

2020-2021 Membership Year

Spring 2021

*Board Notes.....from our MMS board member**Sue Szczesny*

Hello, my name is Sue Szczesny. I am a teacher and owner of a small school for children aged 3 to 6. Like many of you, I followed my child to Montessori! Back in 1995 when my older son turned three, I was looking for a preschool for him. I had heard the word "Montessori" but knew nothing about it, except a friend had told me it was for "smart kids." Well, my son seemed bordering on genius to me, so that sounded like a good fit. I wasn't looking for a five-day-a-week program, and the first school I called bluntly stated, "Five days a week is all we offer." When I called a second school, the person I spoke with explained that the schedule was based on the Montessori philosophy, that children 3 to 6 thrive on routine and consistency. She told me that the entire program was built around what is best for the children, and that with a little trust I would see the magic.

Looking back now, I don't know how I convinced my very budget-conscious husband to go on the visit with me, but I still clearly remember the feeling I had sitting in the Montessori classroom for the first time. My husband and I were both blown away by the peaceful, busy, and happy children. Everything I learned about Montessori education made so much *SENSE*. I won't bore you with the details of how we made the tuition work for my son and then my younger son too. I am sure you guessed that I discovered that my genius was a normal bright and verbal child like many others I have come to know.

But my child brought me to Montessori; he is a grown man now, and I am still here, as the owner of the little school that inspired me and moved my spirit with its love and understanding of children. I am on the MMS board and grateful to be of service to the Montessori community. I truly believe in the value of the philosophy, and I would like to see more children have the opportunity to attend Montessori programs. I think the idea of mixed age classrooms, with independent-thinking children who can concentrate and have self-direction and self-regulation, is not a fantasy dream, but can be a reality. Success doesn't mean the same thing for every child, and with a strong foundation and interest, academics can come naturally. A Montessori school isn't a factory, but a sacred space for growth in all areas of development.

I don't mean to preach to the choir, but I hope that the Michigan Montessori Society and its members can help spread the word and influence others to trust the magic of Montessori education.

*Sue Szczesny*

MMS  
Spring Virtual  
Workshop  
Working  
Toward Anti-  
Bias  
April 24  
9am-1pm  
[Register Here](#)

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# MMEAN Update

Michigan Montessori Education Advocacy Network is working for YOU!

*This group of passionate volunteers has been busy working on behalf of all of you in the greater Michigan Montessori community to ensure that Montessori programs are included in and protected by any legislation and regulation that will impact them.*

By Sue Fitzpatrick

We are very encouraged by our audience with Senator Lana Theis on March 18!

Several core committee members of the Michigan Montessori Education Advocacy Network met with Senator Lana Theis, chair of the Senate Education and Career Readiness Committee. We presented an information packet outlining the difficulties Montessori teachers and schools face because our state does not recognize Montessori credentials for their true value. The senator was very receptive to the information presented, which outlined curriculum and credit hour equivalencies, the rigor of our internships, and the U.S. Department of Education's recognition of MACTE as an accrediting body for Montessori training programs. She may explore legislation on our behalf! Considering that she is the chair of this committee, this is a wonderful relationship for us.

We have been working closely with Rebecca Pelton, President of MACTE, and Denise Monnier, the Director of State Advocacy at MPPI, for guidance in how to request legislation. Ten other states have achieved a pathway for Montessori Teacher Credential recognition.

