

# Courtyard Newsletter

Term 3 2016

## Welcome to our Courtyard Newsletter

Kia ora koutou

The year is slipping away as they have a habit of doing and as this term is only nine weeks, they are slipping by seemingly faster! August is the last month of winter before we hit the magical month of September which signals a shift away from winter (though mild it has been) to the more variable and unpredictable spring time weather. Evidence is already around with the daffodils springing up all over the place and some trees beginning to show blossom. I am sure everyone is ready for the promise of spring and beyond.....☺ Thank you to all those who were able to attend the Shared Morning Tea a few weeks back now; the sun was out and we were all able to enjoy a leisurely catch up, the first for term 3.

We have our scheduled International Dinner on the 9<sup>th</sup> September to look forward to and the children are gearing up to make the flag of the country they intend representing on the night.

We have also distributed our preschool Annual Questionnaire for feedback and we really urge you to fill this in and have your say. Your responses are important to us, as we can't act upon any issues/concerns/ideas/suggestions etc. if we don't know about them! Once all the questionnaires have been returned, we will collate the responses and distribute them to you.

We hope you enjoy the articles inside the Newsletter and they offer some snippets of information on a range of topics. It might appear that the articles are focussing a little on issues/problems and disorders that some children experience in early childhood that can have consequences when they head off to school. We recognise all children are unique and have the right to reach their full potential so with this in mind, recognising issues and addressing them early can make all the difference to successful learning in the future. We have endeavoured to talk about some of the more common problems we see here at the Courtyard. While we don't profess to be professionals at diagnosing particular problems some children experience, we do, through experience recognise when some children need an extra helping hand from an external agency.

One of the questions in the Annual Questionnaire seeks feedback on whether or not you are satisfied with the Newsletter. We have endeavoured to jazz it up a bit over the previous two terms and hope you enjoy the new layout.

Many thanks to those of you who support our Facebook page and 'like' our posts, of which there are many, so keep up the great work. This is such a wonderful tool for parents to keep up to date with spontaneous things happening on any given day. For those who have written lovely reviews...thank you most of all.

Many thanks for your support of Cupcake Day in support of the SPCA, who are a wonderful organisation that we donate to annually for the work they do with caring for the animals. Daffodil Day is the other organisation we try to help out, as this money goes toward cancer research.

Here's hoping for a healthy and warmer part two of term 3.

Noho ora mai ra na  
Shelagh



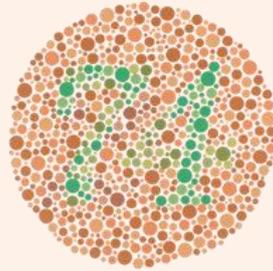
**Parent Education Evening**  
Wednesday 14<sup>th</sup> September  
7.30pm

This will be hosted by Kathryn Edmonds, an Occupational Therapist. Kathryn has worked closely with us for many years and brings a wealth of experience.

Kathryn will discuss issues/difficulties some children face and what signs to look for when you suspect difficulties. She will talk about basic skills children require to successfully transition to school.

## A life filled with colour ... through not for everyone - Shelagh Powell

Colour Vision Deficiency (CVD) is more commonly known as colour blindness. It affects one in 12 boys and one in 200 girls. We would see more problems for boys than girls within this environment. For some children, the condition could test confidence and ability to learn, though we wouldn't see this so much at preschool level.



People with normal vision should see the number "74". Many people who are colour blind see it as "21", and those with total colour blindness may not see any number at all.

Many people think anyone labelled as "colour blind" only sees black and white - like watching a black and white movie or television. This is a big misconception and not true. It is extremely rare to be totally colour blind. There are many different types and degrees of colour blindness - more correctly called colour vision deficiencies. There are several forms of CVD. Red-green colour blindness is the most common form, followed by blue-yellow colour blindness and total colour blindness. Red-green colour blindness affects up to 8% of males and 0.5% of females of Northern European descent.

The problems with seeing colours do not just apply to the pure colour, but to any mixture of colours. For example, children with red-green CVD may not just confuse red and green, they may be unable to differentiate any colours which contain red or green, for example they may 'see' purple as blue because they cannot perceive the red element of the light spectrum which is added to blue to form the colour purple. Therefore reds, greens, oranges, browns, purples, blues and greys may all be impossible to identify accurately.

Most children with CVD cope well as they quickly learn contextual and other cues, such as shade, to assist them to differentiate colours more accurately. Some children may not know that they see things differently from others.



