

NORTHSIDE MONTESSORI SCHOOL - EARLY LEARNING, PRIMARY & SECONDARY

CHRONICLE

AUTUMN



WHO IS THE THREE
TO SIX YEAR OLD?
THE FIRST PLANE
OF DEVELOPMENT

FUELLED BY IMAGINATION
INTRIGUED BY THE WORLD
BEYOND THE CLASSROOM

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NORTHSIDE CHRONICLE
AUTUMN 2021

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FROM THE PRINCIPAL



Welcome to the first Chronicle for 2021. We are excited to be commencing a new school year and look forward to the many opportunities that it might hold. Considering the recent easing of restrictions for schools around Covid-19 things are shaping up to be a more normal year with less cancelled events and more community engagement. A strength of Northside is the community that exists at both campuses, so we are pleased to be able to welcome families back on site and share with them the wonderful experience of our Montessori communities.





We thank all our families for remaining vigilant and responsive to the requirements and restrictions over the past 12 months. It has not been an easy time for families and students, and we certainly appreciate the support and cooperation that we have experienced within this community. We need to continue to remain vigilant and responsive to the health advice as it comes to hand.

Across our school we are already seeing the benefits of these eased restrictions, with Going-Outs, incursions and excursions already occurring across the school. In this edition of the Chronicle, we see some glimpses of these events. Throughout Term 1 our students have enjoyed a visit from an Antarctic Explorer, visited the newly refurbished Australian Museum, participated in an afternoon of football with Forestville Montessori School, attended Taronga Zoo for the Zoo Snooze experience, had a science incursion, and enjoyed the sights and sounds of Harmony Day celebrations.

Opportunities for students at Northside go well beyond the classroom, and we are so thrilled that our students can explore curriculum through the framework of Montessori education. Our classes provide so many opportunities for students to look outward and explore their world. Montessori education provides learning through real life experiences and practical application of concepts through the exquisite materials developed by Maria Montessori.

In this edition of the Chronicle there is a focus on the planes of development developed by Maria Montessori. Through her observations and inquiry, she developed these planes which follow the development of the child through to adulthood. An understanding of these planes shapes our thinking and pedagogy in the Montessori environment, and provides for a deliberate approach



to meeting the needs of the children in our classes. While Northside has predominantly been focused on the First (0-6 years) and Second (6-12 years) planes of development in our Pre-Primary and Primary Classes. With the establishment of our High School Adolescent program in 2022, our focus will also encompass the Third Plane of Development (12-18 years). Margaret Kroeger has explored this in an article included in this edition, along with articles from Jane Walker on the First Plane and Linda Van Lierop on the Second Plane.

Thank you for taking the time to read this edition of the Northside Autumn Chronicle. We hope that it provides you with a glimpse into the wonderful community that we have at Northside Montessori School.

Adam Scotney
Principal

NORTHSIDE MONTESSORI EARLY LEARNING CENTRE

With the start of the new year, Casa has been lucky to welcome a fresh contingent of young children into our community - eager to explore the opportunities and possibilities that the Montessori Casa learning environment has for 3-6 year olds. Already I can see them rising to new and exciting challenges and expectations with determination, focus and positivity.

Our older children have returned just as enthusiastically, ready for more chances to learn but also to be the big kids and looked-up-to role models - sharing their knowledge, understandings and skills with their younger peers. So welcoming through their words and actions, they have embraced our new community dynamics with true grace and have played a vital role in the establishing of a strong sense of belonging for all our members - one of the things which makes Casa the wonderful environment that it is.

I can't wait to see the amazing growth and progress of our children this year and will be so proud to share their achievements and joys with you all..

Bronte Nielsen
Early Childhood Teacher and Casa Room Leader











INTRODUCTION TO THE P&C

Dear Community,

Now that we are in the full swing of 2021. I thought I would take this opportunity to provide some information about our School's P&C. Our P&C is a little bit different to what you may be familiar with, with our sole focus being to build community within our school. Our P&C has been running in its current form for the last 2 years, and consists of up of 6 parent volunteers who so generously give of their time to attend meetings and to assist and manage school events for the benefit of all of our families, working alongside the school staff and executive.

Our current P&C representatives are:

Emma Spencer
Karen Samson
Veronica Morales
Ian Carlson
Shirley Farqhar
Elisha Hamilton

Our P&C was also established as a safe place for parents to come to with any queries, clarifications or concerns regarding the school community. We are representatives of all the families at the school and welcome feedback and suggestions which can be tabled for our quarterly meetings. If you have suggestions for events or additions to the school (an example being our community street library) please feel free to email pandccommittee@northsidemontessori.nsw.edu

Looking forward to making the most of 2021!

Emma Spencer
P&C President



ALL SUGGESTIONS
WELCOME.
PLEASE EMAIL
[PANDCCOMMITTEE@
NORTHSIDEMONTESSORI.NSW.EDU](mailto:pandccommittee@northsidemontessori.nsw.edu)

TODDLERS' IMPULSIVITY AND SELF REGULATION

by Sandra Sin (Directress of Transition and Toddler program)

In our Montessori toddler program, many young children enjoy a great deal of freedom as they move around to choose where to sit, select what to work on and decide how much time to spend on their work. With guidance from teachers and carers, children learn to move about with great care and practise waiting for their turn.

At morning teatime, toddlers sit around the table and wait for their peers to join the group. Through this, children learn that they are not supposed to touch any food that is displayed on the table until we finish singing our morning tea song. One strategy we use is to encourage children to hold the song card in their hands so they can learn to withstand the temptation of grasping food from the table while waiting. Through many interactions and strategies as listed below, teachers and carers work together with children who learn to delay their impulse to act while their self regulation is being promoted.

Teach Toddlers to Label Feelings

Children who do not understand their emotions are more likely to be impulsive. We teach them to recognise their feelings so that instead of showing us how they feel, they will use their words to communicate. Children who cannot say "I'm angry" to express their mood may hit to show they're upset, and children who can't verbalise "I feel sad" may throw themselves to floor and scream. We teach children how to label

their emotions such as anger, sadness or fright. We need to let children know we understand how they feel by describing the situation, e.g. "You are really disappointed that we can't go to the playground today", "You are mad that I won't give you ice cream before dinner", "You are so frustrated with the train since it is so tricky to make it stay on the track". By giving children the words to describe their feelings, we give them the first step toward helping them manage their emotions and develop self control. The next step is to discuss the difference between feelings and behaviour. It is important to validate their feelings and let them know it is okay to feel angry although it is not okay to hit or kick someone when they are angry. The more children understand their emotions in a meaningful way and discover the power of language to assert their needs and desires, they will be less likely to misbehave.

