

NEWSLETTER

Volume 8, Issue 1

Important dates: School opens: **Second term** : Tuesday 14 May 2024

Mid term: 21 June to 1 July 2024 School **closes:** Friday 9 August 2024

What is Montessori education?



The student's school garden—food for the kitchen

With the start of another year and many new parents this newsletter will focus on the fundamental aspects of Montessori education, especially at secondary level.

A good Montessori school allows the learners to develop naturally, respecting the individual child's needs. They are able to learn at their own pace, following their specific interests, and a large part of the learning is through hands on, contextual experiences.

This is done primarily through interactions with their environment under the guidance of the school's specially trained guides.

Context is important because learning is better when student **do** rather than read or write. Children learn best when they are interested, have choice and are allowed to work things out for themselves.

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“Tell me and I forget, teach me and I may remember,
involve me and I learn.”—Benjamin Franklin.

Montessori education.....

Teachers provide guidance, encouragement, the optimal environment and the children are then able to educate themselves. This intrinsic motivation is the desire of the adolescent to learn within themselves and this is best achieved when they are able to follow their own interests as much as possible.

There are no extrinsic rewards for children's learning in the Montessori classroom, the students learn to understand that completion of an activity and the achievement of doing it themselves give them an intrinsic reward which is the sense of accomplishment. This prepares them for their future lives where there are deadlines without rewards.

Our teachers/guides are trained to lead from behind, as it were. They know when to step back, when to assist and they know how to create the perfect environment for each of the learners to meet their developmental needs to promote their learning.

The learners are encouraged to use their individual learning preferences, for example, some students are kinesthetic learners, others prefer visual prompts etc. It is important that the guides respect the particular needs of each student, making this type of education particularly child centred.

Respect is very important. The students are able to choose meaningful and challenging work that captures their interests and this leads to sustained attention, intrinsic motivation and engagement.

In the Montessori classroom, the students are multiple age groups working together. This is a very important aspect of learning psychology.

Group collaboration and peer counselling is a very effective way of transferring information. Research has shown that adolescents learn more readily from their peers than they do from adults. Other benefits of mixed age groupings are the consolidation of understanding, the older students who are helping the younger ones are increasing their understanding of the subject through the process of transference.

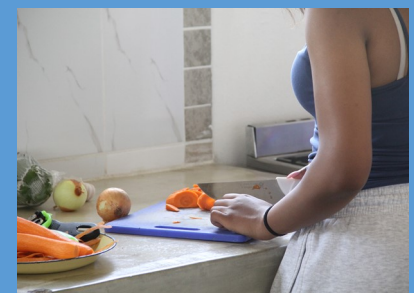
Assessment of the students is based on a broad range of protocols, not merely academic testing. These include observation, record keeping, written work, presentations of academic work, the student's general wellbeing and behaviour, executive skills and socio emotional function. The learners are not tested against the group, the assessment is on their individual competency in the tasks they are required to complete and whether they are meeting the expectation of them as individuals.

This Montessori classroom is inclusive for learners requiring additional support and those whose first language is not English.

Most importantly Montessori education is about community, everyone is part of the education of the adolescent, the parents, the students and the school. We invite everyone to build our community.

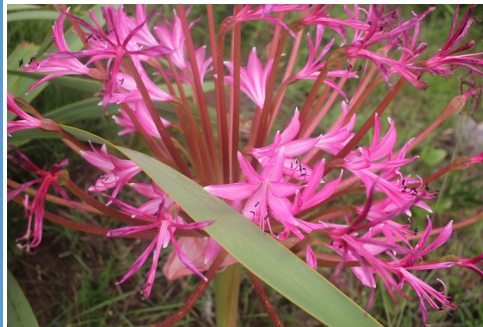
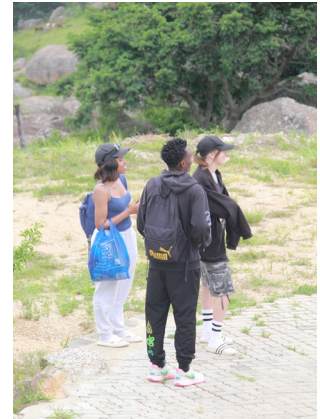


