

Exciting moments !!

PAMBE Ghana Global Market plans for fall 2016

Dates to remember:

November 3 (Thursday), 12:00-6:00 pm "soft" opening of the Market

November 5 (Saturday) , 4:00-7:00 pm, Official Grand Opening

*The market will open from November 3, 12:00 to December 24, 12:00-3:00 Hours: Tuesdays – Saturdays, 12:00-6:00 p.m.

Thursdays, 12-7 pm

Location: La'Angum Learning Center, 6516 N. Olie in Oklahoma City

Welcome, friends, to the beginning of Global Market's ninth season. It has been a busy year at the La'Angum School in northern Ghana. Most notably, the first class of students, who began as pre-K children in 2008, graduated this year. Funds have been raised to help each of the graduates continue their educations at the district junior high school. And, amazingly, there have been no dropouts. Money earned from Market sales has greatly contributed to the success of the school.

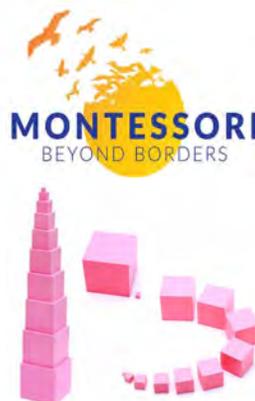
Save the Date!

American Montessori Society 2017 Annual Conference

March 9 – 12, Town & Country Resort

San Diego, CA

Join us for the Montessori Beyond Borders conference this coming spring. There will be an inspiring range of topics for us to discuss, such as Montessori's new pedagogical and methodological alliances, to the ways the Montessori method bridges public and private schools. Come be invigorated by the global Montessori community that upholds Maria Montessori's mission of peace in challenging times. Together, we will explore the possibilities of Montessori education.



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2016-17 Publication Committee

Tingying Chao - Editor
Graduate Assistant, OCU

Charlotte Wood-Wilson -
Director, Montessori Education Program, OCU

Ankie Yip - Founder
OCU, '13

My Montessori Journey

Jen Matias

Casady School Primary Division Practical Life-Art-Cooking-Spanish-Music

When I was an undergraduate at Belmont University, I took a course on child development from Dr. Merrie King. She was also the director for the Montessori graduate program at the time, and she had us doing all of our practicum observations in different Montessori schools around Nashville. I remember being amazed during my very first observation of a toddler classroom and a primary classroom. The toddlers knew how to wipe their own noses! The primary students were spelling words with the Movable Alphabet and working independently and happily around the classroom.

Dr. King became a very influential guide for me as I was trying to navigate what to do after I graduated later that year. I decided to pursue a Master's degree in teaching and certification in Montessori education, largely because of my experience observing in different schools earlier on. Throughout my Montessori education, I became more and more convinced that this was truly an amazing way to educate young children.

During my intern year, I was blown away by a young boy who figured out the Trinomial cube all on his own at the age of 3, and would often delight in working with it.

Montessori emphasizes children learning to work independently and become self-motivated learners. Montessori Education nurtures a child's intrinsic desire to learn.

I have many fond memories of teaching and watching children do things for themselves. At my first school, the children all made strawberry jam for their mothers on Mother's Day, and gave them all manicures after practicing in Practical Life the month before. It was such a special event and totally child-driven.

A co-teacher and I often joked that if only all of our adult friends knew how to resolve conflict in the same way that our students are learning to, the world would be a much more peaceful place. It is still amazing to watch children express their feelings, listen to the other person, and come to a resolution together.

I have witnessed the excited blossoming of so many different children over the years as they take their own learning in their hands (Literally!). I am so glad that Montessori education found me, and that I have been able to share it with others - both young and old- on this journey of life.

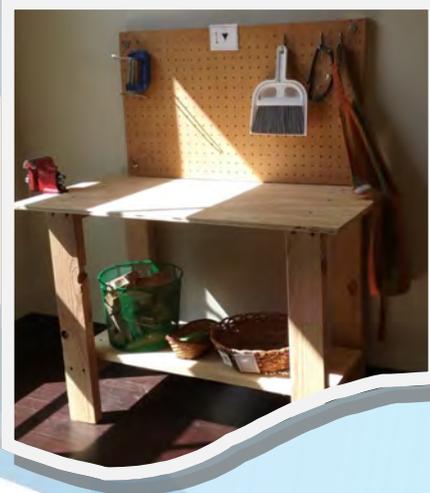


Experiments with Woodworking in Practical Life

Dr. Marc Jensen

Westminster school Montessori Kindergarten teacher

One of my great classroom experiments this year is the introduction of a woodworking station. Working with wood is something that many children are delighted by, but it is rarely something that schools really explore in depth. Practical life is often dominated instead by self-care skills that are generally considered more stereotypically domestic or feminine. Learning self-care is incredibly important in early childhood education, but developing the capacity to build, create, and repair is also extremely important as children grow. Despite the importance of practical life skills as preparation for more “academic” work as well, I have a suspicion that woodworking in particular is absent from many Montessori classrooms because there is a bias against “shop class” in the US as a subject only suitable in preparation for manual trades. In many high schools, shop is only really available to people who are not targeted by schools for more intellectual pursuits. The importance of practical life itself can sometimes be difficult to convey to parents, and woodworking may thus be doubly so. At a practical level though, this dimension of practical life prepares children to be capable and “handy” in life, and to bring effective problem solving skills to mechanical issues. This is beneficial to people in all walks of life, and is a form of engineering and applied mathematics.