Provide Structure and be Consistent in Setting Boundaries

Toddlers love routine and structure in their lives. By keeping their routines consistent, chaos that leads

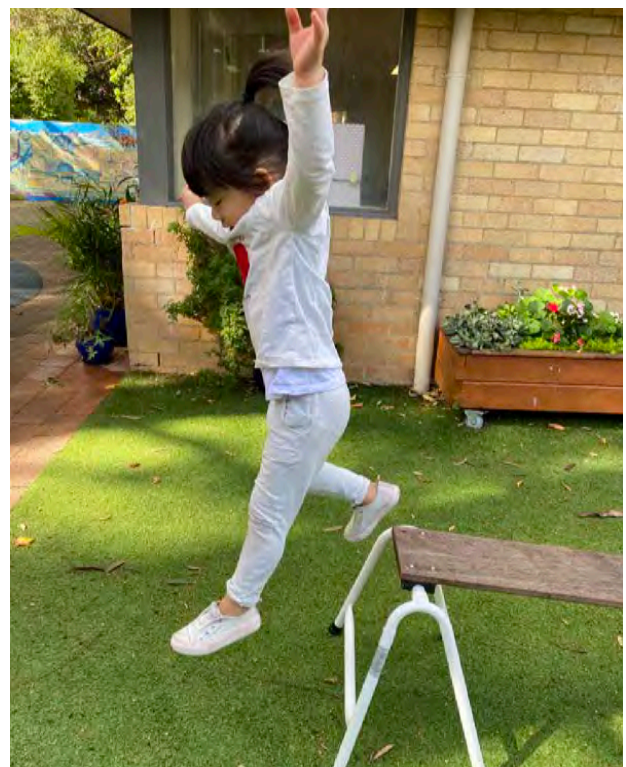
Toddlers love routine and structure in their lives. By keeping their routines consistent, chaos that leads to impulsive behaviour becomes significantly less likely.



to impulsive behaviour becomes significantly less likely. It is important to create clear rules and explain the reasons behind the rules, namely the consequences on them, (and if applicable) the object, task, and/or others around them. When toddlers act out (e.g., hitting, jumping off furniture, running inside), we improve their impulse control by stopping the behaviour with short, firm instructions “No hitting. Hitting hurts.” According to brain research, consistent limits and boundaries will eventually turn into children’s own “internalised speech” when their brain establishes the neural connections (between survival instinct impulses and the executive brain) which are essential in developing the skill of self control.

Set Appropriate Limits with Natural Consequences

When we are entering new situations, we need to make our expectations known beforehand (e.g., using an inside voice in the library). We also need to explain the clear and natural consequences ahead of time. For example, if we use an indoor voice in the library, we can borrow our favourite books to take home, but if we start yelling in the library, we must leave straightaway without any books. By explaining both the positive and



negative consequences of their behaviour, children will be able to make better informed decisions about their behaviour before they are ready to follow many other rules in our society. If we see a child is about to break a rule, we can prompt them by reminding them gently about the consequence with a question such as “What will happen if you run inside a shop?” Of course, toddlers will test the limits, and this is to be expected. What will be done is to implement the consequence calmly using a combination of the clearly stated rule and consistent follow-through. This enables young children to practice self-control, and with adequate practice and patience on our part, children will gradually learn to control their immediate impulses and consider the consequences before they decide how to act.

Encourage Physical Activity and Play Impulse Control Games

We encourage parents to limit their children’s screen time and promote active play outside to ensure that children get plenty of exercise. Children who have many opportunities to run, jump and climb will be better equipped towards being more self-disciplined because exercise and movement affects focus and attention by boosting their levels of dopamine, norepinephrine, and serotonin in their brains. Regular physical activity also improves children’s concentration, motivation, decreases hyperactivity and impulsivity, and improves the memory. Many fun games such as ‘Simon Says’, ‘Red Light Green Light’, and ‘Follow the Leader’ will give children the opportunities they require to practise impulse control. Research from Stanford University and Maastricht University in the Netherlands links improved impulse control to short-term memory training. In essence, through playing memory games, children’s memory is enhanced to lighten the ‘cognitive load’ of the frontal cortex, allowing it to manage impulsivity more successfully.

Be a Good Role Model

Children will learn a lot about emotional management and impulse control by watching us. We can model appropriate ways to wait patiently and tolerate delayed gratification by pointing out impulse control techniques that we are using by stating things such as “Although I would really like to drink some orange juice right now, I am going to save it on the trolley so that we can share it at morning teatime.” By talking to ourselves out loud, we will teach children how to develop an internal dialogue that will help them manage their impulses. This is supported by researchers at the University of Toronto who have found that self-talk plays a major role in helping children manage their impulse behaviour.

Every child is different. We need to acknowledge that certain characteristics, such as child activity level, adaptability, mood intensity, and attention span are instinctive rather than a result of parenting. It is also important to reflect on our own temperament and how we match (or mismatch) children’s reactions to situations or stimuli. We need to be aware that our feelings are separate from the children’s, but they are still valid. Taking this into consideration will positively affect our response to children’s impulsivity. Last, but not least, learning to manage and make sense of our own feelings and getting help when we need it (and we all do) is the best way to help children develop self control. As teachers and carers in toddler community, we are supporting each other to learn to respond thoughtfully rather than impulsively.

While development of self-control varies from child to child, children at around three years of age are more likely to have a stronger capacity for impulse control. As teachers and carers, we are working together to make the difference in how young children are learning to manage their emotions and impulses knowing that toddlers are not just ‘misbehaving’ or purposefully trying to drive us crazy even though we sometimes do feel that way.



WHO IS THE THREE TO SIX YEAR OLD?

by Jane Walker (Rosella, 3-6 Directress)

The First Plane of Development

(extracted from "Montessori Play and Learn" Lesley Britton 1993)

One of the main characteristics of the Montessori approach is that it places an emphasis on the development of the "whole" child as opposed to the traditional method. The Montessori approach guides children according to their natural interests.

The key role of the Montessori Directress is to "follow the child" through careful observation across all developmental domains: social and emotional, receptive and expressive language, cognitive and intellect and physical skills. As the Directress of the Prepared Environment, he or she will have a thorough understanding of the three to six year old child during the three year cycle or what is known as "the first plane of development".

The First Plane of Development

Dr. Montessori drew her ideas about how to educate children from her observations of them at different stages of development and from her observations of children within their own very different cultures.

She found that all children had "the universal characteristics of childhood" regardless of where they were born, how they were brought up and where they were brought up.

Maria Montessori travelled extensively and studied children of all races all over the world.

These characteristics can be summed up as follows:

All children have "absorbent" minds - the "unconscious" and the "conscious" mind.

- All children pass through "sensitive" periods in their life. These have only now been recognised by educational academics as "critical" periods for learning where the child's brain is ready to learn a concept.
- All children want to learn. All children have an inborn motivation to learn. "He does it with his hands, by experience, first in play, then through work. The hands are the instruments to man's intelligence" (Maria Montessori)
- All children learn through play/work. Montessori did not distinguish the difference between play and work - she said that "play is the child's work".
- All children pass through several stages of development.
- All children want to be independent. "The greatest gifts we can give our children are the roots of responsibility and the wings of independence" (Maria Montessori)



So what is the "Absorbent Mind?"

The stage of the Absorbent Mind is from the age of 0 - 6 years. Montessori divides the Absorbent Mind in to two stages:

- The "unconscious" absorbent mind - from 0-3 years
- The "conscious" absorbent mind - from 3 - 6 years

The Unconscious Absorbent Mind

The young infant unconsciously soaks up information from the environment at a rapid rate and this starts from the moment of conception. The impressions made on the child's mind actually shape and form it and can therefore, have an impact on his future development. So, it follows that each and every experience is of vital importance, especially from the age of 0 - 3 when the "conscious learning" has not yet emerged.

In Vitreo

The foetus is able to hear and can identify his or her mother's voice. The child is beginning to hear sounds from within his own family and we know that the child is able to hear noises from the external environment, music, voices, reading stories, singing etc.