**What can you do?** It is time to build relationships and let your senators and representatives know there are wonderful Montessori programs in their districts! The following senators sit on the Senate Education and Career Readiness committee: **Lana Theis** – R (22<sup>nd</sup> District, Howell, Brighton, Chelsea); **Ken Horn** - R (32<sup>nd</sup> District, Saginaw, Frankenmuth, Linden); **Kevin Daley** - R (31<sup>st</sup> District, Bay City, Imlay City, Pinconning, Vassar, Lapeer); **Jim Runestad** - R (15<sup>th</sup> District, Novi, Northville, South Lyon, Commerce Township, Wixom, Walled Lake, White Lake, Orchard Lake); **Dayna Polehanki** - D (7<sup>th</sup> District, Canton Township, Livonia, Northville, Northville Township, Plymouth, Plymouth Township, Wayne); **Erika Geiss** - D (6<sup>th</sup> District, Belleville City, Brownstown Township (part), Flat Rock City, Huron Township, Rockwood, Romulus, Sumpter Township, Taylor, Van Buren Township, Westland). If these legislators represent you, reach out to them and invite them to visit your school. This can be done following COVID protocol. Send them information about your school - a newsletter, a press release, Facebook posts - or thank them for their interest in providing the best education opportunities for all children. Let them know that they have Montessori schools in their districts.

You are your legislator's neighbor and constituent. Show how you have managed to stay afloat during this pandemic, how Montessori schools and students are confident and adaptable. Express appreciation for his or her work supporting grants and stimulus packages for schools and teachers during the pandemic. Explain what a Montessori education can do for a child, and share that Montessori's approach began with the underserved populations. For ideas, continue reading this newsletter about how Montessori schools managed in the pandemic, or read Grand Rapids' own Elizabeth Topliffe's excellent "Why Montessori Schools Succeed in a Crisis" in the March 2021 edition of Tomorrow's Child magazine. **This is so important!** We have a long journey ahead of us in our quest for Montessori teacher credential recognition in Michigan. We hope you WILL be part of it.

Our Newest MMS Board Member...

## Maggie Bischoff



My career in Montessori education began nearly twenty years ago when I answered a help wanted ad for an after care assistant at Brookview Montessori School in Benton Harbor, MI. I was entering my senior year of high school and had long set my sights on a future career in education. I continued working at Brookview after I graduated high school and entered college, initially pursuing a degree in secondary education. From a young age I longed to make a positive impact on the world, and I saw education as my means of doing so.

Through observing my mentor teachers and by witnessing the magic that unfolds in Montessori classrooms, I realized that this style of education aligned with my world view in ways that the traditional education I received did not. I wasn't lucky enough to have attended Montessori school as a child, but Brookview provided me with a stable home base as I transitioned from adolescence into adulthood.

As my graduation from Western Michigan University and the mandatory semester of student teaching drew near, it became obvious that I had already found my calling. In the course of one summer, I made the easiest and one of the best decisions of my life and changed my major to Family Life Education, completed my Infant-Toddler Teacher Training at Seton Montessori Institute, and accepted a position as Lead Infant Teacher and Infant-Toddler Program Coordinator. In 2012, I switched gears slightly and pursued my Elementary 1-2 Teaching Credential and moved into a 9-12 classroom where I am currently in my ninth year of teaching.

In the winter of 2020, I was selected to join Cohort 4 of the AMS Emerging Leaders Fellowship. One of the program requirements was to connect with a Montessori leader to gain a clear view of the advocacy work taking place in our own state. This prompted me to reach out to the MMS Board members to ask for an interview. It was this fateful conversation with Board member, Cyndi Iannuzzi, that opened the door for me to join the MMS Board. Over the years, I have attended MMS workshops and found them to be highly inspiring and engaging. I feel so fortunate to have the opportunity to learn from my fellow board members and contribute to their efforts to advance Montessori education in Michigan.

I live in the southwest corner of the state, near the beautiful coast of Lake Michigan with my husband and two daughters. We love spending time paddling on the Paw Paw River or lounging on the beach. My other hobbies include reading, yoga, cooking, and getting messy trying all sorts of craft activities.

# Covid Lessons ~

## What have we learned this year?

This year has brought unprecedented changes in our lives. Clearly, no adage was so clearly proven true this year more so than “Necessity is the mother of invention.” We have reinvented our holidays, work plans, communication systems, shopping habits, recreational activities, dating priorities...in fact there’s no aspect of our lives that hasn’t been reshaped by this pandemic. While all of us are anxious to get back to whatever “normal life” we can safely manage, there are some changes that this unusual year has required of us that have allowed us to rethink our past habits, learning new ways to solve old problems. And we found some solutions to problems we didn’t realize we had! That will be the focus of this edition of the MMS Newsletter....the changes or “inventions” we were forced to create to maintain our sanity that have actually turned out to be better than what we were doing before being forced to change behaviors. Change...the one thing we can depend on happening throughout our lives, is often met with fear and resistance. Those of us that can learn to embrace change as a catalyst for creativity will weather life’s storms.

