



TERM 1 ISSUE 2 · APRIL 2025

MONTESSORI MATTERS

LETTER FROM THE PRINCIPAL

Dear Families,

"We adults must see the real humanity in children, the humanity which will take our place one day, if we are to have social progress. Social progress means that the next generation is better than the one before. We must see the child from the point of the future man." - Montessori.

As Term 1 comes to a close I would like to thank you for joining with us to cultivate a community where each child and young person is encouraged and supported to increasingly take the lead in their learning journey.

It has been a particular pleasure to watch our children as they have settled into their new learning cycles for 2025. We have seen them confidently embrace challenges as pathways to growth; making new friends and building trusting relationships with educators; developing greater resilience and experiencing learning opportunities that meet their needs as individuals.

Last week I had the opportunity to visit Global Village Learning, a Montessori inspired school in New Gisborne, Victoria. Organised by Mary Hudson from The Centre for Innovation at The Association of Independent Schools SA, this was a wonderful opportunity to share and explore innovative models of learning that seek to move beyond student voice to empower our young people to collaborate in building better futures. It is always a joy to work with like-minded people and I have certainly returned to school feeling inspired and energised by the possibilities we explored.

Earlier that week, it was distressing to watch Four Corners' investigation into for-profit companies in the childcare sector. While there are undoubtedly many organisations providing an excellent service, it was shocking to learn about deep failures and systemic issues.

As a Montessori Centre we are proudly not-for-profit. I would like to share some reflections from Montessori on the opening of her first school.

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Heather McInerney
Principal

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"It was January 6th (1907), when the first school was opened for children between three and six years of age. I cannot say it reflected my methods, for these did not yet exist. On that day there was nothing to be seen but about fifty wretchedly poor children, rough and shy in manner, many of them crying, almost all were the children of illiterate parents, who had been entrusted to my care. The initial plan was to gather the small children living in a workers' tenement, so that they should not be left to play on the stairs and dirty the walls or create disorder. With this end in view a room had been provided for them in the tenement and I had been asked to take charge of this institution, which 'might have a future'.

I had a strange feeling that made me announce emphatically that here was a 'grandiose' undertaking of which the whole world would one day speak.

I set to work feeling like a peasant woman who, having set aside a good store of seed-corn, has found a fertile field in which she may freely sow it. But I was wrong. I had hardly turned over the clods of my field, when I found gold instead of wheat; the clods concealed a precious treasure. I was not the peasant I had thought myself. Rather I was like Aladdin, who, without knowing it, had in his hand a key that would open hidden treasures."

While Montessori had not yet begun to develop her method, her concern for the wellbeing of children and her recognition, in each child, of their potential is apparent. We too, are privileged to work with our youngest children, guiding their exploration of their environment, fostering their curiosity and supporting their development of a love of learning.

Our children and young people have certainly been involved in a myriad of exciting learning events and opportunities from upcycling in the Preschool, Colour Run in the Primary School and City Excursion in the Middle School. Along with tennis lessons, swimming and aquatics, this has been a busy term. On behalf of the Leadership team, I would like to thank all of our teachers, educators, admin and grounds staff for their dedication in fostering the growth and wellbeing of every learner, every day.

I hope you enjoy the end of term. I wish you and your family all the best for the holidays and look forward to welcoming you back in Term 2.

With best wishes,
Heather



Unpacking Montessori

Often, this section focuses on the early years as these are vital in laying down strong foundations for later learning. However, this time the focus will be directed towards Cycle 2, starting with the First Great Story which, in Montessori education, is the story of the creation of the universe. The story format entices children to use their imagination to wonder about the mystery of how we ended up having a place called Earth to live on.

What's covered in the lesson?

- How the universe began and how the continents and oceans formed
- How the Earth cooled and how gradually, land and water separated, paving the way for the beginnings of life – which is then explored in the Second Great Story.

How's the lesson taught?

- The lesson uses storytelling, charts, and hands-on experiences and experiments to spark children's imagination.

What's the goal of the lesson?

