

NORTHSIDE MONTESSORI SCHOOL - EARLY LEARNING, PRIMARY & SECONDARY

# CHRONICLE

## WINTER



### TODDLER TRANSITION

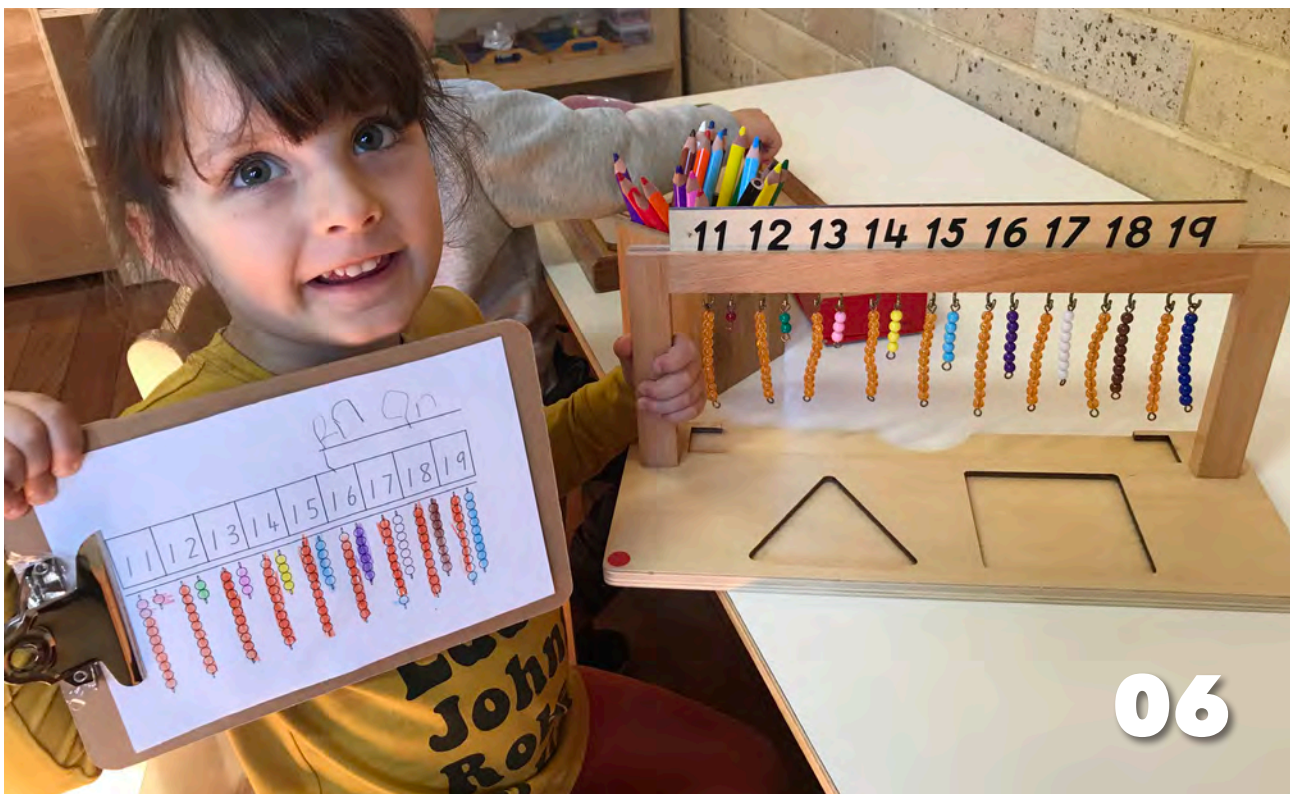
A GLIMPSE INTO THE  
TRANSITION CLASS  
(AVA'S DAY)

### NMUN

NORTHSIDE MONTESSORI  
MODEL UNITED NATIONS 2021

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NORTHSIDE CHRONICLE  
WINTER 2021

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# FROM THE PRINCIPAL



As Term 2 draws to a close we see the effects of Covid 19 impacting communities and schools across Victoria. We have been very fortunate in NSW to have enjoyed a fairly normal beginning to 2021, with many events and activities able to occur in our school community.

Term 2 has been quite a busy term with us being able to enjoy events such as Mother's Day, the Second North of the Bridge Athletics Carnival, our Northside Montessori Model United Nations event and a number of excursions and 9-12 Camp.





Across our whole community we have been able to enjoy celebrating our Montessori community and share together in these key activities in our school calendar.

Of particular mention in this Chronicle is the Northside Montessori Model United Nations (NMUN) event that we held recently at The Crowne Plaza in Terrigal. This was in response to the cancellation of MMUN events in Rome in 2020 as well as our inability to travel to the MMUN event in New York in 2021. I am sure that you will enjoy reading about this wonderful event that occurred this term.

A celebration of the wider Montessori community could not be enjoyed any more than the fantastic day had by us at the recent Athletics Carnival. The second event of its kind in the past three years, this event certainly was a celebration of our Montessori schools and students. The cooperation between Barrenjoey, Cameragal, Central Coast, Farmhouse, Forestville and Northside Montessori school was evident in this spectacular event. The support of the schools and the parents within these communities made this a very successful day. We look forward to future events between these schools.

As I write this, the preparations for the Adolescent Program due to commence in 2022 continue in earnest. With our first Year 7 cohort to commence in 2022, we are currently completing a science laboratory within the BER 2 classroom. There are also a number of other projects to commence in the second half of the year to ensure that this program has the facilities that are required when it begins.