From Birth - 3 years (The Unconscious Mind)

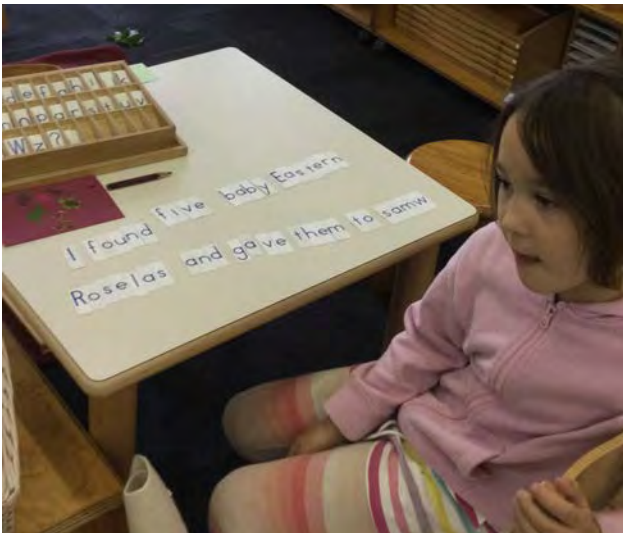
We only have to look at how a child learns his or her mother tongue. His or her own language is not taught by the parents, but the language is absorbed innately and literally seems to sink in. Regardless of where the child is from, China, Africa, Europe, America, by the time that the child reaches six years of age, he or she has already learned to speak in their mother tongue. The child has a considerable vocabulary and is able to speak in fairly complex sentences. The child will also be showing the different types of behaviour conforming

to his or her particular social or cultural group. By three years of age the child is imitating the adults behaviour in the home, such as cooking, cleaning, fixing and some social behaviours.

From 3 - 6 years (The Unconscious Mind)

In this second phase, the child's mind is still "absorbent", but now "Consciousness" begins to emerge. This comes with both language and prior knowledge. At the same time, his "will" also begins to appear, which can be difficult for parents to manage at times. He or she begins to want to be independent and begins to try and get his or her own way. He or she is able to use verbal language to manipulate others in the social network. New skills are easily acquired and they begin to ask lots of questions like "why", "how" etc. The mind is still absorbent but the child has a constant thirst to know things.

At one time it was thought that the child's mind was a "Tabula Rasa" (a "blank slate") which could be filled up like an empty vessel, but the process of learning in a young child is "active" not "passive". It is also known as "self - construction" and is now a recognised phenomena in early childhood education. The child has an inborn drive for knowledge and will act upon those energies, which is why they need to be given the freedom to follow his interests and explore what interests him. Only with this freedom can the child develop his full potential. Maria Montessori quotes "Only through freedom and environmental experience is it practically possible for human development to occur." (Maria Montessori) through freedom and environmental experience is it practically possible for human development to occur.



To an outsider of the Montessori Method, most parents or carers find this difficult to comprehend. In the Prepared Environment, the children are invited to use "real" knives, use glass, china and metal utensils. They are given the responsibility to handle a "fragile" object (i.e. a piece of china or carry a glass jug full of water across the room). In the home, we are constantly telling the children "No", "Don't touch that", "Be careful or you will drop it", until we have the confidence that the child is old enough to know what is safe and what is not. We are constantly taking over the child's endeavour to work independently.

However, Montessori discovered that with careful guidance, a young child can be taught this and experience safety at a very early age. There are things at home that the child can do for himself easily and things that the child can be taught to respect, such as kitchen appliances, hot pans, oven doors etc. When you can apply these principles at home you will be helping him or her develop the self-discipline and independence he needs to avoid problems. "A child needs freedom within limits" (Maria Montessori)

Sensitivity to order

This usually occurs in the first year. It appears to start early in the first month and carries on through to the second year. The child is trying to categorise and sort out his or her experiences. As a baby, a child may prefer to be handled in a certain way and any change may upset her/him. The child is trying to construct a picture of the world, so going on holiday, redecorating a room or moving house can really upset a child (about 18 months)

Sensitivity to language

Occurs from birth to six years. Children have an innate ability to learn their mother tongue. As a baby they are absorbing your expressions, your intonations, the way you look at them and start to read your body language. By the child is six they should have a large vocabulary and be able to express themselves in full sentences. They may not speak in complex sentences but they have their accents and basic sentence structure.



THE SENSITIVE OR THE "CRITICAL PERIODS"

Maria Montessori was a doctor and a scientist, not really known as an educator and through observation, she identified that children go through six "sensitive periods"

The six "sensitive" periods are the:

- Sensitivity to order
- Sensitivity to language
- Sensitivity to walking
- Sensitivity to the social aspects of life
- Sensitivity to small objects
- Sensitivity to learning through the senses

If a child is not exposed to language regularly during this period, his ability to speak will be irrevocably damaged.

Montessori believed that it was very important to converse with children during this period, continually enriching their language and giving them every opportunity to learn new words. Some children who have problems with pronouncing or articulating their sounds, may not have been exposed to "living" language or have hearing problems through issues such as "glue ear" or "deafness".

Sensitivity to Walking

As an adult, we walk for the sole purpose of getting from A to B or for exercise. For a child of twelve to fifteen months a child is starting to walk, but he needs to practice the skill for the sake of practising. As a young toddler, it is surprising how far they can walk if they walk at their own pace, NOT at the adult's pace. Again this is a child who is striving to perfect his or her own skill (self - construction)

Sensitivity to the social aspects of life

By the time the child is about two and half to three, they realise that there is another dimension to his social group. The child realises that he is part of the larger community and begins to move further away from his parents or carers. He starts to become more interested in other children and what they are doing, he starts to model themselves on adult behaviour (or TV) and is gradually acquiring the social norms of their group. Imitative and representative play appears and they are happy to work alongside other children. However, they are not yet at the stage of collaborative or cooperative play which is why presentations in the classroom are all individual presentations so that the child learns for his or her own gain

Sensitivity to Small objects

Once a child has become more mobile at about one year old, he starts to become interested in everything small, such as pebbles, twigs, stones, seeds etc. He may even pop it in his mouth to investigate further. It is the urge to investigate detail in the environment and a drive to understand more about the world around him.

Sensitivity to learn through the senses

Children receive impressions of the world through their five senses. From birth, a child is absorbing knowledge through his tactile, visual, olfactory, aural and taste. As a baby, the child should be close to the adult so that he can see and hear everything around him. If a child is confined to a play pen or a chair, a cot or a pram, the child is inhibited in his endeavours to learn

new things. If a child is constantly told "No" he will not learn to try. The Prepared Environment helps children to learn about the things they can do as it is "freedom within limits". The materials invite the child to try, they invite the child to touch, thus providing a freedom to explore. If they are given the freedom to learn through the senses, they will want to learn and move to the next level. This is why in the Prepared Environment, the materials are ordered so that the child can build upon his knowledge and skills, from "easy" to "complex", in easy stages. All this at his or her own pace.

Sometimes these "sensitive" periods are not understood by the adults and can be frustrating. " i.e. A two year old at the supermarket wants to touch, look, turn and feel something off the shelf to try and find out what he or she can do with it or try and find out what it's for. To get the object off that two year old, can result in a meltdown or tantrum in the supermarket. This is not a child being "naughty" or "disobedient", he or she is following a desire to develop new knowledge or skills; it is an innate urge to learn through the "senses" a predisposition to find out more.

