



The Montessori *Consciousness* OBSERVER

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Parachichi Montessori Preschool in Kampala, Uganda

Parachichi Montessori Preschool is located in Kansanga a suburb of the capital city, Kampala. Founded in February, 2020 by **Irene Ngai-za Rutega** with **Caroline Mpyisi**, the enrollment capacity is for 30 to 40 children between the ages of 2 to 6 years old.

Parachichi (Swahili for the Avocado fruit) began as an idea conceived by Irene while she was working at a Christian pre-school in Beijing, China in 2018. At that time, she and her husband had been working in China since 2003 with their 4 children which sparked her passion for education. So, upon returning home to Uganda, she began the process of opening a school of her own.

In Uganda, Irene reconnected with her childhood friend, Caroline Mpyisi who has over 20 years experience in Montessori education. It was then in February 2020 they came together to start the Parachichi school. Unfortunately the Covid-19 pandemic struck and in March all schools were forced to close by the government. In August, however, the school opened its doors to its first group of early learners, following the operating procedures of the Ministry of Health.

The Parachichi Montessori Preschool provides 5 full-day programs which include core curricular materials, including dance (ballet and/or traditional), Taekwondo and Swahili as a second language. Irene adds, "Here at Parachichi we have decided to make as many of the didactic materials using local, natural resources and by engaging recycling techniques. We are so happy with the results thus far, as the materials are helping to make our school uniquely Ugandan. For example the Montessori Math Bead equipment is crafted by a woman's group that painstakingly make the beads to our specifications."

Irene also employs local woodworking artisans, stating, "We have engaged the skills of a Youth Carpentry Workshop to make other learning materials such as the Pink Tower, Brown Stair and Red Rods. Working together with community groups to create the materials has enabled us to share and spread the word about the Montessori Philosophy and Methodology. Apart from shaping our identity as a Montessori school in Uganda, it has highlighted the potential to have relatively low cost, quality materials more readily available for the children."

Irene notes that the school has a garden for outdoor games and learning. She says, "This season the children have planted maize, beans, pumpkin and dodo (spinach-type). We look forward to also seeing our flower garden bloom!"

Irene also states that Parachichi has a vision to be able to positively impact Early Learning Care and Education in Uganda. She says, "While we are located in the capital city Kampala, we are initiating outreach programs for rural schools. We plan to present Continuous Professional Development Workshops for Teachers and thus promote the implementation of the Montessori Approach in schools. Approximately 70% of Uganda's population live in rural areas hence the urgency and need to address Early Childhood Education across the nation...we seek to be part of the push for best practices in schools in our country Uganda."

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Child doing language work at the Parachichi Montessori Preschool in Kampala, Uganda.

Kiddy Planet in Libreville, Gabon

Kiddy Planet – a Montessori Bilingual School, was founded in 2018 by **Mrs. Nissrin Makarem** who came from Lebanon with her husband to Libreville, Gabon, West Africa in 2005. Prior to that time, Nissrin had been teaching for five years in Beirut as head of a school's kindergarten department.

Following the birth of her two children in 2007 and 2011, she was faced with

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IMS Webinar Completes its 8-session course on Scientific Teaching

On Wednesday, October 28, 2020, the last session of the IMS webinar, "Technology of Scientific Education" was held. This 8-session, weekly webinar started on September 16, 2020, being conducted every Wednesday evening at 7:00 PM ET (USA) for educators and parents from the US and Malaysia.

Each webinar session, about an hour in length, included a specific topic, working through the various elements of the IMS technology in a logical sequential manner. The first session, for example, was entitled "Function of Scientific Teaching". From there, other sessions took up such topics as "Talking to Children" and "Resolving Misbehavior".

With each session, the participants were sent a "home study report" to practice what they were learning at each step of the way. Many of the participants had the 40-page Danbury study guide to follow along with the various elements of the technology.

The presentation itself included images, video and audio tracks to clarify the commentary provided by Lee Havis. In addition, an opportunity for discussion allowed further clarification of each topic. A recording was made of each session, so that on a separate day, a re-broadcast is being offered for those who missed a session, or just wanted a refresher on the information covered.

Here are some comments from those attending.

Deborah Herrington, (Carrollton, TX)

I found this webinar contained many of the concepts that I have learned and implemented in my classroom for years. But Lee really had us break down each concept or "technique" into specifics. For example, yes, we know we should use eye contact when speaking with the children. But in the webinar, we discussed the importance of looking into their eyes before speaking. This is a minor detail but sooooo important!

The book, Danbury Study Guide, that Lee sent to each participant was wonderful to help us read about the class and review. There was a home study report that involved what Lee titled "Self-Awareness Exercise". It is a simple exercise of just sitting in a quiet space. It is a calming technique, that can be useful for anyone.

