



## Parent Partnership

A big thank you goes to those who made it to the workshops offered by our toddler and primary teams:

### PARENT WORKSHOPS

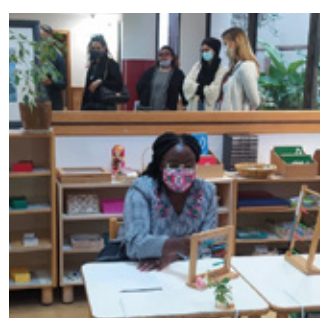
- Toddler 101 – October 28th and 29th 2021, CIL and Californie Campuses
- The First Plane Child – October 7th 2021, CIL and Californie Campuses
- Math in the Primary Environment – November 4th 2021, CIL and Californie Campuses

We hope to have furthered your understanding of the important work we are committed to with your children. Their school experience is unique: we open their minds to the breadth of our universe, and support their quest for meaning as they explore it with their hands and with their burgeoning imagination.

### NANNY WORKSHOPS

Montessori 101 – October 13th 2021 @ Californie Campus, and October 14th 2021 @ CIL Campus

Our language specialists have offered a trilingual workshop for nannies. This first session was designed to assess the needs and interests of the nannies, in order to organize more targeted sessions in one language as to best support their work with our children at home.



### PARENT-TEACHER CONFERENCES

Conferences are the opportunity to discuss your child's progress, and define mutual objectives at home and at school. These are continuing to happen during the month of November, for all levels from toddlers and adolescents.



### SAFEGUARDING AT EMC

We are pursuing our work in preparation for the British Inspection scheduled on November 25th and 26th. The cornerstone of this accreditation involves safeguarding.

#### What is Safeguarding?

Safeguarding is the action that is taken to promote the welfare of pupils and protect them from harm, through the following:

- Protecting pupils from abuse or maltreatment
- Preventing harm to pupils' health or development
- Ensuring pupils grow up with the provision of safe and effective care
- Taking action to enable all pupils and young people to have the best outcomes

Child protection is part of the safeguarding process. It focuses on protecting individual pupils identified as suffering or likely to suffer significant harm.

EMC staff has undergone several trainings related to the safeguarding of our pupils. Meetings are being held in the environments to ensure the pupils understand their role in the safeguarding of themselves and their peers.

We are working on establishing Safeguarding Policies that will be shared with you when approved by the inspectors.

### TRANSITIONS

*"To assist a child we must provide him with an environment which will enable him to develop freely. A child is passing through a period of self-realization, and it is enough simply to open up the door for him."*

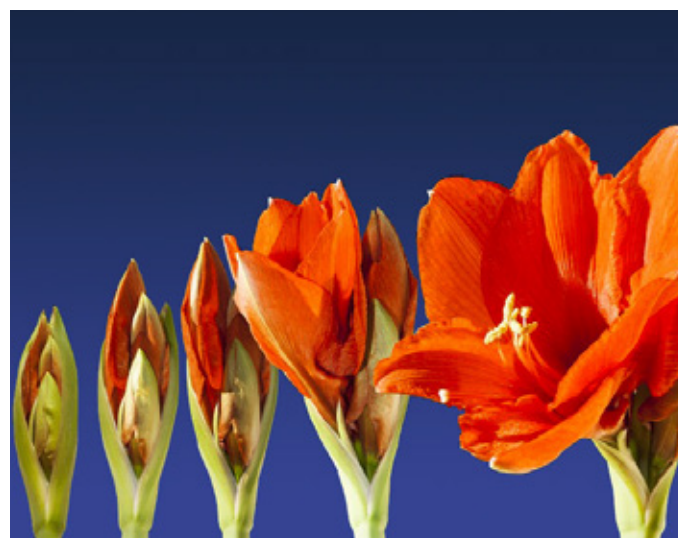
Maria Montessori, The Secret of Childhood

Traditional school settings divide children based on their age or grade and typically keep them together for a full academic year, moving them up together at the beginning of a new school year. This presumes that most children will reach the "end" of the year at the same time, and will be ready for new challenges based on their chronological age.

Because Montessori is centered on the individual child, however, our school supports children transitioning between classes when the child's development warrants it.

We are currently opening our primary doors to some of our young toddlers who are ready for a new challenge.

We do know that the child can only construct herself in an environment that meets her developmental needs. An environment which does not satisfy those developmental needs is one in which deviations occur. We see this phenomenon in all the planes of development but development is occurring so rapidly in the first plane that when a child is held too long in an Infant Community, there is a rapid deterioration in behavior. The child who yesterday seemed to be an example of "toddler normalization" may today, suddenly, exhibit what Montessori called psychic deviations – a deviation from one's normal path of development. To avoid creating a situation promoting deviations developing, the adults guiding the child and providing an environment for positive self-construction must be willing to observe, plan, prepare and allow transition to occur naturally. We must continually ask ourselves: "For whom does the school function: for the needs of the adults or the needs of the child?"







#### ELEMENTARY AND HOY PHYSICAL EDUCATION PROGRAM

Physical Education (PE) develops students' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school. The PE Curriculum at EMC enables all students to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. They develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles.

PE helps students develop personally and as a team. They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that PE offers, they learn how to be effective in competitive, creative and challenging situations.

Our aims are to:

- encourage a healthy and active lifestyle throughout the school body
- nurture sportsmanship in all aspects of competition
- widen each student's sporting experience and enjoyment
- create a passion for active recreation and sport
- assist students in reaching their physical potential in a variety of sporting environments.

# Mark your Calendars !

**STAFF DAY - No school**  
November 19th

**Practical Life  
in the Primary Environment**  
November 22th