There are many exciting things happening at Northside and it is a pleasure working with all aspects of our community to see it grow and develop so that we continue to provide high quality Montessori Education to all our students and their families. Thank you to our staff and families for your continued support and commitment to Northside Montessori School.

**Adam Scotney**  
Principal

# NORTHSIDE MONTESSORI EARLY LEARNING CENTRE

## The Infant Community

As we are getting further into the year, the children of our Infant Community have become very comfortable and have a great understanding of the routine each day, including the introduction of the work cycle period. IC's work cycle begins in the morning at 8:30am and as the children arrive throughout the morning, they enter into the established, calm environment. Now that the children have all grasped the concept of a Work Cycle, what that looks like and the expectations, we have been able to re-introduce some of our more challenging items including food preparation, flower arranging and cutting with scissors.

A large focus for our children at every stage is our language work - a key component in any Infant Community. It is through the 3-period Montessori language lesson that the children are introduced to different aspects of language. Language is something we focus on each moment of the day, it does not end after work cycle, but is modelled with meaningful conversations and proper use of language.

Our animal replicas on the language shelf never cease to keep children engaged and they are excited to learn the names of the animals and test their own knowledge and recall.

Each child in our infant community is wonderfully different and unique. We, as educators, love allowing them the opportunity to learn and enrich their lives by giving them the freedom and tools to lead their own journey toward independence.

**Amy Jackson**  
Infant Community Room Educator





"If we give children enough space and possibilities for free movement, they will move as beautifully and gracefully as animals: nimbly, simply, confidently and naturally" - Dr Emmi Pikler



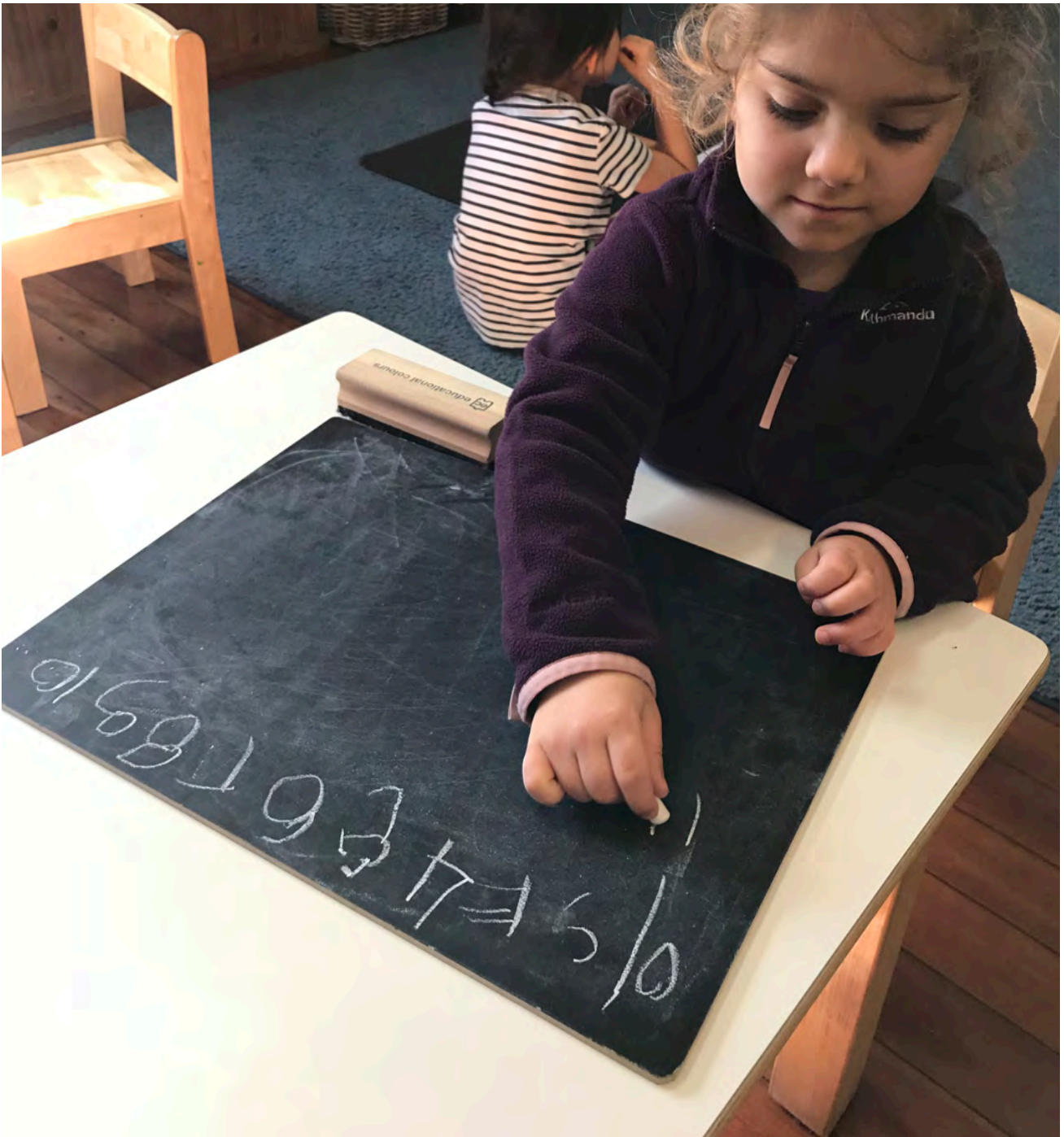
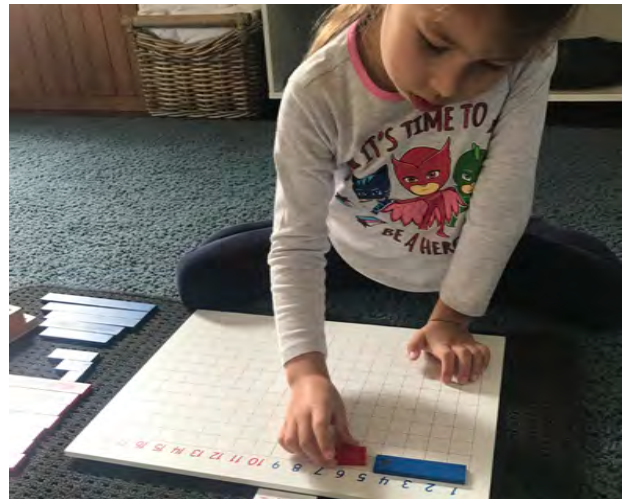