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Consciousness

by Lee Havis

"All spiritual development is a conquest of consciousness, which assumes of itself something that was formerly outside. It is, by going along this road of discovery that civilization advances."

Dr. Maria Montessori
from *Secret of Childhood* p.15

In 1907, Dr. Montessori brought into human consciousness a new child, one which was very unexpected and different from the ordinary child of her time. This new child showed such wonderful qualities of perfect natural intelligence, peace, order, and harmony, that it was considered impossible, or simply a mirage or ideal.

Since this striking discovery was so unusual, only a few even tried to see for themselves if it was real or not. And those that did, lacked sufficient practical knowledge of exactly how to bring this about in reality. Even years later, educators and parents still remain largely unconscious of this new conception of life which still holds such promise for the future of humanity.

Conception of Life

"The book for the new teacher... should generate in her consciousness a conception of life capable of transforming her...she should become a providential force."

Dr. Maria Montessori
from *Spont. Act. In Ed.*, p.139-40

While the truth of Dr. Montessori's discovery has been validated many times now, the scientific way to bring this about has not been so clear and obvious. And even after 1979, with the discovery of a new understanding of this approach, many still don't recognize the truth of such a new conception of life.

Since 1979, conducting true scientific education now focuses on a single, individual child, surrounded by an environment consisting of physical objects, other children, and adult personality. In this framework, scientific teaching aims to remove the detrimental influences of these three elements on the child, so his true nature will freely emerge of itself.

While this new way of scientific teaching is simple to explain, it is still difficult to practice due to problems in controlling the adult personality. And so, new and untrained teachers unknowingly inflict their flaws and defects on children, which then becomes a secret sorrow that children mirror in their own lives as well.

Secret Sorrow

"An adult who loves children but unconsciously condemns them inflicts upon them a secret sorrow which is a mirror of his own mistakes."

Dr. Maria Montessori
from *Secret of Childhood*, p.5

Good intentions aside, parents and teachers unconsciously act in many harmful ways to bring pain, fear, and suffering into the lives of children they supervise. The ordinary pattern is to unconsciously project a secret sorrow of their own personality flaws and defects on children, which is especially harmful with those youngest ones in the first stage of life. At the individual level, this pattern is hard to notice and break due to a well-established collective subconscious in society that justifies such patterns as routine and normal.

Collective Subconscious

"The whole of society forms a collective subconscious wherein all act in complete agreement when they remove and suppress the child."

Dr. Maria Montessori
from *Formation of Man*, p.68

Scientific education requires the teacher to follow the perfect guidance of laws of nature, rather than the ordinary expression of personality and culture. This ordinary expression is the collective subconscious of conventional reality, which is accepted as an unquestioned truth by almost all in society. In scientific teaching, however, you are creating a different reality, one committed to laws of nature instead. And since these laws are too vast and abstract to follow directly, the IMS technology is vital to use as the functional scientific equivalent to following such laws.

Using the IMS technology, you are therefore creating a new reality to replace the old subconscious drama of conventional reality. However, in doing so, you have two realities running at the same time which involves much confusion and conflict on the surface.

New Realities

"If man remains earthbound and unconscious of the new realities...he will soon at-tain that goal."

Dr. Maria Montessori
from *Education and Peace*, p.23

For 40 years, Dr. Montessori offered her "new reality" for true natural being, which was strongly opposed by massive forces in the world, including the ill effects of two great world wars. And even now, with new knowledge and clarity on the subject, the "old reality" continues its influence through government, public education, popular media, and religion, as well as many other forms of social networks with others.

Creating this "new education" reality begins in a small, personal way by what you do in the environment around each individual child you encounter. The main problem here

is to resolve your own personality flaws coming from your own early childhood development. However, this is not so easy to do just by using your conscious memory alone.

Conscious Memory

"With our conscious memory we forget, but the unconscious...does something far worse, for impressions made at this level... become graven on the personality itself."

Dr. Maria Montessori
from *Absorbent Mind*, p.77

On the surface, controlling the adult personality is simply a process of stopping your projections of abandonment and negativity on children. However, in practice, this is not so easy to do because the cause of these projections is buried deep in your long forgotten past, before you had a conscious memory to remember what

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Moment of Peril

by Lee Haviv

Home Alone

4 year old Michael is bitter and frustrated, being stuck home alone by himself with single mother during covid-19 lockdown. (See *Observer*, September, 2020). *What to do?*

Analysis: In a typical home, Michael is surrounded by an adult-oriented environment. There is disorder of physical objects, and abandonment for the responsible adult who is busy with her own work activity. Since there are no “other children” here, Michael’s discouraged, fantasy misbehavior is caused by the detrimental influence of “physical objects” and the “adult personality” in his home situation.

Practical Advice: The mother’s adult personality is projecting “abandonment”, which is the main detrimental influence in Michael’s environment. However, the “physical objects” in a disorderly, uninviting manner is also detrimental. Between the two, physical objects or adult personality, it is usually good practice to start with the “physical objects”, since this is the most simple, and direct means to gain progress in bringing order to the environment.