- The goal of the lesson is to inspire curiosity and fuel children's love of learning.
- Additionally, it provides a platform for children to wonder, discuss, and explore relationships between imagination and the ever-growing body of knowledge from science. *Isn't it fascinating to ponder how ancient peoples, in their own unique ways, came up with stories to explain how the Earth came into being? We can but wonder at their creative powers and their observational skills. It is somewhat humbling to reflect that people who can still tell the stories their ancestors passed on, share their land with us.*

Depending on the children's interests, this big picture lesson can branch off into many areas of study such as:

- Astronomy: Children can investigate and do big work and projects on the solar system, the stars, galaxies, comets, constellations...
- Meteorology: They can study the wind, currents, weather, water cycle, clouds, storms...

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Unpacking Montessori

- Chemistry: Lots of science experiments can be done in the following areas: states of matter, changes, mixtures, reactions, elements, atoms, periodic table, compounds, molecules...



- Physics: magnetism, electricity, gravity, energy, light, sound, heat, friction, motion...
- Geology: Children love investigating the following: types of rocks, minerals, landforms, volcanoes, earthquakes, plate tectonics, ice ages, eras of the earth...
- Geography: They can also study maps, the globes, latitude/longitude, biomes, land/water forms, as well as doing continent and country research projects.



- Arts: Children might create paintings of their idea of the Big Bang; they may write poems or write and perform the Cosmic Dance...

And that's just the start of the Cycle 2 journey! Enjoy the break.



Preschool

Our summertime beach investigation has been such fun in our Toddler sessions. We have enjoyed our dances and movement activities that relate to 'Going to the Beach'. Our scarves made great wave movements, with children and carers moving up and down, round and round to our song 'Waves'. There's been lots of tactile items on our display table to feel and explore both big and small shells, seaweed balls, coral, sea stars and the list goes on and on.

The children have understood the need for sunhats and sunscreen when playing outside. It is wonderful to see the children and their carers go to their bag and get their hats, as they move from inside to outside to choose an activity.



Dr Maria Montessori was very innovative and well ahead of her time in her observations and theories on early education and the development of young children. She saw that children learn through active participation, by being involved in a practical way, and by attempting to do something for themselves. They use their hands to learn! She put great emphasis on the connection between the brain and movement, particularly, the hands. She believed the process of learning included the brain, the senses and the muscles.



We recognise that this active approach to learning is important for the development of the child. I encourage you to make time to include your child in your activities and allow them to do things for themselves. Take the time to provide ample time and opportunities for your child to pour their drink, wash the dishes, sweep the floor, put on their socks, etc. Only through opportunity and repetition, can their skills be refined and tasks mastered.

Warm regards,
Cheryl



In Cycle 1 this term the children have been continuing our learning of phonics – knowing the sounds (phoneme) and the letter (grapheme) that represents it. In order to apply this learning we have begun making words! The children have been listening for the sounds in words, writing down the grapheme for the sounds they hear and practicing reading their words back. We have also been working hard on pencil grips and forming letters correctly.



In other areas of the curriculum the children have been investigating families. We have been discussing who is in our family and where different families come from. The children have enjoyed exploring their own families by creating a family tree.

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CYCLE 1 - Phonics, Family Tree and Bread Making (Rachel and Olivia's Class)

In art we are looking at self-portraits. We began by using a photo of ourselves to create a half self-portrait. The children have also been enjoying creating their own versions of self-portraits using the styles of Pablo Picasso and Andy Warhol. For the remainder of the term the children will be learning the story of the Little Red Hen as an introduction to the narrative genre.



A few weeks ago we introduced the story by making our own bread rolls. It was a busy but delicious task. Here is what some of our children had to say about it.

'I liked them because they were really fluffy' – Rosie and Juniper

'I liked them because of its texture' – Manoa

'I liked making them' – Amira

'I liked when we baked them' – Leah

'I loved eating the bread roll' – Saanvi

'I liked how they were hard on the outside and soft and squishy on the inside' – Edison



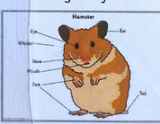


CYCLE 2 - Montessori's Second Great Story: The Coming of Life (Jo and Eloise's Class)



This Term, in Cycle 2, we have been exploring Montessori's Second Great Story: The Coming of Life. This story is always a hit with our children as there are what feels like, millions of opportunities for exploration. Some children become fascinated by the needs of plants and animals while others are enthralled by the many animals that came before and the ones that still exist today. The timeline provides a beautiful and rich educational experience alongside the story for children to develop an understanding of evolution and adaption.