My classroom includes a dedicated woodworking station for this project, which was relatively easy to put together. As pictured here, the shelf below holds available works and the pegboard holds available tools. One of the advantages of using this type of station is that it localizes tool use, and an exclusion zone around the woodworking station keeps other students safe.

Much of the work at this station begins with a bucket of scrap wood pieces, pictured in the lower left. These should be rough cut and irregular. Naturally produced scraps from a carpentry shop are ideal, but they can be cut down to size if necessary. Children are drawn for different reasons to both tiny, oddly shaped pieces, and also to the larger scraps that present straight edges and right-angle corners. Specifically-shaped wood pieces would only be provided later for particular construction works, or larger pieces can be available when the children begin sawing.

Like other areas of practical life, woodworking introduces tools sequentially, building basic skills before putting those skills together. Over the course of the Fall, a few basic tools are being introduced one at a time: clamps, sandpaper, glue, saw, and an augur. After children have practiced with each new tool in a very controlled context, they then become part of the toolset available on the pegboard to the person choosing woodworking. These are real tools with real cutting edges, and it is impressed upon the children that anything less than completely serious, careful use will result in losing the privilege of using them.

(To be continued in November newsletter)

****The introduction of Wood Clamping, Sanding, Wood Gluing, Sawing and Auguring.***

Meet the 2016-17 OCU Interns!

Tingying Chao (Daphne)



My name is Tingying Chao. I am from Kaohsiung, Taiwan. In 2011, I was provided with a considerable scholarship from the department of Foreign Languages to afford my tuition fees to enable myself to study four years at Shu-Te University. I got the chance to enhance my English speaking ability and listening skills by participating in international affairs, such as academic exchanges with British universities and participating in an International intelligence competition. In 2015, the Taiwanese Ministry of Education awarded me an elite scholarship to study at the University of Central Oklahoma as an exchange student for the spring semester. I had had the most wonderful and cherished experiences for my first visit in America. After graduation in Taiwan, I decided to study Montessori education. The reason I wanted to study Montessori was that I learned about the approach from my close friend at OCU and books I read. I have a high respect for early childhood education and realize that Montessori's educational concepts were those that make sense to me. I believe that I will get the sound training to become a professional Montessori teacher by taking a series of designed Montessori courses and completing an internship in a Montessori preschool.

Kristen Salter Bio

My name is Kristen Salter and I was born and raised in Oklahoma City, Oklahoma. In 1999 I received my bachelor's degree in Business Administration with an emphasis in Marketing from Westminster College in Fulton, Missouri. For nearly ten years after college I worked in agency and corporate marketing and advertising positions, during which time I met and married my husband Windell. After staying home with our five year old daughter, I am pursuing a new career, and am currently completing the Montessori early childhood education program at OCU. I am interning at OKC Montessori in Oklahoma City, where my daughter has begun her third year of attendance.



After seeing the benefits she has received from the Montessori Method of education, I am excited to embark on this new journey. I hold a deep respect for children as capable and unique individuals, and look forward to helping them to fulfill their potential in any way I can. I have a strong interest in peace education and would enjoy continuing my studies in the future with a focus in this area. I also earned my 200 hour Yoga Teacher Certification, and hope to incorporate this experience into my future teaching career to support children's physical and mental development.

Meet the 2016-17 OCU Interns!

Cheng Zhang (Alice)

I was born in Zhengzhou, Henan Province, China. I grew up in a traditional Chinese family. After graduating from Oklahoma City University in 2015 with a master's degree in piano performance, I used one year to do some music jobs, such as playing at OCU as an accompanist. Before I came to the US, I was a piano teacher in China. The students I have taught were around 4 years old, so I have experiences with children. I know that the foundation of piano learning is important for young pianists, because good behaviors will affect their music life, which is the same for children's whole life. So after one year, I decided to go back to school to learn how to teach young children. Fortunately, OCU has a Montessori early childhood education program. I believe that I would learn good methods about how to teach children. Also I believe I can combine music education and Montessori education, so that children could enjoy and love studying music. For now, I am interning at Casady School. In the future, I hope to use the Montessori Method to teach young children somewhere.