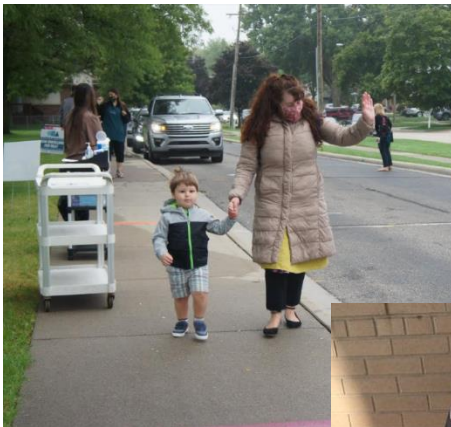


## Toddler Surprises

### at Dearborn Heights Montessori Center

by Kay Neff

Our toddlers reacted to the pandemic rules in two unexpected ways.



First, we had always had parents walk toddlers into the building, and also pick them up at the classroom door at the end of the day. Our thinking was that the children were too young to use the car line in the circle drive. When we reopened in the fall of 2020, parents were not allowed into the building, so for the first time our youngest students used the same drop-off and pickup procedures as our older students. And guess what?! They loved it! They exited the cars and entered the school without hesitation on day one, and have been doing so ever since. Their independence and



confidence are amazing, and we plan to keep these procedures even when we are again welcoming families into our building.



Second, at the beginning of the school year, we did not require that the toddlers wear masks, although everyone else in the school was doing so. Masks for children under two were prohibited by the CDC, and those in the class who were older were not mandated to wear one. But throughout the fall, although we did not have an actual COVID-19 case, we had some close calls with family members, that luckily fell around school breaks. Accordingly, when school resumed after the December holidays, we requested that toddlers be masked. We expected problems with refusal, removal, and excessive face touching, but none of those things happened. The toddlers, being concrete thinkers, never questioned the new rule, and have been wearing their masks ever since without incident.



## *Not a “Montessori” Thing, but...*

Technology in its many iterations has never been a primary method of teaching in our school. There were no computers in 3-6 level classrooms, At the elementary and middle school levels, electronic devices were used as tools to get work done, or as a way to develop or enhance a presentation, i.e., computers were used by individual students to accomplish various tasks. Teachers had differing levels of technological competence, mostly related to their age. The tech-phobic were allowed to remain that way.

And then the pandemic turned our world upside-down. In an amazing shift, on Monday, March 16, Google Classroom was introduced (many had never heard of it), and on Wednesday, March 18, they started using it to deliver lessons to students at home. Along the way, our staff has learned that technology has an upside. Many of the distractions of in-person instruction are eliminated, and children can more easily progress at their own pace. We have been back in session since September, but still have a handful of students learning remotely. Teachers have become comfortable with virtual lesson planning and delivery, and as an institution we are considering online lessons, where appropriate, for all students in grades 1-8.



# "I Love Wearing Masks!".....

...Said No One Ever!!

By Karen Lumsden

Masks....an essential tool in the fight against the Covid virus have caused several deaths in our country...not by wearing them, but by people refusing to wear them and committing violence against those asking them to do so. It's brought national shame to our country. Most of us understand their benefits and function, but will we continue to use them after the pandemic has been beaten back? Probably not.