Many children have enjoyed opportunities to create projects of interest to them including planning and writing information reports, creating booklets and pamphlets detailing their newfound knowledge and writing stories and posters about the parts that they are most passionate about.

Cultural Studies Planning	
I am interested in	Books Plants poster
I would like to:	I would like to learn I would like to read book Create a labelled diagram of an animal you like
Teachers Ideas	 <p>Write some facts about an animal you like</p> <ul style="list-style-type: none"> - What do they eat? - Where do they live? - Which animal group? <p>Extra Fun facts</p>

Cultural Studies Planning	
I am interested in	Penguins how penguins live
I would like to:	Make a math game Poster of Penguins Life cycle of a penguin
Teachers Ideas	<p>Write an information report on an animal that interests you</p> <ul style="list-style-type: none"> - Include an introduction at least 3 paragraphs and a conclusion (see sample) <p>Create a document that shows how living things are part of different groups.</p> <ul style="list-style-type: none"> - Pamphlet - Poster - Booklet





CYCLE 2 - Montessori's Second Great Story: The Coming of Life (Jo and Eloise's Class)

Many of the children new to our class have been enthusiastic to explore the use of technology to publish their work by typing stories and creating digital posters. This has been a wonderful opportunity for the eldest children in our rooms to provide support in the way of simple lessons such as, how to use a password, typing on a laptop in word and, something they themselves enjoy, picking the best font and colours for their projects!

This work aligns well with Montessori's passion for education for peace. The Second Great Lesson, focusing on the evolution of life on Earth, plays a crucial role in fostering a sense of interconnectedness and responsibility, ultimately promoting a peaceful world. The children often become protectors of all living things and realise the importance of conservation by understanding our reliance on one another and our world of living things.



"The child is both a hope and a promise for mankind." Maria Montessori



CYCLE 3 - Cultural Studies (Michelle's Class)

"What the hand does, the mind remembers." — Maria Montessori

"When the child goes out, it is the world itself that offers itself to him. Let us take the child out to show him real things instead of making objects which represent ideas and closing them up in cupboards." – Maria Montessori

In Cultural Studies this term, Cycle 3 students have been learning about our Earth, and focussing on ways the Earth's surface changes over time.

As well as some fabulous research about Australian landmarks and their formation, and the impact of natural disasters, we have engaged in many hands-on activities.

What better way to appreciate the formation of the earth, and erosion and weathering, than to get out and see it, and our excursion to Port Noarlunga was a highlight of our learning.

We enjoyed the new Witton Bluff trail, learning about the formation of the cliffs and the different ages of the layers. Students also compared the cliffs to historical photographs we had viewed at school. Did you know there used to be a stack, called Table Rock, off the end of Witton Bluff?





CYCLE 4 - Humanities at the Middle School

Students have been doing some hands-on learning at the Middle School this term, with the Year 8s and Year 9s learning about the Industrial Revolution and the Year 7s learning about Prehistory and Early Civilisations.

The Year 7 students designed their own civilisations by selecting an ideal location in the Fertile Crescent based on factors like religion, defence, resources, and trade routes. They named their city, chose a form of governance, and prioritised aspects such as agriculture, technology, military and waste management. Students also created Lego models of their cities and presented their designs, explaining the challenges they faced and explaining their decisions. Whilst some lost citizens to war, internal conflict and disease, others thrived through trade, investments in the arts and alliances!

The Year 8 and 9 students stepped into the roles of workers, landlords, shopkeepers, and more, experiencing the challenges of life during the Industrial Revolution. Through simulated workdays, they navigated decisions about food, shelter, wages, and survival. Some students thrived as factory owners whilst others struggled to survive due to low wages, poor living conditions and inequality. The activity helped students understand the harsh realities of the time while developing problem-solving and teamwork skills.