On the bright side, once the child has acquired sufficient knowledge about that object and the phase has passed, there will no longer be a seemingly uncontrollable desire to touch everything.

So how can we help the young three to six child at home?

"Montessori always claimed that she did not devise a teaching method but that her ideas on teaching children merely grew out of close observation of children. From this, she discovered the following needs:

- Children have a joy in learning [and they need to have the freedom to learn]
- Children have a love of order [and routine; it makes them feel familiar and safe]
- Children have a need to be independent [just let them try for themselves without judgement]
- Children have a need to be respected and listened to [talk to them, listen to them, take time with them, provide them with the vocabulary to express how they feel]
- Children have an interest in fact and fiction [read appropriate books to them; "fantasy" is not advised to children before 6 as they need to be based in reality and understand the real world first] Open their eyes to the natural world [books should be about things in the real world; lifecycles etc.]

CONFIDENT EXPLORERS IN BROLGA

by Margret Ranada Palma (Brolga, 3-6 Directress)

This term, the children in Brolga have been confidently exploring their environment with the application of the materials they have been working with. The children are encouraged to take chances in their experimentation, linking their knowledge with the experiences that they build on as they work with the manipulatives available in the classroom. The children who often say "I am past that work already" are challenged by the question: "I wonder what else we could do with this material or activity...."

Measuring Length: The red rods are put to good use as the children hunt for the different lengths of objects they can find in the indoor environment.



In our first school gathering or assembly, Sylvia has shared that her family rescued eastern rosellas from a bushwalk one day. She wrote a story about it using the Small Movable Alphabet and drew a picture booklet on the parts of the bird.



Colour Tablets: Children enjoy working in pairs as they match different colours and shades from the Color Boxes 2 and 3 to the objects in the environment.



Cylinder Blocks with the use of a blindfold: We isolate the senses now, allowing the child to stereognostically search for the right slots in the blocks for the cylinders instead of relying on his sense of sight.



Botany Cabinet: The children continue to explore the Leaf Cabinet by matching leaves from their leaf hunt.



Thermic Tablets: The children try to close their eyes if they are not comfortable wearing the blindfold as they learn about the temperature of different materials.



"We cannot create observers by saying 'observe', but by giving them the power and the means for this observation and these means are procured through education of the senses"

DR. MARIA MONTESSORI

STAFF PROFILE

VYSHNAVI BHARADWAJ

Vyshnavi joins the Cooina 6-9 classroom as the teaching assistant after recently completing the Montessori AMI 3-12 Orientation course in Sydney. She has completed her Montessori 3-6 Diploma in 2010 from India and from that point has been a firm believer in the Montessori philosophy.

Vyshnavi has been part of the Northside community since 2014. She has enjoyed being an active parent volunteer for many school events in the past and enjoys being with children learning from them every day.

She strongly believes in the "child developing harmoniously and the adult improving himself at his side" (Maria Montessori, Education and Peace)

Vyshnavi is currently pursuing her Bachelor of Education (Primary) and is all set to start her AMI 6-12 Diploma in Sydney. She is excited to be part of Northside observing children's exploration, their phases of development and developing their sense of identity.



THE SECOND PLANE CHILD OR THE SECOND PLANE OF DEVELOPMENT

by Linda Van Lierop (Cooinda Directress)

Children undergo an important transformation around the age of 6 years, both physical and psychological, that can be difficult for parents to understand.

Examples of physical changes that take place include losing their baby contours, silky hair becoming coarser, and teeth start being lost. In the First Plane the child is focused on absorbing the environment. As they move into the second plane, the child's focus moves to the surrounding culture rather than their physical environment. Touching in the First Plane child is what the imagination is to the Second Plane child. The Second Plane child has a thirst for understanding and knowledge, a want to know the reasons for things and the why behind how things happen.

In the second plane, the children are interested in the large idea, so we present the whole picture through the Great Stories and then look closer at the details as we move forward. For instance, we start with the

universe, then move to the solar system, and then the planets. In mainstream education, you start with the small picture and gradually build to the bigger picture, whereas in Montessori education you start with the bigger picture, then move onto looking at the details. This reasoning behind this, is that it allows children to analyse their ideas in a logical coherent form, following their excitement in looking at the world before looking at the family's role. With this idea in mind, we encourage the children to undertake concentrated, long lasting activity, as bigger more challenging tasks tend to be more interesting.

The Sensitive Periods, or characteristics of the child, that extend across the second plane are strongest in this age group (6-12 years), even though they may be present in the other stages. The main sensitivities of the Second Plane include developing physical stamina, group instinct, hero worship, moral development, imagination and developing a sense of responsibility.

The child's physical energy is extensive, they enjoy being physically active a lot of the time, often with energy to spare. Regarding the group instinct, the



children start to form little groups, the start of a mini society, experimenting with how a social group functions and works together. Now many lessons are presented to groups of children, as that is what is preferred, rather than individual presentations as in casa. Exploration is important, allowing the child the freedom to explore and develop independence. It is important to bring to their attention those who have done good things for the country, society and world, those that they may otherwise not be aware of. The people who discovered the difference between poisonous and non-poisonous food, the person who invented the knife, the person who discovered the use of fire for harvesting and hunting, the unsung heroes who have had a dramatic impact on current civilisations.

The sensitivity of moral development is where the children want to use their own judgment in decision making, so it is important that they understand the reasons behind requests. To assist them in developing a strong sense of justice, the adult needs to be fair, as children are very aware if this is the case or not. Modelling ethics, politeness, respect and consistency all aid the child in forming their own

moral development. 'Tattling' is not the child trying to cause problems, it is aiding them in developing their understanding of morals, what is right and wrong, their way to develop their sense of morality. Montessori believed the imagination is a tool for exploration and that the body and mind must work together. Montessori's definition of 'imagination' was the power to think of things not immediately present, with the source as the real world. The human mind translates all our experiences into images in our minds and those that we can carry form the basis of all future imaginations. They are developing the ability to judge the rightness and wrongness of actions, leading to a sense of personal responsibility. Social responsibility also starts to develop, where they see beyond themselves into the society around them.

THE GREAT STORIES



by Sarah Bazylenko (Gunyah, 6-9 Directress)

In the Second Plane of Development, children develop their reasoning mind. This means they explore using reason rather than their senses. This is the biggest difference between the First and Second Plane of Development. Our role is to open a door for the child so he/she can explore and understand. Montessori said that we have to trust the spontaneous organising power of the human intellect. We need to remember this when working with children. In the Second Plane of Development, the intellect is very powerful and the mind is capable of great clarity. Children need constant challenge.

Montessori said that the mind works by itself, moved by a power from within. We need to get the movement started in the child's mind and provide momentum; we do not need to do the work for the child. Children's minds need something to catch onto, as they won't be interested, if they don't know what there is to be interested about. In the First Plane of Development, we connect the child to Montessori materials but in the Second Plane of Development it is often imagination that is the incentive that catches the child interest. Our role is to stir the imagination and get it working.

Great Stories are special lessons. The term can be misleading. 'Lesson' implies there is something that the

children need to learn - but the stories aren't something children need to learn in the way we would normally think of learning. Instead, we think of them as prologues to a drama, an introduction to a scenario or a curtain raiser. If we think in these terms, then we can use them to get the children excited about the world around them. That is the purpose of the Great Stories.

