Remembering Elizabeth Enid (Beth) Alcorn

In this issue we pay tribute to Montessori pioneer, Beth Alcorn, who died peacefully at her home in New South Wales on 20 July 2016. A Thanksgiving Service was held to celebrate her life on 6 August, at St James Anglican Church, Turramurra, Sydney. Montessori Australia sent a letter of condolences to the Alcorn family.

We thank Beth’s husband, Roger Alcorn, and Dr Lesley Payne who worked with Beth at the Montessori Institute, for providing tribute articles.

All Montessori schools receive the ‘electronic’ eBulletin each quarter. In addition, schools/centres that have subscribed to Montessori Australia receive the eArticle. This will be emailed as a separate attachment so that it can easily be printed or distributed among the staff and parents at your school or centre.
Elizabeth (Beth) Alcorn: A Montessori Inspiration

Beth gained her NSW State Teaching qualifications after training to teach infants and children up to twelve years of age, at the Newcastle Teachers’ College. She then taught differing age groups in Canberra and South Windsor before going to New Zealand, where she did voluntary Church work for two years. Following her marriage and while raising her two children, Beth continued to take courses in remedial education, special needs in early childhood education, child development, and child psychology, and taught traditional and remedial classes as required.

Beth first attended a Montessori Workshop, conducted by Miss Margaret Homfray and Miss Phoebe Child (who had trained and worked with Dr Montessori, and set up the St Nicholas Montessori Training College in London) in Christchurch, NZ, at the beginning of 1977. This really enthused her, and convinced her that Dr Montessori’s approach to education would have better outcomes for children, teachers, parents and the community, than the traditional system. She then enrolled in the St Nicholas Home Study Course.

Soon after this, the Alcorn family moved to Wagga Wagga, NSW, where Beth established the Riverina Montessori Association, and subsequently organised several more workshops with Miss Homfray. She also gained her Montessori Diploma for teaching children up to five years of age from the Montessori World Educational Institute. She then went on to successfully attain the Diploma to teach Junior Primary (6-9), organised and attended Workshops and revised curriculum manuals covering Montessori work for children up to 12 years of age, as well as gaining the qualifications for that age group. She then achieved other qualifications and experience in remedial education and child development.

Another move at the end of 1980 took the Alcorns to Perth. Finding there to be only two Montessori schools in Perth at that time, but no State Association, Beth set about bringing interested Montessorians together, and worked on a committee which inaugurated the Montessori Society of Western Australia in March, 1982. In the same month, she set up the ‘Cygnet’ Montessori School, where she was Principal for over 10 years. Simultaneously, she participated in discussions that were being held for the formation of the Montessori Association of Australia (MAA).

In 1983, because of the trust Miss Homfray had in her to faithfully continue the work of Dr Montessori, Miss Homfray appointed Beth as the Australasian Co-ordinator for the Montessori World Educational Institute. She held this position until 2004, after which she followed in Miss Homfray’s footsteps as the Educational Director.
She was a Tutor and Examiner for the External Studies Courses, and it was during her tenure that these courses were successfully accredited by the Australian Council for Tertiary Awards.

Moving back to Christchurch, New Zealand at the end of 1992, Beth assisted her husband in a new business venture and continued her work in all the areas mentioned above, promoting Montessori, as well as revising textbooks and establishing new courses. As a tutor, Beth was supportive and diligent and always worked to assist students through their studies. As a lecturer, she brought a depth of knowledge and experiences which she shared willingly with others.

In 2005 Beth and Roger returned to Australia to be closer to their grandchildren. Beth retired from MWEI in March, 2007, but continued as a Montessori Consultant and teacher-trainer for several years, as and where needed, with trips in 2007 to Shanghai, to speak at the 2nd International Conference of the China Montessori Society, and a month’s voluntary teacher-training at Cebu in the Philippines. In addition she helped develop teacher training programmes in Malaysia, and spent a month in the Philippines as an Australian Business Volunteer. She was invited back to China as a keynote speaker for the 4th China Conference at Guangzhou (Canton) in 2009.

During the twenty-five years between 1985 and 2009, Beth travelled extensively to 13 overseas countries and cities, 24 localities and schools in Australia and another 42 in New Zealand. At these she conducted, and also normally organised, regular seminars, workshops and training sessions for Montessori students, State teachers and trainees, Early Childhood and Child Care staff, parents and the general community as well as numerous school consultations.

She was involved with Montessori Association committee meetings, conference organisation, course accreditation, MWEI Board meetings, writing and updating course manuals, regular parent meetings while principal of Cygnet Montessori School, and preparing, supervising and marking Montessori exams. There were also detailed negotiation with D’Argosy in Kuala Lumpur regarding production of quality Montessori equipment, and then quality control of that equipment, writing sets of phonetic and phonogram reading materials and story books, as well as supervising the production of these books. To illustrate the stories, she and Roger took hundreds of photographs.

The Alcorns then enjoyed their ‘retirement’ beside Lake Macquarie at Toronto, NSW, while Beth continued to mentor a number of Montessori trainers and teachers here and overseas.

Roger Alcorn

Beth Alcorn’s Montessori Journey

In 1977, while living in Christchurch, New Zealand, Beth Alcorn worked for Binda Goldsbrough, a central figure in the revival of Montessori in that country who had trained as a Montessori teacher with Claude and Francesca Claremont and attended, in 1931, the international course given by Dr Montessori in London. Along the way she became friends with Margaret Homfray and Phoebe Child and following a trip to England, invited them to come to New Zealand to give workshops for students enrolled in the St Nicholas correspondence course. They both visited in 1977 and 1978.

On the first visit to deliver workshops, Binda fell ill, and Beth Alcorn stepped in to help and was captivated by what she saw and heard and from then on became a devoted Montessori advocate, convinced that Dr Montessori’s approach to education would have better outcomes for children, teachers, parents and the community, than the traditional system.

After she moved to Wagga Wagga in NSW in 1978, she enrolled in the St Nicholas correspondence course and established the Riverina Montessori Association. In 1978, when Margaret Homfray travelled from New Zealand to give workshops in Australia, she included Wagga Wagga

Remembering Elizabeth Enid (Beth) Alcorn

Opening of Cygnet premises 1988
in her itinerary. Subsequently Beth organised several more
groups with Miss Homfray, assisted with the revision of
Curriculum Manuals and was awarded her Montessori Diploma for teaching children up to five years of age from the
Montessori World Educational Institute and later the Diploma to teach students aged 6-9 and 9-12 years.

Realising that there was a need for support and teacher training in Australasia, by 1980 Beth had written to many
training organisations around the world. Sadly, many did not reply; others saw it as an affront; and no one offered much help, except Miss Homfray and Miss Child.

The Alcouns moved to Perth at the end of 1980.

Pleased to find some individuals who shared her vision for Montessori teacher training in Australia, the Montessori Institute was established in 1983 using the external studies course and illustrated manuals, developed under Miss Homfray's guidance, for teachers of children from 2½ to 8 years. Lecturers were also sent from California and England to give workshops and examinations.

In 1983, Miss Homfray appointed Beth as the Australasian Co-ordinator for the Montessori World Educational Institute (Australia). She held this position until 2004, after which she followed in Miss Homfray's footsteps as the Educational Director and was dedicated to continue her and Miss Child's legacy. The first Montessori Institute office was in a small room attached to the Cygnet Montessori School. The Institute followed Cygnet Montessori's move to larger premises, which facilitated more space, as well as access to a classroom and Montessori materials for workshops.

Later the Institute moved to historic Meerilinga in West Perth, where in 1922 the Kindergarten Union of Western Australia had opened a model Montessori Kindergarten and still later to its own premises in Ellenbrook.

Beth was a Tutor and Examiner for MWEI. She also conducted regular seminars, workshops and training sessions in Australia and New Zealand for Montessori students, State teachers and trainees, Early Childhood and Child Care staff, parents and the general community. Her consultancy work and teacher-training extended into South-East Asia and the South Pacific. She also wrote a number of phonetic and phonogram reading materials and story books, which have been published in Kuala Lumpur as the 'D'Argo Readers'.

Beth always saw herself as a valet to serve the spirit of the child with no ambitions for herself but as a caretaker of children. As a researcher studying and aiding children by remaining patient, calm and dignified, and most importantly, humble. Her legacy is enormous and we will always be thankful to her for her contributions to the Institute and to Montessori education over the years. She truly aspired to follow the edict:

'We are the sowers – our children are those who reap. To labour that future generations may be better and nobler than we are – that is the task without egotism and without pride. Let us unite in this work then …'

Maria Montessori, 1 June, 1917

Dr Lesley Payne, Educational Director, Montessori Institute
Remembering Elizabeth Enid (Beth) Alcorn

Below is a selection from the emails that Roger Alcorn received just before, and then after Beth passed away.

‘Beth was very kind and considerate of all her students.’

‘Her energy and enthusiasm for the Montessori method of education was second to none.’

‘Not only was Beth a remarkably sincere and determined advocate for the Montessori approach to support the best development for children but she was also openly and generously supportive of everyone else who was working to develop the Montessori approach over the many years she has been involved.’

‘I had great admiration for Beth and her passion for Montessori and the skill with which she shared her knowledge. She was an icon in the field of Montessori education in Australasia and a wonderful person, warm and caring.’

‘Beth was one of the greatest contributors to the Montessori movement in Australia and New Zealand.’

‘Beth touched and inspired so many in the Montessori community.’

‘What stood out though was her always cheerful, supportive and encouraging manner as she guided as though the workshops and her willingness to do what was needed to help the Montessori movement grow.’

‘The world we live in, and the world of our children’s children is much richer because of Beth’s beautiful existence.’

‘She is one of the reasons I am in Montessori now and I have many fond memories of the workshops and times spent with her. She has been an inspiration for so many of us over the years and a great mentor and friend while she guided us through our studies.’

‘I just wanted to write this email to thank you for all the time you have put into helping mum teach Phillip and I when we were younger. I have no doubt that neither of us would have got as much out of home schooling as we did if you had not been a part of our lives.’

‘I don’t know if you will remember me, but I have always remembered you and have told so many people about you over the years. I trained in the early 2000s and I was lucky enough to have you as my first ever Montessori trainer. I loved you from the outset. Your grace, wisdom, and kindness were incredible and I still hope to be like you one day.’

‘You have inspired me, and countless others, to be the best Montessori teachers we can be, and in that way you have helped to shape the future for so many children around Australia, New Zealand, and the world.’

‘You allowed the opportunity for me to learn Montessori. You have left your mark and our world is a better place for it!’
You never know where the seeds of essential knowledge will fall and grow.

Pamela Nunn

Pamela Nunn’s words are encapsulated in the experience of one hotel technician who was working to set up the IT equipment for our Whole School Refresher speakers this year. Inconspicuous, dressed in black, quietly rearranging seats and fixing the audio feed, he was simultaneously receiving and absorbing peripheral information about the 0-6 child. It was genuine, authentic, honest information about the ‘first plane’ child, the needs of the young child in an environment prepared for him, and the nature of the prepared adult. Our presenter, Gretchen Hall, noticed that he returned to the 3-6 workshop room after lunch on Sunday, looking rushed and sweaty. Gretchen asked if he was OK. The technician asked Gretchen if yesterday’s information was going to be repeated, and was disappointed to hear that it was not. He had been home in the lunch hour to collect his wife and bring her back to the venue. They have an eight-month-old child and he really felt that he and his wife both needed to hear the information that was being presented. The technician asked how he could find out more and if there is a follow up course that he could attend!

The theme of this year’s Whole School Refresher was Creativity, a recurring theme in Montessori’s publications. The event was well-attended offering a plenary session followed by workshops for different age groups. This year we were also fortunate enough to hear from children who have been involved in the Montessori Model United Nations.

Our Silver Sponsor for the Whole School Refresher, NGS Super, conducted a competition raffle during the event that was won by Tracy Moore (wine), Josy Ludwig and Yan Wu ($100 gold class cinema vouchers). We thank Jorjet Issavi, Customer Relationship Manager from NGS Super for her support.

We also thank participants for their feedback on the event and their suggestions for future Whole School Refresher topics.
The plenary session was very good. It made me want to listen to all the speakers.

'Loved the theme. Learnt a lot. Opportunities to network and share experiences with other colleagues.'
'Very interactive and presented the lecture in an effective way with illustrations and practical applications.'

'Heidi was completely inspiring.'

'Excellent – breath of fresh air on some sacred cows, but so essentially Montessori on others.'
’Gretchen was strong, clear, entertaining, funny and informative and approachable. Loved her knowledge and the way she lined the topic to everyday workings of the environment and the 3-6 child. Very practical and lots of ‘take aways’ to better own practice. Not just theoretical.’

‘Animated, lively, non-judgmental, accepted all as equal. Katy’s verbal and written material was illuminating and unbiased.’

‘The most beneficial part of the Refresher was having an experienced Montessori presenter reaffirming (and adding to) my Montessori knowledge. Warm and deeply caring about the work.’
The Official Opening of Kuunchi Kakan (Families Together) Centre, Lockhart River, Queensland, 23 June 2016

Several members of the Montessori community attended the official opening of this Centre, which was also attended by the Puuya Foundation Patron, former Governor-General, Quentin Bryce. It was a very inspiring occasion to see first hand what can be achieved through visionary leadership in a disadvantaged remote Indigenous community.

In 2014, the Montessori Children’s Foundation (MCF) developed a partnership with the Puuya Foundation in the Cape York community of Lockhart River. At this time, the Foundation was working with the Lockhart River Council to build and operate a new early childhood centre in the community and were considering options for programme design and staff training. An initial visit was made to the community in May of that year, in which a number of meetings and community discussions were held to provide information about the Montessori approach to early childhood. Following this visit, a delegation of senior women from the community attended the Torres Strait Montessori Summit, and visited the Montessori classrooms. Shortly afterwards, a Memorandum of Understanding was signed between MCF and the Puuya Foundation to provide training and mentoring support for staff of the new children’s centre and for any interested members of the community.

Fitting so well with Montessori philosophy, the main aims of the Puuya foundation are to:

- Teach people the communication, leadership and life skills and ways to sustainably apply those skills to their lives
- Develop people’s capacity to be self-reliant and obtain employment
- Build confidence and assist people to understand their strengths and gifts and build on them
- Strengthen culture and connection with self and others

In 2015, 15 women from the Lockhart Community completed the Montessori Assistants Course with Julia Hilson. The two-week course was re-designed to meet the needs of the participants, which was undoubtedly responsible for the high level of participation and completion. It was delivered over a six-month period, with training broken up into small sections that could be focused on intensively over successive visits. In follow-up interviews with the participants, and with parents whose children were involved in the early childhood programme, mentoring was frequently mentioned as a highly valued element of the training and implementation of the Montessori approach.

MCF will continue to assist the Puuya Foundation and the Lockhart River community in 2016/17 with funding for a mentoring programme for staff at the childcare centre with assistance from the Renner Family Foundation and the Montessori Masterman Indigenous Children’s Trust.

Christine Harrison

Dr Jim Waterson, Director-General, Department of Education and Training, with Tanya Koko, Manager, Kuunchi Kakana Centre and Dame Quentin Bryce, Patron, Puuya Foundation
This term, Peter Erskine offered a Maths Workshop in WA, SA, VIC and QLD. Peter is a fully qualified Montessori teacher at 3-6 and 6-12 levels with over 20 years experience including work with pre-service teachers, indigenous programmes, early intervention, non-Montessori settings and international training. Peter is currently undertaking the AMI Training of Trainers Programme.