Creating order in the physical objects, the mother must take her time and attention to arranging low shelves to place interesting activities and exercises that are likely to attract the interest of a four-year old child. For example, a set of alphabet letters, numerals 1-10, and various puzzles, such as knobbed cylinders, maps, and parts of animals and plants. In addition, a few basic sensorial materials would be useful, such as pink tower, broad stairs, and binomial and trinomial cubes. Include in the house also some animal pets and plants for Michael to take care of. A cat or dog, for example, gives a young child friendly company when there are no other young children for social companionship.

As to controlling the “adult personality”, the mother will need to leave her own computer work station long enough to introduce Michael to the opportunities for his own self-directed constructive activity with the materials and activities she has provided. However, this can be done in short periods that will not unduly interfere with her employment duties on the computer.

To overcome “abandonment”, the mother cannot just choose her “own” time for giving attention to Michael, however, but rather she must choose those times when Michael is not engaged in his own activities. For example, use time just after breakfast, or around lunch time, when the mother and child are naturally together. At these times, over a few days, introduce different exercises that Michael can do on his own. Set up some routines to care for household order, based on his own expressed interests.

The mother should give special attention to teaching Michael to read, by introducing letters and phonetic word building. Then, he will be able to open up to a much wider, more intelligent use of his own learning devices, such as books and programs on the computer. In this way, Michael will become gradually more independent and self-directed in his learning at home, and the mother can more fully concentrate on her own work on the computer as well.

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CONSCIOUSNESS *Cont'd. from Page 2, Col. 3*

happened back then. And, with young children today, we can only imagine what is their similar experience during this important unconscious period of life.

Unconscious Period

“...a child less than six years of age has a mental form different from that which develops after...things absorbed during the unconscious period are those which persist in such a stable manner that they are identified with the person.”

Dr. Maria Montessori

*from **Discovery of the Child**, p.324*

Dr. Montessori often referred to the importance of the unconscious mind, which she recognized as so active in the child’s first period of life. Observing outward behavior, Dr. Montessori found that the young child has a uniquely “absorbent mind” that allows him to learn in an effortless, unconscious manner just by interacting with the environment each day.

Scientific teaching takes advantage of this unconscious period by creating an environment that allows them to absorb and re-connect with laws of nature. In this environment, the young child will eventually concentrate deeply on a piece of work with physical objects, which then allows him to return to his true normal way of being. And, in this “normalization”, the child shows how his unconscious labor creates the new way of being that Dr. Montessori called “normalized.”

Unconscious labor

“A child’s labor is...an unconscious labor... of man being created.”

Dr. Maria Montessori

*from **Secret of Childhood**, p.193-94*

Before the age of six, the child unfolds his consciousness under the direct inner guidance of nature. This is actually an instinctive unconscious labor that is creating his whole basic way of being as personality for life. During this creative process, the child also has active an unconscious intelligence that brings about a basic mental order for language and other subject matter learning as well.

Unconscious Intelligence

“The child has an intelligence of this unconscious type, and that is what brings about his marvelous progress.”

Dr. Maria Montessori

*from **Absorbent Mind**, p.22*

Scientific teaching supports the child’s natural intellectual development by offering a range of self-teaching materials that challenge and stimulate his interest in such activity. Guided by an unconscious intelligence, he acquires a great quantity of

concept knowledge in a spontaneous, effortless manner that will greatly benefit his more conscious learning after the age of six. However, since conventional teaching doesn’t support this natural path of self-directed learning, the ordinary teacher either forces an academic curriculum on the young child, or abandons him to idle, fantasy play under the guise of offering freedom.

Flight into Play

“A flight into play or a world of fantasy...represents a subconscious defense of the ego which flees from suffering or danger and hides behind a mask.”

Dr. Maria Montessori

*from **Secret of Childhood** p.157*

The young child first enters the environment of scientific education with a defensive, fearful attitude from home. So, you must first resolve his reactive emotional behavior that comes out as either defiance to adult direction, or as a flight into play and fantasy.

When the child does escape into play, IMS technology points to the protocol ‘*be friendly, get acquainted*’ to create a warm, inviting adult-child relationship. If the child reacts in a defiant, hostile manner, you then have a more complex labyrinth of problems to solve, the most difficult being those buried deeply within yourself.

Labyrinth of Problems

“The adult finds himself embroiled in a labyrinth of problems...he does not know the cause of his wanderings, his errors, lie within himself.”

