

The Montessorian

PAKISTAN MONTESSORI ASSOCIATION IN 2015

Pervin Cowasjee 1935 - 2015



Banoo Kijat – Classroom Management, Hyderabad



Nilofer Ahmed – Sensorial Extensions - Refresher



Exercises related to Nature conducted by Shireen Gaya



Banoo Kijat and Kishwar Allawala attended the Fourth ESF Assembly (2nd row)



Amna Shakoor – story telling



Masooma Hayat – Writing Skills - Refresher



PMA AGM 2015



Board and staff of Association Montessori Internationale are delighted to send season's greetings to all who contribute to our treasured Montessori network. Thank you for your unwavering commitment. We wish you a new year filled with inspiring initiatives and collegial connections.

It is absolutely certain that the secret of future human power lies hidden within humanity as it develops — within young people.

Maria Montessori, Education and Peace

PMA Annual General Meeting September 2015

The PMA AGM was held in our September meeting. President, Zohra Gaya welcomed the members. Minutes of the last AGM and the annual report were read out by General Secretary, Kishwar Allawala.

The use of both the grounds one at GMMC, Clifton and the other at the PMA, PECHS were discussed. It was suggested that a funfair be held apart from using it for sports and other school activities.



L to R Farida Fazal, Vice President, Kishwar Allawala, General Secretary and Zohra Gaya, President, at the AGM

Story Telling *by Amina Shakoor*

I conducted a workshop at the Pakistan Montessori Association on "The Art of Story Telling". It was an interactive session where I and teachers of Samrahi Montessori shared their ideas as well as applied new techniques towards making story telling a part of their curriculum. The main objective for the workshop was to create awareness and to show how storytelling can develop a child's language and literacy skills. I applied different strategies as to how to make storytelling more interesting and interactive and what the do's & don'ts of storytelling are.

This 1 ½ hour session was so interesting and interactive that we didn't realize how quickly time flew. The audience participated in different activities including how to use puppets and different materials to make the story interesting and joyful for the reader as well as for the listener.

By the end of the session I received an overwhelming response and a good feedback from seniors who have been into the field of teaching for a couple of decades, as well as from the new comers who are going to take this respectable profession as their career.

Amina Shakoor – free-lance story teller



In October, PMA invited Amina Shakoor Husain, who is a trained ECE teacher and educationist, a free-lance story teller and a full time mother of three young children. She also conducts various workshops for parents and teachers on parenting and sessions related to reading programmes for children.

Zainab Habib, from Samrahi Montessori was invited specially to share story telling in a fun way.

Zainab Habib – Samrahi



Nargis Sheerazi – Samrahi



Farzana Harris - Samrahi



Writing Skills – A Refresher



Tracing a sandpaper letter



After tracing, writing on the green board with chalk

Our November meeting enjoyed a much needed refresher on Writing Skills by Masooma Hayat from the Montessori Teachers Training Centre, Karachi. Writing seems to be a pressure on children due to the required entrance tests of the larger schools. Schools have no option but to force children into writing at a young age before they are ready to hold a pencil in the correct manner.

The participants were given an introduction to indirect preparation on writing, such as how practical life and some sensorial exercises aid as an indirect preparation to writing. The metal insets process was shown in brief in order. The use of moveable alphabet and sounds were discussed in detail.

Writing Skills was introduced with cursive alphabet, on the plain green board with chalk, then on plain paper with a thick pencil. Similarly, on a green board with lines apart, as shown in picture above, following with paper. Before introducing the four lined board and paper, the sorting of alphabet was shown as in picture below. Writing numbers and Urdu should also be introduced similarly to get good results. After the Question and Answer session, she was requested by one of the participants, who had done the course many years ago, to give more presentations on changes in the Course. Zohra Gaya, PMA President thanked Masooma Hayat for this very helpful refresher and requested her to come more often with her expertise to help PMA members to work better in Montessori schools.



Sorting letters on a four lined cloth mat

Montessorian Honoured by American Magazine 'Women of Distinction'

Fawzia Reza, Ed.D.

Education

Chief Academic Officer & Academic Dean

American City University

Southwestern College Adjunct Faculty - University of Roehampton Los Angeles, CA



Dr. Fawzia Reza serves as Chief Academic Officer and Academic Dean at American City University. She also holds Adjunct Faculty appointments at Southwestern College in the United States, and the University of Roehampton in the United Kingdom. Her primary expertise is in Early Childhood Education (ECE) with an emphasis on multicultural education. She has a Montessori diploma from AMI and has conducted extensive research on the benefits of Montessori schools during her Masters and Doctoral studies. Fawzia's doctoral curriculum in Educational Leadership also allow her to set policy and practices for higher education.