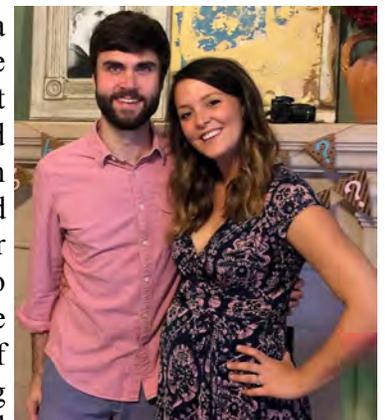
Yingying Dai (Rachel)



I was born in Chongqing, China. Now I am completing a MBA in Finance and M.E.D in Montessori Education at Oklahoma City University. I love traditional Chinese calligraphy. I have been asked why I chose Montessori. I think Montessori education is the best choice for children. The method was created to give children the ability to be individuals and learn based on their personalities in individual and group settings. In my family, my grandfather is a teacher in middle school and my mother is a teacher in a primary school. In college, my bachelor degree was Education so I have already a strong foundation. Also, "How to be a better teacher?" is a hot topic in my family during leisure time. My dream is to be a great teacher. I used to be a volunteer teacher and have always had a strong feeling that being a teacher is a mesmerizing and it is a privileged experience to watch and support the inner life of the children.

Samantha Fish

My name is Samantha Fish. I am married to an amazing man name David. We have a dog named Andy, who has done time in prison. (She was trained by prisoners) We are also expecting a baby Fish in January. I started my undergraduate degree at Kansas State University in Theatre and Elementary Education but the Lord had different plans for my life. My junior year, I went to work for a summer camp in Arkansas and never went back to Kansas. I finished a degree in Early Childhood Education at John Brown University while working for the summer camp's year round ministry. It was then that I met my husband. We fell in love and moved to Little Rock, Arkansas. I taught 2nd grade for two years in Little Rock while he finished medical school. We have loved Oklahoma so far! I just finished a year of teaching for the Edmond Public Schools and have started an afterschool tutoring business out of my home. Teaching is my passion and I feel so lucky to have found Oklahoma City University's Montessori Teacher Education program. I look forward to learning a lot this year at Westminster in the five day program!



Meet the 2016-17 OCU Interns!

Wenran Huang (Fiona)



My name is Wenran Huang. I received my bachelor degree in Business English in Guangzhou China and finished a TESOL Master degree at Oklahoma City University in 2015. I love children and enjoy working with them so much. After I had an opportunity to visit a local Montessori School and speak with some of their excellent teachers, it made me realized how a great learning environment could be created for the children in a Montessori classroom. I found myself impressed by the unique and creative nature of the Montessori language that I observed in the class. Learning can be touched and felt through the active environment; furthermore, the structure is one of visual and active guidance instead of mechanical instruction, as contrasted with the traditional classroom. Children can absorb knowledge through activities and learn to respect each other in the process. Their enthusiasm and zest further strengthened my desire to participate in the Montessori program. I am having a great learning experience through working with 3-6 year old children at Casady School. One of my most memorable events so far is watching the children clean up their lunch table by themselves and read books with them every morning. I love how enjoyable they are when they have chance to choose work and tell me “I can do it by myself” very proudly after they had a lesson. This year will be a great year and I am looking forward to gaining more new experiences at Montessori classroom.

Brittanie Paque

My name is Brittanie Paque. I am from Oklahoma City and I am married with three children ages 15, 13, and 7. My introduction to Montessori was 10 years ago when my husband and I toured Westminster School. My life changed during that tour. Observing children working peacefully on mats and at tables with beautiful and meaningful materials called to my inner soul and I knew I belonged in a Montessori classroom. I was teaching at a traditional preschool and all I could think about was how to introduce the Montessori method to the children. Life is a journey and I learned to wait patiently for the right time to begin the Montessori training at OCU. I am grateful and thankful to the many mentors over the past ten years who continued to encourage me and support me on my journey to OCU. My internship is at Westminster School and I am enjoying the opportunity to work with such a diverse group of educators who each see the child as an amazing individual developing on an individual path.



★ UPCOMING EVENTS

PAMBE Ghana's Global Market

Date: Nov. 5– Dec 23, 2016

Tuesdays through Saturdays from 12pm -6 pm,

Location: La'Angum Learning Center, 6516 N.

Olie in Oklahoma City

Contact information: lgtempleok@gmail.com

GOOD NEWS ★

Montessori Celebrates 50+ years at OCU!

June 11, 2016 we hosted 60 teachers & students on our campus. We came together to celebrate the lives of Peggy Loeffler and Bee Pape. These women had a vision in the early 1960 not only of a Montessori school for young children but also a training program for teachers. Over 450 students have graduated from our program.

PROGRAM CONTACT INFORMATION:

Charlotte Wood-Wilson, Director Montessori Teacher Education Program,

2501 N. Blackwelder Avenue, Oklahoma City, OK 73106 P:405-208-5372 | E: cewoodwilson@okcu.edu