoy many styles of music.

My goal is to ensure every child feels a connection with music in some form





## EXTENDED DAY

The Extended Day Music is split into two groups. These lessons are more structured than the younger classes. The children are learning to play songs on the Glockenspiel as well as being introduced to note and rhythm reading. Singing, percussion and music appreciation are still an integral part of the lesson. They are currently preparing 'Hot Cross Buns' to be performed at the Term 1 Soiree.

## LEVELS 1 AND 2

The children are using the recorder as their classroom instrument. Level 2's having had more experience, will be playing an ensemble of Old Mc Donald on the recorders for this soiree. Music notation and learning how to write songs is introduced at these levels.

## LEVEL 3

Level 3 children are currently working with Ukuleles in their class. They are practicing manoeuvring their fingers around the strings. Later in the year they will also be using Melodicas. These are instruments that you blow and play a mini keyboard at the same time. Every second week we focus on developing reading and composition skills.

Our ensemble "Underneath the Sea" last week consisted of Guitars, Violin, clarinets, keyboards, xylophones and a chromo harp.



## LEVELS 4, 5 AND 6

Ensemble instrument work is very much influenced on the assortment of instruments that the children choose to play. Some bring their instruments from home and others work with instruments we have at school.

We have been learning about rounds (singing, playing as well as composing them). Our ensemble "Underneath the Sea" last week consisted of guitars, violin, clarinets, keyboards, xylophones and a chromo harp.

## CHOIR, ORCHESTRA AND BAND

While Choir and orchestra have continued into 2019, we are very pleased to be able to begin offering the opportunity for a band program at Northside. Students are able to obtain an instrument and also get tuition at school. This is an exciting addition to the music programs at Northside.

My goal is to ensure every child feels a connection with music in some form, whether it be through a wider appreciation of music that they hear, or their experience first-hand, by playing music. It should be part of everyone's lives.

# OOSH NEWS

## BEFORE & AFTER SCHOOL CARE

by Surendrini Giritharan  
(OOSH Coordinator)

A great start for the year and a warm welcome to all the newly starting as well as our older children. We have Elizabeth, Anderson and Shadeh joining us. They have happily settled in the program and are getting along really well with the other children without any issues. It was a smooth transition for all the children.

### BEFORE SCHOOL

Our Before School Care program starts from 7am. Breakfast is served from 7am to 7.45am. Children are provided with a healthy breakfast according to our weekly menu. The food is prepared according to their allergies and special dietary needs. The morning program has activities that encourage all the kids to be involved as well as games, story time and free play until they go in to their class rooms.







## IN THE SAME WAY,

our afternoon program contains a variety of activities to get the children engaged with interest. We start off with afternoon tea that is nut free and always healthy with two fruits, two vegetables, one carbohydrate and one dairy product. Food is also prepared strictly taking into consideration every child's allergies and special dietary requirements. Following this, the activity for the day is based on that week's theme. This includes activities such as cooking. Children also get to take a cook book home filled with the recipes they prepared each week. We also allocate time for story time, group games, free play and one hour of outside play.

We encourage all children to take part in all the activities. Parents can look at our weekly program sheet which is posted above the parent sign out sheet in ASC. Parents/carers are always welcome to chat to our staff if you have any concerns or doubts.

We also do termly observations of each child individually and in group situations.

We know how much every parent worries about their child's safety, so a task sheet is filled out every single day about the safety and practice of the activities being performed.

As part of the learning we also celebrate cultural events, like Chinese New Year, Easter, Deepavali, and Christmas. This year we celebrated Chinese New Year with craft activities, learning the significance of the celebration and enjoying some sweet treats as well. The children really enjoyed this activity. Please see some of the group pictures taken on the celebration.

Children also get to take a cook book home filled with the recipes they prepared each week.

## OUR HOLIDAY PROGRAM

This runs from 8am-6pm. It is your responsibility to provide enough food for morning tea, lunch, afternoon tea, a water bottle and most importantly a HAT. All belongings must be clearly labelled with the child's name. Sunscreen will be given to all children when outside from 11am-3pm unless there is a special request from parents to use sunscreen at all times while their children are outside. We have our own sun cream but parents are more than welcome to provide one for their child with their child's name on it.



## WE DO HAVE

a variety of activities and each holiday program is based on the children's interest and learning. We also organise incursions from outside providers. Every holiday program we introduce new activities to create interest, learning and excitement. We do the same for our outside incursions but at the same time we do repeat some of the popular incursions. Last year the 9D Cinema was a very popular hit among all age groups. They thoroughly enjoyed the activity and had a lot to talk about that afternoon. It was the first 9D movie experience with exciting movements for almost all the children. Please see photos from some of our Dec 2018- to Jan 2019 holiday program highlights.

Last year the 9D Cinema was a very popular hit among all age groups. They thoroughly enjoyed the activity and had lot to talk about that afternoon.



## THE APRIL HOLIDAY

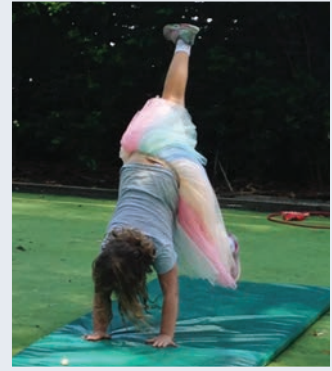
program flyer will be sent closer to the event dates.

Now coming to our staff members, we have a wonderful group of qualified staff doing all the hard work to make sure the program runs smoothly. Any parent who has any concerns with staff members should bring their concerns directly to the principal's office and not discuss their issue with the staff on duty. Have a wonderful holiday and we look forward to seeing you during our holiday program!