"I hope to influence education policy and improve the education system for minority and marginalized students and their families. As a teacher, my desire it to always make learning fun and enjoyable for young children so they're motivated to continue with their education into college and beyond."

Following her arrival to the United States from Pakistan in 1989, Fawzia continued her dream to go forward with her education while raising two beautiful girls, Tania and Sonia, with the support and encouragement from her husband Ali.

Though she had already received a Bachelor of Arts degree from the University of Karachi, she pursued an Associate's degree in Liberal Arts from Foothill DeAnza Community College in 2000, a Bachelor of Arts in Liberal Studies from the California State University in Dominguez Hills in 2007, a Master of Arts degree in Early Childhood Education in 2009, and finally, a Doctorate in Educational Leadership in 2013, both from the California State University in Long Beach, USA.

While writing her doctoral thesis, Fawzia was also awarded a fellowship by the David and Lucille Packard Foundation for a separate research study on the recently launched Transitional Kindergarten program in California.

"Educators should never stop learning. Many students who graduate with a degree never go back to school; however, professional development is very important, particularly in this field! It's always necessary to keep up-to-date on the latest trends and challenges in education."

Fawzia currently teaches graduate and undergraduate level courses in ECE at Southwestern College and the University of Roehampton. In the midst of these commitments, she is in the process of achieving another dream by publishing her first book, *The Effects of the September 11 Terrorist Attack on Pakistani-American Parental Involvement in U.S. Schools*, with Lexington Books. The focus of her book is on the challenges faced by the Pakistani-American community following the 9/11 terrorist attack.

She has also published a chapter with her doctoral advisor in *Reconceptualizing Literacy in the New Age of Multiculturalism and Pluralism* by Information Age Publishing. Fawzia regularly publishes articles and research studies in her field and presents workshops to help sharpen her skills as an educator, while also helping parents and teachers understand current and developing trends in Early Childhood Education.

"The biggest lesson I have learned is to never give up on your dreams."

In her free time, Fawzia enjoys traveling around the world with her loving family, walking, biking, and painting.

Fawzia Reza, Ed.D. (310) 704-1321 fawziar@hotmail.com

Courtesy: Women of Distinction magazine

Fawzia Reza completed the 19th AMI diploma course conducted by Pakistan Montessori Association in 1986, at Karachi, under the tutelage of Mrs. Gool Minwalla and Mrs. Gul Rustomjee. She has also worked with the AMI Montessori School under Mrs. Majida Sufi. Fawzia is a regular contributor to 'The Montessorian'.

MECHANICAL AIDS IN EDUCATION

The Maria Montessori Archives resting with Association Montessori Internationale, Amsterdam continue to yield unexpected little treasures. As with any historical archive, the contents of the Maria Montessori Archives are a varied mixture of complete articles and lectures, documents that are incomplete, or an outline of what was later to become a full-fledged lecture to be delivered to students, or the general public. In today's terminology, we also find in her archives "0.1 drafts" of chapters from some of her books. In this fashion, her archives contain many one-page preliminary studies, and scribbled thoughts which she hoped to be working out at a later stage. Recently, a small document dealing with thoughts on technology, more particularly the use of mechanical aids, was identified in the archives.

Recently, a small document dealing with thoughts on technology, more particularly the use of mechanical aids, was identified in the archives. It is short and succinct, and intended to serve as an introduction to a title by an unnamed author, who apparently was advocating the use of mechanical aids in education in India, in a bid to reach as many students as possible in that vast country. Probably written during her years in India (1940-1947), Maria Montessori concurs with the approach of the author and thinks that the acquisition of culture can be aided by bringing into the learning environment supportive materials such as illustrations, maps, models, charts, the magic lantern, film, photographs, etc., which are not 'mere means of entertainment but aids to better learning'. In this short introduction, Montessori does add that all of these can only be partial aids

Although efforts to identify author and title of this book have as yet not rendered any results, we wanted to share Maria Montessori's thoughts with our readership: the question of how Montessori and technology connect returns often in our age of advanced technology.

To our human society, technology is a permanent challenge, and a tempting invitation. Technology is as old as the world, at least one inhabited by human beings, certainly when we lean towards the definition of the word when it was originally used; the Oxford Dictionary gives as its etymology 'from Greek *tekhnologia* 'systematic treatment', from *tekhnè*, 'art, craft' + *-logia*', dating back to the 17th century.