*Education is a natural process carried out by the child and is not acquired by listening to words but by experiences in the environment.
Maria Montessori*



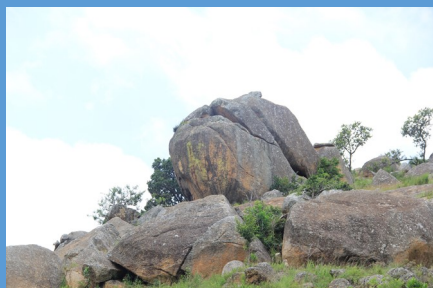
There must be provision for the child to have contact with nature to understand and appreciate the order, the harmony and the beauty in nature

Exploring nature



As part of the first term's explorations into indigenous foods the students investigated the close environment. Our beautiful campus and the surrounds are home to a huge biodiversity which includes medicinal plants, wild fruits and birds, small mammals and insects.

The photographs were taken by Cehfon our student volunteer.

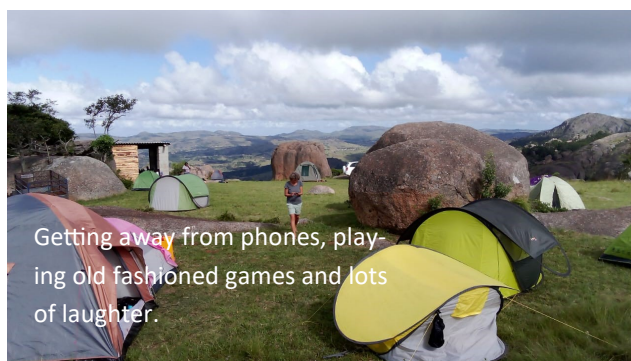
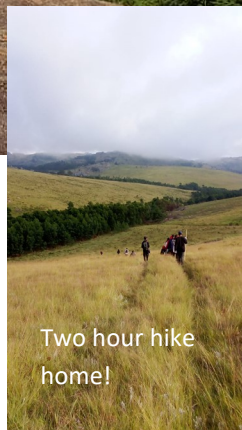
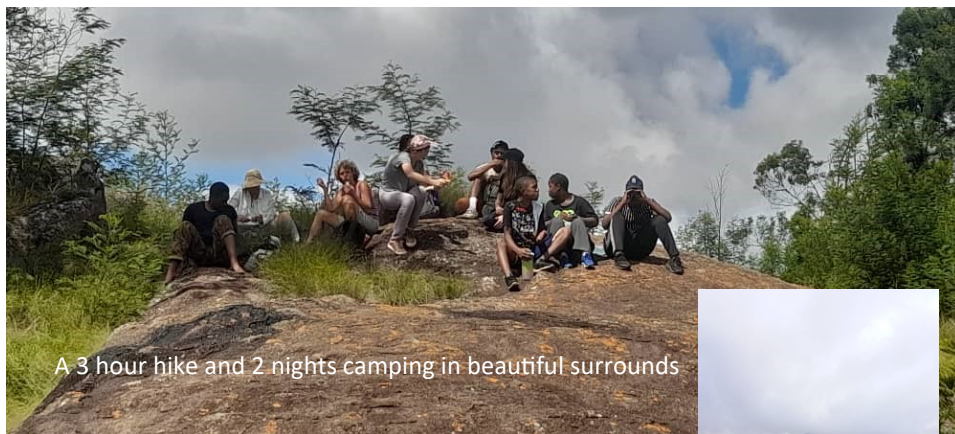


When children come in contact with nature they reveal their strength.

Maria Montessori



Intersession—hiking to camp at umakhelwane



Community service

The students helped to cut invasive wattle and maintain the forest line as community service during the intercession.

They learned how to use some new tools too!

A substantial number of mature trees and saplings were removed and the wood will be used for fencing and firewood at the conservancy campsite.

School in pictures



**"The things a child
sees are not just
remembered they form
part of his or her soul."**

Maria Montessori



Gallery: abstract art and design



Lilima Montessori High School



Hand in hand we learn

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Lilima Montessori High School is an authorised IB World School for the International Baccalaureate (IB) Middle Years Programme (MYP). Only schools authorised by the IB Organisation can offer any of its four academic programmes. For further information about the IB and its programmes visit www.ibo.org

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 (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.