Each Great Story is a prologue and each opens onto the play of the drama of the universe; starting with the creation of the universe, then our earth, then moving to the beginning of life on earth. Life couldn't appear until the earth was ready and prepared. One special form of life, human beings, makes an appearance then there

"If the idea of the universe be presented to the child in the right way, it will do more for him than just arouse his interest, for it will create in him admiration and wonder, a feeling loftier than any interest and more satisfying. The child's mind will then no longer wander, but becomes fixed and can work. The knowledge he acquires is organized and systematic; his intelligence becomes whole and complete because of the vision of the whole that has been presented to him, and his interest spreads to all, for all are linked and have their place in the universe on which his mind is centred."

DR. MONTESSORI, TO EDUCATE
THE HUMAN POTENTIAL, P. 6



are two later, but no less important, stories - the history of written language and the development of number system. So these five stories are the acts of our drama. Each sets a particular stage and each has specific actors.

The First Great Story discusses how the universe came to be. It gives an impressionistic history from the Big Bang to the formation of the Earth. We do this to entice curiosity in the classroom and to introduce the child to the fields of physical science: Geography, Chemistry, Physics and Astronomy. We tell a story that is accompanied by a range of impressionistic charts and experiments to illustrate various points such as the concept of a lawful universe. You can support this interest at home by looking at various creation stories in the library or at other cultural venues. Recently, the 9-12 class recreated their own version of the first Great Story and presented it to our Level 3's. We present a myriad of versions and invite the children to discuss their family's beliefs at home.

The Second Great Story tells the history of life on Earth from its origins in the ocean. We do this by showing the Timeline of Life which is a large impressionistic chart showing life from one cell to the beginning of the time of humans. This story and chart together, introduce the idea that life has not always existed on Earth and inspires further study of the history of life on Earth. This can be supported at home by looking at books about dinosaurs or other ancient plants and animals that lived before the arrival of human beings.

The Third Great Story provides an impression of the appearance of human beings on Earth. We talk about the three gifts that make humans special: a mind to imagine, a hand to do work, and a heart that can love. This story may inspire children to study local or global human history and may develop into deeper studies in Upper Elementary. This can be supported at home by looking at ingenious ways in which humans use their three gifts. For example; this could be explored by playing instruments and making artworks at home or participating in volunteer work.



The Fourth Great Story provides an impression of the development of the written alphabet, with an emphasis on the incredible ability that humans have of committing their thoughts to paper. Included in the story are pictographs, symbols, hieroglyphs, early alphabets, and the invention of the printing press. We use charts and a story to expose children to different signs of communication throughout human history. This can be supported at home by encouraging the writing of letters and emails to friends and family (in 6-9) or by making your own paper.

The Fifth Great Story is an oral story of the development of Indo-Arabic numerals. This lesson begins with the earliest civilisations, who often only had "one", "two", and "more than two" as their numeric system. It continues with a look at different numbering systems throughout the centuries, culminating in the decimal system that we use today. This exposes the child to the history of numbers and inspires the appreciation of the unknown heroes who created our numeral system.

The children also recognise that numbers help humans meet their fundamental needs. This can be supported at home by finding books on the history of numbers, visiting museums and looking at how ancient cultures used numbers to meet their needs and drawing attention to how you, as an adult, use numbers in order to meet your needs (for example; currency to buy food etc).

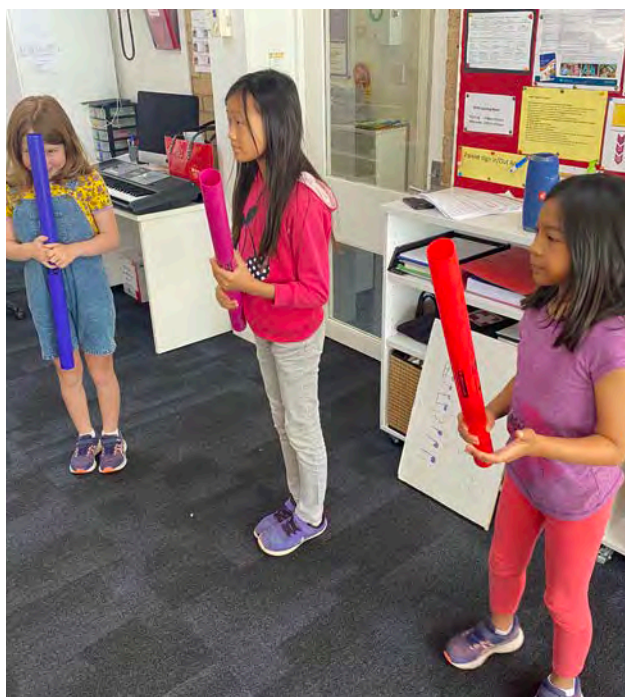
Cosmic education and the Great Stories are foundations for Third Plane work - just as First Plane work lays the foundation for work in the Second Plane of Development. Without the Great Stories being told, the class can become a syllabus and classroom just like any other - which is not what Maria Montessori intended for children. These Great Stories open up a child's imagination and are keys for boundless areas of study and passion.

MUSIC IN 2021

by Marilyn Williams

It has been great to see music is back in full swing this year with the return of Choir, Band and Private lessons. In the Pre Primary Groups the PP1 and 2's have enjoyed using our new castanets and shakers as well as singing and dancing. Some of the songs and pieces for this term are "Che Che Koolay", "Drole de Tete", "Seven Jumps", "Pizzicati", "Innanay" and "The Colour Song".

Along with starting our new classroom ensembles as well as the return to singing in the classrooms Primary children have been having great fun using our new Boom Whackers. The Boom Whackers are a set of chromatically tuned cylinder tubes that are hit in the hand to resonate each note. Each child plays in time with the music following the music and anticipating where the note needs to be played. The favourite Boom Whacker pieces for this term are "In the Hall of the Mountain King" and "Ghostbusters".



TAEKWONDO

by Mary Abolins (Sports Teacher)



Each term we are given the opportunity of applying for the government grant from Sporting Schools. Sporting Schools is a \$280 million Australian Government initiative designed to help schools increase children's participation in sport. So far over the years we have received grants for Gymnastics, Lawn bowls, Swimming, Tennis, Surf lifesaving and this term Taekwondo.

I call Deborah Soler our business manager 'magic fingers' as she applies for the grant and we have been fortunate enough to receive it on many occasions.

Sporting Schools provides a program for all primary schools which aims to:

- Improve children's fundamental movement skills to encourage lifelong participation in physical activity
- Increase the awareness of the value of sport in schools
- Engage children in high quality sporting programs
- Connect children with sport in their local communities
- Develop the capability and capacity of sport to drive nationwide participation growth

Each grant allows us to have 4 sessions of the sport and this gives the children an introduction to a variety of different activities which otherwise they may not have experienced.

Research shows that quality sport and physical activity in schools has a positive influence on children's confidence, competence and motivation to be active at school and throughout their life.

This term we have chosen Taekwondo, and for me it is a new experience and one that I thoroughly enjoyed along with the children.

They were so enthusiastic and energetic, we had lots of fun kicking, boxing, calling out commands and learning to count in Korean from 1 to 5.

One - Hana ("Ha-na")

Two - Dul ("Dhool")

Three - Set ("Set")

Four - Net ("Net")

Five - Dasot ("Da-sut")

The benefits of TaeKwonDo training:

- help children boost their self esteem,
- give them better self discipline and control,
- help them in social situations,
- keep them active and more physically fit,
- have and show respect for others,
- give them goals to shoot for
- show them how to work with others.