However, we have found a use for masks that we will most likely continue to employ even after the virus is no longer an issue...when children engage in food preparation. Food preparation in school, especially baking, is a wonderful practical life experience. We typically make pumpkin pies as a group project prior to our Thanksgiving feast at school. The children enjoy all aspects of the activity...the measuring, the pouring, the stirring, the smells, the magic of heat that turns benign looking ingredients into something unbelievably delicious. But invariably a child inadvertently sneezes into the batter no matter how many times we encourage them to sneeze into their elbow or at least turn their heads away from the food. While we didn't make pumpkin pie at Thanksgiving this year, we did decide to make blueberry muffins during a recent school break. We had 5 children that needed care and so offered "vacation care" during that week. With so few children, I decided to take a chance and bake with them. They enjoyed it thoroughly. We were just at the point where they were scooping the batter into the little muffin papers when the inevitable sneeze came and voila! It was contained in a mask! It was an Aha! moment for me and I immediately decided that I will continue to require masks for every food preparation work in the future. So, I can honestly say,

*I really do love wearing masks!  
They keep the sneezes from my tasks  
And I will wear them when I bake  
Making muffins, pies or cake  
And I will wear them cutting cheeses  
They keep the bugs out of the breezes  
I do so love them here and there  
They keep the germs out of the air!  
(apologies to Dr. Seuss's estate)*



And I actually felt safe eating one of the kids' delicious blueberry muffins because of them! Yum.

# Celebrating the Great Outdoors.....

## A Welcome Covid Response

By Maggie Bischoff

When I think about all the things I love about Brookview, our ten acre wooded campus is near the top of the list. Over the years, we have discussed ways to take greater advantage of our property and incorporate our outdoor spaces into more of our daily and weekly routines. Of course, as Montessori educators we know the value of time spent in nature. In November, we even hosted a workshop with Geoffrey Bishop who spoke about this very topic to our parent community. The reality is though, that in the midst of presentations, observations, and meeting the needs of the children, time slips away and the hike into the woods or the journey to the observation deck gets pushed to the back burner more days than we wish.

This year, we heard the message loud and clear. Outdoor time was to be increased in order to encourage distancing between students and decrease the exchange of respiratory droplets. Just like that, our longtime goal of spending more time tromping through the woods became a reality. My teaching partner and I have gotten a little more adventurous and a lot more adaptable this year when it comes to our classroom schedule. The three-hour morning work time has remained largely unchanged, but afternoons have become a lot more flexible. Our upper elementary class has identified trees, searched for invasive species, and looked for lichens on our property with naturalists from a nearby nature center. We've spent long recesses running through the trails playing capture the flag. We've learned that with the appropriate winter gear, five degrees isn't too cold to go outside for at least a short recess.



The students tell us that they love having the freedom to work outside. Our agri-science teacher and our Board president worked together to build small wooden tables that allow students to easily set up an independent workspace in the grass behind our classroom. In the past students would have certainly been allowed to work outside, but it wasn't until this year that it was encouraged. As a class, we have always enjoyed eating lunch outside on particularly nice days, but this year the definition of nice has stretched to include any day over fifty-five degrees.

This pandemic has forced me out of my comfort zone as a teacher in more ways than I can count. I am more than ready to leave most of the protocols and accommodations that Covid has thrown at me in the past. However, this deeper appreciation for nature and the spontaneity to shake up the routine and venture into the woods more often is certainly something I plan to carry with me into the future of my teaching career.

# What CAN we keep from this COVID Experience?

By Emily Myers

During the last year, we have all experienced more stress and anxiety than we thought we could ever handle. But we did handle it. The daily requirements on us as teachers and care givers has been overwhelming in many ways. We hit a bump in the road, create a plan to get over it and again, within a minute, there is another bump. This opportunity has created a gift for us to stretch our creative muscles.

Many of us have worked with children in a Montessori environment for many years. To confess, we may be a bit set in our ways. Human nature says, "If this way works, do it again next year." That is smart, right? It adds to our *Teacher's Bag of Tricks*. Well, this year many of the ways we operated normally have been thrown out the window. Many of us have had to be creative on the fly and at a moment's notice.

We have created answers to this chaos that seem to work better than the old ways. Let's share!