In the vast majority of cases, colour vision deficiency is caused by a genetic fault passed on to a child by their parents. It occurs because some of the colour sensitive cells in the eyes, called cones, are either missing or don't work properly.

The genetic fault that usually causes colour vision deficiency is passed on in what's known as an X-linked inheritance pattern.

This means:

- it mainly affects boys, but can affect girls in some cases.
- girls are usually carriers of the genetic fault – this means they can pass it on to their children, but don't have a colour vision deficiency themselves.
- it's usually passed on by a mother to her son – the mother will often be unaffected as she will normally just be a carrier of the genetic fault.
- fathers with a colour vision deficiency won't have children with the problem unless their partner is a carrier of the genetic fault.

- it can often skip a generation – for example, it may affect a grandfather and their grandson.
- girls are only affected if their father has a colour vision deficiency and their mother is a carrier of the genetic fault.

Our Montessori - Sensorial - Visual Sense - colour tablets consist of 6 tablets; a pair of each of the primary colours (red, yellow, blue). These are the most sharply contrasted colours that make up our first colour box. Colour box two consists of 22 tablets; a pair of each of the primary colours, the secondary colours (green, orange, purple), and also pink, brown, black, white, and grey.

Colour box three is a box with 9 partitions, each partition holding 7 tablets in shades of one colour. Seven shades of each of the following: crimson red, scarlet red (both shading to pink), blue, yellow, purple, green, orange, brown, and grey. There is only a slight difference between any two shades in succession in order to educate the eyes to see very slight variations of hue. These boxes offer exposure to colour whilst offering opportunity for teachers to determine any colour vision deficiency.

## Cupcake Day

Thank you for helping us raise \$190.00 for the SPCA



## Dyslexia – Paula Martin

In this article I will try to give you, the reader, some clarity as to what the processing difficulty, dyslexia, looks like.

Dyslexia is a term that is often bandied around when children are struggling to learn to read and write, often reversing letters and writing backwards or in mirror image. However, these signs alone do not identify dyslexia and mostly fit the model of normal child development.

Dyslexia is more complex than this. It is a reasonably common condition that affects the way the brain processes written and spoken language.

It is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.

Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and the speed with which a child can verbally process thoughts and ideas.

Children with dyslexia are often very creative. It's unclear whether such creativity comes from thinking outside the box or from having a brain that's 'wired' a bit differently.

When dyslexia is closely observed, we recognise that it doesn't just affect a child's ability to learn how to read and write it affects everyday skills and activities too.

Children with dyslexia struggle with reading comprehension and tend to be better listeners than readers. But dyslexia can make it hard to filter out background noise. This means a child could have trouble following what the teacher is saying in a noisy classroom. Sitting near the teacher can help reduce distractions.

When learning to read, children with dyslexia can take so long to read a sentence that they may not remember the sentence that came before it. This makes it tough to grasp the meaning of the text. Listening to an audio version or using other kinds of assistive technology can help. Often children with dyslexia have well developed memory and recall.

Children with dyslexia may struggle with spatial concepts such as 'left' and 'right'. They often find it difficult to place themselves in a class line or group circle. They may seem unaware of where they are spatially within the group and struggle to follow prompts to place themselves where required.

Dyslexia can make it hard for a child to understand time, tell the time or stick to a schedule. Timers, picture schedules and other prompts are a good way to help keep them on track.

Children with dyslexia can understand complex ideas but they just need more time to work through the information. They may also need a different way to process the information, such as learning through conversation or listening to an audiobook instead of reading it.

If your child has dyslexia, they won't outgrow it, but your child can be happy and successful in their learning, as awareness now means there are many effective teaching strategies and tools that can help your child.

It's important to keep in mind however, that struggles with reading and other issues can lead to frustration and low self-esteem for children with dyslexia. The stress of keeping up with schoolwork can make children with dyslexia lose the motivation to keep trying or they may try to mask their difficulties with bravado, poor behaviour or become the 'class clown'. Dyslexia can affect a child's social life when struggling in school can make them feel inferior around other children. A child may stop trying to make new friends or may avoid group activities. They may also have trouble understanding jokes or sarcasm. This is when as parents and teachers we need to try different strategies to improve the child's self-esteem and facilitate friendship and inclusion.

There are lots of tools and strategies that can help children with dyslexia. It might take some trial and error for you to figure out which work best for your child. But finding the right strategies and seeing improvement can boost your child's confidence.