Dr. Maria Montessori

*from **Secret of Childhood** p.14*

In scientific education, the cause of a child’s behavior problems comes from around the individual child in question. The IMS technology provides tools to solve this labyrinth of problems by using such protocols as “*Don’t Correct Child*” and “*No Negative Attention to Misbehavior*”. Applying these and other techniques and protocols, you are gradually removing the detrimental influences around each child. However, solving the most hidden inner problems requires a fundamental reform of the adult to disengage from conventional reality to harmonize your being instead with the cosmic order of nature.

Reform of the Adult

“...reform of the adult...represents a reawakening of a part of human consciousness which has been covering itself progressively with layer upon layer of impediments.”

Dr. Maria Montessori

*from **Formation of Man** p.10-11*

Removing the detrimental influence of your personality involves an inner

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Consciousness

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self-examination to separate your "being" from "personality." For this type of fundamental adult reform, the IMS technology provides especially the techniques "imagination-precision" (IP) and "patient waiting." With IP, for example, you sit in a quiet place by yourself, away from the children, to imagine the problem you couldn't resolve in the situation itself. Then, provision a solution to try out later for real. And, if this doesn't solve the problem, keep repeating the exercise until it does. With *patient waiting*, you are present with the problem when it is happening with children. Here, you remain silent and still to become conscious of your feelings and thoughts at that moment.

Using the IMS technology, you are consciously removing all these various obstacles around each child in an objective, scientific manner. And in so doing, you will eventually see the child's true nature emerge, revealing as well in time a consciousness of Dr. Montessori's "new education" coming into the world as well.

Moment of Peril

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Impatience and Defiance

The single mother of 4 year old Gayle is in a rush to leave with her for an important family reunion event. However, Gayle says she prefers playing with her dolls and doesn't want to go. The more urgent and impatient the mother becomes, the more defiant and hostile Gayle. What to do? *Answer in Observer, March 2021.*

IMS Webinar on Scientific Teaching

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Thank you for sharing your knowledge and your technology to make all of us better guides to the children in our lives.

Bonnie Barnes (Novi, MI)

The online course was invaluable. It provides the necessary skills to implement a true Montessori teaching style in a classroom setting. Though we could not formally role-play, the video inserts and conversations offered a similar, virtual experience of role-playing.

Mr. Havis took the time to answer questions thoughtfully, thereby offering practical tips for specific situations. Participating in the course on a skill-by-skill, week-by-week basis provides the opportunity to hone each skills, work with it, and return the next week to a chance to ask questions and present sticky scenarios for solution-based discussion. I highly recommend the course for current and aspiring Montessori teachers and assistants.

Kathy Fuller (Hyattsville, MD)

The classes were interesting and contained much information on how this technology works with any child provided it is followed. I find that the more I use the methods, more questions come up so I'll stay in touch with Mr. Havis to help me perfect my efforts. Thank you for your time and effort to make this class possible.

Serenade Norman (Malaysia)

The course was extremely helpful. The presentation of examples such as case studies, videos and even the Q & A sessions from the first session right through to the last were so helpful in bringing it together. The home study (or homework) of practicing building on our awareness or quiet time was definitely useful in enabling myself to better appreciate and take in what is taking place right before my eyes without my own perception and personality coloring it differently.

The ultimate part of this course was the broadcast. This helped me hugely. I found that when I was re-listening to the ones I had already heard, and joining others who were

listening in again, it was like a completely different session. There is so much richness in the information heard from Lee that when it is heard a second time there are different parts of this that are absorbed. Its amazing. Feel privileged to be this far away in Kuala Lumpur yet still be able to learn from a thought leader. Thanking you.

For more information, the IMS webinar is described at the IMS website, <https://imsmontessori.org/programs/webinar>. Contact IMS to register for future webinar presentations.

Kiddy Planet

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the problem of finding a safe and secure bilingual pre-school in Libreville that offers an individualized teaching approach as well.

Having discovered Montessori education, Nissrin became convinced that this would bring the type of quality individualized, bi-lingual school, English-French, she wanted for her children. She also wanted to offer this to other parents in the capital of Gabon as well. So, she found a suitable location for her new school in the residential part of Libreville where all the diplomats, expats, and government personnel live.

Beginning with a small enrollment of children aged 1 through 6, the school's enrollment is now at an all-time high approaching 65 students with 14 different nationalities. Besides a regular classroom environment, the schedule includes before and after school, and summer program as well.

Nissrin reports that the school's outdoor garden is an integral part of the program, which is full of trees, plants, flowers and an area for children to do their own planting. She says, "In our garden, children begin to observe and appreciate life's little phenomena, learn patience, and develop a sense of trust in nature. We have rabbits, turtles, hens, roosters, chicks, birds, snails, lizards and more..."

For more information, contact Nissrin Makarem, Kiddy Planet – A Montessori Bi-lingual School, Sabliere, Libreville – Estuary Province BP 3490 Gabon, Tel. +241-066-7041-66, www.kiddy-planet.com, kiddy-montessori@gmail.com, facebook, @kiddyplanetLBV.