## *Individual art supplies.*

Many of us have clay or play-dough accessible for the children to use. We all know how this material strengthens the hand muscles and the concentration span at the same time. Montessori philosophy stresses community responsibility. "Everyone needs to take care of our work so that we can enjoy it and it stays in good working order." To answer the requirement, **minimize exposure for children**, we were told to offer individual containers of art supplies. We placed small containers of playdough in each child's cubby. New playdough is made every few weeks. Personal responsibility is an unexpected by-product that we found is very effective.

Child: I didn't put the lid on and now my playdough is hard.

Adult: I am sorry to see that. Yes, it looks like you will need to wait until next week when I make more playdough to get a new batch. In the meantime, you can use other art materials.

Child: Next time I will take care of my things.



## *Parent Education, Comfort, and "Facetime"*

Now we can't hold group parent meetings to share Montessori philosophy at the beginning of the year. No more parent education nights to share what the practical life area is all about.

How do you educate parents about our goals for the children? Many parents join our school knowing very little about basic Montessori principles.

Parents need to know the adults who are caring for their children. We have always had a goal to establish a level of trust between the teacher and parents at the beginning of the year. How do you do this over the phone or via email? Problems arise from a breakdown in communication between home and school. How do you avoid this in COVID?

We created a YouTube channel. It is a private channel and requires an invitation to see any videos posted. If your school has a google account, you are already halfway there.

This idea of creating a video has a few advantages and we have used it to share our message in a variety of ways.



## *Comfort to Current Families*

Periodically we post a short video with the title “Update About Covid.” This avenue lets me create a well thought-out message to share where we are, how we are responding and what our next move is in dealing with this COVID crisis. It is comforting to parents to see the director’s face and feel a connection. This provides a feeling of security parents need right now.

## *Admissions and Face time with New Families*

We created a video called “Life Lessons in the Montessori Classroom.” We require interested families who are applying to watch the video and generate questions to discuss. Their interest and line of questioning reveal how invested in our school and the Montessori philosophy they really are. We Zoom chat with parents to discuss, begin a relationship, and get a sense of if this will be a good fit for both parties.

## *Parent Education*

Our next step is to develop our Parent Education series. Current families hear bits and pieces from children, “I did the bank game today.” Parents are lost as to what all the nomenclature of the Montessori environment means. Our goal is to create a video for each area of the class to share the rationale behind how the environment is set up to teach the child. My advice to you, make the videos short, 30 minutes or less. People are busy and lose interest quickly.

## *Rugs*

To minimize exposure between items made of cloth material we created a system to house our rugs. We ordered boxes designed to hold architectural plans. Each child has a slot to fit his or her rug in one specific location in the box. The advantage of this requirement is the control of error the child experiences, “If I don’t roll it up well, it won’t fit.”

If a rug is left out in the middle of the floor and no one claims to be the owner, a quick trip to the box provides an opportunity for deductive reasoning by seeing whose slot is empty. Personal responsibility is one indirect aim that is the result.



The silver lining through this crazy year is the feeling that we can do it. We can be flexible and be the role model that we want for our children. This is just a bump in the road... not a mountain that we can't climb. We can learn to stretch our creative muscles.



# MMS Virtual Spring Workshop

## Working Toward Anti-Bias: The Prepared Teacher and Environment

Presented by Susan Fitzpatrick  
Saturday, April 24, 9AM - 1PM

This workshop is appropriate for teachers, administrators, and parents at all levels. Considering the events and protests of the past year, it is evident that as a society we have more work to do in preparing children for the real world, teaching everyone's history, and modeling for them how to be accepting of all people. Montessori grace and courtesy lessons are a beginning, but there is more awareness that we can incorporate into our daily lessons and the Montessori curriculum throughout the year. This workshop will address the preparation of the teacher, and explore classroom activities and stories that promote acceptance. There will be video footage and the shared wisdom of Montessorians of color as well as interactive content.

In this workshop you will:

- Learn how and when children develop bias, and the implications for us as Montessori educators.
- Become aware of the history of structural racism and how it affects children and families of color who attend our schools—or who cannot attend them.
- Continue Montessori's spiritual preparation of ourselves as guides for the children by becoming aware of our own bias.
- Become familiar with micro-aggressions, how to guard against them, and how to help children respond effectively.
- Come away with considerations, resources, and suggestions for classroom activities.