One thing I do believe is that if dyslexia is acknowledged and talked of openly, and addressed in terms of learning styles and needs, then issues around self-esteem and success versus failure will be significantly minimised. This can make the difference between a child disliking school and seeing themselves as unable to learn, to a child who is comfortable with the understanding that they are an integral part of their social and school community, they just learn differently.

It can be difficult to pick up dyslexia within the preschool environment however there are signs to look for. Notwithstanding the things already mentioned, children may continually mispronounce words and not know as many as their peers, even when they have had plenty of exposure. If you ask for a fork they may give you a spoon and rhyming patterns are difficult to understand and retain.

## Tina the Lamb at Preschool



## Sensory Integration – Natalie Collins

Does this sound familiar? Your child may do fine in a quiet setting with a calm adult. But take the same child to a supermarket filled with an overload of visual and auditory stimulation and you might have the makings of an extreme tantrum. Your child covers their ears when they hear music because they don't like loud noises. Your child might be fussy about clothing and be selective in their choices, for example only wearing short sleeves, and certain textures of fabric. Your child may become over excited in an unfamiliar environment and lash out, push or hit another child.

Any child might display these behaviours at some time when tired and hungry, however, for some children there is a cause connected to brain development, called Sensory Integration Disorder. Two people who are very familiar with Sensory Integration Disorder explain what is going on for these children. Wendy Fidler, an independent consultant, lecturer and researcher on Montessori education, brain development and sensory integration disorder states that the tactical messages are being 'scrambled' and the brain is not processing the information correctly, resulting in the child responding and acting out in inappropriate ways. The brain has trouble receiving and responding to messages that come in through the senses. Stanley Greenspan, now deceased, was a clinical professor of Psychiatry, Behavioural Science and paediatrics, as well as a practicing child psychiatrist. He describes Sensory Integration Disorder like this. "Imagine driving a car that isn't working well. When you step on the gas the car lurches forward or doesn't respond. The horn sounds blaring. The brakes sometimes slow, but not always. The blinkers work occasionally, the steering is erratic, and the speedometer is inaccurate. You are engaged in a constant struggle to keep the car on the road, and it is difficult to concentrate on anything else."

Children with Sensory Integration Disorder are oversensitive (or undersensitive) to things in their environment. A person with this disorder finds it difficult to process and act upon information received through the senses; taste, touch, sight, hearing and smell, which creates challenges in performing countless everyday tasks.

In our classroom environment a child with Sensory Integration Disorder might experience the following:

- Sounds such as music or the bell being rung may be painful or overwhelming.
- The light touch of a shirt may annoy the skin and the child might only want to wear shorts or certain fabric.
- A child has difficulty understanding where his/her body is in relation to other objects and may bump into things and people.
- Extreme difficulty with transitions and be unable to self soothe.
- Need things to be predictable.
- Have low muscle tone, be inflexible and be unable to hold a pencil correctly.
- Be unaware of being soiled or wet.
- Extremely averse to certain textures with food, hands, or feet — some children won't touch anything that looks wet, or eat anything with soft texture or food items mixed together.

None of these symptoms in isolation means a child has Sensory Integration Disorder. All of these characteristics and preferences may be completely normal, especially in young children whose nervous symptoms are in the process of development.

A Montessori classroom places emphasis on a calm, orderly and consistent setting where children are free to interact with the prepared environment thereby assisting children with sensory integration. Children know what is expected and the tranquility helps them to order their thoughts and compose their responses.

Stanley Greenspan points out, the better the environment we create — with nurturing interactions that facilitate basic capacities for attending, engaging, communicating, and thinking — the better a child with sensory differences will do.

You can also promote sensory integration at home by encouraging your children to participate in the following types of activities. These activities stimulate the brain and require both sides of the brain to communicate with each other.

- Crawling.
- Walking up and down stairs.
- Walk backwards.
- Moving at different paces to music.
- Swimming.
- Marching with arms swinging.
- Squeezing at a small bean bag or tactile ball in hands.
- Skipping.
- Holding hands.
- Playing with play dough and clay.
- Feely bag.
- Tasting different food textures.
- Dressing themselves
- Drawing and painting.
- Poetry and rhymes with actions.
- Swinging.
- Yoga.

## The Science of Learning – Helen Westrupp

For everyone the learning process is never ending, right from before birth until death we are acquiring new knowledge, however it is the ways that we learn that differs. How we learn can be grouped into seven categories and as you have a look at the styles you might recognise your dominate style.