Who would’ve thought one could get excited about the intricacies of Maths on a Friday night and a Saturday... and in the school holidays? About 20 keen teachers certainly did last weekend, simply because Peter Erskine was an excellent presenter. Although he tried to tell us all that Maths was not his area of strength, as soon as he opened his mouth his knowledge and experience was clear. Peter modelled what he would do for his students. He took us through a series of challenging Maths presentations from early concepts through to squaring, through to algebra. While this is an area many teachers feel challenged by, Peter’s clear expertise and the opportunities we got to ‘be the students’ and practice the Maths hands-on, meant we came away relieved that it is not as complicated as we might have thought. Alongside these presentations Peter explained much about the ‘how’ of presenting and the rationale behind presentations according to the characteristics of the child at various points of development. For a room full of practising teachers it was certainly comforting to know he was currently working in a classroom and was able to share in the challenges this brings. Although the focus was on Maths, the attendees read and felt Peter’s warmth and took the opportunity to quiz him about a great many other topics including planning for a full curriculum, catering for such a variety of children’s needs, classroom set up and much more. At all times Peter offered his Montessori knowledge and experience in a humble and comforting way. Our gracious hosts were the staff of Rockingham Montessori School. This southern location was ideal and allowed for five of our staff to travel from Margaret River (three hours south of Perth) to attend this stimulating PD. We all came away with a sense of relief and anticipation about going back to our classrooms to try out our new knowledge with our students.

Lisa Fenton
Principal, Margaret River Montessori School
Twelve students from Forestville Montessori School, Sydney, Northside Montessori School, Sydney and Canberra Montessori school, returned from New York City in March having represented six United Nations member countries at the Montessori Model United Nations (MMUN). Guided by their MMUN trained directors, the children spent six months preparing for this momentous event. They read and debated their position papers on Cyber Security and The Illicit Trade Of Small Arms. The last day of the conference was held at the UN General Assembly Hall where they presented their combined resolutions. This was a life-changing experience for students, directors and parents alike. Funding for the trip was made possible in part by student led fundraising at the individual schools. Following this, the first MMUN teacher training was held in July at Montessori East, Sydney. Due to popular demand, MMUN will hold another teacher training workshop at the end of January 2017. Please check the MMUN website, http://montessori-mun.org for exact dates.

Rita Savanah and Alex Bailey

I highly recommend this experience. Not only was it a wonderful opportunity for our kids to meet and work together with other Montessori students within Australia, but once in NYC to be part of something much larger with a real opportunity to affect change. They were so well prepared and confident. I, as a parent observing, loved every minute. It’s almost impossible to explain how riveting it was to watch the committee grapple with, negotiate and reach their resolutions. I highly recommend it and am happy to chat once we are back from the States.

Karin Ronning-Meagher
Canberra Montessori School

The Montessori Model United Nations: A Teacher’s Perspective

As an Adolescent Guide, I am always looking for authentic learning experiences that align with the third plane of development. The MMUN is such an experience and so much more!

It was thrilling to attend MMUN Teacher Training July 24-25, 2016 in Bondi, NSW. At the training, we learned how to incorporate a United Nations symposium in our classrooms. This training demonstrated how important authentic experiences are in achieving learning outcomes across the curriculum as well as providing a platform in realising Maria Montessori’s goal of peace through education.

The model was created originally for upper high school and universities to learn about the work of the UN and partnered with Montessori over a decade ago to create a programme that aligns with the sensitive period for social justice and morality. By participating in the MMUN, young people realise that their voices can change the world. The conference runs exactly like United Nations with students choosing to represent a country on a topical issue. Students go through a process of proposal, speech writing, researching and planning to table a solution. The cross-curricular connections are immense and include:

- Research skills
- Time-management skills
- World affairs and issues
- Partnership among countries
- Debating and negotiating
- Showing tolerance for other cultures
- Leadership development
- Written communication in a variety of formats
- Public speaking
- Interactions with students of different cultures and countries
- Role-playing
- Projects creation
- Empathy concerning the plight of the world’s citizens
- Mathematical understating around statistics, spending and demographics
- Fund raising
- Project planning
- Problem solving

I am excited to implement this programme as a simulation within our Humanities work and to platform attending a conference in 2018 in New York or Rome. I would encourage any educator involved in the second or third plane of development to attend the teacher training. I guarantee you’ll go away ready to start fundraising towards attending a conference.

I feel we have a responsibility to support this initiative not only from a pedagogical standpoint, but a moral one. I encourage you to consider this programme as a way to empower the next generation with an authentic experience towards Maria’s vision of peace.

In the interim, consider informing children about the seventeen Global Sustainability Goals implemented via the United Nations on September 25th 2015. These goals saw countries adopt a set of projections to end poverty, protect the planet and ensure prosperity for all with specific targets to be achieved over the next 15 years. For the goals to be reached, everyone needs to do their part: governments, the private sector, civil society and people like you.

We all need to work together to realise Maria Montessori’s vision of peace.

Katherine Shearer, Adolescent Guide
Rockingham Montessori School

The Montessori Model United Nations: A Parent’s Perspective

When we asked our almost 11-year-old son, Magnus, if he would like to prepare to become part of the first delegation from Australia to attend the MMUN conference in NYC in
March 2016, his answer was a resounding Yes! This was the first I had heard of the MMUN and could not believe that this exciting and life-changing opportunity existed for a child his age. I felt strongly that our job was to make this happen.

The MMUN is a journey the whole family undertakes. It could not have come at a better time for ours. Magnus had reached an age where his interest in global citizenship was awakening. Moreover, for a number of years he has articulated strong concerns regarding issues that affect children on a global scale, as our younger son, his brother, is adopted from overseas. It was not uncommon to find Magnus sifting through my husband’s issues of The Economist, asking to discuss the cover art, political cartoons and the weekly topics. Many a dinner conversation centered round human rights and the actions that safeguard them.

Knowing there was much academic work to do in preparation, but feeling like we were leaping into the unknown, I felt some trepidation for Magnus at the beginning. The support and instruction by our teachers, Rita Savanah and Alexanndra Bailey, and by the MMUN curriculum itself, which is designed in a logical progression, was outstanding.

As a child with dyslexia, the act of writing and of maintaining organisation is challenging. I couldn’t have been more pleased to discover that the MMUN engages a student on many levels. This is because the process encourages delegates to find their own voice. Without a voice within a process that involves negotiation, consensus building and decision-making, it is meaningless. The process is the priority over individual accomplishments. This meant that for our son, his natural desire to engage with others, to talk and share ideas was an asset.

The full understanding of what our young delegates had achieved was made clear at the conference. I was deeply impressed and moved by each and every child there. Every one of the over 2000 delegates embodied the respect and decorum we would all expect of nations’ actual ambassadors.

I loved watching them enter their committee sessions. Each took their designated seats, and sat with attentive anticipation of the day ahead for which they had been so carefully prepared. I could only see the backs of their suits, but those backs radiated focus. Parents were allowed to observe, but avoid interacting with delegates.

Although other opportunities were available for parents, I found that I could not leave the committee sessions. Watching the synergy of these young delegates, as they consulted and debated their ideas, and then watching those ideas eventually reach consensus and be written into resolutions was riveting. Each adult sat silently wiping away tears, watching these young delegates own their responsibilities.

Because the MMUN is a real experience, with resolutions ending up on the desks of ambassadors, delegates are able to affect meaningful change. They learn they have a voice and that others will listen.

I believe the MMUN curriculum provides students with an awareness of other points of view. It seems a perfect extension of what already occurs in a Montessori classroom.

I love the MMUN programme so much I decided to take the teacher training recently held in July in Sydney. I want to know more about what transformed my child.

Magnus continues to reap the benefits of MMUN. Along with the new friendships he has made, I have witnessed greater levels of empathy and a deeper connection to himself, as a person who can affect change and be heard. He is on his way.

Karin Ronning-Meagher, Canberra Montessori School
The Montessori Model United Nations: A Child’s Perspective

HOW I DEVELOPED MY POSITION PAPER

My partner John and I were allocated Syria as our country. John’s paper was on Small Arm Trade and mine (below) was on Cyber Security.

I had not heard of Cyber Security before. The research that I have done has been enlightening to me on some of the dangers of cyber space.

After exploring the problem, I began to put my notes together from the articles and videos I’d used, and began to develop my position paper.

I had not realised Cyber Security affects so many people. It made me realise that the countries of the world really need to work together to fix this problem.

I researched my topic using government sites. I also looked at the MMUN’s position paper rubric. It helped me develop my position paper and learn how to create a good paper.

In my paper, I first introduce the background of the problem. Cyber crime happens every day and can threaten our individual basic needs. It was scary but interesting, and made me want to solve this problem.

Next, I went on to research what the UN has put in place for international cyber security. It was humbling to see how much work the UN has done to try to solve this problem by putting measures in place to safeguard cyber information and monitor cyber crimes.

In the third section of my paper, I focused on what Syria is doing to solve this problem. Syria is experiencing a war. In the light of Syria’s civil war, the cyber world has become a vicious front through cyber war.

The final section of my paper focuses on solutions to the problem. Some of the solutions I came up with are to educate young people on the consequences of making hacking materials, offer training courses on how to stay safe online, set up research facilities and make cyber security information available to the public.

My dad helped me to put together a bibliography. A bibliography is important because people reading the paper can look up the references to learn more and check facts for accuracy, and it gives credit to other peoples work.

I feel really happy with my finished paper. I really felt motivated to help Syria solve its problems and at the MMUN I was able to do that.

I would participate again in the MMUN. Next time, I’d like to be on the UNESCO committee and learn about safeguarding the world’s heritage and antiquities.

Magnus Meagher
Canberra Montessori School

General Assembly 1st Committee:

DISARMAMENT AND INTERNATIONAL SECURITY (DISEC)

Cyber-Security

Background of the Problem

The Internet is huge. It allows people to connect all over the world and form relationships and partnerships, all of which need to be secured and protected. Along with the benefits of the Internet, there are many new cyber-security dangers. One of these dangers is hacking.

A hacker is a person or organisation that looks for weak systems. The intention of these hacks is to steal information, like personal details or trade secrets, and to disrupt services. For example, the credit and debit card information was stolen from over 40 million shoppers at Target resulting in 46% loss of profits (ABC News, 2015).

In December of 2015, the Bureau of Meteorology, a major Australian organisation, was hacked. This cyber attack on the super-computers at the Bureau compromised sensitive government information. The estimated cost to fix this is in the millions of dollars (Uhlmann, 2015).

The Internet has become such a big place that hackers can hack into any system, and threaten every individual’s basic needs, such as water and electricity.
International Cyber-Security

The UN is trying to bring awareness of every possible danger. Cyber security is a shared responsibility. Governments need to work together to stop cyber crimes, which include spying and stealing of business secrets. However, the UN cannot make countries do the right thing.

The UN’s specialist telecommunications agency, the International Telecommunications Union (ITU) has stressed the importance of cyber security. The ITU and other agencies help safeguard cyber information by monitoring crimes and preventing them. They put up standards for cyber security. But what is Cyber Security? Cyber security, also referred to as information technology security, focuses on protecting computers, networks, programmes and data from unintended or unauthorised access, change or destruction (UMUC, 2015).

The UN’s Global Cybersecurity Agenda (GCA) focuses on five main areas of cyber security: legal measures, technical and procedural measures, organisational structures, training, and international cooperation. The International Multilateral Partnership Against Cyber Threats (IMPACT) is the physical home of the GCA. IMPACT is charged with putting up these initiatives under the GCA around the world. It is the cybersecurity executing arm of the United Nations (IMPACT, 2015).

Another organisation is OIC CERT. The Organisation of The Islamic Cooperation (OIC) has approved and accepted the Resolution on Collaboration of Computer Emergency Response Teams. OIC brings Islamic countries together. ‘OIC-CERT provides a platform for member countries to explore, and to develop collaborative initiatives and possible partnerships in matters pertaining to cyber security (OIC CERT, 2015).

Syria Cyber Security

Syria is part of both ITU-IMPACT and OIC-CERT. This means that people in Syria have something in place helping them keep their information safe. However, people in Syria don’t tend to use the Internet as much, only 26.20% are Internet users (ITU, 2015). Syria is home to diverse ethnic and religious groups, including Kurds, Armenians, Assyrians, Christians, Druze, Alawite, Shia and Arab Sunnis, the last of who make up a majority of the Muslim population (BBC News, 2015).

Syria is experiencing a war. In the light of Syria’s civil war, the cyber world has become a vicious front. The rebels are fighting the Syrian government with the hacker group Anonymous, and the Syrian government is fighting back with the Syrian Electronic Army. The recent war in Syria shows that cyber security is not only a matter of cyber crime, but also cyber war. Assad has said, ‘There is the electronic army which has been a real army in virtual reality’, (Ruhfus, 2015).

Cyber war respects no boundaries. Combatants in this virtual war are not necessarily from the country at war. They can come from anywhere in the world and target anyone in the world. There is a need for new international laws for this new type of war, cyber war.

Solutions

A strategy that is working is for ITU-IMPACT and OIC CERT to do training courses and to set up research facilities. The UN could further this effort by making online courses, free for anyone to use. IMPACT needs to make information on cyber security available to the public and businesses.

Syria thinks that the UN needs to make information on how to stay safe on the Internet accessible to the public. Young people need to be educated on the consequences of making hacking soft ware.

References:


Uhlmann, Chris. ‘China Blamed for ‘Massive’ cyber attack on Bureau of Meteorology computer.’ ABC News 2 December 2015

The Montessori Quality Assurance Programme (MQAP) continues to steadily grow with an increasing number of Montessori schools and centres across the country choosing to participate in the programme.

At the time of writing, Southern Cross Montessori School in Victoria is the newest member of MQAP.

Elizabeth Macarthur Montessori Preschool, Brisbane Montessori School, Headland Early Learning Centre, Southside Montessori School and Lindfield Montessori Preschool have all participated in the MQAP Orientation and Induction Session. These sessions have involved school leaders together with staff furthering their understanding of MQAP and the MQAP Registration process.

Elonera Montessori School (NSW) and Montessori House (SA) were delighted when the Montessori Quality Assurance Council informed them they had received MQAP Registered Status following their MQAP registration visits.

Montessori Australia Office – New Postal Address

Montessori Australia no longer maintains an office in Terrey Hills.

We are pleased to confirm that the new postal address for Montessori Australia is:

PO Box 82, Five Dock NSW 2046
Montessori in the News

The Conversation We Should Be Having

Bill McKeith, Principal of Inner Sydney Montessori School, writes about the conversation we should be having about our schools in the online publication, The Educator.

His article can be found at:

Montessori East Alumni Event

On Thursday 31 March, Montessori East Primary & Pre School drew together a crowd from its community of past and present families. The aim of the annual ME Alumni celebration is to nurture the connection between old and new friends of the school.

Mr David Gonski, AC was guest speaker; and he spoke of his passion for education and for supporting independent schools with strong community commitment such as Montessori East.

More than 100 guests gathered at Bronte Surf Club, including many former students, now in high school or university, keen to see old friends.

The school established the ME Alumni programme to maintain connections with its students and families once they leave the school. The school is interested in knowing where life takes its students in high school and beyond.
Schools are benefitting from Montessori Australia’s new Resources Division, overseen by Katie Denzin. Copies of the new Catalogue have now been sent out to all schools and centres as well as individual subscribers. We include here some of the many very positive comments we have received recently. To contact the Resources Division, please email sales@montessori.org.au.

Brisbane Montessori School has been utilising the services of the new Resources division and have been so happy with the service and prompt delivery of materials. It has been such a boon to our teachers to receive their materials in a timely manner! We ordered a full set of grammar boxes last Friday and they were delivered Monday. Our Upper Primary teacher who requested them was absolutely thrilled with the delivery. Our Management Assistant, Catherine, has only good things to say about her dealings with Katie also. Her service is very helpful and prompt. Thank you so much for providing such a valuable service to the Montessori community!

