

**IN MEMORY OF JULIE SPENCER**



It is with sadness and fond memories we advise you that Julie Spencer passed away just before midnight on the 22nd June 2010. Julie’s battle with cancer was fought with bravery and without complaint for 5 years.

Julie was instrumental in the accreditation of the MWEI Graduate Diploma course which is now recognised as a Post Graduate degree. This was, and still remains the only Post Graduate Montessori qualification in Australia.

Julie worked tirelessly for the Montessori cause in Australia and held the MWEI positions of: Australasian Director , Workshop Presenter, Tutor , examiner and Academic Board Member.

Julie will be missed by all who had the privilege of knowing her. We offer our deepest sympathy to Julie’s husband, Laurence and their children, James, Andrew, David and Stephen.

**2010 Examination Dates**

**Paper I** - Theory paper

2 1/2 hours

SATURDAY - 9 OCTOBER 2010

**Paper II** - Curriculum Paper

3 hours

SATURDAY 16 OCTOBER 2010

**Practical Assessment**

SATURDAY 16 OCTOBER

Please note that all course requirements must be met by the 31 August 2010 in order to sit for the relevant exam in October 2010.

Please refer to your study guide for the exact requirements for your course.

**FACEBOOK**

MWEI is now on Facebook, this can be a place for students to connect with each other, see upcoming workshop information and receive links and articles to relevant educational issues.

To add MWEI as a Facebook friend—search for ‘MWEI Aust’



**Congratulations to the following MWEI Graduates**

**Diploma of Education (Montessori)**

Michelle Roth	NSW
Sarah Neal	Vic
Thi Anh Thy Nguyen	QLD
Deepani Renuka Senanayake	QLD
Erica Abotomey	QLD
Yesotha Munirau	QLD
Ian Chapman	WA
Tessa Skevington	NZ
Melissa Blanke	India
Jessica Langford	SA



**Diploma of Early Childhood & Primary Education (Montessori)**

Jo Harvey	WA
Subapra (Subha) Thevakumar	Vic

**Teacher Assistant Course**

Heidi Penfold	WA
Sakina Jivanjee	WA

**Advanced Certificate Course**

Rachel Gibson	QLD
Sharon Hardgrave	QLD
Farideh Azadi	QLD

**WHO DO I CONTACT AT MWEI?**

**Jo Harvey** *mwei@bigpond.com 08 6296 7900*

*General Enquiries*

*Student Enquiries*

**Bernadette Hendry** *baeh\_mwei@bigpond.com*

*Workshop enquiries*

*Account enquiries*

**MWEI STUDENT ID CARDS**

MWEI will be trialling student I.D cards. If you would like to be issued with a Student ID, please email through a photograph of yourself against a white background - [mwei@bigpond.com](mailto:mwei@bigpond.com)

*Advertisement*

**LOTE - Esperanto**



[www.mondeto.com](http://www.mondeto.com)

"A revolutionary new resource has just been developed in Australia. The Teacher's guide and CD kit "Talking to the Whole Wide World" is designed for generalist Primary teachers.

Written by former LOTE HOD, it contains an entire language that you can learn with your class, and is all the language-teaching methodology you will need."

*Australian LOTE - Penny Vos*

## Workshops 2010

Workshop registrations can be downloaded from the MWEI webpage

[www.mwei.org.au](http://www.mwei.org.au)

### WA

#### Beginning Language

7-8 & 21-22 Aug 2010

#### Maths 6-12yrs

14-15 Aug 2010

28-29 Aug 2010

11th Sep 2010

### QLD

#### 1st Classroom Community A

24-26 July 2010

#### Beginning Language

30 -31 Jul 2010

13-14 Aug 2010

#### Cosmic Education 6-12yrs

20-24 Sept 2010

#### Beginning Maths

1-3 Oct 2010

8 Oct 2010

### NSW

#### Foundation Theory

25 Sep 2010

#### Language 6-12yrs

4-8 Oct 2010



### Revised workshop curriculum guides

MWEI have recently revised the 3-6yrs workshop curriculum guides. Current students are eligible to receive a colour copy (for a cost) or an unbound black and white copy (at no cost). If you would like to receive a revised manual (relevant to your current course) please email Jo Harvey for the order form: [mwei@bigpond.com](mailto:mwei@bigpond.com)

#### Revised curriculum guides

- Beginning Maths 3-6 years
- Beginning Language 3-6 years
- Sensorial 3-6yrs
- Practical Life & Independence 3-6 years

## Adolescence in Montessori

### Age 12 - 15

The Montessori program for the young adult from age twelve to fifteen is very different from that of traditional school. Dr. Montessori felt that because of the rapid growth, the increased need for sleep, and hormonal changes, it is useless to try to force the adolescent to concentrate on intellectual work. She recommended an Erdkinder, or Earth school, where children would live close to nature, eat fresh farm products, and carry on practical work related to the economics of supplying food, shelter, transportation, and so forth. Intellectual work is still done, following the child's interests, but without pressure.

*Adolescence is an arbitrary, contrived category. In past eras children were children until the early teens wherein, through some rite of passage, they were ushered into and took their place in adult society. Today there is no economic place for young adults and no rites of passage. We have, instead, created a holding stage that keeps young people in a limbo, into which children enter earlier and adults stay longer year by year.*

—Joseph Chilton Pearce, *Evolution's End*

### Age 15 - 18+

For age fifteen to eighteen, when the rapid growth of adolescence is slowing, a more rigorous intellectual schedule works, combined with social work and apprenticeships in the work world.

*The need that is so keenly felt for a reform of secondary schools concerns not only an educational, but also a human and social problem. Schools, as they are today, are adapted neither to the needs of adolescents nor to the times in which we live. Society has not only developed into a state of utmost complication and extreme contrasts, but it has now come to a crisis in which the peace of the world and civilization itself are threatened. More than to anything else it is due to the fact that the development of man himself has not kept pace with that of his external environment.*

*But above all it is the education of adolescents that is important, because adolescence is the time when the child enters on the state of adulthood and becomes a member of society. If puberty is, on the physical side, a transition from an infantile to an adult state, there is also, on the psychological side, a transition from the child to the adult who has to live in society. These two needs of the adolescent: for protection during the time of the difficult physical transition, and for an understanding of the society which he is about to enter to play his part as an adult, give rise to two problems that are of equal importance concerning education at this age.*

*The world is partly in a state of disintegration and partly in a state of reconstruction... It is necessary that the human personality be prepared for unforeseen, not only for the conditions that can be anticipated by prudence and foresight. . . he must be strengthened in his principles by moral training and he must also have practical ability in order to face the difficulties of life.*

*Men with hands and no head, and men with head and no hands are equally out of place in the modern community.*

*Education should not limit itself to seeking new methods for a mostly arid transmission of knowledge: its aim must be to give the necessary aid to human development. This world, marvelous in its power, needs a 'new man.' It is therefore the life of man and his values that must be considered. If 'the formation of man' becomes the basis of education, then the coordination of all schools from infancy to maturity, from nursery to university, arises as a first necessity.*

—Dr. Maria Montessori, *From Childhood to Adolescence*