The learning styles are:

- Visual (spatial): You prefer using pictures, images, and spatial understanding.
- Aural (auditory-musical): You prefer using sound and music.
- Verbal (linguistic): You prefer using words, both in speech and writing.
- Physical (kinesthetic): You prefer using your body, hands and sense of touch.
- Logical (mathematical): You prefer using logic, reasoning and systems.
- Social (interpersonal): You prefer to learn in groups or with other people.
- Solitary (intrapersonal): You prefer to work alone and use self-study.

These are the ways in which we learn and while we learn through different ways the actual processes of learning is the same for everyone. The wiring that humans need to be able to learn starts about six months into pregnancy as the full complement of neurons have been created. Then around this time a fatty sheath called myelin starts growing around the connections between the neurons preparing the axon (the connecting pathway between the neurons) to carry messages efficiently. The myelin becomes the way to make sure the messages are carried to the right destination. At around three months of age you may have noticed your children's movements became a bit more co-ordinated and their eyes more focused, this is because the myelination process has taken place.

Along with making sure our brain is wired for the job of learning, there is a special skill that makes us humans different from other mammals and this is called Praxis. This is the link between our brain and our behaviour that allows us to make choices, to plan our lives, and actions. With this skill we are able to function in our world and do daily purposeful tasks which are carried out by thinking of the idea, then knowing how to complete it (motor planning) and then executing the action.

The process of learning requires being given knowledge, putting that into practice, and 'filing' the knowledge so we can retrieve it later for different tasks. For some children this is where difficulties can develop as the acquisition, retrieval or execution of the tasks already learnt cannot be retrieved as the messages from the brain to the body are not getting through. This is called dyspraxia and it is a disorder of the Praxis which is where the messages are not properly being sent in the process of gathering, storing, motor planning and executing ideas.

This will affect every child differently as it can involve physical, intellectual, emotional, social, language and sensory development. It is a hidden learning difficulty as a child with dyspraxia may not appear different to their peers until they are learning a new skill or known ones are applied to a new context. So it is for this reason that it makes it hard to identify, especially as it may occur in isolation or in part of another condition. It could affect one developmental area more than another, or have symptoms appear in another area according to developmental demands. Common signs of developmental dyspraxia in children are as follows:

- Clumsy and accident prone from a very young age.
- Frequently bangs into things or people.
- Slow to learn to crawl and walk.
- Unco-ordinated, awkward gross motor movement.
- Messy eater, difficulty learning to feed himself, and later managing a knife and fork.
- Slow to learn to dress himself and later have difficulty tying shoe laces and doing up buttons.
- Slow to hold crayons or a pencil correctly, cut with scissors and draw (may avoid these activities).
- Difficulty co-ordinating movements of arms and legs when learning how to swim.
- Inconsistent ability to do motor tasks, for example may be able to learn a new task one day but has forgotten it by the next.
- Difficulty learning how to hold a pencil, form letters, print and write words.
- Difficulty remembering the sequence of mathematical processes.
- Difficulty with word retrieval — he knows what he means but cannot find the right word.
- Difficulty planning social interactions and maintaining friendships without getting overwrought. May be able to make friends quickly but have difficulty retaining them.
- Tantrums and meltdowns may occur more often than usual for age as a result of sensory overload and frustration.

By reading these signs you can see why it can be hard to diagnose dyspraxia and it takes assessments by an occupational therapist or pediatrician to help bring awareness to their areas of challenges so that systems can be set up to support them learn in a way that suits them best. As dyspraxia is a neurological disorder the best means of management are to support the child circumnavigate this challenge by helping them through early therapy to develop the confidence and belief in themselves. So it is similar to thinking about how we learn, there is never one model that fits all rather it is about discovering how we learn and playing to our strengths and supporting our weaknesses.

Information in this article came from <http://www.dyspraxia.org.nz/>.



## Raw Chocolate Raspberry Slice

### Base Layer

1 cup almonds  
1/3 cup cacao  
1/3 cup desiccated coconut  
3 tbs melted coconut oil  
1/2 cup dates, soaked

### Raspberry Layer

2 cups raspberries  
2/3 cup raw cashews, soaked for 6 hours or overnight  
1/2 cup desiccated coconut  
1/3-1/2 cup pure maple syrup  
1 tb chia seeds

### Top Layer

1/2 cup coconut butter (or coconut oil)  
1/2 cup cacao powder  
1/4 cup organic maple syrup

### Method

1. Pour boiling water over dates and leave to soak.
2. Process almonds, cacao and coconut in food processor until a flour-like consistency. Add coconut oil and process. Press the mixture into a square pan and put in the freezer to chill while you make the next layer.
3. Process all ingredients for the middle layer except the chia seeds until combined. Add chia seeds and pulse once or twice to stir through. Taste and add extra maple syrup if desired. Pour this over the top of the base layer and return to the freezer to set (approx. 1 hour).
4. For the chocolate layer, melt coconut butter over a low heat, before whisking in the cacao powder. Once smooth, add the maple syrup. Start with a 1/4 cup and add more if you prefer sweeter. Pour this layer over the raspberry layer and place in freezer to set (approx. 2-3 hours).
5. Remove from the freezer when firm and slice. Store in the freezer and remove about 15 minutes before serving.