Catherine Peart, Management Assistant

We ordered the Grammar Boxes last week and received it today, Monday. Wonderful! Such a change from the past. Of course the teacher was thrilled. I was most thrilled when I saw the price was several hundreds of dollars less than I had originally expected. We could start getting used to these prompt arrival of ordered materials.

May Selkirk, Principal

Please pass on my congratulations to the team that must have worked so hard to see the project through – the cards and objects look great and I’m sure time poor teachers will really appreciate these new additions and children’s vocab will be extended.

Leanne McCoy, Montessori Teacher
On 14 June 2016, students of Julia Hilson’s first 0-3 course celebrated their graduation. We include here the official speeches given at the graduation.

AMI and ACMS Representative: Roelie Hartwig

Good evening everyone!

Julia, Students, Parents, Children, Friends, Supporters, Colleagues...

Your presence today is greatly appreciated. Thank you for sharing this significant occasion. Significant, not only for your friends and family, but for the Montessori community here in Queensland, across Australia and internationally.

This is indeed an historic occasion. Today marks the end of the first Assistants to Infancy course directed by our own Australian A to I trainer, Julia Hilson. We are so grateful to you Julia, for conducting this course and helping to make it happen.

There are many people who have made this Assistants to Infancy course a reality, and to all of you here, and to those unable to attend, the Australian Centre for Montessori Training and the Association Montessori Internationale sincerely thanks you.

In particular, there are some people I would like to thank.

To Joanne and the staff at Avenues Montessori at Bowen Hills, thanks for hosting this course, for your acceptance of so many additional adults in your space and for playing such a big part last year in ensuring this course went ahead.

Thank you to the schools and centres and Montessori teachers who generously accepted trainees into their environments for Observations and Practice Teaching. Your cooperation and interest in assisting this new group of trained adults was so helpful.

Thank you to the adults, who acted as children during the oral exams. Your time and willing service will always be appreciated.

There have been so many individuals who have assisted Julia in so many ways throughout 2015 and 2016. To you all – thanks for giving of your time and for your consistent support.

Our external international examiner, Heidi Philippart, unfortunately is unable to stay for graduation today, due to work commitments elsewhere. In her absence I thank her for her professionalism, for her patient attention to each student, listening to them carefully as they expressed themselves during the oral exams. I know Heidi was moved by many of the stories she heard from you.

Julia ... Huge Congratulations! This graduating class will always be grateful for your kindness, your considerations, your professionalism, your high expectations, your commitment to Montessori and in particular your commitment to the very young ones in our society. What an achievement! What fabulous success! I hope you feel a deep sense of satisfaction, knowing what a great job you have done with such a wonderful group of women.

Now, to THE most important people here today, the graduating students. Hoorah to you all. Each one of you deserves every success and I hope you feel proud of your achievements. The A to I course is certainly Big Work, and you have done yourselves proud. You are now part of the AMI global family, all working to do the best for children across the world. What an honour.
Thanks must also go to ALL the supportive people in your lives, who have watched you progress through this training, listened to your joys and sorrows, and been there for you!

From ACMS and AMI, best wishes to you all as you embark on a new direction in your Montessori journey and we look forward to seeing you again. Thank you.

AMI External Examiner: Heidi Phillipart

To the Graduating Students, Julia Hilson, and the Support Team,

I am so sorry I am unable to be here for graduation due to my work commitments. Even so, I will be with you in spirit, as you will always be with me after the sharing of our knowledge and time together. It was truly a great pleasure to spend these last two days with you and I was impressed to see how much knowledge you have acquired over the last 9 months.

You will be a great help to both your communities and the children you care for.

Maria Montessori said:

'... education itself – represents more than anything else a help to the life of the child ...'

I will say to you, be brave and step forward in service of the child. The preparation of the Montessori teacher is a never-ending journey and like any journey some parts of the journey present great difficulty, other parts pleasurable experiences. It is not about reaching an end point, it is the journey that is important. You are now on that journey in pursuit of helping the child. Don’t give up, do not quit, keep walking, keep trying. There is help and happiness ahead.

Congratulations on completing the course and I hope it serves you well in helping the needs of the children in your care.

PS: To all the families and friends of the graduates, thank you for all your support to this wonderful group of courageous women.

Student Representatives: Rebecca Bridge and Candace Vinson

Thank you too everyone who has played a part in our journey over the past 9 months:

- Barry – you can send us emails anytime
- Lucy and Jill – for your mobile making expertise
- Kellie – thank you for calming our nerves
- Lucette and Victoria – for sharing your medical knowledge with us
- Sally and Marlene – for your encouragement and support while assisting Julia
- Debby – thank for welcoming us into your environment
- Heidi – for your calm energy during our oral examinations
- Jo and Avenues – for allowing us to use their premises
- Vicki from Building Futures – for all the photocopying and support
- All of our employers – for supporting us financially and professionally
- And a big, big thank you to our husbands, children and families, as we could not have made it through without your support.

To all the ladies ... we did it!! There were times for all of us where we thought we couldn’t go on or found an experience confronting but we supported each and pushed through. We want to acknowledge the huge commitment the Islander ladies made to attend this course and thank you all for sharing your knowledge with us. To everyone; we wish you all the very best and encourage you to keep learning and growing as we have all really just begun our Montessori journey.

And finally our Julia … We have all been blessed to cross paths with you and feel privileged to be your first graduating students.

I think we all walk away from this course with such a great depth of knowledge to help us to run wonderful programmes and give the children in our care the best possible start in life. But more than that you have empowered us to share the amazingly beautiful education for life that is the Montessori Method with parents, colleagues and anyone that will listen.

As we listened to you share your knowledge throughout the course we reflected on ourselves as human beings and I feel the most powerful learning that we all took from our time with you is how to love and give unconditionally, to be humble and respectful to children, each other, our families, our work colleagues and ourselves.

So thank you for your patience, your unwavering support and encouragement and for being your inspirational self. We finish this course as capable, knowledgeable practitioners but more importantly as better human beings. Thank you Julia.

Torres Strait Islander Student Representative: June Messa

First of all I would like to honour our God, for his Wisdom, Knowledge, Understanding, Guidance and Protection upon us everyday. I would also acknowledge the Traditional Land Owners of this place.

Tonight I am reading this speech on behalf of all the TSI Ladies, Aunty Trish, Alison, Telita, Trish, Matty and myself. Thanks ladies for the opportunity.

We would like to say a special thanks to Katie Denzin our manager and Ned David, President of the Torres Strait Islanders’ Regional Education Council for the funding for us to do this course to upgrade our skills.
We would also like to thank Chaali Seymore and Kelli Waterhouse for tutoring us and also encouraging us all the way until our exam. You have been a blessing to us all.

We would also like to thank Uncle Barry Hilson for his encouragement and always pushing us, fixing our laptops and enlighten our day with his beautiful smile.

To all the ladies in our class giving us the support we needed we will always remember you.

• For their advice where to buy things for material making and to a very special person Karen for buying material helping us out. She the one behind the scene.
• Thank you to Renuka and Kimberly for your awesome support and friendship.

Coming to Brisbane has been a challenge, adapting to the surroundings, the weather, the food and shopping.

Moments to remember:
• First Block when we made the biggest u-turn in Brisbane trying to get to the airport.
• This third block, our first time to catch the train. When we were on the wrong platform our train arrived in two minutes on the platform two. We all ran to the second platform. That was a classic moment.

We would like to thank Miss Julia, our lecturer, our friend, our mentor.

You will always remain in our hearts. Thank you for being there for all of us through our journey during this Montessori Course. We are all blessed to have you.

To all our Loving Families you have supported us emotionally, financial support. Even to those families who travelled all the way from Torres Strait to be here for the graduation. Mina big Esso a special thanks to my husband Collin for supporting me all the way and to our (Community Leader) CRF Nai to be here to witness my graduation.

Lastly to all the TSI Ladies: Mina Big Esso for supporting each other, we have been through ups and down but we always stuck through together till the end.

To all the TSI Ladies, it was nice knowing you’s.

Things to remember:
• Trish – (Darnley) never say no to food. Where there is food you will always find Trisha there.
• Telita – she’s loudest in the group. Even though we live on the 3rd floor and Telita on the second floor. I can still hear her voice coming through my bedroom window.
• Alison – always make jokes (never a dull moment with her). She always put a smile on our faces.
• Aunty Trish – one time when she went to use the toilet at the airport. All the toilet was full so she went into the disabled toilet. When she came out there was a disabled lady waiting outside. She looked at Aunty Trish, so Aunty Trish saw that she was standing there watching her, then Aunty Trish acted as if she was handicapped walking past her.
• Matty – the youngest baby of the group. She always has her beautiful smile on. There was special bond we made through this course.

On behalf of the TSI girls the determination and courage that drives us to complete this course is the passion we have and love working with the kids. We will always think of our children as our future and our value and how they will benefit from our sacrifice and commitment that we have put in for the betterment of our school and community. It’s been a great privilege and opportunity for us to be able to do this course and to go on to accomplish our goals and dreams. It has opened our mind and has enabled us to be gaining a vast skills and knowledge and experiences at this course to become a better coordinator and role model within our community. Thanks for listening.

Message from TSIREC

[Julia read out a speech by Ned David, Torres Strait Islander Representative, which encapsulated what she wanted to say to her first graduating students.]

I wish to acknowledge to the traditional owners of the land on which we gather tonight – the Jargerra people – and recognise that these have always been places of teaching and learning. I wish to also pay my respect to their Elders – past, present and emerging.

It is with regret that I, Ned David – Chair of TSIREC and Tagai State College Executive Member – am unable to join with you tonight. Katie Denzin – Manager of Strait Start and YUMI
Education – is also very disappointed not to be there. On our behalf, Geraldine Whiteoak – Katie’s mum and a much-loved member of the extended YUMI family – joins you to pass on our congratulations in person.

Tonight is a time to celebrate.

Time celebrate your collective journey over the last year.

To reflect on the huge effort each of you have made to make it here tonight.

Yes, to acknowledge the sacrifices – the hours of lectures, observations and album writing. The late nights and early mornings. The lost weekends.

But also, to remember the many moments of enlightenment and laughter that you shared together.

So I say, Congratulations for the hard work and commitment you have put in to be graduating students tonight.

Now it is time to celebrate what is to come.

This course has offered you the pedagogical, spiritual and professional preparation that is required for you to truly understand the nature of the child. To stand behind, and appreciate every infant as not yet opened book – filled with an innumerate potentialities waiting to be realised.

Take this knowledge. Use it. Every day. Share it. Every day.

You have the power, not only to change the trajectory of one child’s life, but of an entire nation.

Independence, self-discipline, concentration – these are tools for life. These are also the tools for nation building.

To my family here from the Torres Strait, I say this: our people’s vision for greater autonomy can only be fulfilled if our youngest children grow up to be resilient, confident and disciplined. You have the knowledge to make this happen.

On behalf of Katie Denzin, the leaders of Tagai State College and the membership of TSIREC, I promise you our collective support to ensure that you are able to be the beacons of change that our nation needs, to build our capacity for self-determination from within.

Finally, I wish to formally thank the Australian Centre for Montessori Studies, the team at Avenues and all others that worked quietly behind the scenes in support of the students on this course.

Have a wonderful night, celebrating with family and friends.
The first 6-12 AMI Teacher Training Course taught by a local trainer culminated with a dignified and joyous graduation ceremony on the 15th of July. The ceremony, which took place in the training centre in Bondi, celebrated this block-format course by recalling anecdotes, acknowledging hard work, and thanking the many people who worked behind the scenes to support the course throughout its two year duration. Rebecca Dallam, the course trainer, acknowledged the student’s efforts and spoke of the incredible sacrifices made by the families who supported the students as well as her course assistant and herself through so many days in which they could focus on little else but the course. This being her first course, her mentor, Allyn Travis, was also in attendance and spoke at the ceremony about the value of the AMI diploma and congratulated the students for their dedication and effort.

The graduates will be taking positions in schools around Australia and New Zealand as Montessori teachers or in other supportive roles. They join the ranks of other AMI trained teachers around the world who serve the needs of children lucky enough to access this amazing methodology for learning for life.

AMI External Examiner: Allyn Travis

It has been an honor and a pleasure to be here this week as the AMI examiner. This is the fourth 6-12 course here in Australia and I am delighted to say I have been involved in the exam all four times one way or another. Tonight as the representative of AMI I would first of all like to congratulate and celebrate the members of this 2014-2016 course. What a journey it has been! What hard work you have done. We honor you and celebrate your achievements.

We also want to honor and celebrate the director of training of this course, Rebecca Dallam. Rebecca started on her path of becoming a teacher trainer about 10 years ago. Congratulations on completing your first course! And a special thank you to her family: her husband Peter, and her children Ella and Louis. As a family you have made many sacrifices to make this possible. Thank you.

Taking an AMI training course is generally a transforming experience. It’s transforming for the trainees and often transforming for the families of the trainees. Life will never be the same! The person you are now getting back is not the same person she or he was before training. Hopefully that is going
to be a good thing. You know the expression ‘it takes a village to raise a child’. Well, it takes a village to complete Montessori training. Thank you to all of the families, friends and colleagues who have supported these amazing, hard working people.

To the graduates: job well done. And tonight we will celebrate that job well done. You will be going out to do some of the most important work there is to be done, supporting the human development of all of the children in your classrooms. The Montessori theory and the Montessori materials work. This has been proven over and over again around the world. What we do is some of the most rewarding work in the world! But it takes continued hard work and dedication. The children need us, the adults, to connect them to the materials and to the world and the universe.

I’m sure you remember the three period lesson. Taking the training is the first period. You have been introduced to everything – and you have begun to learn the stories and presentations. But which of the three periods is the longest? Yes, the second. You still have the longest period to go! The next three to five years, working in the classroom, practicing the presentations, giving the lessons over and over again, is what enables you to learn them. After about five years will come the third period when you will begin to really know some of the stories and presentations. You will see more and more connections. The interlinking will become easier and easier.

So be patient. Be kind to yourself. You will have successes and you will make mistakes. And life will go on. Each year should get better and better. But just remember to keep reading your albums and to keep practicing your presentations. Stay in touch with your trainer. Stay in touch with AMI. Know that we are here to support your work in any way we can.

On behalf of AMI it is my pleasure to welcome you as colleagues and to wish you every success!

Student Representatives: Joel and Dianne

Ten koutou, Ten koutou, Ten koutou katoa. Nau mai, haere mai and welcome to this AMI 6-12 graduation ceremony.

In the Maori culture, indigenous to NZ, a common beginning for this sort of speech would be for the speaker to deliver what is called a Mihi. This gives a bit of background about the speakers and helps you, the listeners to be able to make a bit more connection with the speaker. Diane and I will do that now in English…

First up, huge thanks must go to all those supporters, both friends and family, that have persevered along with us on this massive journey. Thank you for coming tonight and thank you for all you’ve done over the last two years for us; tasks both huge and small. In whatever capacity you know us, you’ve seen us go through so much, and you’ve put up with so much in the way of absence from almost all facets of your lives, unwarranted grumpiness, stress, crazy dumping conversations about albums and assignments you don’t really know that much about and you just kind of go … oh, really? Still more absence, crazy print problems, finickity late-night colouring-in sessions of timelines, more absence, computer meltdowns, brain meltdowns, even more absence and so much more. From the bottom of our hearts we thank you. We could not have gotten this far without you in our lives and, speaking for myself and certainly on behalf of all the students to their supporters, we love you dearly. I know, talking to my precious family, I am so looking forward to the new normal being something akin to what it was before, but with a whole new appreciation of what you mean to me, and I’m sure the other students, and course staff (!), think something similar too.

I’d like to thank Rebecca, trainer extraordinary. Your hard work, determination and general sense of drive has been an inspiration to us all. Your efforts for us have been truly phenomenal.
Soula: the prepared environment fairy! You’ve helped get us through with lots of kind words of wisdom, positivity and chocolate.