**Sue Fitzpatrick** has more than 40 years experience in Montessori primary, elementary, and Middle School environments, and 12 years as a Parent Education and Community Outreach coordinator. Her special interest is in communication between humans of all ages. She has been a trainer at MMTEC and at workshops in Michigan. She is also a Montessori parent and grandparent!

[Register Here](#)



Pat Moore

# Miss Pat & Her Children's Literacy Fund

By Cyndi Iannuzzi

The year 2020 is year we lost so many loved ones. For the Montessori community in Michigan, we lost one of the great ones, Pat Moore, a dedicated and devoted educator for 40 years, who believed that Montessori education was the best way to prepare children for their future lives.



Pat and Cyndi

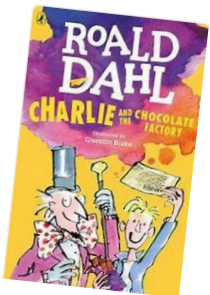
“Miss Pat “will always be remembered for her kind and generous demeanor as well as her humble and selfless way she supported friends, family and students throughout her life.



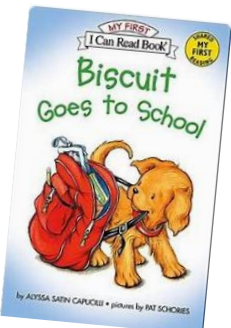
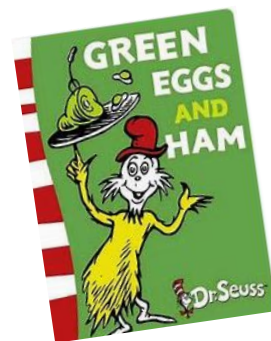
Many may not know that Miss Pat was one of the founding mothers of the Michigan Montessori Society in 1967 and served as the president for many years. Her goal as an MMS board member was to provide continuing education for Montessori teachers in the state of Michigan. Miss Pat was so devoted to the education of children that after retiring, she volunteered her time and talents to numerous community programs like The Front Porch, a program whose mission is to provide educational and recreational opportunities for youths in Detroit. Many children benefitted from her devotion.



After her passing, Pat's husband, Hugh, wanted to continue her work helping promote literacy of young children. He started a non-profit called the *Patricia Moore Children's Literacy Fund*. Because she devoted over 50 years of her life teaching and advocating for children, this is how he wanted to keep her effort going. The ongoing fundraising effort will donate to individuals, groups and organizations that support children's literacy.



MMS would also like to honor Pat by donating a portion of the proceeds from this spring workshop to Patricia Moore's Literacy Fund. I know that this would make Pat smile to know that children who need the help are getting it in some way. Hugh also had a park bench dedicated in her name at the Detroit Zoo, one of Pat's favorite places. I look forward to visiting the zoo and sitting on her park bench, visiting with my good friend, Pat.



For me, Pat Moore was my mentor; she mentored me through my Montessori journey as well as my personal life. I learned so much from Pat and her sound advice I value and carry deep in my heart.

If you are interested in making a donation to the Patricia Moore Children's Literacy Fund, please Make checks or money orders to: Patricia Moore Children's Fund, 413 Moross Rd, Grosse Pointe Farms 48236.



## What's In It For Me?

Individual membership and school affiliation in the Michigan Montessori Society help you keep in touch with other active Montessorians! Networking with others committed to promoting authentic Montessori programs is vital to your professional growth. Don't miss the opportunity to join our vibrant organization.

- MMS presents two professional development seminars every year. Members enjoy a significant reduction in seminar fees.
- A newly designed website has launched! We continue to work on ways to make your experience as an MMS member more timely and exciting!
- You can register for seminars and become a member online using your credit card.
- MMS publishes a newsletter online, posts job openings, promotes educational opportunities and disseminates other helpful information.
- Because most MMS communication will be sent electronically, it is imperative that you provide us with your email address. Please be assured that we do not sell or share our electronic list with anyone.
- We have also assumed the important task of advocating for Montessori education at the state level. There is power in numbers; your membership supports our efforts.
- You will be notified when affiliated schools offer mini workshops that may interest your staff.