Factory Workers crammed into a 'Lodging House'



Eriks thrived as a Factory Owner



Hugo, Willow and Ylva design their ancient city using Lego. They regretted their choice to not include 'fortifications'!



Official Opening of Our New Toilet & Verandah Facilities

We are delighted to share the successful opening of our newly completed toilet and verandah facilities at Southern Montessori. This important project enhances our school's infrastructure, ensuring a more comfortable and inclusive environment for our students.

On this special occasion, we were honoured to welcome The Honourable Amanda Rishworth MP—Minister for the National Disability Insurance Scheme, Minister for Social Services, and Member for Kingston. She officially opened the new facilities on behalf of the Federal Government, highlighting the importance of investing in educational spaces that support student well-being and growth.

This project would not have been possible without the generosity and collaboration of many contributors. We extend our sincere gratitude to:

- The Australian Government for providing funding under the Capital Grants Program
- The Honourable Amanda Rishworth MP for officiating the opening and supporting education initiatives
- The Block Grant Authority for guiding us through the federal grant application process
- Our architects, Walter Brook, for their vision and design expertise
- Our builders, Partek, for their dedication in bringing this project to life
- Our school community for their unwavering support and contributions to this development

These projects were jointly funded by the Australian Government under the Capital Grants Program and the Southern Montessori School Community.

During her visit, MP Amanda Rishworth had the opportunity to tour our school, guided by our students. They proudly shared insights into their learning spaces and experiences, showcasing the Montessori approach in action. It was a pleasure to witness her engagement with the students and her appreciation of the unique learning environment at Southern Montessori.

This achievement is a testament to the power of collaboration within our school community. We are incredibly grateful to everyone who played a part in making this project a reality and look forward to seeing the positive impact these new facilities will have on our students for years to come.

Thank you for being part of our school's journey!



COMMUNITY

COMMUNITY NOTICE BOARD



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Do you want to have more understanding about your child's behaviour?

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- Help your child organise their feelings
- Enjoy a more fulfilling relationship with your child
- Help your child to feel secure, now and into the future

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June 3, 10, 17, 24
6pm to 8pm
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Bookings essential via 8215 6310 or aldinga@centacare.org.au
Free limited childcare facilities are available. Please call to book in.

 **centacare**
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"We are more of who we are because of the connections we have made"
Claire Kennett


This is a Communities for Children Activity funded by the Australian Government Department of Social Services
Visit www.000.au for more information

CREATIVE RELATIONSHIPS

Growing Relationships through creative play

Creative Relationships is a **FREE visual art program for parents, carers and children ages 3-6 years.**

- 8-week, nature play based art program
- Hands on, creative environment
- Co-create with your child
- Tips on child development and parenting

- Safe, supportive and nurturing
- Build relationships with your children
- Create good memories and treasured artworks
- Use natural, easy to source materials
- Participant handbook to guide your learning
- Take home **FREE** resource boxes
- Access **FREE** online modules

TERM 2 2025

Noarlunga Library - Community Space
Ramsay Place, Noarlunga Centre
Tuesday 6th May - Tuesday 24th June
10:00 - 11:30
Bookings: www.artisticclaire.com OR
artisticclaire29@gmail.com


Families and children of all cultures and abilities welcome

CARCLEW

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WEDNESDAYS
4pm - 4:45pm 5 - 8 years
5pm - 6pm 9 - 12 years
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VISIT CARCLEW.COM.AU FOR INFO AND BOOKINGS

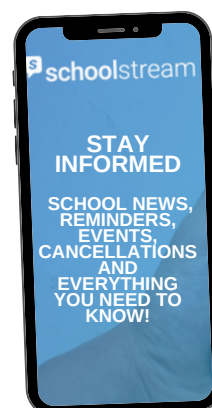


 Register Your Interest

SCHOOL STREAM

Make sure that you download and register for our new school communication app School Stream to ensure you receive all of the latest information from the school.

To download the app, head to your app store and search '[School Stream](#)'.



Once you have installed the app, you can register using the phone number or email that you have registered with the school.

This will ensure that you are automatically assigned to the correct groups!