Thank you Ellyn and Fran our examiners. We appreciate your wealth of wisdom and experience.

Though she’s not here, we’d also like to thank Jane, our substitute prepared environment fairy when Soula was away. It was great having another Kiwi around!

Thank you to all the ‘children’ who very graciously helped us out in our exams. Even from that position you helped guide us.

A massive thank you to all the album readers. Their tireless efforts helped make our albums what they are today.

Thank you to all the schools, principals and teachers, both local, in NZ, the Philippines and in North America that allowed us to practice with and observe their precious children.

Thank you to Bill Conway for your ongoing inspiration and support throughout the course.

Thank you also to the Office staff at the Australian Centre for Montessori Studies for all the logistical stuff.

Thank you also to Father Andrew and St Patricks who have let us use the facility on days when they needed to reschedule gatherings and have been so hospitable.

AMI training at the 6-12 level is a massive, massive undertaking and I know it’s safe to say none of us students are coming away from it unchanged. True to Maria Montessori’s words about the transformation of the teacher, we will never be the same again. Through all the hard graft and heart-ache, once we come out the other side it is crucial for us to remember the reason we got into this in the first place. We see that it’s about the children and, to quote Maria Montessori:

“We must help the child to act for himself, will for himself, think for himself; this is the art of those who aspire to serve the spirit.’ (Education for a New World, p. 69)

So, well done to all of us students, whether you be graduating tonight or not! Tonight, your motives are to be applauded for they are in the interests of the child, and your efforts are to be recognised as they have gone above and beyond so much of what we have previously known in our own lives, for the ultimate service of others. All of us have made sacrifices under great pressure in order to persevere. So, again, well done for getting to this significant point in the journey!

We came together two years ago when we completed the Foundation Course with the lovely Pamela Nunn. It was a bit of a crash course but not really an introduction to what was to come; it was tame compared to what we faced when we came to Bondi.

Everyone here tonight does know or at least acknowledge the intensiveness of AMI 6-12 years training, but as we lived it we each had personal challenges to overcome alongside getting to understand the content Rebecca was trying to deliver to us. In the duration of the course we have had a wedding, one family moved cities/states, a student had a sad family bereavement, someone found the energy to make a baby, a few have travelled overseas, and someone also studied for another degree at the same time (don’t understand how that was possible), life didn’t stop just because we were trying to do this training, so it is amazing so many of us are here tonight and have seen the course through. It has been very challenging but the richness of the content has drawn us back each time and kept us enthralled with the unfolding of each new chapter of our albums.

When we met for the first time we didn’t know each other, and probably still don’t know a lot about our lives outside of the...
course, there is no time for socialising on this course, but we did learn a lot about how to read each other in class. We are quite a span of ages and cultures and backgrounds and we gradually formed our own ‘practice society’ as happens in a Montessori class.

It was quite early on that people made the seating arrangements clear, this is my spot, I sit here, so there was an unspoken understanding of where to sit; there were also some repeated sayings such as ‘it is what it is’ in other words ‘stop moaning and just get on with it’ and don’t ask any questions because we want to get home and start typing.

Others students were very considerate and regularly brought sweets and biscuits for breaks (thank you Alex). It was really lovely to have Sarah play the piano and sing in breaks, and if there was anything we needed to know about anything, there was Tina who has done so many courses there isn’t much she can’t talk about, it was relaxing just to watch Linda do yoga at lunchtime but not so relaxing to hear Julia with her two finger pounding of the keyboard, she was unbelievably fast at it. Then if we heard a deep ‘hmmm’ from the spot at the back we knew to look up from our keyboard and watch Rebecca and make sure we included whatever that was. Then there were the electronic drawing lessons from Jaja which were so helpful.

We had to learn to ask each other for help and be generous with sharing our own notes because we didn’t know when we might need to ask someone for help.

So we leave this course now, having made new friends and having transcribed all the lectures and demonstrations, it is up to us to keep going back to our albums and practicing with the mental images of the lovely Rebecca in our minds. She has done everything that could have been asked of her to induct us into the AMI way, the way Maria Montessori herself viewed child development, and we know that near enough is not good enough when we have the responsibility of working with children, life’s most precious blessings. As Maria Montessori said ‘The child is both a hope and a promise for mankind’ and we now take on a responsibility to continue that work and will do so always with that in our mind.

Thank you again to everyone who has supported us on our journey and best wishes to each of us who have been on the course – we have a professional bond now that intangibly connects us together.

Tena koutou, Tena koutou, Tena tatou katoa.

AMI Director of Training: Rebecca Dallam

Tonight is the end of a particular journey for the adults who undertook this course, and the start of a new journey for them. Now they begin their classroom work as fully-fledged members of the worldwide AMI Montessori community, and they have the support of many others behind them. You are all standing on the shoulders of many strong Montessorians who helped make it possible for us to be here tonight, so even when you’re finding something hard, remember that you’re not alone in your work. Many other people have travelled along this same path and are happy to share their knowledge and wisdom with you.

When these graduates started together in December 2014, little would they have known how the course would push them to their limits and test their patience, their endurance and faith in themselves. Each one of the graduates has shown a special commitment in order to complete the course requirements, and each has made his or her own special sacrifices. Tonight I want to recognise that commitment and applaud them for all the hard work they’ve done. I particularly want to recognise their pursuit of excellence, which is what being an AMI diploma-holder represents.

But as you know, the graduates aren’t the only ones who made sacrifices. The diplomas are awarded to them, but everyone has a family, a school community and a group of friends who’ve supported them and made it possible to earn the diploma. Many of you here tonight are probably relieved that you will finally have your treasured graduate back again. For the past two years you’ve loaned us your important people, and now we’re thanking you for that generosity. The work they do to benefit children and families is so important, but we know it can be hard during the course to understand why your cherished friend or family member is always unavailable.

In Montessori we talk about the transformation of the adult. All of these people came with their own experiences, keen to learn how to become a Montessori guide for 6-12 year old children. But we all know that this work is bigger than just working in a classroom and giving children lessons … we are striving to open young people to the entire universe and show them a better way that human beings can move humanity forward in peace. That’s why, since December 2014, these adults have been inside their chrysalis, undergoing a transformation that will make it possible for them to lead children and their families in this vision.

So tonight the butterflies have emerged to receive their diplomas and we all celebrate together. Thank you again to everyone who helped them to be here, and thank you to the graduates for their patience with me as I delivered the course. I feel we’ve achieved this together.

And by the way, I also wanted to tell you a little bit about the etymology of the compound word, butterfly. Did you know that the word butterfly comes from Old English? Why do you think they would put those two words together? Well, it might be because those long ago people believed that insects stole their butter … but maybe you can find out more about it and tell me the rest of the story when you do.
New ACMS Training Centre in Sydney

After a lengthy search for new premises, the Australian Centre for Montessori Studies (ACMS) has found a new home for 3-6 training in Sydney at Southside Montessori School in Riverwood. Many people worked long and hard to set up the new training centre in time for the 3-6 Diploma to begin on Monday 4 July. This course is being conducted in block format under the experienced guidance of AMI Director of Training, Pamela Nunn. Kay Urquhart, who is currently undertaking the AMI Training of Trainers Programme is assisting Pamela. A new part-time 3-6 Assistants course also began in the new training venue on Friday 15 July.

Thank you to all the schools and centres who offered their help and support with finding a new training location and setting up in time for the 3-6 Diploma course. We hope you enjoy these photos from the start of the course.
Montessori Teacher Training: Why Choose AMI?

The Association Montessori Internationale (AMI) Montessori training is considered the most highly regarded training worldwide, and why, you may ask, particularly given the admittedly significant costs and time commitment involved in these courses. There are several answers to this, starting with the origin of AMI itself. Dr Maria Montessori founded AMI in 1929. Its legacy is to maintain the continuity and integrity of her work, and to uphold, propagate and further the pedagogical principals and practice formulated by Dr Montessori into the future.

AMI’s courses have been developed and continue to be researched and assessed so that they provide comprehensive, in-depth pedagogical study and practice to best equip Montessori teachers in their role of assisting in the development of the child. Nearly a century in the making, these courses have a considerable history of proven outcomes of quality teachers.

In order to ensure the quality of the courses across the world, AMI affiliates training centres to run their courses. Training centres affiliated to AMI remain under the constant supervision of AMI, are staffed by AMI Teacher Trainers and each course is examined by an external examiner appointed by AMI.

Quality course delivery also includes quality trainers. AMI trainers have extensive teaching experience, an academic background, have participated in a rigorous Training of Trainers Programme and possess in-depth knowledge and understanding of Montessori principles and applications.

Another question asked about the AMI courses is why, in this online world, are they offered only as face-to-face training. One might only look in a Montessori classroom to find the answer and consider a basic tenet of Montessori, that the hand instructs the brain. The materials used in a Montessori classroom require individual training and supervised practice as each piece of apparatus has a function in the total scheme of the Montessori Prepared Environment.

Furthermore, the preparation of the adult about to undertake work with children demands a high degree of self-discipline and commitment, and a professional attitude. This preparation can only be achieved through immersion in the Montessori theory under the supervision of experienced trainers.

The course programme includes lectures, seminars and demonstrations covering Montessori philosophy, child development and information on the presentation of Montessori materials. Each course also includes significant components of observation, supervised practice using the didactic materials, material making and scheduled sessions of teaching practice. Students prepare individual albums, which detail the purpose, use and presentation of each piece of material.

The value and opportunities of an AMI Diploma include:

- AMI trained teachers have abundant career prospects and are in demand throughout the world
- The AMI diploma is a much sought-after credential by Montessori schools seeking classroom staff
- AMI is an educational organisation with a strong global presence
- An experienced AMI trained teacher may go on to consider allied career opportunities such as becoming a head teacher, administrator, consultant, owner of a school, or to train as a teacher trainer through the AMI Training of Trainers programme
- AMI also offers further programmes for diploma holders including annual Refresher Courses and the Educateurs sans Frontières programme (Educators without Borders) which aims to champion the cause of all children and to revisit Montessori principles and practices from the perspective of society at large.

The courses offered by AMI prepare adults to work with children at the following levels:

- Assistants to Infancy (0-3)
- Early Childhood (3-6)
- Primary (6-12)

The Australian Centre for Montessori Studies (ACMS) is the AMI affiliated training centre in Australia.

For details on the courses offered, please visit http://montessoristudies.org
The Fifth Assembly of Educateurs sans Frontières (EsF) was held at the beautiful Aalankrita Resort in Hyderabad, India from 30 July to 13 August as this issue was going to press. A summary of the first few days of the Assembly has been included here. Further information about EsF can be found on the EsF website: http://www.montessori-esf.org.

Welcome Reception
SATURDAY 30 JUL 2016

The Welcome Reception for the Fifth EsF Assembly began at 6pm at the Aalankrita Resort in Hyderabad. Guests were treated to a traditional Indian welcome with turmeric, rice, sandalwood and handmade garlands of fresh jasmine. Once inside the venue, two groups of children performed traditional Indian dances.

AMI President, Philip O’Brien and AMI Executive Director, Lynne Lawrence each gave a speech. Local dignitaries also spoke, including the Telangana State Education Official, who had grandchildren in a Montessori school. A blind girl who had been transformed by education sang beautifully for guests, before the children led the singing of the Indian National Anthem, Jana Gana Mana.

After the formalities, everyone shared in an Indian dinner. There were 62 participants in this Assembly, coming from all continents except Antarctica.

Week 1

Week 1 introduced the theme of ‘Serving Humanity – Global Activities’ and a summary of the early days of the Assembly is included below.

SUNDAY 31 JUL 2016

Lynne Lawrence, welcomed participants to the Assembly. Philip O’Brien, then gave his introduction reminding us that Maria Montessori sought to protect quality implementation of her principles. We can go back to the child as a way forward. AMI Global Ambassador, André Roberfroid, attending his fourth EsF Assembly, gave his introduction. The previous Assembly in Thailand marked a turning point attracting many Montessorians from broader backgrounds, but what unites all EsF participants is the sense of not yet being fully satisfied in their work. Lynne then spoke on housekeeping matters and described the format of the Assembly. Participants were invited to take 30 minutes to get to know one another. Each participant then introduced one other participant to the whole group.

In the afternoon, Lynne gave a presentation on ‘Working for Social Change: the Montessori Perspective’, that included the history of EsF, as it sits with the three AMI pillars – Legacy, Capacity and Outreach. Lynne confirmed the origins of EsF, encapsulated within Montessori’s idea of The White Cross, pre-date the founding of AMI. Renilde Montessori had brought EsF to life at the first Assembly in 1999 in Citta di Castello, Italy. Lynne also demonstrated the contemporary relevance of EsF, linking its work to United Nations initiatives, such as the Incheon Declaration and the Sustainable Development Goals of 2015. She reminded us that Montessori’s vision was not cast in stone and that EsF was responsive and evolving.

Participants were then invited to join their reading groups for the first reading session. Reading groups offered the opportunity to deepen understanding of Montessori principles through dialogue in relation to a text. At the end of the first reading group session, participants came back together to share Pearls of the Day. Philip and Lynne concluded the formal part of the day. Participants were invited to join in traditional Indian outdoor games, followed by dinner.

MONDAY 01 AUG 2016

Today began with two 6am options for early starters – yoga or a nature walk. The formal EsF session began at 9am, with
two Indian participants singing. Lynne Lawrence welcomed everyone and outlined the programme for the day. The first presentation, entitled ‘Montessori in India: The Movement and the People’ was given by AMI Director of Training, Uma Ramani. Uma traced the development of education in India from pre-colonial days through the changes that occurred under British rule. She noted the influence of three key figures on educational policy: Gijubhai Badheka, Rabindranath Tagore and Mahatma Gandhi. Montessori’s work in India could then be seen in its historic and political context. Uma described how Montessori first came to Adyar in 1939 at the invitation of the Theosophical Society. She expected to stay six months, but was there for six years. Her first course anticipated 50 students and drew 300. Uma also spoke about the involvement of Mario Montessori and Albert Joosten in promoting the movement in India. She finished by quoting some current statistics that showed there was much more work to be done.

Kalpana Vishwas then gave a very touching presentation that told the story of the inspirational contribution of Khursheed (Miss K. E.) Taraporewallas. Kursheed was a physically weak child who did not walk until the age of four, but then worked hard all her life and walked until the age of 93. She attended one of Montessori’s Indian training courses and formed a warm relationship with ‘Mammolina’. Kursheed worked abroad to save enough money to set up her own Montessori school, which was founded in 1953. Kalpana is Khursheed’s daughter-in-law and fondly recalled stories of how Kursheed patiently nurtured each child’s potential. Her presentation finished with a slide show of historic photographs.

Lynne then gave a presentation on the Key Components of the EdF Assembly: Deepen Understanding, Preparation and Applicable Practice. At the end of the Assembly, the goal was to capture the proceedings and gather the stories of participants. In addition, Lynne hoped that two documents could be created as support for the field: one to identify the core values and essential Montessori principles required for EdF work; the other to describe the preparation needed to become an Educateur. Mary Caroline Parker would lead a working group to address the first document. Jacquie Maughan would lead a working group to address the second. Victoria Barrès would work with a small group to investigate capturing stories. An excerpt of a film featuring Andy Goodman speaking on Storytelling best practice was shown.

After lunch, Vidya Shankar from the Relief Foundation in Chennai, gave a presentation on ‘Building Montessori Families’. Vidya spoke about the journey she had taken she develop a resource centre for families. This involved setting up a repository of Montessori resources, orienting staff and families, and developing a training and succession plan. Both a rural and an urban model were presented and Vidya showed some film of parents speaking about their centres. Participants then met in their reading groups before reporting back the Pearls of the Day. An optional meeting was held for participants interested in advancing the Indian Montessori movement. Children from the Pragnya Montessori School in Hyderabad treated participants to a special evening of traditional Indian dance performances, including dinner, to finish the day.