Surendrini Giritharan (OOSH)







This year we celebrated Chinese New Year with craft activities, learning the significance of the celebration and enjoying some sweet treats as well.



# A PURPOSEFUL TERM

*This has been a phenomenal term for Orana (9 - 12) - one that has been so full of new experiences and interesting events that the weeks have flown by.*

by Margaret Kroeger  
(9-12 Directress)



At the start of the term we welcomed 12 new students to the cycle and they have settled beautifully. The children collaboratively created a set of class guidelines and a class logo to express their sense of community. The logo emphasised having fun while working hard and trying your best. It has set the tone for a very productive year ahead.

Eight of our classmates prepared over many weeks to attend the Montessori Model United Nations conference in New York. They researched the structure and history of the United Nations, the needs and strengths of countries and real world problems. These included how to support gender equality and to reduce the incidents of violence to women, how to ensure better access to affordable and sustainable energy and how to promote and protect biodiversity. It was a pleasure to see the students' earnest and heart felt solutions to these very pressing world issues which will be shared with students at the conference from around the world. Their resolutions will then be delivered to delegates from The United Nations. Having been involved with this program for over 4 years now, I never cease to be amazed by the bravery and simplicity of the children's solutions. They see issues with a purity and hope that enables them to see situations in a way that many adults cannot. We look forward to welcoming our students back to Australia.



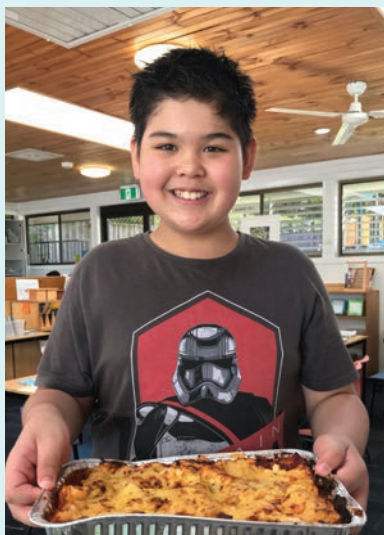


Eight of our classmates prepared over many weeks to attend the Montessori Model United Nations conference in New York.

## EARLY IN THE TERM

we welcomed two Indian Runner Ducks to the class. We thank Noelle for her kind donation. The ducks have now become a fixture around the school and they are thriving. Hearing their happy noise greeting the children each morning has been lovely. Thank you to the Tarraf, Chu and Kologlu families for their support with animal care on the weekends and holidays.

The children have shown wonderful focus with their studies. Research has included topics as diverse as states of matter, Ancient River Civilizations and life cycles. A large group of children have been creating a 3D version of the 'Timeline of Life' adding their own models and pictures with an emphasis on the Australian development of life on Earth. Circuit science experiments, life in 18th Century Australia, square root and division of fractions have also been popular work choices. Personal narratives have dominated our creative writing.



## THIS TERM

the class visited the Art Gallery of NSW and participated in a webcast on 'Safety on the Net' hosted by the Office of the eSafety Commissioner. Their website features a range of activities and articles for children, parents and teachers. Please go to <https://www.esafety.gov.au> to access these valuable resources. Soon we will begin our Virtual debating activities with schools from around Australia.

Thank you to all the parents for your help in supporting the children's learning and school experience. These include Naomi for her guidance and time reinventing the school vegetable patch, the canteen and library parents and Asiyeh for her presentation on the Iranian festival, Norouz.

Wishing everyone a peaceful and relaxing term break, Margaret, Kim and Soo-Jin.

Soon we will  
begin our Virtual  
debating activities  
with schools from  
around Australia.



WHAT'S ON...

# THESE SCHOOL HOLIDAYS



## SKATE, SCOOT & BMX BATTLE AT BEROWRA

To celebrate Youth Week 2019 kids can register online to participate in free skateboarding, scooting or BMX events. Enjoy free BBQ, chalk art demos, lose the litter pledge, music, prizes & more! Helmets are required. Parking is available at Berowra Community Centre. **Berowra Skate Park, Berowra Waters Road, Berowra. Saturday 13 April 11.00am - 4.00pm.** Register at [www.hornsby.nsw.gov.au/lifestyle/events/misc-events/youth-week-2019](http://www.hornsby.nsw.gov.au/lifestyle/events/misc-events/youth-week-2019).

## ST IVES VILLAGE LITTLE KIDS

A series of regular interactive events where kids aged 2 - 6 years old develop their imagination through story time, play, movement and craft at St Ives Shopping Village. Held Monday mornings from 9.30am. No bookings required. **Monday 15th April:** Marian Street Theatre For Young People Performance. **Monday 22nd April:** School Holiday Art Classes.

## MINI BEASTS SCHOOL HOLIDAY BUSH WALK

Kids aged 7-12 and their parents will discover the wonders of the natural world with this special holiday program. Turn over a new leaf ...and see what you find! Distance: 3km. **Wednesday 17 April 10.00am - 12.00pm, Fagan Park, Galston.** To register visit <https://www.hornsby.nsw.gov.au/lifestyle/events/bushwalks/mini-beasts-kids-school-holiday-activity>.

## CROSSLANDS TALL TREES FAMILY WALK

**Wednesday 17 April 9am-11am. Crosslands, Berowra Valley National Park.** Come up close and personal with some of the biggest native trees in Hornsby Shire on this 3km walk. Tree expert Ross Rapmund will help you name these giants, discover how they grow, and point out some of the locals who use them for a home. Ages 8 and over, all children must be accompanied by a supervising adult. Bookings via [www.hornsby.nsw.gov.au/lifestyle/events/bushwalks/crosslands-tall-trees-family-walk](http://www.hornsby.nsw.gov.au/lifestyle/events/bushwalks/crosslands-tall-trees-family-walk).



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