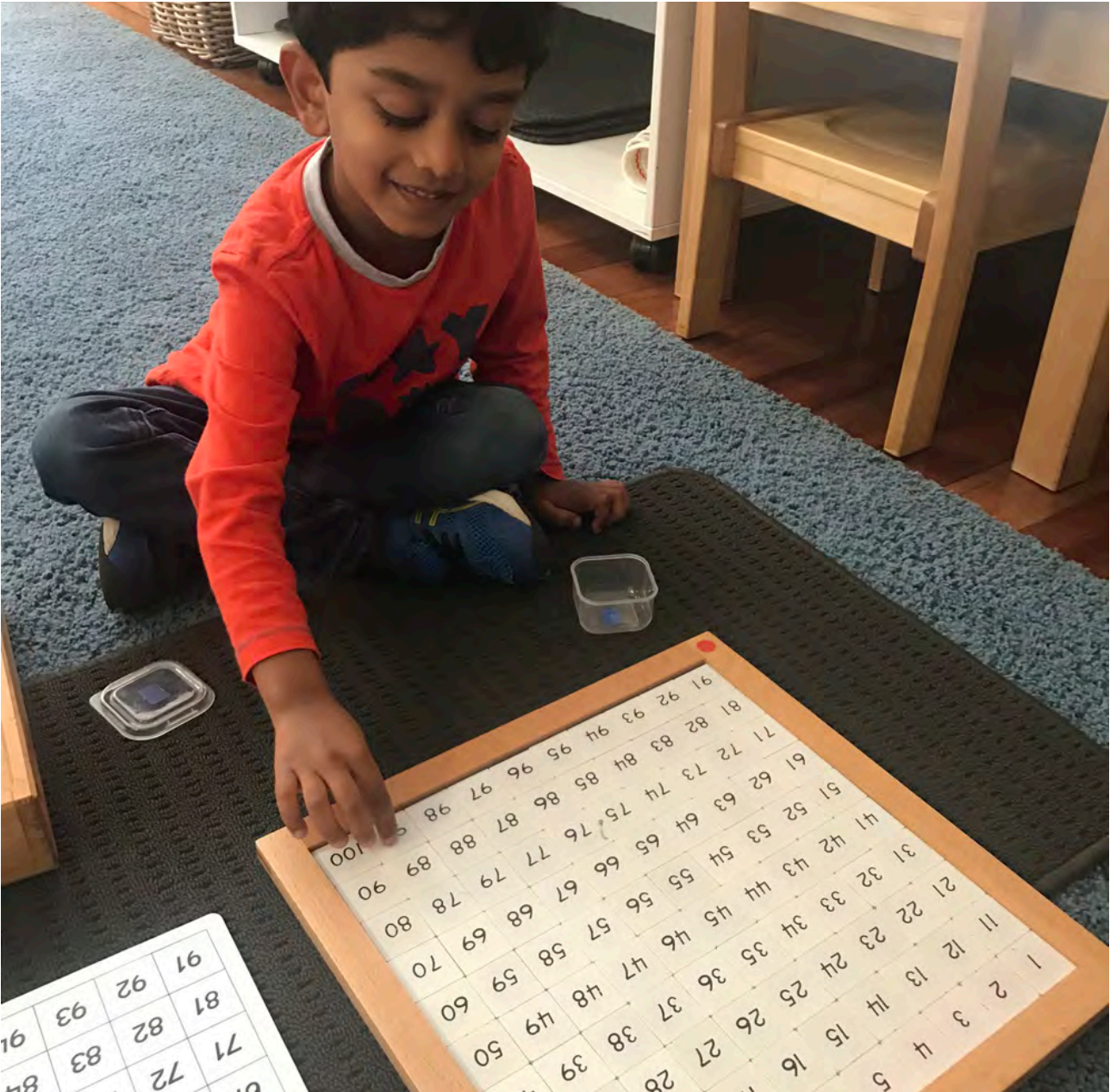
“The more the capacity to concentrate is developed, the more often the profound tranquillity in work is achieved, then the clearer will be the manifestation of discipline within the child” - Dr Maria Montessori, *The Child in the Family*, 1970











# REWARDS AND PUNISHMENT IN A MONTESSORI CLASSROOM

by Edna Salvador (Kookaburra 3-6 Directress)

In a Montessori classroom, there are no grades, stickers, gold stars, stamps, and so on. Dr Montessori came to see rewards and evaluation as something that interferes with children's learning.