TUESDAY 02 AUG 2016

Yoga or a nature walk are continuing as early morning options for EdF participants. The official proceedings for the day began at 9am with Lynne Lawrence quoting Margaret Mead and sharing three Pearls from the previous day. Phillip O’Brien then gave a presentation on the United Nations 17 Sustainable Development Goals (SDGs). Phillip’s informative presentation included everything from dancing to debate. He explained how the SDGs grew out of the Millenium Development Goals. In the SDGs the word ‘sustainable’ has become significant. Phillip also referred to a provocative publication issued by the Organisation for Economic Co-operation and Development (OECD) entitled ‘Trends Shaping Education 2016’. The OECD questions the future of families, the future of the nation-state, and whether cities are the new countries. A group discussion was held about aspects of this brave new world. Lynne brought the focus back to the SDGs saying that it was important that the Montessori community links its work to these trends. She challenged the participants to come up with linking statements by the last day of the Assembly.

During the lunch break, The Child in Nature video was shown for interested participants. After lunch, two presentations were given by Montessorians who documented the journey of their schools. Parimela Rani Thipparthy outlined the challenge of developing a small rural school in the village of Gopalpet in Telangana state. Monica Ferri spoke on the establishment of the Fundación Dejemos Huellas to support low-income children and the development of the Escuela Monte Carmelo in Quito Ecuador.

Most participants then focused on the three workgroups to address essential values and principles, preparation of the Educateur, and the capturing of stories. The Assembly came back together for comments and questions at the end. Side activities available during the day included purchasing traditional Indian clothing, pearls and jewellery, purchasing Montessori books and Mehendi.

Week 2

Week 2 of the Assembly focussed on ‘Celebrating Solidarity – Serving the Underserved’. Christine Harrison gave a presentation on basic principles of volunteering. Anne Kelly spoke about her work as Managing Director of Montessori Ageing Support Services and moving from Aged Care Nurse to Aged Care Montessorian. Other speakers addressed Montessori principles for communities in poverty, Montessori in indigenous communities. The closing address was given by Andre Roberfroid, AMI’s Global Ambassador, before a farewell banquet.
Forthcoming ACMS Courses

Course Summary

DIPLOMA
AMI Montessori Diploma Assistants to Infancy 0-3
Sydney 2016 – 2018 Block Course Format
Melbourne 2018 – 2019 Block Course Format

AMI Montessori Diploma Early Childhood 3-6
Canberra 2017 – 2018 Part-time Format
Melbourne 2017 – 2019 Part-time Format

AMI Montessori Diploma Primary 6-12
Sydney 2017 – 2020 Summer Course Format

ASSISTANT CERTIFICATE
AMI Montessori Assistants Certificate Assistants to Infancy 0-3
Melbourne 2016 Block Format

AMI Montessori Assistants Certificate Early Childhood 3-6
Adelaide 2016 Part-time Format
Melbourne 2017 Part-time Format
Sydney 2017 Part-time Format
Perth 2018 Part-time Format
Melbourne 2018 Part-time Format
Melbourne 2019 Part-time Format

AMI Montessori Assistants Certificate Primary 6-12
Sydney 2017 Full-time Format
Melbourne 2017 Full-time Format

Upcoming Courses 2016

AMI Montessori Diploma Assistants to Infancy 0-3
Sydney 2016 – 2018 Block Course Format
Starting 26 September 2016

AMI Montessori Diploma Early Childhood 3-6
Canberra 2017 – 2018 Part-time Format
Starting 7 February 2017

AMI Montessori Assistants Certificate Primary 6-12
Canberra 2017 – 2018 Part-time Format
Starting 3 September 2016

AMI Montessori Assistants Certificate
Sydney 2017 Full-time Format
Starting 8 April 2017

CORRECTION:
Canberra 3-6 Course – Correct Dates
Please note the dates published in the last eBulletin for the first AMI 3-6 course in Canberra were incorrect. The correct course dates, which are also listed on the ACMS website are:

CANBERRA 2017-2018 PART-TIME FORMAT
Tuesday, 7 February 2017 to Saturday 24 March 2018

Lectures held during ACT school terms on Tuesday, Wednesday, Thursday and Friday from 3:45pm to 8:00pm and Saturday 9:00am to 5:00pm. Also during ACT school holidays from Monday to Friday 9:00am to 5:00pm on the dates given on the ACMS website. Further information including the Course Application Form can be found at http://montessoristudies.org.

Course Enquiries: info@montessoristudies.org.au.
Forthcoming Montessori Australia Events

2016 Montessori Independent Schools National Summit

Uluru, Northern Territory
31 August to 2 September 2016

The Montessori Independent Schools Australia National Summit in Uluru is not far away now and planning is well underway for this significant event. Inquiries are being taken from Montessorians outside the independent school sector who are interested in attending. We wish to emphasise that this event is inclusive and open to staff, parents, early childhood specialists, external educational leaders and any others who want to have a seat at the table where the future of Montessori Independent Schooling in Australia is discussed. The event is strategic in nature and will be facilitated by futurist Steve Gould from the University of the Sunshine Coast.

For more information, or to register for the event, go to https://montessoriaustralia.org.au

Adolescent Programme Forum: Meeting in the Middle

Melbourne
8 September to 11 September 2016

The Meeting in the Middle aims to provide participants with the opportunity to augment, empower and engage their learning at an individual and collective level. Underpinning the event is a recognition and reverence for the diverse contexts of our adolescent programmes.

The 2016 Adolescent Programme Forum will provide educators working in (or seriously working towards) Montessori Adolescent Programmes in Australia and the wider region, with a valued opportunity to come together. The Forum provides a space to share and examine practice and reflect upon the underlying structures and working processes that support the work with young adolescents in Montessori middle years programmes.

For more information, or to register for the event, go to https://montessoriaustralia.org.au

Business Managers Forum

Melbourne
11 October 2016

The Business Managers Forum will feature guest speakers covering a range of topics relevant to financial management, leadership and emerging issues for Montessori Independent Schools Australia. The forum is suited to principals, business managers, administrative staff and board members.

For more information, or to register for the event, go to https://montessoriaustralia.org.au
ECEC Centre Directors Forum

Brisbane
18 October 2016

Whether you’re an experienced Centre Director, someone wanting to network, learn from and share with others or thinking about starting a Montessori ECEC Centre, this is the Forum you can’t afford to miss.

There will be a panel of experienced and knowledgeable Centre Directors who will facilitate and guide discussion on topics such as:

- Training
- Meeting regulatory requirements
- Assessment and rating procedures
- Marketing
- Professional learning
- Staffing
- Quality assurance
- Record keeping

Perry Campbell, ACECQA’s Deputy National Education Leader and Senior Manager Educational Leadership, will be available during the Forum to give us an update on the NQS and address any questions about the assessment and ratings process.

At the end of the day you can expect to come away with new ideas, collegial support and resources to assist you with running your centre.

For more information, or to register for the event, go to https://montessoriaustralia.org.au

Alfie Kohn Australian Tour (November)


Alfie Kohn has been described by Time magazine as America’s ‘most outspoken critic of education’s fixation on grades [and] test scores.’ His criticisms of competition and rewards have helped to shape the thinking of educators – as well as parents and managers – around the world. He has appeared on numerous TV and radio programmes, including two appearances on ‘Oprah’. He lectures widely at universities and to school faculties, parent groups and corporations, as well as speaking at staff development seminars and keynoting education conferences.

Alfie Kohn presents a series of educator and parent talks:

Dates:  
- NSW: 10 November 2016 – 7:00pm
- SA: 12 November 2016 – 1:30pm
- VIC: 14 November 2016 – 7:00pm

When something goes wrong, or an incident occurs where you need legal support, you can always count on us. With Guild Insurance you have one of Australia’s leading insurance lawyers, Meridian Lawyers, by your side. With extensive experience defending early learning businesses they will be there to take care of you.

It’s rare to get something for free these days… Unless you are with Guild Insurance.

We provide you with free legal advice by telephone if an incident occurs that may lead to a liability claim being made against you or your centre. On top of this you also receive two hours free legal support and advice on matters regarding employment related liability or regulatory matters. Guild gives you peace of mind and one less thing to worry about so you can stay focused on the thing you do best – looking after the children in your care.
<table>
<thead>
<tr>
<th>DATE/TIME</th>
<th>CITY</th>
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<td>ULURU</td>
<td>MONTESSORI NATIONAL SUMMIT</td>
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<td>to Friday 2</td>
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<td>Includes welcome reception and ‘Sounds of Silence’ Dinner</td>
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<td>WORKSHOP 0-3: SARA BRADY – SA ‘Me Do It’ – Supporting Independence</td>
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DIPLOMA/TERTIARY TRAINED EARLY CHILDHOOD EDUCATOR

Southside Montessori School seeks to employ an outstanding Early Childhood Educator willing to support and nurture the whole child within the Montessori Philosophy to become independent, educated and socially responsible individuals.

In this role you will bring your dedication and enthusiasm to bring an outstanding educational environment to the students within our School. Working within a supportive team of educators to create a stimulating learning space based on the Early Years Learning Framework and the Montessori Philosophy.

The ideal applicant will:

• Be required to demonstrate a high level of collaboration, in flexible classroom settings. All classes within the school are multi aged groupings ranging from 0-3 years or 3-6 years.
• Provide a quality Montessori Programme to education babies and children 0-6 years that meet a high standard in accordance with NSW legislation and regulations.
• Strong understanding of the importance of family communication, and work closely with parents and carers to form honest open relationships relating to the development of their child and the progress of their child’s learning.
• Have effective interpersonal skills and be prepared to work independently as well as a member of a team.
• Understanding and have strong working knowledge of the National Quality Framework, including National Regulations, National Quality Standards (NQS) and the Early Years Learning Framework (EYLF)
• Demonstrate creative and innovative teaching practices to provide rich learning environments that acknowledge and differentiates for different learning styles and abilities of learners.
• Be willing to contribute to the broader aspects of school life.

Required Qualifications:

• Diploma/ Tertiary qualifications in Early Childhood
• Current Working with Children Clearance documentation.
• Excellent verbal and written communication skills
• First Aid Certificate or willing to obtain

Highly desirable:

• Hold a Montessori Education 0-3 or 3-6 Diploma (AMI/MWEI/MCI/AMS)

Applications must include:

• Cover letter
• Full CV with teaching qualifications, specifically outlining your professional strengths
• WWCC number and NSW Institute of Teacher number (if applicable)
• International applicants must include visa status indicating your eligibility to work in Australia

Provide two professional referees to office@southsidemontessori.edu.au

Listed 2 August 2016

SPECIALIST TEACHER – ADDITIONAL NEEDS – TEMPORARY BLOCK

Sydney Montessori School, set in its beautiful, leafy, bush campus, offers Long Day Care, Preschool, Primary School and 7-10 High School.

Our Primary classrooms cater for children aged 6-9 and 9-12 years of age. We are searching for a suitably trained and experienced Montessori educator to work within our Primary classroom as a specialist teacher - additional needs.

The Successful applicant will have:

A Montessori (6-12) qualification/experience
A commitment to and passion for inclusion practice in the Montessori classroom
Have a current Working with Children Check clearance
Provide a minimum of two professional references

Applications must include:

• Cover letter
• Full CV with teaching qualifications, specifically outlining your professional strengths
• WWCC number and NSW Institute of Teacher number (if applicable)
• International applicants must include visa status indicating your eligibility to work in Australia

Provide two professional referees to office@southsidemontessori.edu.au

Listed 2 August 2016
PART TIME CHILD CARE EDUCATORS
(5 days per week and 3 days per week)

Due to an increase in numbers, we are seeking two dedicated and experienced Child Care Educators to join our Out Of School Hours team at our well established Pre Primary and Primary School based in Balmain.

Interested and appropriately qualified and experienced applicants are referred to the web site www.isms.nsw.edu.au for an understanding of the school. Enquiries and applications should be by email, as soon as possible, to admin@isms.nsw.edu.au

Emailed applications should include a statement addressing the roles, a CV of no more than two pages and contact details of two recent referees.

The successful applicants will have:
• Cert IV in OOSH, or Diploma in Children’s Services, or Certificate III in Children’s Services, or Working towards any teaching qualification.
• Experience in supervising children
• Senior First Aid Certificate (including Anaphylaxis and Asthma management training) to industry requirement
• Valid NSW Working With Children check.

The roles might suit a mature tertiary student.

Key Responsibilities:
• Assisting in daily routines
• Food Preparation and Food handling
• Taking initiative in developing new ideas and enhancing the program
• Having a “Can Do” attitude
• Supervising children and ensuring a safe environment at all times

The successful applicants will have to work permanent days: 5 days After School Care (2.00pm-6.00pm) or 3 days (11:00am-3:00pm)

The roles are permanent part time, so only candidates with full availability will be considered. If you are looking for the next challenge, apply now.

Listed 29 July 2016

MONTESSORI EDUCATOR – FULL TIME/PART TIME POSITIONS – MANLY AND MOSMAN

We invite applications from qualified Montessori educators with Montessori training and experience to join our team here at Headland Montessori Group.

Our group currently operates in Manly and Mosman as Montessori Long Day Care centres.

Our centres provide care for children aged 0-6 years old and we offer a Montessori early childhood education which follows the NQF and EYLF. Our Manly centre is surrounded by beautiful bushland, stunning harbour foreshore views and the peaceful tranquility of North Head Sanctuary. It is an ideal natural environment for supporting the Montessori philosophy, yet it is still within easy reach of Manly CBD. Our Mosman centre is centrally located in Mosman within a beautifully renovated federation property that is well resourced and carefully prepared indoor and outdoor environment for Montessori education.

This is a unique opportunity to join a close, talented team of educators who are passionate about Montessori Education and the delivery of quality childcare.

We currently have a positions available for Montessori qualified educators or someone passionate about Montessori who is eager to learn more about our philosophy.

The successful candidate should ideally have:
• A Montessori diploma qualification or experience in a Montessori environment
• Minimum studying towards or Certificate III in Children Services
  • A current First Aid Certificate
  • A current working with children check
  • Experience working in a childcare setting
  • Excellent communication skills
  • Ability and desire to work as part of a team
  • Passion for Montessori Education

The successful applicant will be offered:
• An above reward-market salary/reward package
• Ongoing training in Montessori early childhood education
• Extensive resources

Applicants can apply by emailing jobs@headlandmontessori.com.au with a letter of introduction and CV/resume

Listed 25 July 2016

EARLY CHILDHOOD EDUCATOR FOR OUR MONTESSORI TODDLER ENVIRONMENT

We are looking for a Montessori Educator for our 2 year old room for a 3 day week, 48 weeks per year. Montessori and ACECQA-recognised Early Childhood Education and Care qualifications required.

Please send applications to cpeach@elonerramontessori.com.au

Listed 27 June 2016

Assistant Principal

Northside Montessori School is located in the leafy North Shore area of Sydney with facilities that are both modern and environmentally conscious. Established in 1978 Northside is a best practice Montessori School catering for the education of the whole child from 0-12 years of age. The school is in walking distance to public transport and parking is available on site.

Due to continued strong growth, Northside is recruiting for a permanent Assistant Principal to join the school’s Executive team. The position will commence as soon as possible or by January 2017 at the latest.

The role will entail a range of day-to-day operational and administrative functions to support the Principal. The Assistant Principal will be responsible for the implementation and management of processes and procedures aligned to school policies and the Montessori philosophy. This includes staffing schedules, calendar and events management, staff Professional Development, HR functions, the review and updating of handbooks, marketing, use of premises and aspects of WHS, as well as deputising for the Principal as needed. An understanding and support for the Montessori philosophy and what it entails in relation to resourcing, staffing and our values is vital to this role. Please contact admin@northsidemontessori.nsw.edu.au for a copy of the Position Description.