The Michigan Montessori Society's objectives are to:

- Broaden understanding of the Montessori method
- Encourage the growth of Montessori education
- Act as an information center
- Support existing schools
- Provide professional development

In order to continue to receive these benefits and more, join MMS today!



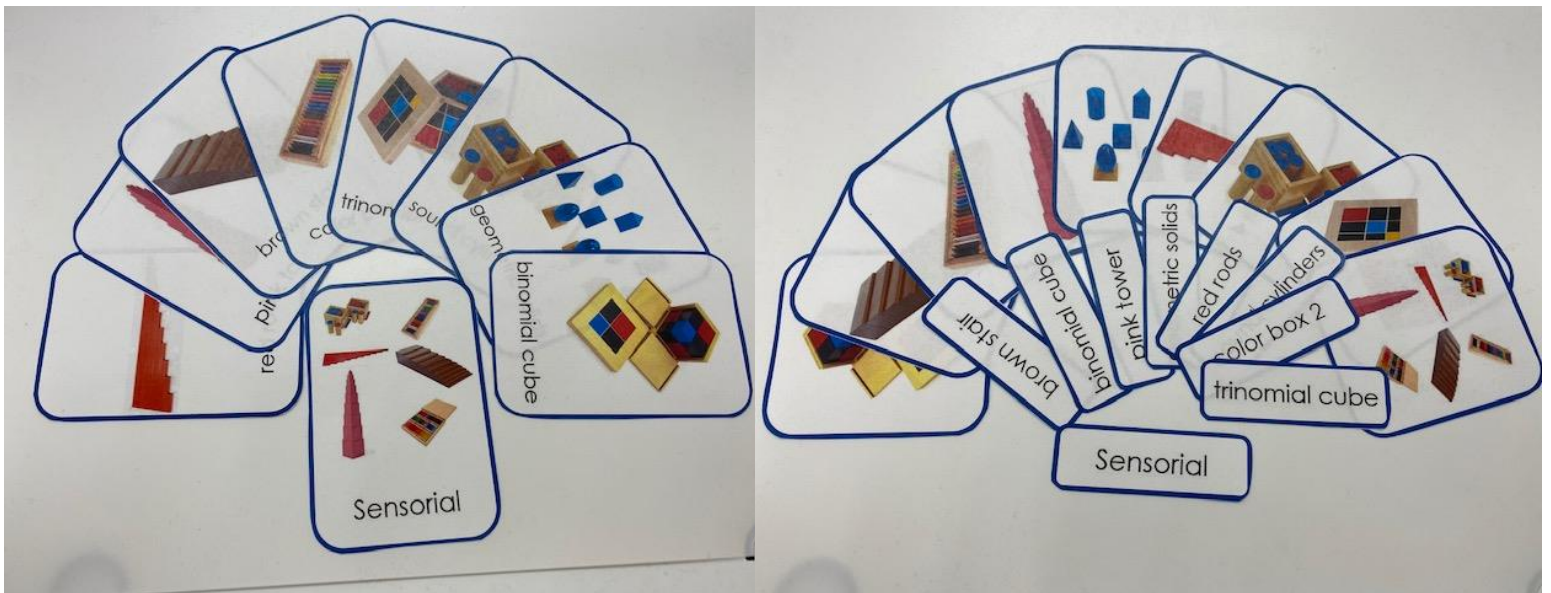
# MMS Trading Places...For Sale...For Trade...For Free

Have something you no longer want, but think it could be useful to someone else? Have something that you just can't throw away, but don't have a need for it? Here's where you can avoid adding to landfills, help someone out, and possibly earn a little cash! Here is the next submission to our MMS Trading Place. If you see something you might be able to put to good use, please send an email to Kathy at [Kathy@mmsoc.org](mailto:Kathy@mmsoc.org). If you have something you'd like to offer in the next newsletter, contact Kathy.