Based on what she has observed in them, she came to the realisation that rewards do not work with children and instead hinder their learning. At the beginning of the year, there may be disorder in the classroom but the children became good and orderly as they learned how to work. As they continued to become engaged with the freely chosen materials, normalisation became possible and therefore there was no need to motivate or reward the children with stickers and stamps.

Montessori children do schoolwork and behave positively because they are intrinsically motivated. "One of Montessori's key discoveries is the idea that children are intrinsically motivated. They are driven by their desire to become independent and competent beings in the world. They naturally learn and master new ideas and skills. For this reason, outside rewards are unnecessary. Outside rewards create a dependency on external motivation" (Seldin, Epstein, 2006). Work in the classroom is its own reward and to be able to do so is a privilege.

Montessori directresses use positive reinforcement. "A reinforcer is any consequence that has the effect of maintaining a specific behaviour or increasing the rate at which the behaviour occurs and the probability that it

will occur again. The consequence may take the form of a lolly, a hug, a push on a swing, good marks or cheers from a crowd. The main point is that reinforcement maintains or increases the behaviour that it follows" (Krause, Bochner, Duschesne, 2003)

Positive reinforcement in a Montessori classroom maybe like a smile, a nod and a pat on the back. A child may also be assigned as a "special helper" in the morning as the directress prepares the environment. It has been observed that this is an effective reinforcer as the child feels good about himself. This is as far as it goes, however, when it comes to rewarding good behaviour.

Punishments as we know these to be are rare. We would much rather the child learn through natural consequences. In order for children to become responsible for their actions, they need to learn that there are consequences for all their behaviours, both positive and negative. Often children do not get to experience the consequences of their negative behaviours as the adults take that opportunity away with punishment. For example, if a child writes on the wall with crayons, sending her to her room does not make her directly responsible for her actions. If she

"It is a punishment to a young child not to be allowed to use the apparatus, but to sit still and do nothing."  
- (Standing, 1957).



is required to clean the wall (with adult assistance if necessary), she will learn that if you write on surfaces other than paper, you must clean that surface. If this is done in the classroom, a consequence could be that the child loses her opportunity to use crayons for one day. If we continually remind the child what is expected (when he or she already knows) we are encouraging the child to tune out. Children cannot be expected to develop good memories unless they are given practice, responsibility and the opportunity to remember things. Another example that might happen in the classroom is a child who disturbs others might be removed from other children and shown a Grace and Courtesy lesson on how to observe others who are working or offered choices of work from the shelves. Freedom is taken away from the child who does not yet know how to work within limits. This child is usually seated beside the directress and not given any work but the presentation given by the directress to other children generally arouse interest and the child settles down to work. Experience also shows us that the child will usually become bored with not doing anything and would usually ask to be allowed to continue working and return to his or her place. If a child hurts another



child in the playground, they will find that they then are playing alone. Our role as educators is share this insight with the child, ask them to quietly think about it and reinforce this message as often as is needed. The child will then naturally realise that in order to have playmates it is important not to hurt others. If consequences are presented to the children in a calm, matter-of-fact way, they will become simple lessons and not major events. These repeated simple lessons will allow the child to learn how to take responsibility for their actions and behaviour.

Contemporary research corroborates Dr. Montessori's observations that rewards and punishment interfere greatly with the child's learning. Kohn (1998) writes: One study after another has demonstrated that the more someone is rewarded for doing something (or for doing it well), the less interest that person is like to have in whatever he or she is rewarded for doing.

In Montessori classrooms, children are intrinsically motivated. They get to know that learning and good behaviour are rewards unto themselves. They feel good knowing that they are able to choose their own activity and work without interruption. The children stay in one classroom for a three-year period and work on the materials at their own pace and therefore are able to see how a certain lesson progresses from simple to complex. Each child knows the beginning and the end of the curriculum and to be able to know how to do the materials confidently and pass on their knowledge to the younger members of the classroom is a reward in itself for the children and something that they all aspire to do.

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"Rewards and punishments are...the worst enemies of the natural development of the child. The jockey gives sugar to his horse before the race, but applies spurs and the whip when there is lagging. Still, do any of the methods induce the animal to run as swiftly and as superbly as the horse of the plains?" - (Standing, 1957).



# COOINDA IN TERM 2

by Linda Van Lierop (Cooinda 6-9 Directress)

Term 2 started off smoothly, with Vyshnavi joining the Cooinda classroom as the full time assistant. We were lucky enough to have two new students from other schools join us, Erena and Amiel, while we had to sadly say goodbye to Caitlin and Levi, as they left us to join their new 9-12 classes.

Early on in Term Two the Level 3's undertook a special research task, in pairs, researching key aspects about Anzac Day. Then working as a team, they compiled and presented their new-found knowledge and understanding of what makes Anzac Day such a special occasion, to the rest of the Cooinda class.

As the term progressed, the children threw themselves into preparing their science experiments in small groups, with excitement building as they got ready to share these experiments with the parents and their peers on the Science Day.