Please forward a Cover Letter and Curriculum Vitae in confidence to the Principal, Barbara Maxfield, principal@northsidemontessori.nsw.edu.au

Check our website for more information about our school northsidemontessori.nsw.edu.au

Listed 29 July 2016

Montessori Educator – Full Time/Part Time Positions – Manly and Mosman

We invite applications from qualified Montessori educators with Montessori training and experience to join our team here at Headland Montessori Group.

Our group currently operates in Manly and Mosman as Montessori Long Day Care centres.

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This is a unique opportunity to join a close, talented team of educators who are passionate about Montessori Education and the delivery of quality childcare.

We currently have positions available for Montessori qualified educators or someone passionate about Montessori who is eager to learn more about our philosophy.

The successful candidate should ideally have:
• A Montessori diploma qualification or experience in a Montessori environment
• Minimum studying towards or Certificate III in Children Services
  • A current First Aid Certificate
  • A current working with children check
  • Experience working in a childcare setting
  • Excellent communication skills
  • Ability and desire to work as part of a team
  • Passion for Montessori Education

The successful applicant will be offered:
• An above reward/market salary/reward package
• Ongoing training in Montessori early childhood education
• Extensive resources

Applicants can apply by emailing jobs@headlandmontessori.com.au with a letter of introduction and CV/resume

Listed 25 July 2016

Early Childhood Educator for our Montessori Toddler Environment

We are looking for a Montessori Educator for our 2 year old room for a 3 day week, 48 weeks per year. Montessori and ACECQA-recognised Early Childhood Education and Care qualifications required.

Please send applications to cpeach@elonerramontessori.com.au

Listed 27 June 2016
MONTESSORI EDUCATORS

Northside Montessori School encompasses Stepping Stones Montessori Long Day Care. We are located in the leafy North Shore area of Sydney with facilities that are both modern and environmentally conscious. Established in 1978 Northside is a best practice Montessori School catering for the education of the whole child from 6 months – 12 years of age. If you are a person wishing to make a difference in Montessori education by impacting young children’s lives then you will get tremendous satisfaction in working at our Stepping Stones Montessori Long Day Care centre.

Our staffing includes Early Childhood educators and Room Leaders for our early years’ programmes from 6 months to 5 years. We are currently looking for applications for casual Montessori Educators at Stepping Stones who are passionate about Montessori philosophy.

We welcome applicants who meet the following requirements.

- 0-3 or 3-6 trained or with current AMI 3-6 qualifications and are commitment to Montessori philosophy and education
- Comply with ACECQA training requirements ie Certificate II or Diploma in Children’s Services as well as first aid, anaphylaxis and asthma certificate
- Empathy; particularly in relation to parental expectations, experience and potential sensitivities they have in regard to their child’s development
- Qualities that include warmth, patience and a caring manner with young children
- Willingness to contribute to the enhancement of community awareness in relation to Montessori philosophy and education

An application letter and CV should be sent to principal@northsidemontessori.nsw.edu.au or to the Centre Director adminssldc@northsidemontessori.nsw.edu.au

Listed 2 June 2016

CLASSROOM ASSISTANT

The Farmhouse Montessori School is a preprimary and primary school located in the beautiful Northern Beaches.

We have a permanent position at our North Balgowlah campus for a classroom assistant. This is a wonderful opportunity to join two well established, robust, mature, dedicated and resilient teams and provides a chance to learn and grow for the right person.

Duties

- Administrative tasks – photocopier managing, management of classroom supplies, maintain student records and take observations.
- Care and maintenance of the prepared environment – cleaning, material making and repairing materials
- Set up of playground – equipment and outdoor table and chair settings
- Direct work with children – small groups or outside play as requested by the director and principal.

Skills and attributes

- Minimum Certificate II in Early Education
- Sound knowledge of Montessori principles desirable
- Sound communication skills – written and verbal
- Physical ability to handle outdoor furniture and equipment
- Montessori Education
- Responsible, personable and reliable
- Ability to follow direction
- Ability to be flexible and work well within a team.

Hours

Monday to Friday, 8.00am to 4.00pm Term time only.

Salary

Salary, benefits and entitlements paid in accordance with the Independent Schools NSW (Support and Operational Staff) MEA 2015-2017 as per qualifications and experience.

Application

Please email application letter, resume and copy of Working with Children Check Certificate to Jenny Bensted, Principal, Farmhouse Montessori School principal@farmhousemontessori.nsw.edu.au

Listed 24 May 2016

AMTI TRAINED PRIMARY (6-12) TEACHER

We are seeking skilled professionals who are interested in joining an outstanding team of Montessori educators at Montessori East in Bondi.

Desirable criteria include:

- A firm commitment to the Montessori Method and principles;
- The ability to work well in a collaborative team environment;
- Good organisational skills;
- Warm and caring manner with children;
- Desire to work in a stimulating school environment;
- Qualifications and suitability to work in an accredited and registered school setting.

Please send an email stating the position you would like to be considered for, a brief statement on the reasons we should consider you, and a summary of your employment history and qualifications.

bill.conway@montessori.nsw.edu.au

Visit our website: www.montessori.nsw.edu.au

Listed 30 March 2016

Issued 3 August 2016

Page 38

ISSUE 3

Quarterly Job Bulletin 2016
Montessori Children’s House Wagga

NEW MONTESSORI PRE-SCHOOL OPENED IN WAGGA WAGGA NSW JANUARY 2016

We are seeking candidates to fill the following positions:

- Director 0-3
- Montessori Teacher 2-3 years
- Early Childhood Teachers

Our brand-new, purpose-built, long day care Centre is nearly full and we now need more staff! The center has been designed to reflect a Montessori philosophy and curriculum for early childhood education. A first in the Wagga and surrounding areas.

Competitive employment conditions will be offered. Staff will be committed opportunities for yourself and your partner/children. In Wagga owning your MONTESSORI DIPLOMA Educational leader for MOLLYMOOK, a beautiful to ongoing early childhood professional development and willing to attend Montessori specific in-house training workshops. Staff will be required to hold current qualifications recognized in NSW and by ACECQA and have a desire to work in a Montessori environment.

Wagga Wagga is the largest regional inland city in NSW situated halfway between Sydney and Melbourne, yet close to Canberra, the snow fields and the South Coast of NSW. Wagga is a dynamic, progressive, multicultural town offering many career, educational and lifestyle opportunities for yourself and your partner/children. In Wagga owning your own home can become a reality.

The successful candidate should ideally have:

- A Montessori diploma qualification or experience in a Montessori environment
- A current First Aid Certificate
- A current working with children check
- Experience working in a childcare setting
- Excellent communication skills
- Ability and desire to work as part of a team
- Passion for Montessori Education

The successful applicant will be offered:

- An above reward/market salary/reward package
- Ongoing training in Montessori early childhood education
- Extensive resources

Begin the next stage of your professional career now! Contact us now for an employment package - email: info@mchwagga.com.au

Listed 25 November 2015, updated 10 March 2016

Barrenjoey Montessori School

What a Wonderful Opportunity!

PRIMARY DIRECTOR (6-9 OR 9-12)

We are currently inviting applications from appropriately trained Montessori directors to commence in 2017.

This person must be an inspired and passionate individual who has the dedication, time and interest to set up and lead a new 9-12 classroom or continue a 6-9 classroom of excellence with the support of the current staff.

Required Qualifications:

- 6-12 Montessori Diploma with experience and outstanding practice. Preferred training is AMI or MWEI.
- Bachelor Degree and/or Graduate Diploma of Education. Prospective applicants must meet NSW BOSTES teacher compliance criteria.
- Current First Aid Trainings and NSW Working with Children Check
- Ability to work with flexibility and efficiency as a team member.
- Capacity to work with minimal supervision.
- Ability to communicate to parents and the wider community.
- Willingness to embrace further improvement and self-education.
- Love of bush and outdoor environments as teaching tools.

Please email your application for consideration with a cover letter of introduction, your qualifications and contact details to Fiona Campbell at principal@barrenjoeymontessori.nsw.edu.au

Listed 10 March 2016

Montessori Educator – Full time – Mosman

We invite applications from qualified Montessori educators with Montessori training and experience to lead our motivated team.

Bond Street Day Care Centre provides care for 27 children from 3-6 years old and we offer a Montessori Early Childhood Education which follows the NQF and EYLF. We are centrally located in Mosman within a beautifully renovated federation property that is well resourced with a carefully prepared indoor and outdoor environment.

This is a unique opportunity to join a close, talented team of educators who are passionate about Montessori Education and the delivery of quality childcare.

The successful candidate should ideally have:

- A Montessori diploma qualification and experience in a Montessori environment
- Minimum Certificate II in Children Services
- A current First Aid Certificate
- A current working with children check
- Experience working in a childcare setting
- Excellent communication skills
- Ability and desire to lead and work as part of a team
- Passion for Montessori Education

The successful applicant will be offered:

- An above reward/market salary/reward package
- Ongoing training in Montessori Early Childhood education
- Extensive resources

Applicants should apply by emailing jobs@headlandmontessori.com.au with a letter of introduction and CV/resume

Listed 18 February 2016

Montessori Diploma Educational Leader

MONTESSORI DIPLOMA Educational leader for MOLLYMOOK, a beautiful coastal town 2.5 hrs south of Sydney.

Applicant will be assisted through its second year of operation by an Early Childhood teacher and a Diploma educator, both with AMI assistants certificates.

Applicant must have excellent communication skills both in spoken and written English.

See our website, apply by phone 0447553069 or shoalhaven.montessori@gmail.com.

First listed 25 November 2015, updated 10 March 2016
Avenues Montessori Children’s House in Bowen Hills, Brisbane has opened to much success and demand. In support of our growing communities, we are seeking the following position:

**MONTESSORI ASSISTANT 3-6 YEARS**

We are seeking applications from qualified Assistants (minimum Certificate III qualification) with experience of working in a Montessori environment or enrolled and studying 3-6 years Montessori Diploma. This position is a short term contract of 6 months and could lead to a permanent role within our team. This position would support a highly regarded and knowledgeable Directress and would provide a wonderful opportunity for the right candidate for mentoring and guidance throughout their study.

The above positions will hold the following qualifications:

- ACECQA recognized qualification
- Paid positive Blue Card
- Senior First Aid
- Asthma Management Certificate
- Anaphylaxis Management Certificate
- Food Handling Certificate

For further information about the Children’s House please visit our website www.avenuesmontessori@avchildcare.com.au

All expressions of interest are to be accompanied by a cover letter outlining your interest in working with Avenue’s Montessori Children’s House and a copy of your Curriculum Vitae.

Please email to the Director at bhmontessori@avchildcare.com.au

Listed 1 June 2016

**NON-TEACHING DIRECTOR – PART TIME-MONTESSORI**

Seeking an enthusiastic, motivated and experienced Director for a part time position. Initially 15 hours per week, with potential to expand as centre grows.

**Our centre:**

Armidale Montessori Preschool and long day care is located in the beautiful New England area in Northern NSW. Armidale is a thriving, dynamic, and multicultural town offering an array of career, educational (University Of New England, quality public and private schools) and lifestyle opportunities.

Our centre runs two Montessori programmes: a Toddler Room for children between 2 and 3 years of age, and a mixed age Montessori classroom for children between the ages of 3 and 5 years old. The successful applicant will be leading our centre, licensed for 39 places, ensuring high quality educational care for children and families from a diverse community. The Director is the ‘face’ of the centre and he or she is main point of contact for families and staff. They will work closely with the Educational Leader and Parent Management Committee to ensure the smooth running and growth of the centre.

**Essential qualifications and Experience**

- Qualifications and/or significant experience as manager in a not for profit setting. Though not essential, experience in the early childhood sector would be an advantage.
- Understanding of the Early Years Learning Framework and National Quality Standards, or the ability to quickly obtain the same.
- Understanding of relevant legislative policies, standards and requirements in the not for profit sector, including those relevant to early childhood organisations, or the ability to quickly obtain the same.
- Knowledge and experience in financial management of a community based organisation, including budgeting, dealing with funding providers, identifying alternative sources of funding, writing grant submissions and appropriate resource allocation.
- Knowledge and experience of relevant organisational management strategies including capacity building, community development and strategic planning.
- Demonstrated experience in leading and managing a team including the formal staff supervision process, staff development and conflict resolution.
- Excellent communication skills, written and verbal
- Valid Working with Children Check (NSW), or ability to obtain the same.

**Director roles & responsibilities**

- Provide leadership and guidance to staff, whilst working as part of a collaborative team, including the management of rosters.
- Handle communications with families, including fielding student and family questions and concerns, in conjunction with the educational leader and teaching staff.
- Liaise with the broader community, utilising a wide variety of media and other resources, to build a strong and vibrant organisation with an excellent reputation in the local community.
- Manage the day-to-day operational needs of the Centre in line with centre policies and procedures, and the appropriate legislative requirements, the EYLF and the NQS.
- Seek funding and collaboration opportunities to maintain the centre’s profile as a high quality Montessori education provider.
- Grow and develop the centre by way of increasing enrolments, appropriate financial management and by leading the organisation through the strategic planning and development process.
- Financial management including budgeting, dealing with funding providers, identifying alternative sources of funding, writing grant submissions and appropriate resource allocation.
- Manage the physical assets of the centre including buildings and grounds, with a particular focus on features that enhance the appropriateness of the space to meet the needs of preschool aged children.
- Ensure health & safety standards are maintained at a high level at all times

Email applications, including cover letter addressing selection criteria (max 2 pages) and CV, to Annie Kanety, President of the Armidale Montessori Management Committee, via committee@armidalemontessori.nsw.edu.au

Listed 24 December 2015
EDUCATIONAL LEADER/TEACHER
– EARLY CHILDHOOD TEACHER

Armidale Montessori Preschool and Long day Care is currently seeking an enthusiastic, motivated early childhood teacher for a full time Educational Leader position.

Our centre:
Armidale Montessori Preschool and long day care is located in the beautiful New England area in Northern NSW. Armidale is a thriving, dynamic, and multicultural town offering many career, educational (University Of New England, quality public and private schools) and lifestyle opportunities.

Our centre runs two Montessori programmes: a Toddler Room for children between 2 and 3 years of age, and a mixed age Montessori classroom for children between the ages of 3 and 6 years old. The successful applicant will provide guidance and mentoring in planning, reflection and implementation practices. They will motivate educators in both programmes to achieve the best learning outcome for each individual child. They will work closely with the Director and Management Committee to ensure the smooth running and growth of the centre.

Essential Criteria:
• Bachelor of Education (early childhood) and/or a Montessori Degree
• Experience or a strong interest in Montessori education and principles with a commitment to ongoing professional development in this area.
• Proven ability to effectively communicate with colleagues and families with young children.
• Ability to lead staff in the development of creative and innovative curriculum programming, monitoring and reporting.
• Collaborative, enthusiastic and motivational team member
• Friendly, energetic and caring
• Strong understanding of Early Years Learning Framework (EYLF) and National Quality Standards (NQS)
• Current Working with Children Check
• Current First Aid, Anaphylaxis and Asthma Certificates

Job Description:
• Provide educational leadership while working in the classroom as a member of a collaborative educational team
• Lead, guide and deliver Montessori programmes 2-6 years that also meet the Early Years Learning Framework in consultation with the director and the parent management committee.
• Assess the needs of each child, monitor progress & ensure school readiness
• Supervise Assistants
• Maintain effective communication with parents of each child
• Maintain a positive working relationship with all team members
• Maintain & and manage classroom resources
• Ensure health & safety standards are maintained at a high level at all times
• Support activities and initiatives to develop and promote the Armidale Montessori community

Applications should include a covering letter addressing the above selection criteria (maximum of 2 pages) and a current CV.