WHITE
YELLOW
ORANGE
GREEN
PURPLE
BLUE
BLUE SR.
BROWN
BROWN SR.
RED
JR. BLACK
BLACK



FUELLED BY IMAGINATION

This term, the 9 - 12 students in Amaroo and Orana have been completing a study of Antarctica. It has provided some rich learning experiences and interactions that have fitted so beautifully with the characteristics of the 9 - 12 child. The children are so excited to share their work with you during our Antarctica Night at the end of term. The 9 - 12 child, fuelled by imagination, is intrigued by the world beyond the classroom

'The secret of good teaching is to regard the child's intelligence as a fertile field in which seeds may be sown, to grow under the heat of flaming imagination.'

Dr Montessori - *To Educate the Human Potential*, p. 11

Antarctica provides such a rich topic for study - sparking such interesting discussions. Is Antarctica a desert? How can there be a volcano amidst the ice? What is the impact of rising sea levels? How are choices we are making in our daily lives impacting Antarctica? Is it worth the risks to explore this harsh environment?

We were fortunate to have Adventurer and Presenter, Chris Olsen visit Northside. His real-life experiences exploring Antarctica on three occasions brought some authenticity to our studies and really sparked student imagination. The children sat enthralled for over three hours (postponing lunch for over an hour) listening to his account of life in this icy continent. They handled tools, watched footage of Antarctic life, split ice, tried on authentic clothing, touched timber from Mawson's Station and held ice from an Antarctic glacier that could have been thousands of years old. Each child left that day, being able to say, confidently, that they had touched Antarctica.

Chris spoke about the importance of leaving Antarctica with no legacy of your visit as a way to preserve and protect this amazing environment. This again instigated a wealth of powerful discussions. The 9 - 12 child views the world through the lens of a reasoning mind. They are developing an internal moral compass and can become very passionate about environmental and global issues. No longer will they accept things as right or wrong simply because they have been told so by parents. They are searching to discover their own values and judgments. Our work on Antarctica fuelled this development. The issues of global warming, historical human impact on the environment through hunting and the release of introduced species and the value of Antarctic tourism were all fodder for some keenly felt debate.

The students have since selected their own topics connected with Antarctica. These range from the Antarctic Treaty, food webs, ice sheets, animal studies of penguins and seals, the role of sled dogs, timeline of exploration and the scientific value of Antarctica. Students are expressing their research in a range of ways - suited to their strengths. These include posters, essays, models, documentaries and charts. This choice and freedom to explore personal interests and to work via individual strengths is an important part of learning for this age group. The combining of traditional academic



learning with personal interests is key for 9 - 12 as it places students in a more active and autonomous role in their learning. Dr Montessori believed that the goal of education was not simply to fill children with facts, but rather to cultivate an innate desire to learn.

‘Our care of the child should be governed, not by the desire to make him learn things, but by the endeavor always to keep burning within him that light which is called intelligence.’

Dr Montessori - Spontaneous activity in education.

We know that giving students blocks of uninterrupted time to work and freedom to shape their project topics and format help to cultivate engagement and a positive response to research.

Students are sharing their discoveries with peers as they are completing this work. They ask and receive help from others whether that be on how to copy and paste on the computer, how to find a specific resource in the

library or how to edit using iMovies. This exchange and collaboration between students is another key motivator for the 9 - 12 child.

‘The environment must be rich in motives which lend interest to activity and invite the child to conduct his own experiences.’

Dr Montessori - The Absorbent Mind

9 - 12 students want to work together and they value the input of peers. In his book, Creative Schools, Ken Robinson, defined creativity as “the process of having original ideas that have value.” This work on Antarctica has allowed students to share their unique ideas and perspectives with each other and for their work and skills to be affirmed by peers.

Our Antarctica research has encompassed a blending of subjects and NESA identified cross curricula capabilities. These include Literacy, Numeracy, ICT, Critical and Creative Thinking, Personal and Social Capabilities and



Ethical Understanding. For example, one of our students is completing a project on Antarctica explorers. He used Mathematics to analyse statistics, measure iceberg sizes, apply the scale of maps and sequence dates related to exploration. He had to use critical and literacy skills to select the most important points from a resource, to paraphrase the information and to organise it under specific subheadings. His choices in poster layout, word art, model making, graphics and illustrations demonstrated his creativity. He had to share stationery supplies and negotiate time on the computer with peers - developing resilience and personal capabilities. ICT was present when he researched online, listened to podcasts and word processed his drafts. He studied the ethics surrounding explorers and their impact on this fragile biome and how they responded to desperate times (such as sacrificing their dogs). He was not consciously aware of all the different subjects he was working on simultaneously - for him, he was just doing research. Due to this interweaving of subjects, this student (along with his peers) is now better placed to see the relationships between facts - leading to a deeper level of understanding.

The 9 - 12 child has a need to move beyond the classroom, to make connections with the community and to provide service to others. Several students are planning to contact penguin keepers at Taronga Zoo and to participate in penguin counts online of adults, chicks and eggs in photographs from some 30 Antarctic and sub-Antarctic colonies of Gentoo, Chinstrap, King, Emperor and Adélie Penguins. Two girls are researching how to get involved in knitting jumpers for penguins impacted by oil slicks through the Penguin Foundation. Another group wants to campaign against single use plastics and to raise awareness about the dangers of micro-plastics in the Antarctic ecosystem.

We are delighted to see the students' response to our study of Antarctica and the way it has met their developmental needs. We can't wait to share their efforts with you at the end of term.



TERM 1 IN AMAROO

by Leticia Castellanos (Amaroo Directress)

It has been a busy term in Amaroo with the children developing a deep interest in invertebrates, tirelessly observing the rhinoceros beetles in the class and seeking answers to their questions and concerns. They were able to study and see some of the first stages in their life cycle, achieving a greater understanding of the difference between human time and the insect time, the cosmic tasks of these little beings and their contribution to nature. Observing and studying life cycles has also provided opportunities to understand death as a natural and necessary process to perpetuate the species. Thank you to the Lecuna family for the donation of these animals in our environment. We are sure they will continue surprising the children and providing them with interesting observations and discoveries.

Another important work for the children in Amaroo has been to experience "going out" as the logical response to a need that arises in their daily work and research. The excitement experienced when planning their outings and having real experiences contribute to a better understanding of the functioning of society. One of these activities is going to the shops and buying ingredients for cooking. It is with great enthusiasm that they observe the chemical and physical processes involved in cooking and the social meaning it takes when they share with each other food they have prepared.

It has also been wonderful to see how they have achieved more independence and autonomy during the circle sessions in which they take pride of the work

they do or enjoy being presented, and this sharing ends up becoming invitations for everyone to learn, feeding the desire to work and know what other friends do.

The use of technology to complete their projects and research work has been more meaningful this term when using it to provide creative and productive solutions to their learning. Some students started integrating digital presentations and short films to summarise their research. Mathematics work has also been contagious, they observe and inspire each other with the work they do with fractions, decimals, areas, volume, square roots. History, geography, language and mathematics interweaved through the fascination in the collections of postage stamps. We have seen a great curiosity in understanding the need for written communication and the history of the postal service. Detailed observations, use of graphs, writing letters, discussions, sorting different countries and continents, the art and people in them. All these are examples of the extensive range of possibilities and inspiring experiences that have emerged from this centre of interest.