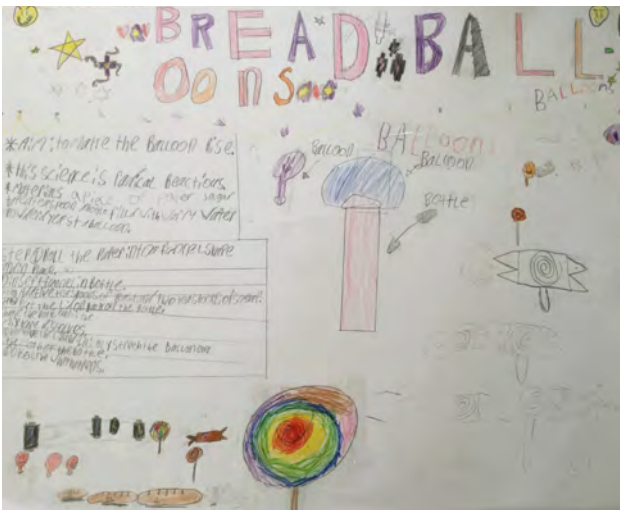
The children had a wonderful time in week 6, participating in the school Athletics Carnival where, joining with 5 other Montessori schools, they were able to enjoy a variety of activities (walk the plank, running races, cross country, sack races and tennis skills, to name a few) while making new friends from these other schools.

Cooinda has been very fortunate to have Kalpana join us for her teaching practicum, where Level 1 students specifically have been presented with some very exciting lessons. They have been exploring the continent of South America, from the native animals to traditional food, and the mainland and water forms.

The children are very excited about their upcoming excursion to the Royal Botanical Gardens, where they will have the opportunity to explore different habitats of invertebrates. They will also have the chance to see some of these invertebrates up close while learning and seeing in person the special adaptations of flowers.







# A GLIMPSE INTO THE TRANSITION CLASS (AVA'S DAY)

by Sandra Sin and Suzanne Liew (Toddler Transition)

The Transition program provides the opportunity for children around 2.5 years of age, who has been enrolled in the Toddler Program, to engage in many Montessori activities in our prepared environment. The aim is to support toddlers for their move to the 3-6 Pre-primary Program when they turn 3 year old.

Children experience freedom of movement in the classroom when they choose the materials they want to work with. The Transition Program supports children's growing independence, self-esteem and confidence by respecting their love of order through consistent routine, purposely structure environment and aesthetically pleasing and inviting learning space. The teachers closely observe children's language, cognitive, social and motor development and provide further extensions on the work/skills children have already mastered.

We invited Ava to join us in the Transition class at the beginning of this year. She attends the class every Mondays and Tuesdays from 8:45am to 11:30pm. This is what her typical day looks like:

## **8:45am**

Arrives at School and uses the bathroom with parent's assistance.

Takes some flower cuttings and fruit out from her backpack.

Leaves her hat in the hat basket.

Takes off her shoes and places them on the shelf.

Says "goodbye" to her parent at the sign in area and walks in the toddler room with a teacher.

Places the flower cuttings in a glass container and fruit in the bowl before washing her hands.

## **9:00am**

Chooses her own work in many different areas including practical life, language and sensorial.

At the beginning of this year, Ava often chose to pick flower arrangement as her first piece of work. Maybe it is one of her strategies to cope with her separation anxiety by working with materials which have a direct link between her home and school environments.

Ava's parents also shared with us that the act of picking some flowers at home in the morning prompts Ava to leave home on time and prepare her mind to come to School. In Term 2, as Ava develops trust and feels safe and comfortable in the classroom, she becomes more ready to explore other work in as soon as she walks in the classroom.

Ava also enjoys engaging in small group work under the guidance and support from a teacher while practising how to collaborate and take turns.



**9:45am**

Be reminded that it's nearly morning teatime.

Tells the teacher that she wants to ring the morning tea bell.

Be invited to work with another child to set up morning tea table together.

Starts to check her work and figures out what needs to be done.

**10:00am**

Rings a bell, washes her hands before joining the morning tea table.

Sits at the table and waits for her peers to join before starting to eat.

Practises turn taking and uses her words to request the bowls/jugs to be passed around.

Starts to share her favourite orange juice by passing the jug around as she develops the awareness of the needs of other people around her.

Enjoys food prepared by herself and other children and feels proud of her contribution.

Engages in simple conversations with adults and peers.

**10:20am**

Washes up morning tea dishes and utensils.





**10:30am**

Puts on sun hat and shoes to get ready to visit the pre-primary playground

**10:35am**

Feeds the chickens with food prepared earlier in the morning.

**10:40am**

Explores different play equipment in the playground confidently.

**10:45am**

Be invited to visit one of the 3-6 classrooms and engages in some activities inside the classroom.

Meets and be greeted by other teachers and 3-6 children.

Uses the bathroom inside the classroom.

Drinks from the bubblers in the playground.



**11:15 am**

Returns to toddler room for story time.

Sings songs, listens to story, engages in dramatic play and plays musical instruments.

**11:30am**

Puts on her shoes, grabs her belongings and runs to the door to reunite with her parent(s). Starts engaging in some outdoor work while waiting for parent to talk to her teachers.

Enrolment into the Transition Program is by invitation only and some of the characteristics that indicate if a child is ready to join the program include:

- Enrolment in the 3-6 Pre-primary Program
- Previous enrolment in the Toddler Parent Program
- Ability to follow simple instructions
- Ready to engage in toilet learning

It has been wonderful to see Ava, and many other children in the Transition Class, become more independent and confident every week as they are getting ready to embark on their Montessori learning journey in the 3-6 Program.

# MUSIC IN TERM 2

by Marilyn Williams Music Teacher



It has the power to make us smile  
And bring us all types of tears.  
It can carry us back in time,  
And inspire us to dance in the moment.  
For all our happiest days there  
is music.  
What is music and what does  
it mean for you?

For each person the definition of what music means to them may be different

For some a discipline of learning to practice an instrument to acquire a skill and being proud to perform and share their skill with others.