For more information or to apply please contact Annie Kanety, President of the Armidale Montessori Management Committee, to committee@armidalemontessori.nsw.edu.au

Listed 16 December 2015

MONTESSORI ASSISTANT EDUCATOR
Brisbane Southside – close to Pacific Motorway and Gateway

Mojo Montessori is a family owned and operated centre located on the south side of Brisbane. We are looking for a person dedicated to helping children achieve and blossom – someone who is passionate about bringing out the best and guiding each child in their learning journey. Our centre is happy and welcoming and our mission is to help the children of our community ‘Discover the Magic of Learning’.

For more information about Mojo Montessori Early Learning Centre, please visit our website at www.mojomontessori.com.au

Montessori Assistant 0-3 or 3-6 (Hours negotiable)
The successful applicant will:
• Hold a minimum of Cert III qualification.
• Have previous experience in Montessori methodology for 0-3 or 3-6 children, or be enrolled and studying a Montessori Diploma.
• Have excellent communication skills and be interested in building relationships with parents.
• Positively contribute to being part of a team.
• Be enthusiastic and organised.
• Have paid positive Blue Card/Working With Children Check clearance.
• Hold current First Aid certificate including Anaphylaxis and Asthma.

To apply for this position, please provide a covering letter outlining your passion and suitability for the role as well as your Curriculum Vitae and send by email to the Principal: angie@mojomontessori.com.au

Listed 30 March 2016
**EARLY CHILDHOOD TEACHER/MONTESSORI DIRECTRESS**

Mojo Montessori is a family owned and operated centre located on the south side of Brisbane. We are looking for a person dedicated to helping children achieve and blossom – someone who is passionate about bringing out the best and guiding each child in their learning journey. We believe the right person can help us continue to bond with our families and build even stronger community relationships. Our centre is happy and welcoming and our mission is to help the children of our community “Discover the Magic of Learning”.

**The successful applicant will:**
- Hold a degree in Early Childhood Teaching or be working towards one (50% complete).
- Hold or have a genuine interest in obtaining Montessori qualifications 3-6.
- Be able to provide the Qld Govt approved Kindergarten programme and have a good understanding of the EYLF & the NQS and the ability to combine the requirements with the Montessori principles.
- Have experience or a genuine interest in the care and support of young children and their learning in a Montessori environment.
- Have excellent communication skills.
- Have experience or is interested in building relationships with parents.
- Positively contribute to being part of a team.
- Be enthusiastic and organised.
- Have Blue Card/Working With Children Check clearance.
- Hold current First Aid certificate including Anaphylaxis and Asthma

For more information about Mojo Montessori Early Learning Centre, please visit our website at: [www.mojomontessori.com.au](http://www.mojomontessori.com.au)

Listed 30 May 2016

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**3-6 MONTESSORI EDUCATOR**

Do you have a respect and love for small children and their world? Indooroopilly Montessori Children’s House has been providing high quality Early Childhood Montessori Education and Care for more than 25 years. IMCH is well resourced and Montessori equipped for all age-groups with a keen focus on outdoor learning, as demonstrated by the creation of our latest addition to the Centre, our Wilderness Playground.

IMCH is seeking a Permanent Full-Time Educator with a Diploma of Children’s Services (or degree in Early Childhood Education) and experience working with children from 3-6 years of age.

Montessori qualifications or experience in a Montessori environment is an advantage, however not a requirement for the successful applicant. Montessori in-house training is offered by the Centre. Must be available between the hours of 7.00am and 6.00pm

Apply for this opportunity by forwarding a Cover Letter outlining your interest and suitability, and your Curriculum Vitae to Mrs Carmel Ellis, Managing Director, at montessori@imch.com.au

Please see our website: [www.imch.com.au](http://www.imch.com.au) for information and visit Indooroopilly Montessori Children’s House on Facebook.

Listed 27 May 2016

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**CLASS ASSISTANT, CYCLE 1**

Our dynamic and caring team at Caboolture Montessori School is looking for a Cycle 1 Montessori Class Assistant for a term 4, 2016 start.

Come and join our team of professional, caring individuals and help us guide a growing enrolment of 160 happy students.

A childcare qualification as recognised by ACECQA (completed or currently enrolled) is a requirement of the position.

Montessori qualifications and at least 2 years classroom experience would be very highly regarded.

Please download an application pack (including position description and application instructions) from our website at [www.cms.qld.edu.au](http://www.cms.qld.edu.au) or contact the Business Services Coordinator for further information on (07) 5495 5877 or business.services@cms.qld.edu.au.

Listed 6 May 2016
**MONTESSORI ASSISTANT 3-6**

Plenty Valley International Montessori School (PVIMS) is an independent school offering the National Montessori Curriculum for students from Playgroup to Grade 6. The school is an equal opportunity employer and makes decisions relating to staff in a consultative and inclusive manner.

To expand our dynamic and caring team of highly qualified educators, we are seeking applications from qualified and experienced Montessori Assistants for our Cycle 1 classrooms commencing in Term 4 as well as from February 2017.

This would provide a wonderful and rewarding opportunity for the right candidate to join a growing, best practice, registered Montessori School located in leafy St. Helena.

The successful applicant will enjoy working with young children, supporting other members of the team; have good communication skills, show initiative and an ability to work independently.

**You will be required to have:**
- A current Working with Children Check
- A recognised Montessori Assistant qualification is desirable. Candidates with no Montessori training are expected to be open to undertake training.

Please forward a resume and cover letter along with contact details for two referees to: principal@pvims.vic.edu.au

Listed 4 August 2016

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**0-3 YEARS MONTESSORI DIRECTRESS**

Set in the beautiful city of Adelaide in South Australia amid a strong European community we have built a new school with small classes and high adult ratios. We offer beautifully equipped quality classrooms, coupled with highly trained and supportive staff. Our aim is to facilitate an authentic Montessori education that benefits the whole family. As we now extend our service to include 0-3 years we strive to offer the child consistency through the cycles.

We are looking for a qualified 0-3 Directress who is a committed and passionate about the excellence of Montessori. Italian as the second language would be beneficial. We require a passionate professional to enthusiastically build up our school and make a real contribution to our growing community.

We offer a competitive salary with wonderful working conditions, and a supportive and collaborative leadership that fosters professional and personal growth for adults.

Assistance with work visa’s and permits will be granted. Salary and benefits based on experience and qualifications. Information is available for relocation and accommodation.

Please send an email to Kerry Black for more details or to submit application enclosure covering letter with photo, resume and references, including copies of work-related diplomas.

Kerry Black, Director, kerry@accademiamontessori.com.au
Accademia di Montessori Preschool (Newtown)
77-79 Newton Rd Newton SA 5074, 08 7321 0178
www.accademiamontessori.com.au

First listed 3 March 2016, updated 26 July 2016

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**MONTESSORI TEACHER**

Our centre in Morphettville in Adelaide caters for children aged 2½-6 years using the Montessori philosophy and method of education.

We have a vacancy for a trained Montessori teacher with experience in an authentic Montessori Environment. This is a permanent position and there is flexibility with respect to full time versus part time hours.

An approved Montessori qualification and appropriate South Australian accredited teaching and early childhood qualifications are required.

Applicants should have current First Aid training relevant for an early childhood environment. A Working with Children Check clearance is a condition of employment.

Our team delivers high quality Montessori education to our children, the successful applicant will be committed to the principles of Montessori methodology and the teachings of Maria Montessori. You will have a willingness to share your passion and expertise with others in our community.

Email cover letter and CV to Anna Stanislav: anna@montessorihouse.com.au

Listed 16 February 2016

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**ECEC TRAINER & MONTESSORI TRAINER**

35 permanent part-time hours per week

Building Futures Education Services (BFES) is a Registered Training Organisation offering training workplace based learning, with campuses in Forest Lake and Wavell Heights, Brisbane.

We are open to applications from both Montessori qualified, and Early Childhood qualified applicants. Applicants qualified only for Early Childhood are able to work in the ECEC division, however will need enough understanding of Montessori to contextualise the training for students working primarily in those settings.

**Primary Purpose**

The role is primarily responsible for training and assessment, ensuring progression, on the job assessing and timely completion of allocated learners.

**Key Responsibilities:**

- Providing training and assessment for Early Childhood Education and Care and/or
- Providing training and assessment for Montessori Education
  - Providing student support as required
  - Conduct student Work Placement visits
  - Marking Assessments for the Early Childhood Education and Care

**Competencies (qualifications, skills and experience):**

- Hold Certificate IV TAE40110 (or willing to obtain)
- Demonstrated experience in a team
- Ability to prioritise tasks and meet deadlines
- Relevant qualifications in the Course Program (e.g.: Diploma of Early Childhood Education and Care and/or Diploma of Montessori Education) with a minimum 5 years’ experience.
- Proficiency in MS Office suite to create Word, Excel and PowerPoint documents and willingness to learn Jobready (web based student management system)
- Strong written and verbal communication skills
- Strong client focus with flexibility and adaptability
- Ability to work autonomously and as part of a dedicated team

The successful candidate’s employment is subject to the provision of successful Working with Children and police checks.

To apply please submit a CV expression of interest to Jennifer Yin on admin@bfes.edu.au or for more information call 0447 188 820

Listed 12 March 2016

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**Montessori Australia**

Quarterly Job Bulletin 2016

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**ISSUE 3**

**AUGUST**

**2016**
COMMUNITY ENGAGEMENT MANAGER

Melbourne Montessori School is looking for a passionate and experienced Communications and Marketing person to lead the school into a new era of community engagement.

The role:
• Marketing the school, using internal and external promotion
• Broad community relationship building, including with our Alumni
• Fundraising including grant writing and capital campaign initiatives

We are:
• An established Montessori school for over 40 years
• The only provider of quality Montessori pedagogy from ages 1-15 years in Victoria
• A vibrant and well-connected school community, with 400 students and 60 staff across two campuses in Brighton and Caulfield

You demonstrate:
• Personable demeanour and ability to build strong relationships
• Outstanding written and verbal communication skills
• Expertise with digital media
• Experience with fundraising

This is an opportunity to take your skills in fundraising, public relations, marketing, event management and media communications to further our school and help us meet our strategic goals. You will have the chance to work in a school with a team of people who believe that self-esteem, human dignity and emotional well-being are paramount. We nurture the intellectual, emotional, social, spiritual growth of staff and students alike and value those with the ability to communicate and collaborate effectively with others.

Find out more about us by visiting www.melbournemontessori.vic.edu.au

Please submit a Resume and Cover Letter outlining your suitability for this position. Enquiries can be directed to Jessica Clark, Human Resource Officer on 03 9528 4237

Listed 29 June 2016

3-6 ECT/MONTESSORI DIRECTRESS

Young Adventurers is a one room multi-age (2.5-5.5) centre based on the Gold Coast. We are only interested in running a centre that exceeds National Quality Standards, and we have a strong presence in the community and with our families.

The classroom is undergoing refurbishment shortly and will be fully equipped with beautiful Montessori Materials and new furniture. We have a lovely shaded outdoor area, however, that also will undergo a transformation with new landscaping and shade structures.

We are seeking an experienced and professional Early Childhood Teacher who also has a 3-6 Montessori Diploma. We also welcome Early Childhood Teachers to apply for this position, as training and support would be provided in the Montessori Method of Education.

Hours of operation are from 7:30am until 5:30pm Monday to Friday. However your hours would more closely resemble normal school hours.

The successful candidate will:
• Have a genuine interest and commitment to the principles of Montessori Education
• Have a genuine interest in obtaining Montessori qualifications 3-6
• Display excellent communication abilities
• Possess good team skills
• Have experience building relationships with parents
• Be enthusiastic and organised
• Preferably hold a degree in Early Childhood Teaching or be working towards one
• Hold current first aid, anaphylaxis and asthma certificates
• Have Working With Children Check clearance
• Have experience with the EYLF & the NQF

This role is full time and is very well supported by an enthusiastic team and experienced mentors.

For further information about Young Adventurers please visit our website: youngadventurers.qld.edu.au

All expressions of interest are to include cover letter outlining your interest in working with Young Adventurers, and a copy of your Curriculum Vitae.

Please email to John McAlpine admin@youngadventurers.qld.edu.au

Listed 5 December 2015

PART-TIME MUSIC/DRAMA TEACHER

Forestville Montessori School is seeking a permanent part-time (2 days a week) Music/Drama teacher for Pre and Primary School

Must have Primary Education degree, WWCC and preferably have an understanding of Montessori education.

Please email CV to The Principal admin@forestvillemontessori.nsw.edu.au

Listed 17 December 2015

PART-TIME MUSIC/DRAMA TEACHER

Forestville Montessori School is seeking a permanent part-time (2 days a week) Music/Drama teacher for Pre and Primary School

Must have Primary Education degree, WWCC and preferably have an understanding of Montessori education.

Please email CV to The Principal admin@forestvillemontessori.nsw.edu.au

Listed 17 December 2015

MELBOURNE MONTESSORI SCHOOL
CLASSROOM TEACHERS
(SECONDARY - SCIENCE & ENGLISH)

Teach in a classroom where individual development and respect amongst students are encouraged!

Well resourced school, teaching students across a varied age range!

Fantastic Bayside location in Brighton East!

Multiple positions available – teach in a highly supportive community!

Applications from Montessori trained teachers as well as passionate secondary teachers welcome!

Click here for details and applications:

Listed 5 May 2016

MELBOURNE MONTESSORI SCHOOL
CLASSROOM TEACHERS
(SECONDARY - SCIENCE & ENGLISH)

Teach in a classroom where individual development and respect amongst students are encouraged!

Well resourced school, teaching students across a varied age range!

Fantastic Bayside location in Brighton East!

Multiple positions available – teach in a highly supportive community!

Applications from Montessori trained teachers as well as passionate secondary teachers welcome!

Click here for details and applications:

Listed 5 May 2016
MONTESSORI STREAM, CYCLE 3 TEACHER
FAMILY LEAVE POSITION
BEGINNING 15th August 2016 AS A FULL TIME TEACHER

Karingal Primary School is committed to creating a happy, friendly, challenging and secure environment for all. It strives to develop respectful, engaged life-long learners who are resilient and perform to the best of their ability in a technology-rich environment. We currently run a Montessori Stream which covers part of Cycle 1 through to Cycle 3.

At Karingal Primary School a clearly defined set of core values underpin everything we do:

- Respect is defined by Fairness, Strength, Consideration and Sincerity.
- Integrity is defined by Truth, Honesty, Responsibility, Loyalty and Safety.
- Persistence is defined by Control, Hard work, Commitment, Learning, Purposefulness and Success.
- Resilience is defined by Humour, Initiative, Flexibility and Courage.
- Relationships are defined by Empathy, Collaboration, Support and Trust.

Karingal Primary School is located on a large, picturesque site in a well-established residential suburb, close to the City of Frankston, 53 km south-east of Melbourne. The school’s attractive site, with established native trees, contrasts with the local urban environment and the comprehensive shopping complex nearby.

A strong partnership exists between the School Council, the highly professional staff and a dedicated core of supportive parents.

The teacher we are looking for will have at the heart of their teaching an understanding and enthusiasm for the Montessori Philosophy and will model Montessori values and will be an exemplary team player.

Conditions of employment and the selection criteria can be located on the Recruitment Online website link below.


Reference Numbers: 1049807

Listed 28 June 2016

MONTESSORI EARLY CHILDHOOD AND PRIMARY TEACHER (PERMANENT AND RELIEF)

Expressions of Interest

Blue Gum Montessori School (BGMS) was established by passionate parents in 1983. It is a private, independent and non-denominational school for 3 to 12 year olds, situated on the edge of the wetlands in Bibra Lake, Perth.

We are taking expressions of interest from Qualified Montessori Teachers who are interested in working with some of our 200 students in a permanent or relief capacity. We are interested in hearing from those who have experience in cycle 1, 2 & 3.