We have witnessed responsible work choices that had helped them to work diligently, with happiness and concentration. We have seen spontaneous cooperation and friendships starting to bloom. We look forward to a new term and can't wait to see all the work, projects and love for learning it will bring with it. More to come!



OOSH NEWS



by Surendrini Giritharan (OOSH Coordinator)

What an exciting and busy start to this year. We had a number of new children join us, including 3-year olds. A warm welcome to them all as well as our older children. We have Ella, Oliver, Alex, Anika, Estala, Linden and Saul joining us. Some found the change a little daunting but now they have all settled in quite well with our program and are getting along well with their peers without any issues. Overall, it has been a reasonably smooth transition for all the children.

This is an update on what we do in BSC and ASC for the new families.

BSC starts at 7:30am. **Breakfast is served from 7:30am to 7.45am. Children are provided with a healthy breakfast according to our weekly menu. The food is prepared in compliance with their allergies and special dietary needs.** The morning program has activities that encourage all the kids to be involved in group activities, 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. The menu also gets changed regularly depending on the children's likes and dislikes with a variety of healthy options. **Food is also prepared strictly taking into consideration every child's allergies and special dietary requirements.** Following afternoon tea, the activity for the day based on that week's theme. This includes activities such as cooking each Thursday. Children also get to take a cook book home filled with the recipes they prepared each week. We allocate time for story time, group games, free play and 1 hour of outside play.

We start the afternoon with **MEDITATION** for the children. We are practicing a simple breathing technique with their eyes closed in the meditative posture every afternoon for 5 mins. The children are able to sit and concentrate for this time. They will benefit tremendously from this practice in the future.

Last year in Term 3 we also introduced a yoga practice called "**Brain Yoga**". It is based on research and has a lot of benefit for the children. We practice this every afternoon.

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



We also do termly observations of each child as the work both in groups and individually.

Children's safety and hygiene are a very important component, so a task sheet is filled out every single day about the safety and hygiene practice of the activities being performed.

As part of the learning we also celebrate cultural events, like Chinese New Year, Easter, Deepavali, and Christmas.

We celebrated Chinese New Year on the 12th of February. Children learnt about the significance of the celebration, crafted activities, and ate spring rolls one of the popular foods as part of the celebration. Some children also came dressed in their cultural clothes on that day.

A little bit of info below about the holiday program for the new parents and their children:

This runs from 8am-6pm. Parents need to provide enough food for morning tea, lunch, afternoon tea, a water bottle and most importantly a HAT. All their belongings have to be clearly labelled with their names on it. Outside time will be in the morning before 10am and again in the evening after 3/4pm depending on the weather. Sunscreen will be given to all children during outside time. We have our own sunscreen 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. Each holiday program is based on the children's interest and developmental needs, and we 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 Brickworks, 9D cinema and our Kids First Aid program were very popular hit among all age groups. They thoroughly enjoyed the activity and had lot to talk about that afternoon. The First Aid training was very practical then children learnt valuable basic lifesaving skills. This session was much valued and appreciated by the children and their parents. We have decided to conduct it every year in term 4 as a refresher so that it doesn't get forgotten.

The April holiday program flyer and the booking forms are available on the Skool Bag App.

We have a wonderful group of qualified staff doing all the hard work to make sure the program runs smoothly. Any parent/s who have concerns with a staff member should bring their concerns directly to the principal's office. Please do not discuss issues with the staff on duty.

Have a wonderful holiday and we look forward to seeing you during our holiday program!



THE THIRD PLANE OF DEVELOPMENT

"(Adolescents) are always looking for both knowledge and experience. Their education must be very wide and very thorough to cover these needs - it must be a school of experience in the social development of human life."

Laurie Ewert-Krocker, MEd, 2016.

ADOLESCENTS & MONTESSORI

by Margaret Kroger (9-12 Directress)

Dr Montessori was a scientist at heart. She valued observation and her attention to detail was exceptional. One of her life's missions was to use her scientific skills to observe children from infancy to adulthood.

She observed children for over forty years from a range of ages, social classes, settings and nationalities. Dr Montessori used this data to identify particular trends in child development - which she called, 'Planes of Development'. These 'planes' encompass physical, social, intellectual, moral and psychological characteristics. Each plane spans approximately six years, marks a different stage in self creation and lays the foundation for the next. We can use our understanding of the different planes to help guide our interaction with children and to better prepare their environment to support development.

First Plane of Development - the period from birth to approximately age six

During this stage, children are sensory explorers - absorbing every aspect of their environment, language and culture. This is done first subconsciously and in the later half of the plane, more consciously. Their brains work like sponges absorbing everything necessary to aid development of an individual suited to a specific time and culture. Children start to acquire language and develop motor and cognitive abilities. They begin to imitate the adults in their environment and to develop expectations of the world around them. There is a

need for security, consistency, order and experience. The catch cry is 'Help me to do it myself' and the key question is 'What?'

Second Plane of Development - the period from six to twelve approximately

This plane is marked by the development of a reasoning mind. Children tend to have a greater capacity for abstract thought and imagination. Now the 6 - 12 child can start to think logically and make judgements. There is a thirst for intellectual independence and a growing development of an internal moral compass. The classroom serves as a microcosm of the world where children help to create rules and work together with purpose. Peer groups become very important. The confines of family and the class are no longer sufficient so 6 - 12 children need the opportunity to plan and conduct 'Going Outs' (small scale child initiated, child-run excursions). More dialogue and collaborative work occurs as students learn to be a contributing team member, communicate needs, convey expectations and share ideas. There is a greater sensitivity towards justice and morality. The key questions now shift to 'How?' and 'Why?' and the catch cry is "Help me to think for myself."

But what about the Third Plane?



Third Plane of Development - from age twelve to eighteen approximately

Adolescents in this plane are leaving childhood and entering young adulthood. They are humanistic explorers seeking to understand their place in society. They have a deep need for creative expression and their style of learning becomes more practical and ‘hands on’. They thirst to understand themselves and the world around them. Connection to the community and real world applications for learning and independence are essential. It’s a tenuous time - a time of questioning and changing emotions. Physically, there can be rapid and irregular growth patterns and huge changes neurologically. An adolescent’s prefrontal cortex is still developing and synapses are being pruned. As a result, teenagers rely more heavily on a part of the brain called the amygdala when making decisions and dealing with everyday life. The amygdala is associated with emotions and impulsive and instinctive behaviour.

Adolescents want to pursue adult endeavours and to gain competency and independence in a myriad of realms. They want to engage in meaningful experiences with real tools. They have sensitivities for social justice (peace for others) and personal dignity (internal peace). This blossoming civic awareness is very important. The catch cry for this plane is ‘Help me to act and think with others.’

With these characteristics in mind, what will the Adolescent Program at Northside look like?

Children are at the core of Northside. The students will help to shape our Adolescent Program by making decisions in the planning stages and beyond - such as classroom layout and types of micro-economies (student initiated and student-run businesses). They will help to form an ‘Understanding of Community’ - a set of guidelines to make interaction in the adolescent space positive and respectful. This is in keeping

with their sensitivity for social justice. Learning will be personalised to work to a student’s interests and strengths and opportunities for self-reflection and peer assessment have been built into our assessment protocol.