For some a sensory outlet to express or affect our emotions. Listening and appreciating music can help us relax. I know as an adult I like to play certain music in the car when I want to feel a sense of clarity.

Some people listen to music that makes them connected to their cultural communities. Others it brings back memories from the past. My favourite visits to my grandmother before she died was singing Italian and French songs with her. She could not remember our names but when we started singing she somehow remembered the lyrics learnt from her childhood. It was a way we were able to connect.

In one of my Pre-Primary classes I have a particular student who starts to cry each time a particular song is played. The song has a slow minor tonality that clearly makes her feel sad without her knowing why.

"Music expresses that which cannot be said, and on which it is impossible to be silent." Victor Hugo

However you choose to listen and enjoy music, whether it be sharing music that you enjoy to actively playing music together with your children, it is a gift.

Music that we have been enjoying in class this semester:

3-6 Children	6-9 Children	9-12 Children
Sing a Rainbow	Advance Australia Fair	Good Job
Colour Song	One Call Away	I Feel Better When I'm Dancin'
Slow and Fast	Shotgun	Lost Boys
Dance of the Sugar Plum Fairy	Cover Me With Sunshine	Sky Fall



# GRACE AND COURTESY IN 9-12:

## How to Teach Them During the "Years of Lost Manners"

by Leticia Castellanos (Amaroo 9-12 Directress)

Maria Montessori envisioned four planes of development in the human being. The first is from 0 to 6 years of age, which constitutes preschool age; the second from 6 to 12 years (primary education); the third from 12 to 18 (secondary education), and the fourth level of development which is the adult stage.

A constant characteristic of Montessori education during all stages of development is the importance of grace and courtesy. Educators and parents are continually fascinated when entering a Montessori environment where children show a cheerful disposition to help, a refinement in the way they use materials, carry a chair or a small jug of water, or the care they take rolling up a mat.

Renilde Montessori, the daughter of Maria Montessori, in a lecture held in Illinois in 1998, explains that grace is a gift received with life, therefore, our children are born with this inclination to love and be loved, to belong and pursue happiness.

**"Our premise is that children are in a state of grace. Grace is life's given, not ours to give. As parents, as educators, we must perceive our children's grace to be a sacred trust and heed the silent mandate to ensure to the utmost of our ability, with the intelligence of love, their felicity of being, thereby becoming worthy of the unconditional benevolence with which they accept us -their parents, their educators" (Montessori, 1998)**

But what do we mean by grace and courtesy? If we stick to the meaning of the dictionary, we can understand grace as "an attractively polite manner of behaving" or as "smoothness and elegance of movement" among other definitions. Courtesy means "the showing of politeness in one's attitude and behaviour towards others".

### How does this translate into a Montessori environment?

Janet McDonell, in her conference titled "Grace and Courtesy for the Primary Child: Theoretical Foundations" (1998) weaves and synthesizes the meaning of these two words:

**"Grace is the harmony between mind and body. An example of highly developed grace would be a solo ballet performance. For a young child - just as beautiful to us as a dance - grace is the ability to walk around a rug while carrying a tray. Courtesy is the harmony between oneself and others. This may or not be a direct social interaction. Courtesy is walking around two people who are conversing (instead of between), or courtesy might be expressed by offering a refreshment to another. Such harmony is achieved through etiquette: the forms, manners and rituals that a society has established as acceptable and meaningful." (McDonell, 1998)**

McDonell states that human beings have a universal inclination to develop certain manners and customs that are specific to a certain group or society. However, she points out that while these tendencies are natural, the behaviors and attitudes that emerge from them are not. They must be taught in order to promote communication and harmony. McDonell used an interesting analogy to illustrate this idea: Grace and Courtesy are like a lubricant in social interactions



as they eliminate friction between individuals, communicating that their needs and wants are important.

### How do we teach Grace and Courtesy in Primary?

While the 3-6 child is known for his or her Absorbent Mind, wherein learning is through observation and reproducing the social behaviours in the environment, the desire to understand the world around them and a vivid imagination, are some of the attributes that Maria Montessori observed in the child from 6 to 12. Furthermore, the child in this second plane of development seems to be careless about the external order since all his energies are oriented to a more intellectual order. The child enters a stage of certain rebellion and even a loss of manners and rudeness. We hear parents wondering, -Where is my sweet little girl? Allyn Travis (1998) in her lecture Grace and Courtesy During the Years of Lost of Manners, adds:

**“Now the child must also begin to attain a greater degree of intellectual independence. In order to take her place in society as a thinking, reasoning, logical, productive human being, nature is pushing her to spread her wings, to test her limits, to make decisions that are within her power to make on her own, to see what will work and what will not work, to learn what is right and what is wrong, what is good and what is bad.” (Travis, 1998)**

In this sense, the loss of manners at this stage becomes a continuous test to know whether it is okay to say please or thank you, as well as to understand why these social rituals are so important. Here is when adult help and guidance are needed.

First, we must reflect on how we, as educators and parents, model grace and courtesy at home and in the Montessori environment. How do we approach the children? How do we speak or how do we listen to them? How do we conduct ourselves in the classroom? Understanding the power that we have as role models to the children will change our practice into a more conscious and consistent exercise of the kindness and respect with which we treat each other every day. In the family environment, is the challenge of reducing screen time to consciously have conversations, go for walks, play, make dinner, and do chores together. They also learn from how we interact with our neighbours and friends, and how we support each other.