The development of technology comes from our drive to be forever more effective and efficient—a natural sense of exploration into our environment fed by our boundless curiosity. Maria Montessori understood this human tendency excellently, when she writes '... we have learnt from him certain fundamental principles of psychology. One is that the child must learn by his own individual activity, being given a mental freedom to take what he needs, and not to be questioned in his choice. Our teaching must only answer the mental needs of the child, never dictate them. Just as a small child cannot be still because he is in need of co-ordinating his movements, so the older child, who may seem troublesome in his curiosity over the why, what and wherefore of everything he sees, is building up his mind by this mental activity, and must be given a wide field of culture on which to feed.' (To Educate the Human Potential, p.4/5)

Montessori was fascinated by the technology of her time, which absolutely delighted her and where she recognised opportunities to unite our world, and saw means by which an interconnected world society could be supportive of others, and thus advance humankind. She enjoyed air travel, the technology of sending telegrams, and receiving them whilst aboard a steamer at sea, she loved the cinema, she realised very early on the importance of film to document observation in her classrooms. She would develop many colourful charts as additional material, so her students would be able to better concretise her theoretical principles. She felt that the use of additional materials could play an important role in raising the initial interest of children in a certain subject, but they would be no substitute for the learning experience itself.

There is much current research into the use of what today's society regards as technology in the classroom: Answers are being sought as to whether its use should take on a primary or secondary role; we cannot think of a modern world without advanced technology, and many environments in which our children construct themselves have a heavy technology presence. Various studies with interesting outcomes are being conducted, and we need a little more time before we can truly assess all the effects involved. In the meantime let's take our cue from Maria Montessori when she argues that, **'the child learns by means of his own activity and if given an opportunity to learn actively he develops his character and personality too.'**

Courtesy: AMI Journal 2015, archival treasure publication

n.d. © Montessori-Pierson Publishing Company

Montessori Memories



Majida Sufi and Farida Fazal in Los Angeles in Summer 2015

Contributed by: Farida Fazal

Montessorians honoured at opening ceremony of Minwalla Montessori Institute at Jamshed Memorial Hall



Gool Minwalla

Dr. Maria Montessori

Mario jnr, G Minwalla, Ada Montessori



Contributed by Mushtaq Jindani

The Minwalla Montessori Institute was inaugurated at Jamshed Memorial Hall on October 31st, 2015. Montessorians from Pakistan Montessori Association attended the ceremony which paid tribute to late Gool Minwalla.

The venue was of historical importance. This was the place where the first month long Montessori course was conducted by Dr. Maria Montessori herself in 1949. The premises were also used for the second course in 1966 attended by Dr. Montessori's grandson, Mario Montessori. The International Congress for the Southern Region with participation of Mario Montessori, the grand-daughter Renilde Montessori and Mr. Portiellje, President AMI, the Netherlands was also held here. This is also the building where Jamshed Memorial Montessori School was established by the founding President of PMA, the late Gool K. Minwalla in 1967.

Mushtaq Jindani who had earlier worked as the Executive Officer of the Aga Khan schools in Pakistan, recounted his association with Mrs. Gool Minwalla in early 1960s as a member of Karachi Theosophical Lodge. He was very young at that time. He used to attend lectures of Mrs. Minwalla there. Mrs. Minwalla at that time lovingly gave him 'The Absorbent Mind' to read. She also took him with her to visit her newly started Montessori school in Clifton. The study of 'The Absorbent Mind' completely changed his views about the child. The concepts were revolutionary. Maria Montessori had mentioned that the child at the age of 3 years was already a man. It would take 60 years for an adult to comprehend what a child knows at the age of 3 years. The child learns himself. He or she only requires a proper prepared environment. By reading the Absorbent Mind by Dr. Maria Montessori his concepts that a child was handicapped, need to be disciplined etc. completely changed. He now understood Wordsworth when he said poetically 'The child is the father of man'.

Press Release : MMI

A Note from Your Pre-schooler

Dear Mom and Dad,

I need to learn how to talk and do other things better so I can have more fun playing with my friends. I have to feel safe at home and other places and I need to know who I am and what I can do. Sometimes I need to say “No!” But I also have to learn to share things and people, and take turns. I want to be friends with kids my age and with other people too.

Sometimes I make lots of mistakes. When I get an idea, I have to do it right now. Please understand – love me, help me, and wait for me. When I do something wrong, I learn to do better next time.

I can only see things my way. I want everything I see – or as long as I want it. I can’t understand when someone else feels bad unless I too am sad or angry.