More traditional book and paper learning will be enriched with hands on extensions. To support their need for real world applications, students will have frequent opportunities to engage in physical work that is both authentic and directly linked to their academic work. For example, our micro-economy in producing quail eggs provides a wealth of learning links. Students need to use an understanding of measurement, angles, trigonometry, Design and Technology and Physics to construct a quail house. Other links to Mathematics include weighing of quails, analysis of protein in various brands of stock feed, calculating cost per bird for electricity and food and analysis of the ratio of supplements in stock feed. Students will research the qualities of different quail breeds, present their case and decide as a group on stock selection. Their knowledge of zoology will continue with research on care and husbandry of animals, internal and external parts and lifecycle of birds. In Science, they will conduct light and temperature studies and explore how these variables impact bird well-being and egg production. In Food Technology, they will cook with eggs, research hygienic storage and cleaning of eggs and design optimal packaging. In Economics, they will sell and keep records of profits and expenditures. As part of an English unit on persuasive writing they will create a logo, slogan and an advertisement campaign to market the eggs. Allocating responsibilities, being accountable to the group and working collaboratively will all be of benefit to our students. Reaching out to the community whether through consulting poultry experts, veterinarians and stock feed suppliers and finding possible venues to sell our eggs will connect students



"An education capable of saving humanity is no small undertaking: it involves the spiritual development of man, the enhancement of his value as an individual, and the preparation of young people to understand the times in which they live."

– DR MONTESSORI, 'EDUCATION AND PEACE'

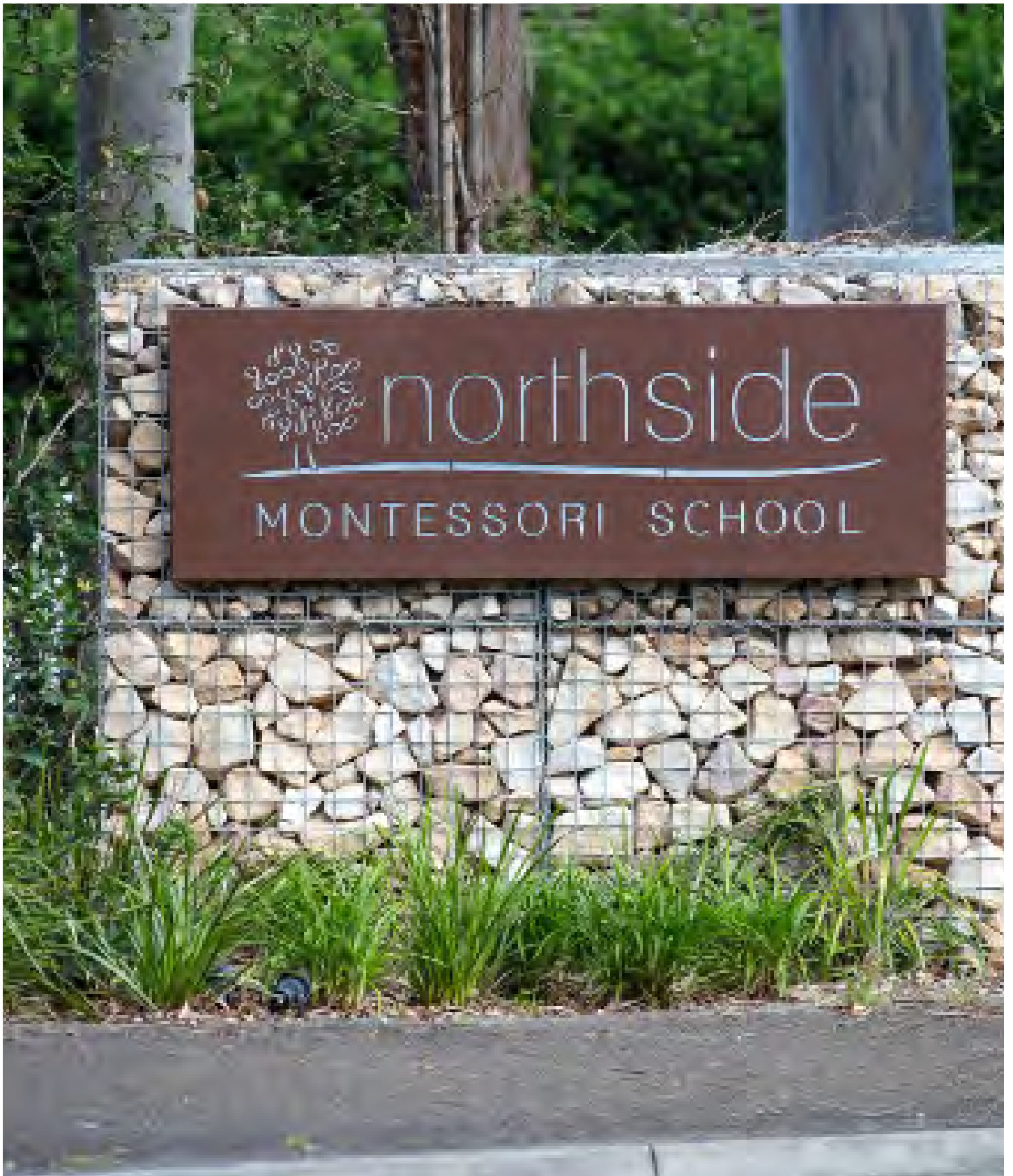
with the wider community. The quail micro-economy is just one of many ways we want to bring learning alive for our Adolescents.

Partnerships with community organisations, universities, businesses, museums, libraries and expert guest instructors will also allow students to collaborate with the community. At least one day per week will be spent off campus. This will give students real opportunities to explore who they are in the world and provide a robustness to their learning. Volunteering at Orange Sky, Southern Cross Care Dementia Unit at Turrumurra and Kids Giving Back are just a few of the community service links that will be part of our program. Not only will this build a sense of cognitive empathy and independence but it will foster a sense of belonging and 'valorisation' (becoming a strong and worthy person as validated by peers) that is so important in the teenage years.

Our program supports learning opportunities that encourage creativity, experimentation and in depth study. As part of our arts and design and technology programs, we will host a variety of guest experts and artists in residence. The students will have access to a creative space that includes wood and metal work facilities and multimedia/textile/ceramic/photographic and digital equipment. Students will participate in the making of musical instruments and video clips, open source programmable Arduino circuit projects and the creation of individual and large scale installation art experiences. Involvement in special creative projects such as Destination Imagination, Sleek Geeks, Montessori Model United Nations, Virtual Debating and Mock Trials will also be incorporated into the program. These creative ventures will help support self-expression, connect intellect and emotion, give insight into society and build community. They will support identity formation and the sharing of emotions and perspectives.

The content of subjects, including the texts chosen for analysis, have been selected with the Third Plane in mind. In Term 1 there is a strong focus in English, History, Geography and Visual Arts on identity - as this is at the core of Adolescent preoccupation. In Term 2, there is a strong emphasis on justice in the scope and sequence of subjects. This links directly to the sensitivity of the Third Plane young adult for social justice. Socratic discussions where students ask and respond to big questions (such as how do we judge a culture) are a cornerstone of our learning. This powerful pedagogical tool gives students a chance to listen, reflect, argue, justify, analysis and compromise. It promotes the more complex categories of Bloom's Taxonomy.

Our aim in creating the Adolescent Program at Northside is to engage the whole student including their sense of self, academic growth, physical needs and social development through the lens of their Third Plane characteristics. We want them to emerge as independent contributing positive agents of change within the school and out into the world.



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