Another way to guide and help our 9-12 children integrating grace and courtesy into their interactions is, of course, through presentations. Children in 9-12

are reaching an important cognitive development. It is a stage in which debate, discussion, and the conquest of abstraction are manifestations of their reasoning mind. Why not include in our history lessons or our family discussions, what are the manners that we observe in our community? What are the manners in other societies? Why are they different? What are the social values behind these customs? How have these manners changed throughout history? Why do we greet each other by shaking hands? How did this custom start? So many questions, that the 9-12 child might find fascinating, and which answers contribute to a better understanding about grace and courtesy in our environments. The preparation of tea for a visitor, answering the phone, going out activities in which they need to use a bus or perhaps request or pay for a service, writing a thank you note to a parent who donated their time to share something with them, or greeting an elder neighbour are examples of situations in which our children can learn from their reality, the human need to interact with each other with grace and courtesy.

**“Manners are not really lost during the second plane of development. Perhaps it would be more accurate to say they become dormant. These children can be charming, respectful, altruistic, kind, indulgent, favorful, gracious and courteous. They just need to have a reason to be that way!” (Travis, 1998)**

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# NMMUN: NORTHSIDE MODEL UNITED NATIONS 2021

by Janene Johnson Deputy Principal

Last year, eleven of our students and two alumni were meant to go to Rome to present their speeches to the Montessori Model United Nations (MMUN) Conference. Northside has been involved in this program for a number of years and alternated between the Rome and New York conferences each year. Sadly, due to COVID-19, the Rome conference was postponed until 2021.

None of us could ever have imagined the tragedy that was about to unfold as the pandemic gained momentum and is continuing to wreak havoc on many countries. As a result, MMUN Rome 2021 was cancelled. For our students who had worked so hard we felt that we needed to do something to provide them with an avenue to present their work.

Dr Montessori focused her philosophy on world peace and believed that hope for a peaceful world lay in the education of children. In 1926 she addressed the League of Nations in Geneva and talked about "Peace and Education" and she was nominated for the Nobel Peace Prize in 1949, 1950 and 1951. Her support of the League of Nations continued with its successor, the United Nations, as she recognised that this was a forum where world peace might be created.

Dr Montessori's involvement with the UN continues through the MMUN Program which provides a forum for students aged between 9 and 15 years to examine global issues and come up with solutions for these issues. They learn about the work by the different

committees of the UN and the many matters that they deal with. It gives them the chance to put this knowledge into practice, working on real-life tasks toward meaningful goals. They learn important skills such as negotiation and consensus and that listening can be just as powerful as speaking. It lets these young people use their voice and makes them realise that they can do so.

We are proud to be involved with such a powerful program, and decided that whilst we may not be able to attend a conference on the other side of the world with thousands of other international Montessori students, it would be of great benefit to hold our own conference. Once the decision was made, the work began. Each of the students who had elected to participate were allocated a country and a topic. This year we chose to focus on two issues that are managed by the UN Third Committee - Social, Humanitarian and Cultural Committee: Rights of Indigenous Peoples and Rights of People with Disabilities. Students became the delegate for their allocated country and had to research related facts and statistics, UN resolutions, their country's



current governmental position and perspective and provide creative solutions to improve or address the problem in a position paper. Normally this would be submitted to the UN, however, this year, we printed them and gave them to parents to read.

At the Conference at the Crowne Plaza in Terrigal, delegates presented a speech based on the solutions that they had devised in their position papers. Firstly, they addressed Rights of Indigenous Peoples and then they addressed Rights of People with Disabilities. They had to all work together to develop draft resolutions. This involved lots of discussion, consultation and negotiation. At the closing ceremony on Sunday, they had come to consensus on two draft resolutions which became resolutions. (See Appendix 1 and 2).

One of our alumni, Siena Farquhar, now in Year 11, began her MMUN journey when she was 11 years old. She was one of two Northside students to attend the conference in New York that year. She has participated in five conferences since then, as well as the Youth Impact Forums in New York.

Siena was our Chair for the proceedings and her poise, confidence and calm manner belied her age and set the scene for a very professional conference.

After an early start on Sunday for some who attended the ANZAC Day Dawn Service on the beach, followed by a beautiful breakfast overlooking the beach, we headed into the Closing Ceremony. It was with great joy and satisfaction that the draft resolutions became resolutions.

We would like to thank the Northside Montessori Board members and the parents for their continued support of this program. It is a life changing experience for everyone involved and we are very grateful that we can provide our students with this wonderful opportunity. We look forward to MMUN next year and if you are interested in the program for your 9-12 child, please contact us.







# TERM TWO IN 9-12

by Margaret Kroeger (Orana 9-12 Directress)

There is an air of excitement in 9 – 12 with camp just a week away. This year we are staying at the Rocks and each of the five days is filled with a plethora of special events.

On Monday we will tour the Sydney Opera House and participate in a program on convict life at the Hyde Parks Barracks. Students will see excavated artefacts, take a rest in the hammocks, build some bricks and watch digital clips on the lives of some key convicts and their legacy. In the afternoon, we'll tour the Australian National Maritime Museum as part of an Immigration Session. Students will look at the human face of immigration by learning of the stories of British child migrants, Post WW2 European arrivals and the Vietnamese refugees of the 1970s and the dangers and heart ache they faced.

On Tuesday, we will attend a seminar on the Anzac War Horses at the Anzac Memorial complete with a creative writing session and a live theatrical performance of 'Loyal Creatures' by Morris Gleitzman (whose children attended Northside Montessori School). Next we'll move onto Experiment Farm Cottage where children will step back in time to Colonial Australia. Activities include seed planting, house hold duties and re-enacting daily life with costumes. Later in the day we will attend an 1800's school at Old Government House. Children will swap IPads for slates and learn of the rules, etiquette math, history and currency of the time.