If you are interested in submitting your resume to be considered for future roles, please submit your resume along with a covering letter outlining your interest in our school to Human Resources at hrps@bgms.wa.edu.au

Listed 31 May 2016

PRIMARY CLASSROOM ASSISTANT

Beechworth Montessori School seeks to employ an outstanding classroom assistant who is willing to support and nurture the whole child within the Montessori Philosophy to thrive as an independent learner.

Montessori education aims to enhance a learner’s ability to concentrate, to move with coordination, to interact with others with grace and courtesy to take responsibility for their own learning and environment. Staff at Beechworth Montessori School must be willing and confident to take responsibility for their own learning and environment. Staff at Beechworth Montessori must be willing to share their practice, and participate in reflective practice with the aim of continually improving.

Duties for this position include, but are not limited to:

- Administrative tasks—photocopying, supporting children to understand and complete learning tasks, management and production of classroom supplies and materials

The ideal applicant will:

- Love working with children
- Be a life-long learner
- Be interested in ways to engage, enthuse and support children with their learning, but not seek to dominate or to complete tasks for children
- Experience and expertise in student self-directed learning and project based learning, providing systems to support student monitoring and completion of these required qualifications:
  - Certificate 111 or equivalent
  - First Aid Certificate
- Working with Children and Police check will be required prior to commencing.

Interest and/or experience with Montessori Cycle 2 and 3 curriculum, (prior experience with Cycle 1 would also be viewed favourably) as well as general knowledge and/or interest of other educational frameworks

Applications must include cover letter, full CV and teaching qualifications, outlining your professional strengths, copies of any relevant qualifications and details of 3 professional referees, including at least one supervisor.

International applicants must include visa status indicating your eligibility to work in Australia

Further information and applications emailed to principal@bms.vc.edu.au no later than Monday 19 July 2016

Opportunities for a school tour or classroom observation, can also be organised prior to applications being submitted in the week July 11-15.

Please contact feonar@bms.vc.edu.au to organise a time, if this is your wish.

Beechworth Montessori School would also be interested in hearing expressions of interest to be added to our relief register, please forward your curriculum vitae and copy of your VIT card to Feona via feonar@bms.vc.edu.au to organise an observation, prior to being added to the register.

Listed 24 June 2016
PRIMARY CLASSROOM TEACHER

Beechworth Montessori School seeks to employ an outstanding educator who is willing to support and nurture the whole child within the Montessori Philosophy to thrive as an independent learner.

Montessori education aims to enhance a learner’s ability to concentrate, to move with coordination, to interact with others and grace and courtesy and to take responsibility for their own learning and environment. Staff at Beechworth Montessori School must be willing and confident to take responsibility for their own learning and environment. Staff at Beechworth Montessori must be reflective and willing to share their practice with the aim of continually improving.

The ideal applicant will:

• Be required to demonstrate a high level of collaboration, in a flexible classroom setting. All classes within the school are multi-aged groupings ranging from 6-9 years and 9-12 years.
• Have effective interpersonal skills and be prepared to work independently as well as a member of a team.
• Have a high level of competence with technologies to enhance learning
• Demonstrate creative and innovative teaching practices to provide learning environments that acknowledge and differentiate for different learning styles and abilities of learners
• Be familiar with the Australian Montessori Curriculum and other curriculum frameworks and understand best practice approaches to Literacy and Numeracy
• Be willing to contribute to the broader aspects of school life.

Required Qualifications

• Bachelor Degree in Education
• Current or eligibility for current VT registration
• Experience with P-6 and/or Cycle 2 and 3 curriculum, (prior experience with Cycle 1 would also be viewed favourably)

Highly desirable:

• Hold a Montessori Education 6-12 Teaching Diploma (AMI/MWEI/MCI/AMS)
• Experience and expertise in student self-directed learning and project based learning, providing systems to support student monitoring and completion of these

Applications must include cover letter, full CV and teaching qualifications, outlining your professional strengths, copy of VIT or registration number and details of 3 professional referees, including at least one supervisor. International applicants must include visa status indicating your eligibility to work in Australia.

Further information and applications emailed to principal@bms.vic.edu.au no later than Monday 19 July 2016.

Opportunities for a school tour or classroom observation, can also be organised prior to applications being submitted in the week July 11-15. Please contact fecah@bms.vic.edu.au to organise a time, if this is your wish.

Our school would also be interested in receiving expressions of interest for Casual Relief Teaching.

Listed 24 June 2016

0-3 MONTESSORI DIRECTRESS

Early Learning Program

 Plenty Valley International Montessori School (PVIMS) is an independent school offering curriculum based on the Montessori philosophy for students from Playgroup to Grade 6. The school is an equal opportunity employer and makes decisions relating to staff in a consultative and inclusive manner.

We are seeking an experienced and suitable trained Montessori 0-3 teacher for our Early Learning programme. The successful applicant will enjoy teaching young children and implementing the Montessori curriculum, have good communication skills, show initiative and is able to work independently.

You will be required to have:

• A Diploma in Children’s Service
• A current Working with Children Check
• A First Aid Certificate

A 0-3 Montessori qualification is highly desirable. Candidates with no Montessori qualifications are expected to be open to undertake training.

Please forward your cover letter, curriculum vitae along with contact details for two current referees to: fcheah@pvims.vic.edu.au no later than 5.00pm Friday 31st January 2016.

First listed 5 December 2015, updated 10 March 2016

NEW MONTESSORI CENTRES IN MADDDINGLEY AND WYNDHAM VALE

Opening April and June 2016 respectively, we are seeking passionate and dedicated Montessori qualified directresses/educators. Our centres operate as long day care centres with the Montessori Method as our core curriculum.

We are looking for applicants who are passionate about Montessori education and have a strong sense of responsibility for the centre and the children, as well as being interested in participating in the full range of school activities, ongoing professional development, great attention to detail for classroom preparation and good organisational skills. You would be required to work a rotational roster including opening and closing shifts. We are open from 7.00am to 6pm, Monday to Friday for 50 weeks a year.

Please apply if you meet the following:

• Hold a Diploma in Montessori Education (AMI/MWEI/MCI) or Hold a Certificate II or working towards Diploma in Children’s Services (Early Childhood Teaching qualification holder will be preferable)
• Have Montessori experience, training or understand the philosophy, principles and practices of Montessori
• Have a good knowledge of the Early Years Learning Framework (EYLF) and understanding of the National Quality Framework (NQF)
• Have a developmental interest in preschool children
• Are reliable, organised with a great attention to detail for classroom duties
• Are self-motivated, good communicator and are a team player
• Hold a current First Aid Certificate and Working with Children Check

Our offer to the right candidate:

• Above award wages depending on qualification and experience
• A positive and supportive working environment
• Further training in the Montessori philosophy and application will be provided, as well as access to relevant reading materials to extend knowledge and ideas
• If you think you are the right person, we would love to hear from you! Please send your CV and a brief letter of introduction to our Training & Centre Development Manager, Bianna S Anderson at amigatrainingcollege@gmail.com

Listed 1 February 2016
KINDERGARTEN TEACHER – ASPENDALE

VIT Registered, Outstanding Music & Wellbeing Philosophies, Above Award Rates & Paid School Holidays – negotiable.

Innovative Music Kinder & Childcare in Aspendale with the National Quality Rating of Exceeding NQS, seeks experienced Kindergarten Teacher for a 4yr Pre-School Room (19 children).

Bonkers Beat philosophy shares the vision of Dr Maria Montessori and integrates many principals and ideas from this progressive approach to Early Childhood Education in every day routines.

Small, privately run Music Kinder & Childcare in Aspendale has built its reputation of a centre with a difference. First opened in 2009, our 51 place centre was selected to be a pilot centre for the NQS, and later, in September 2012, received a rating of Exceeding National Quality Standard.

Bonkers Beat became a leader in Early Childhood Education by enabling every child’s potential through the power of music, wellbeing, play and learning. Its innovative music & wellbeing programmes were selected by the DEECD (Victoria) to be presented at the Innovation Showcases in 2010 & 2011. They are now implemented in a number of services across Australia.

Bonkers Beat is looking for a passionate, experienced and dedicated teacher who will be able to continue pre-school programme and take it to the next level.

The Kindergarten Teacher we’re looking for will have...

- Hold an Early Childhood Degree in Children’s Services or Degree in Primary Teaching
- Hold a Montessori Qualification
- Have experience as a Kindergarten Teacher
- Have advanced computer skills
- Be passionate about education, music, wellbeing, sustainability and children’s development
- Have a sound knowledge of EYLF & NGS
- Support and be ready to implement Bonkers Beat philosophy of love & respect
- Implement early literacy and numeracy programmes
- Be a great team player with ability to show initiative and be flexible
- Demonstrate excellent written and verbal communication skills
- Be committed, trustworthy and support multicultural diversity of children and families
- Hold current First Aid, CPR, Anaphylaxis & Asthma Certificates
- Be keen to take this opportunity to learn & grow

In return Bonkers Beat is offering:

- Great Salary
- Paid Professional Development
- Exciting working environment
- Ongoing Management Support
- Be a part of our school as an educational leader.

For confidential discussion call NOW on 1300-B-BEAT (1300 022 328).

No formal music training necessary, just love of children, music and lots of enthusiasm.

We hire ONLY positive people!

To apply, please send your resume to: admin@bonkersbeat.com

Listed 15 October 2015

UPPER PRIMARY TEACHER (9-12 YEARS) 2017

An exciting opportunity exists for a qualified teacher to join our vibrant school in 2017. Our school is expanding and we are thrilled to be opening a second Upper Primary class. This full-time position will be in the new classroom and in a team teaching situation with our existing Upper Primary class and teacher.

Our School is situated in beautiful Margaret River, an easy 3 hrs drive from Perth and close to the river, ocean and forest. We have purpose built classrooms, stunning natural wetlands on the property, a highly trained and experienced teaching team and a very supportive parent body.

Full selection criteria is available on our website www.margmont.wa.edu.au. Please provide your CV with the names of 2 professional referees and a covering letter addressing the criteria to principal@margmont.wa.edu.au by 4pm Friday 9th September 2016.

Listed 12 August 2016

HEAD TEACHER OR HEAD TEACHER/DIRECTRESS

Banksea Montessori School seeks to appoint an outstanding and experienced Head Teacher or Head Teacher / Directress for our beautiful single class Montessori Preschool for 3 to 6 year olds located in a quiet pocket in Dianella, Perth.

Our current Head Teacher and Directress will be retiring from her role by the end of Term 4, 2016. She joined Banksea in 1994 and ever since truly been the heart of our school. As such, this is a unique opportunity for an experienced Early Childhood Educator / Montessori Teacher to become part of our school as an educational leader.

Essential criteria

- Fully qualified teacher (4 year trained) with min. 10 years of teaching experience.
- Experience & qualifications in Montessori Method of Education.
- Australian recognised teaching qualification and registered with the Teacher Registration Board of Western Australia or eligible to be registered with TREWA.
- A thorough understanding of contemporary educational issues and approaches of the Australian and West Australian education regulatory framework as it pertains to schools.
- Superior interpersonal skills and commitment to actively engage, negotiate and communicate effectively with staff, parents, extended community and other stakeholders.
- Leadership qualities to take on the role of a Head Teacher and or Head Teacher/Directress.
- Current WWCC, Police Clearance and First Aid Certificate.

The position is on a permanent part-time basis (4 days a week) between the hours of 8:00am-3:00pm with paid school holiday leave. Position starts in Term 1, 2017. Applications including a cover letter and resume can be sent to info@banksea.wa.edu.au.

Banksea Montessori School was established since 1982, providing Montessori-inspired quality Early Year Education to children from 3-6 years old. We are a small school with a maximum capacity of 30 children, located in Dianella. 2017 will be a year of growth for us with many new programmes in our pipeline – it is indeed an exciting time to join the school. More information can be found on our website: www.banksea.wa.edu.au.

Listed 9 August 2016
TEACHING POSITIONS AVAILABLE

Founded in 1992, The Renaissance International School is located in Oakland, the eastern side of the San Francisco Bay, adjacent to Berkeley, and top cultural attractions. TRIS enjoys a wonderful park setting, a strong, highly credentialed faculty, and enthusiastic and supportive parent community, and solid administrative leadership. Our school enrolls 170 students from Pre-Primary through Junior High. We pride ourselves in our extensive Music, Art and Language programmes. We offer either French or Spanish immersion classrooms at the Primary level, and trilingual immersion at the Elementary & Junior Level.

We are expanding and looking for enthusiastic and dynamic English speaking and native French and Spanish speaking AMI certified teachers at all levels. If you feel that you would be an asset to our school, please send us your resume and cover letter. Salary commensurate with experience and education, benefits offered.

THE RENAISSANCE INTERNATIONAL SCHOOL
Rosario Toward, Assistant-Head of School,
3650 Dimond Avenue, Oakland, California 94602
Phone: 510-531-8566 Fax: 510-531-8565
Email: rosario@therenaissanceschool.org
The Renaissance International School is an equal opportunity employer.
Listed 16 June 2016

DIRECTORS/DIRECTRESSES

The International Montessori School in Hong Kong seeks Directors/ Directresses to help expand our Toddler, Casa dei BAMBINI and Elementary (Lower and Upper) programmes. We are a committed Montessori School, and need excellent guides as we grow from our current base of over 800 children between the ages of 2-12 years.

We are seeking:
- Toddler Directors/Directresses;
- Casa dei BAMBINI Directors/Directresses;
- Elementary Directors/Directresses

IMS offers fully equipped classrooms, a superb teaching environment, a strongly supportive parent community, and a chance to help support the development of the unique Montessori learning opportunity in Hong Kong – Toddler through Upper Elementary at our Mid-Levels, South Horizons and Stanley Campuses.

Live and work in one of the most diverse, dynamic and exciting cities in the world, where the official language is English.

Attractive salary and benefits
AMI certified 0-3, 3-6 and/or 6-12 Montessori teachers with college degree preferred
Operated by The International Montessori Education Foundation, a registered Hong Kong Charity.
Applications from well-qualified candidates are accepted throughout the year. We encourage interested candidates to submit their details at their earliest convenience.
Send your details for the attention of our Appointment Department at: recruit@ims.edu.hk
Listing valid until April 2017
Listed 12 March 2016

DEPUTY PRINCIPAL PRESCHOOL

Wã Ora Montessori School is situated in Lower Hutt, New Zealand, close to the ‘coolest little capital in the world’. While our setting is urban, it also looks out on beautiful bush clad hills. Our school caters to children from 18 months to 18 years, where children start in our Playgroup and are able to stay with us until the end of their school years.

We are seeking an outstanding, enthusiastic and passionate leader to fill the position of Deputy Principal Preschool overseeing the early childhood sector of our school, which includes four classrooms of approximately 100 children, Playgroup and before and after school care.

The successful applicant will love and respect young children and appreciate the potential inherent in the first plane of development. They will also have a great sense of humour, work well with parents, be capable of juggling several tasks at once while not losing sight of any of them and have excellent attention to detail. You will also have experience with conducting appraisals, self-reviews and mentoring and coaching both new and experienced teachers.

AMI Montessori training, classroom experience and the potential to gain NZ teacher registration are essential requirements. A background in a similar position or administration will also be to your advantage.

An application pack and further information can be obtained by emailing Jo Dyer (PA to the Principal) joanne@wora.school.nz.
First listed 2 November 2015, updated 12 June 2016

BGL MONTESSORI SCHOOL CHINA

Qualifications:
Bachelor’s Degree, Native English speaking with a minimum of one year teaching experience, AMI certified 0-3 and 3-6 teachers.

We Offer:
Competitive salary, comprehensive medical insurance, annual airfare between China and home country and accommodation.
Please send your resume to CGBL2014@126.com
Listed 4 March 2016