Since I don’t have a lot of words in my head or my mouth yet, I watch and listen to others. Because I am around you most, I do and say things like you. I copy other people I know and even people on TV. What I see is what I do, so please be careful what you let me see.

I am big enough to help you make the rules for what I can and can’t do – that way I’ll be good more often – but you still have to explain things to me and understand when I’m bad.

Sometimes you want me to do things I just can’t do – like be nice with company. Not to yell at you in the store, kick the door of your room, or fight with my little brother, I’m really not trying to be bad. But sometimes you want me to act bigger than I am. Other times you don’t even explain what you want me to do. Once in a while I am bad on purpose – please don’t let me do this.

We can have lots of good times and fun talks together – if you use your ears and eyes to learn what I really want or need.

Love

Your Pre-schooler

Taken from Barbara J. Taylor’s book: Dear Mom and Dad, parents and pre-schooler

Contributed by: Zohra Gaya

Prince George to attend Montessori nursery: What is the liberal education System?

Westacre Montessori, King’s Lynn

The Duke and Duchess of Cambridge have chosen to send [Prince George](#) to a modestly-priced **Montessori** nursery school in Norfolk where most parents get financial help to pay the fees. The Montessori schooling system was created in the early 1900s by Italian physician Maria Montessori, who developed an innovative way of learning where children learn through play. Montessori schools let pupils explore whatever interests them – which might be seen as the antithesis of what teachers and parents should be promoting. The Montessori movement has more than 600 nurseries in the UK with more than 5,000 students. Its core philosophy is based around freedom: students have the liberty to choose from a number of prescribed options. It promotes a “discovery” model, where pupils learn concepts from working on the material on their own rather than by direct instruction. Students also have freedom of movement within the classroom. Previous research has shown that five-year old pupils who attended a Montessori school are better prepared for reading and maths.



Courtesy: The Telegraph - By [Gordon Rayner](#), Chief Reporter and [Javier Espinoza](#)

18 Dec 2015

We cannot know the consequences of suppressing a child's spontaneity when he is just beginning to be active. We may even suffocate life itself. That humanity which is revealed in all its intellectual splendor during the sweet and tender age of childhood should be respected with a kind of religious veneration. It is like the sun which appears at dawn or a flower just beginning to bloom. Education cannot be effective unless it helps a child to open up himself to life.”

Maria Montessori

Message from the New AMI President

Philip O'Brien

For the fourth year in a row, I again leave our Annual Meeting with a sense of awe for what we have been able to accomplish as a movement; and indeed with an enhanced awareness of the opportunities we have to reach even more children. The increased demands from parents, searching for better, indeed optimal educational opportunities for their children, has never been greater, nor more widespread.

With new affiliates, more members, stronger internal and external partnerships and more Montessorians in training than ever before, we are today better able to meet those demands. As André Roberfroid has often said, our success may now be our biggest challenge, as well as our greatest opportunity.

It is humbling, inspiring and energizing to have been nominated by the Board as the President of AMI.

I thank you for the confidence and for the warmth of your welcome to the position.

I look forward to meeting many more of you, seeing and learning more of what you do, and to contributing to the growth of AMI, its capacity, outreach and influence, and indeed to the growth of the wider Montessori movement.



Announcements

UPCOMING EVENT

AMI Annual General Meeting and Open Forum 2016

Join delegates from around the world for AMI's Annual General Meeting and Open Forum in Amsterdam in April 2016.

More on www.montessori-ami.org

AMI Elementary (6-12) Diploma Course

Dates: 29 March 2016 – 7 September 2018

Format: 6 study modules

Co-Directors of Training: Ann Dunne and Alison Awes

AMI Assistants to Infancy (0-3) Course

Dates: 25 July 2016 – 7 April 2018

Format: 4 study modules

Director of Training: Julia Hilson

More information is available on our website: www.mariamontessori.org.

Montessori Spring Festival

Pakistan Montessori Association is holding a Spring Festival on Saturday 27th February 2016. Details will be put on our website/facebook nearer to the time.

For Sale

We are manufacturing quality **Montessori working mats**, these hand-woven mats provides children with a smooth work surface, enabling them to carry out their activities with concentration. These rugs lie flat, roll up easily or fold and stand upright in a rack depending upon your ease. As these mats are hand-woven, you can expect some variations in weave and are easily hand washed and dried. Sizes 42" x 18" & 24" x 18" are readily available in off white color. Other sizes and colors are also available upon confirmed orders.

Contact: **Sabah Nadeem** --- **0333-3720584**.

Montesori Maths material and Puzzles for sale. Contact : **Amna Masood** ----**0307 2912868**

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