On Wednesday, we will take a ferry ride to Taronga Zoo where there will be some animal encounter workshops and time to tour the zoo. After lunch we will visit the Chinese Gardens.

On Day 4, we'll pick up trowels and brushes as part of the 'Big Dig – Archaeology Experience' helping to excavate Cumberland Street from the 1800s. For a change of pace, we'll then tour the Sydney Cricket

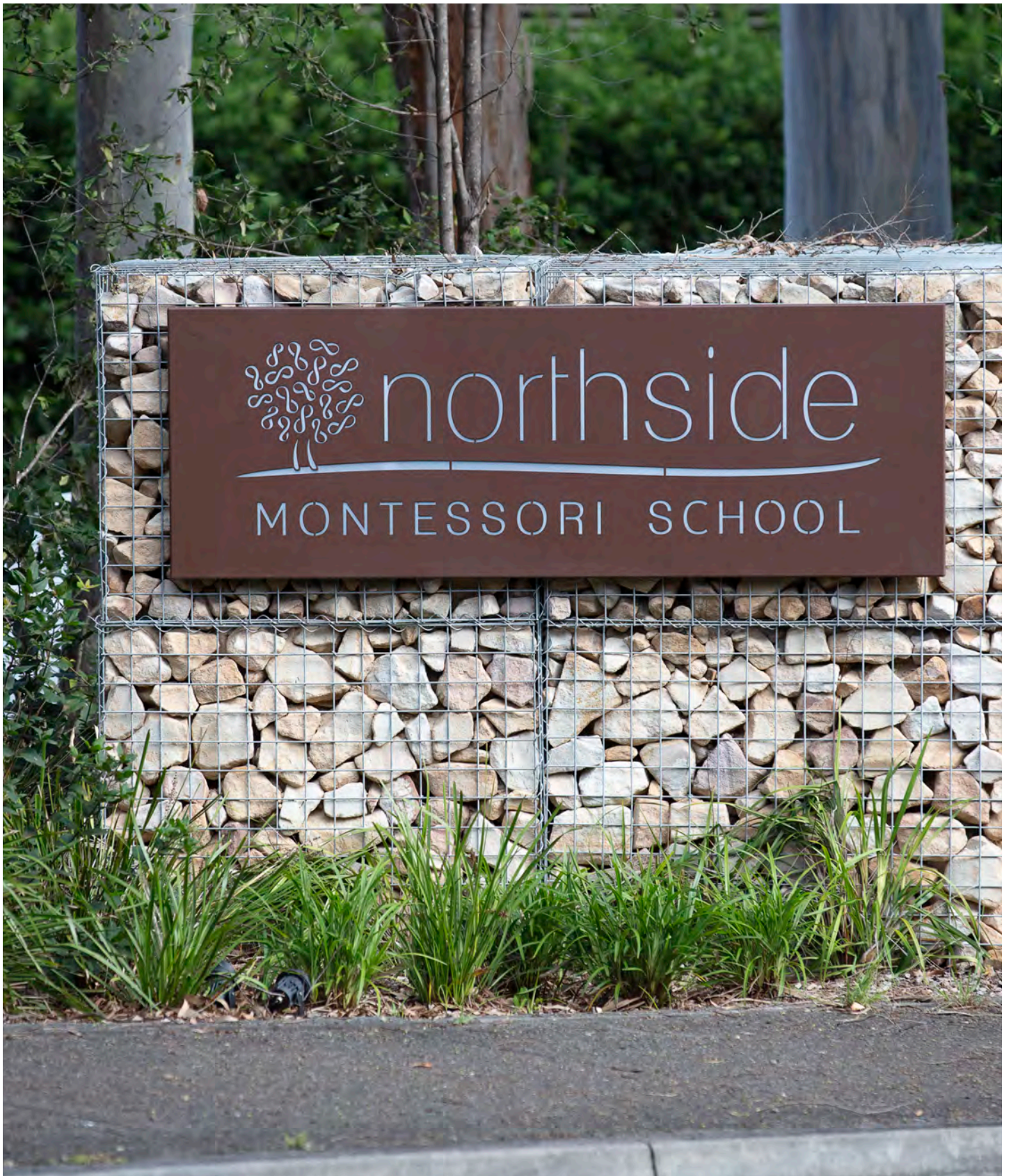


Grounds and get up close with some famous people (all be it made of wax) at Madame Tussauds Wax Works.

Our last day at camp is marked by a walking tour of the Rocks and a visit to the Sydney Aquarium. We hope there will be something special for everyone in those five days. We would like to thank our camp volunteers, Caroline Fit-Gerald, Davinia Jones and Jin Takamura and to all the 9 - 12 parents for allowing their children to participate in camp. It never ceases to amaze me what an empowering and bonding experience camp becomes for the children.

Not only must they carry and be responsible for their own belongings and navigate long days away from the familiarity of home but they must adapt to new surrounding and new experiences together. They support each other - with older more experienced campers looking after younger peers and roommates

helping each other get ready for the day and settle at night. Strong bonds are formed as they enjoy the activities together and share meals as a group. They walk off the bus on Friday afternoon somehow taller, more grown up and independent with a sense of peers as family and a collection of amazing memories. It really is a significant mile stone in their development. So camp, here we come!



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