

Lilima Montessori High

NEWSLETTER

Term 1, April 2022

Volume 6, Issue 1

Second term dates:

School opens: Tuesday 17th May.

Mid Term: School closed Fri 24th June, reopens on Tuesday 5 July.

Term 2 closes Thursday 11 August.



Themes and global contexts from Term 1:

I Machine

Scientific and technical innovation

(exploring modernization, industrialization and engineering)

Illusion vs reality

Personal and cultural expression

(exploring social constructions of reality, philosophies and ways of life, belief systems, ritual and play, histories of ideas, fields and disciplines, analysis and argument.

The Montessori principle behind the saying: “Follow the child”.

Welcome to our first newsletter of the year. In these newsletters we try to clarify some of the principles behind the pedagogy of the Montessori and the Middle Years Programme.

One of the most important aspects of the Montessori method, as Maria Montessori stated is: **“Follow the child, but follow the child as their leader.”**

This does not mean that our teachers/guides follow “blindly”. The aim is to observe the learners very closely so that their needs and natural learning tendencies are discovered.

For example, a kinesthetic learner would rather perform a physical activity to learn, be active rather than passive in their learning process. This type of learner will want to touch and do things. Forcing them to sit and watch or listen to a lecture will not be very successful.

It is therefore important that time is taken to get to know the learners and observe them in order to see what their natural tendencies are.

These observations are key as they allow the teachers/guides to gain an insight into the learner’s development, make decisions about what level they are at, and assess their capabilities. These observations can then be used to instruct future lesson planning based on the interests and ability of the child moving forward.

As a school it is important to provide the opportunities to learn, grow, and develop in a safe and carefully prepared environment accommodating many learning styles. The environment is created with the individual learners in mind, considering both their current development and future needs.

“The teacher’s task is first to nourish and assist, to watch, encourage, guide, induce rather than to interfere, prescribe or restrict.”

Maria Montessori



INTERSESSIONS AND GUEST SPEAKERS

One of the main characteristics of a Montessori High school are the learning opportunities outside of school where the students are able to explore the themes and content of the terms work in a real-life context.

Twice a term, after each unit, the students are given an opportunity to experience the themes in context, so that their learning is not just theoretical.

These visits also involve residential trips where other life skills are developed and

intersessions are also very valuable for building community spirit, team work and self confidence in the learners.

As well as intersessions, guest speakers from the relevant professions are invited to introduce themselves and their work to the students. For example this term Lilima hosted Brittany Margrit and her team of Engineers from Engineers in Action, an NGO that builds footbridges for communities in Eswatini.



“Education is not the learning of facts but training of the mind to think.”

Albert Einstein

Visit to the Royal Science and Technology Park

In February the students were hosted at the Royal Science and Technology Park in Matsapha where they were introduced to the “business incubator” and a presentation was made on scientific and technical innovation in the Food Production Industry. The students were introduced to product development, research and development laboratories, good manufacturing practices, standards in the food industry and intellectual property protection measures.





Visit to Swazi Trac- by Bavukile Mbhamali

In February the Lilima Montessori High school students embarked on a trip to the John Deere machinery shop and work station. The students were enlightened on how the farming machines operate, they were also informed on the pricings and what qualities you should look at when purchasing this type of equipment. They were also shown the Castrol work station that supplies John Deere with the right oil they need for their equipment so the two companies coexist. The students got a chance to see one of the oldest tractors and the biggest tractors that had been used in the Big Bend sugarcane fields in the past.

Students climbed into and honked the horns of the machinery and asked questions about the different functions. They questioned the employees about their work and one of the employees had brought in a steampunk tractor and was trying to fix it.

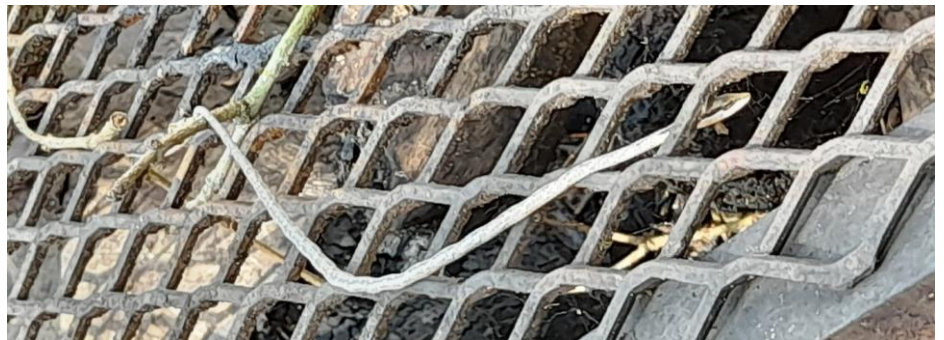
I believe the students had a great time and their curiosities were satisfied. We learned that sometimes valuable information can be found in sources you would never think to look at and its very important to visit these places to get the knowledge that you would never get from the internet.

Illusion vs reality – intersession at Mlilwane nature reserve

Is it a twig?

In reality it turned out to be a “twig” snake!

Who then had to be carefully removed by the park warden.



Community service and other news

This term all the students visited the Eswatini National Library and are now able to use it as a resource. Weekly community service is also carried out there and the students are able to gain insights into cataloguing and index systems.

Community service at the Swaziland Animal Welfare Society continues and this is a favourite with many of the students. At SAWS they assist the staff with cleaning the enclosures and grooming and caring for the animals.

At the end of term the students presented their work to their parents at the student led parent teacher conferences. This is an important part of Montessori teaching and enables the learners to demonstrate their understanding of what they are learning and have learned and to identify strengths and weaknesses.

Afro jazz singer Khole Tshabalala was a guest speaker in the second half of the term and she shared her experiences as a singer and songwriter speaking about the importance of marketing and the business aspect of the music industry.

Finally the highlight of the second term was “culture” day where the students turned up in national costumes and shared music, food and dance from different cultures. Eswatini was very well represented of course!



Our vision is

A peaceful world: which is attained through our children, where all forms of life are respected, creating an inter-dependent global community.

The board of Lilima Montessori High School has made a commitment to establishing a school which will provide:

-A holistic Montessori/International Baccalaureate or (IB) education which recognizes the physical, emotional, social, entrepreneurial and intellectual capacities of the students awakening the inner potential of the human spirit.

-Suitably qualified, inspired and compassionate teachers who are committed to collaborative learning and growth.

-The students with a dynamic, prepared environment which meets the specific needs of each adolescent and young adult.

-and inspire the students with a global perspective encouraging an awareness of their continual social responsibility.



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We're on the Web!

See us at:

www.lilima.org

Lilima Montessori High School is a candidate school* for the International Baccalaureate (IB) Middle Years Programme (MYP). The school is pursuing authorisation as an IB World School. IB World Schools share a common philosophy: a commitment to high-quality, challenging, international education.

* Only schools authorized by the IB Organisation can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), or the Career-related Programme (CP). Candidate status gives no guarantee that authorisation will be granted. For further information about the IB and its programmes visit www.ibo.org.