Sleeping Mats – Community Playthings. \$1each.



**Three part cards highlighting Montessori classroom materials. Color coded by area, large card 4 1/2" x 3" 10 cards/area laminated 3ml., \$10/area. (20 cards, 10 labels)**



**The following are paid ads from companies that support MMS and our mission. Please mention MMS when ordering.**



**Michigan Montessori Teacher Education Center**

Michigan Montessori Teacher Education Center offers a professional development program for those wishing to become Montessori teachers. Our MACTE approved program offers an intensive in-class summer course followed by an internship year at one of our many fine area Montessori schools or a school of your choosing. The internship year is augmented by several weekend long events that complete your training.

[Michigan Montessori Teacher Education Center](#)



Welcome to Montessori Materials by Lakeview, where you can find a huge selection of classroom-ready Montessori learning materials. Montessori Materials by Lakeview has served the Montessori community for almost three decades, providing materials to educators on six continents. We've

become well-known for offering the most comprehensive selection of Pink, Blue and Green Level language materials available **anywhere**. And the name "Lakeview" is synonymous with "*Objects! Objects! Objects!*" to many Montessori teachers.

[Montessori Materials by Lakeview](#)

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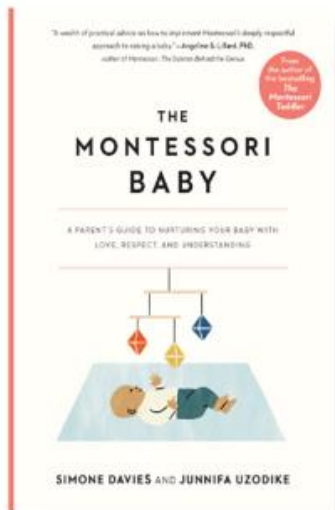


*Founded by two fathers of Montessori-educated daughters, Sapling Supply is a different kind of company. We are a family business of educators and artisans. We create a beautiful foundation for your learning environment, hand-crafted in the USA. Our sturdy, long lasting furniture is designed to support a wide variety of Montessori classroom's, as well as space saving home learning setups. Inspired by students and informed by educators, our supplies facilitate social/emotional, physical, and academic learning.*

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## It's time to change the way we see babies.



Drawing on principles developed by the educator Dr Maria Montessori, *The Montessori Baby* shows how to raise your baby from birth to age one with love, respect, insight, and a surprising sense of calm. Cowritten by Simone Davies, author of the bestselling *The Montessori Toddler*, and Junnifa Uzodike, it's a book filled with hundreds of practical ideas for understanding what is actually happening with your baby, and how you can mindfully assist in their learning and development. Including how to prepare yourself for parenthood physically, emotionally, intellectually, and spiritually. Become an active observer to understand what your baby is really telling you. Create Montessori spaces in your home, including "yes" spaces where nothing is off-limits. Set up activities that encourage baby's movement and language development at their own pace, and raise a secure baby who's ready to explore the world with confidence.



**Simone Davies** is an AMI (Association Montessori Internationale) Montessori teacher and the author of *The Montessori Toddler*. Her popular blog and Instagram, *The Montessori Notebook*, is a resource for parents around the world. A native Australian, she and her family live in Amsterdam, where she runs parentchild classes at the Jacaranda Tree Montessori school.

**Junnifa Uzodike**, an AMI-trained Montessori teacher, sits on the executive board of AMI. She runs a Montessori school, Fruitful Orchard, in Abuja, Nigeria, where she lives with her husband and three young children.

[The Montessori Baby](#)



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ONE BOOK ONE WORLD

# ONE BOOK ONE WORLD

ASIAN AMERICAN BOOK DRIVE  
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In celebration of Asian/Pacific American Heritage Month, we are launching a fundraising campaign to purchase expert-selected Asian cultural books for donation to K-12 schools in Michigan. We will also kick off a reading program that will bring parents and their children to read books together to learn about Asian history and culture and promote positive inter-ethnic interactions and ethnic diversity.

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