## Intrinsic Motivation for Montessori – Shelley Findlay

How is this cultivated?

All Humans WANT to learn. Brains WANT to function. Students WANT to succeed.

What is it that motivates a child when they first step into our Montessori environment and what piques their intrinsic desire to engage? Is it their curiosity, interest and the innate feeling to explore learn, and master with the right materials and sufficient stimulation?

The Montessori environment is a planned one, created especially for children to foster autonomy and independence. It is an attractive environment that belongs to children alone. Therefore, it becomes their responsibility. The planned environment offers the child a sense of order that doesn't change dramatically throughout their journey. It becomes a familiar setting that they rely on and feel safe to learn in. The "prepared environment" is designed for independence, co-ordination, concentration, and order. Children are ready to learn because space is ready and available.

When a child first enters the classroom and is introduced to the Practical Life activities, they experience real size precious breakable pouring jugs and are instantly captivated to explore the treasure the teacher has entrusted them with. They experience real-life activities they see their families perform each day, yet here they sit on the shelf ready for them to use.

This could be the catalyst for intrinsic motivation within the Montessori classroom and throughout the classroom curriculum that offers similar principles. Skills in Montessori build on one another. Children are 100% ready for the next skill introduced by displaying complete mastery of the previous skill. It's highly motivating to move forward with a new challenge to master.

As children absorb their classroom surroundings, they observe their peers immersed in activities which instigate within them a wonder, fascination and drive for a desire to investigate. Children are encouraged to help peers, share their knowledge, or reflect on their work together. Assisting others furthers the mastery of a child's own skills. Children in the Montessori environment can only access materials that have been presented to them, so their curiosity is constant. Teachers observe children's age, development and abilities when considering the right material that provides a task that is not too comfortable that the child becomes bored, yet not too challenging that the child gives up. Intrinsic motivation brings long-term pride, confidence, and self-worth to begin a meaningful life journey. Life-long learners are motivated from within. The Montessori environment is created to develop focus, stamina, and motivation to learn through the use of a well-prepared environment and developmentally appropriate materials. The desire to learn is intrinsically motivated by the environment and the gentle guidance of the Montessori teacher. The young child is curious about everything and needs to explore and discover. The environment is designed to encourage each child to move, touch, and manipulate. The child has the freedom to work independently, based on their own initiatives with gentle and respectful guidance from their teachers.

Montessori learning environments are inviting, attractive indoor and outdoor spaces with an intriguing array of didactic learning materials. In conjunction with the Montessori materials are the books, plants, animals, art and music materials, gardening, and nature activities. Under the guidance of a Montessori teacher, children in a Montessori classroom learn by making discoveries; cultivating concentration, motivation, self-discipline, and a love of learning.

Imagine a school environment where choices are made based on the needs and wants that come from within the child. That's intrinsic motivation, the unsung hero of Montessori Education. It's the experience from which creative ideas flow, where a child finds their passion in life, their purpose.

Extrinsic motivation refers to behaviour that is driven by external rewards such as money, fame, grades, and praise. This type of motivation arises from outside the individual, as opposed to intrinsic motivation, which originates inside of the individual.

#### Acknowledgment over Praise

A Montessori teacher is skilled in recognizing an accomplishment without adding other opinion or judgement. A smile and acknowledgment wins motivation over praise. Praise qualifies each accomplishment with an adult opinion, whereas acknowledgement leaves the child free to feel their own pride within each exercise.

Montessori believed that each child is driven by intrinsic motivation and thus should not be forced to do anything. Instead, didactic materials would encourage the child to learn, where the learning process meant repeating tasks for as long as the child wished. Through this repetition, a task would eventually be considered completed and would enable the child to proceed to the next level. Montessori believed that the process of repetition was the most effective way of learning a task and of fully understanding its meaning. Repetition was necessary for mastery that took place in contextually meaningful ways.

No need for reward and punishment - Dr Montessori discovered that children are intrinsically motivated to work. They do not need external rewards and punishments. What they need is help. The adult can help by carefully showing the child how to do what he or she is trying to accomplish. Accomplishment, competence, and being a contributing member of society are the rewards that each child attains in a Montessori environment.

***"The will to win, the desire to succeed, the urge to reach your full potential ...  
These are the keys that will unlock the door to personal excellence."  
Confucius***

## Socialisation Versus Social Development – Kim Gardener

For children to grow into contributing members of society they first need to be shown how to function appropriately in such settings. The child's social development is instrumental in determining their path to contributing to society in adulthood.

### LOOKING AT MONTESSORI EDUCATION

When people think of Montessori education they often have the misconception of children working alone all day unable to leave their work mat or speak to others. They therefore conclude that the child's social development must suffer as a consequence. The truth is actually the opposite of this. Children in a Montessori environment experience freedom of movement and receive many opportunities to communicate meaningfully with others both individually and in small groups countless times during the day.

### LOOKING AT MAINSTREAM EDUCATION

On the other side of the coin, the majority of people think that in mainstream preschool settings children are thriving in their social development because they are free to move all day and interact with their 'friends'. What people do not see when they simply scan the surface of this type of setting is that many of the children are not in fact friends with each other. They are merely co-existing in the same environment. The social interactions of the children in these types of environments are often disordered and misunderstood by the parties involved. There may merely be occasionally socialising rather than socially developing. Simply put, a large group of children does not mean a socially well-adjusted, functioning group of children.

### LOOKING AT SOCIETY

The same is true for adults as their success and behaviour in social situations often depends on the level of social development they gained as children. Along with this is the ability many adults have to simply socialise which means behaving appropriately in social settings for a brief period of time. We have all been to bbq's or first aid courses for example where we are pleasant and co-operative with the adults around us. This enables us to have a nice time and get through the event.

### SOCIALISING VERSUS SOCIAL DEVELOPMENT

Thinking of this again in the mainstream preschool setting, children learn from their experiences the ability to superficially interact with others for brief periods of time to serve their own purpose. There is a difference between this (which is actually 'socialising') and being involved in experiences that allow the child to develop:

- consideration of others,
- co-operation,
- an understanding of the rules of society,
- respect for other,
- manners when communicating with others,
- the ability to communicate and
- to feel accepted.

Before all this in fact, children need to develop an awareness – of themselves and then an awareness of others and the world around them.

In a Montessori setting, children participate in small groups to enrich their vocabulary and promote social development. They share news together, focus on letter sounds and play memory games. The children learn that we wait until all who have been invited are present to begin the group. We take turns to speak and we listen respectfully to each other. We also invite children to join groups focusing on a grace or courtesy such as:

- Learning how to tuck a chair in quietly so as not to disturb others who are concentrating.
- Learning how to ask to look at a possession belonging to another.
- Learning how to offer someone food or drink.

We see some wonderfully heart-warming occurrences between the children as a result of our support of their social development such as:

- The older child offering to help the younger child to put on their painting apron.
- The child who sees the water jug is empty so fills it of their own free will so as others can pour a drink.
- The child who folds washing so others will have cloths to use when wiping up a spill.

*Individual work leads to group contribution.*

## SUMMING UP

We know that simply being around other human beings does not mean the child will develop socially. This merely provides an environment where they learn to behave in certain ways to have their needs met. The Montessori environment is designed to support the key components the child will need to develop to ensure their social development is rich and full. Maria Montessori meant that social development would make children able to understand and show responsibility and therefore contribute meaningfully to society. The experiences children in a Montessori environment have made them come together as a group as we heard earlier from my colleagues. Individuals learn what they can do to contribute and then do so simply because they want to. The children in these settings have opportunities to develop their independence, concentration, self-control, co-ordination of movement, their will and their independence and importantly along with this they are made to feel accepted which in turn supports the development of their self-esteem.

To finish with a quote from Maria Montessori "Inside man is a hidden nature and a hidden energy. The kingdom of childhood is the kingdom of heaven. If the child has the freedom to develop at this age, the result will become manifest at the adult stage. Little children are disciplined if they have freedom. This is the law of the little child's world." p.238 of Montessori, M. (2012) *"The 1946 London Lectures – The Montessori Series, Volume 17"*, The Netherlands: Montessori-Pierson Publishing Company.

"The idea that children need to be around many other youngsters in order to be 'socialized' is perhaps the most dangerous and extravagant myth in education and child rearing today."

~ Dr Raymond Moore

