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“A child does not need praise; Praise breaks the enchantment.”

Dr. Maria Montessori, 1949

The 7th Montessori Principle

The Relationship Between Adult Interaction Styles and Child Outcomes

Positive Adult Interactions:

Attachment:

There are particular ways that the adult can respond to the child that will have positive outcomes in learning that are directly attributed to the positive attachment and relationship between the child and the adult. There are different types of attachment: secure, resistant and avoidant. Children who have a secure attachment with a particular adult will automatically go to that adult for warmth and assistance. These children do much better in school than those who do not have a positive attachment relationship with an adult. Parents and other adults who respond readily to a child’s needs lead to better outcomes overall for that child. Dr. Maria Montessori discovered that when teachers act very sensitively and lovingly to a child, then that child has a much greater outcomes than when teachers are indifferent..

“A teacher must always be there to attest to love and confidence. The child needs material means, guidance and an indispensable understanding. It is the adult who provides these necessities.”
 Dr. Maria Montessori, 1948

Parenting Styles- 4 Different Interactive Styles:

Authoritative- love, warmth and control = well adjusted children with positive outcomes

Authoritarian- low to no warmth and lots of control = resistant children with poor outcomes

Permissive- high warmth but little control = children out of control with poor outcomes

Neglectful- low warmth and low control = neglected children with poor outcomes

“Young people must have enough freedom to allow them to act on individual initiative. But in order that individual action should be free and useful at the same time it must be restricted within certain limits and rules that give the necessary guidance.”
 Dr. Montessori, 1948

Praise:

Causation Theory = People who feel good about themselves do good things in the world.

Consequence Theory = People who do good things in the world feel good about themselves.

Incremental Praise with honest assessment = children want to do harder work which leads to more positive outcomes and greater success in life.

Praise having to do with self only = children want to do easier work which leads to more negative outcomes and greater failure in life.

Montessori teachers learn to embrace the causation theory using incremental praise and honest assessment which leads to more positive outcomes and more success in life overall.

“To tell a person that he is clever or clumsy, bright or stupid, good or bad, is a form of betrayal. The child must see for himself what he can do. Our role is simply to supply indicators which tell him his mistakes. The child’s interest is in doing better.”
 Dr. Montessori, 1949.

“The optimal parent-child relationship at any stage of development can be recognized by its balance between the parents’ acknowledgement of the child’s immaturity – shown by providing structure, control, and regimen (demanding-ness)- and the parents’ acknowledgement of the child’s emergence as a confident, competent person – shown by providing stimulation, warmth, and respect for individuality (responsiveness)
 Baumrind, 1989

To view the science related to rewards, click on this link:
<http://www.youtube.com/watch?v=u6XAPnuFjJc>

By: Susan E. Egan, Head of School

Highlights on Harborlight Alumni

An Interview with Jackson Schultz, Harborlight Class of 2006

In just a few short weeks, Jackson Schultz will be graduating from Brewster Academy, a four year, co-educational boarding school located in Wolfeboro, New Hampshire, on the shores of Lake Winnepesaukee. Like Harborlight, Brewster encourages its students to engage in collaborative learning, with support for the individual, helping each student to grow intellectually, socially, physically, emotionally, and personally, always respectful and rewarding, empowering and challenging. Jackson went from one nurturing environment to another, well prepared, continuing to learn at his own pace.

Since few of Harborlight's students go on to a boarding environment, we asked Jackson to give us some insight on what it has been like. "Boarding school is different. You live away from home, and you're with your friends all the time. I think it takes a certain maturity to be able to do that, but also, you are able to have teachers with you all the time helping you and making sure you're staying on task. It is really the best of both worlds in my opinion, and it makes coming home much sweeter."



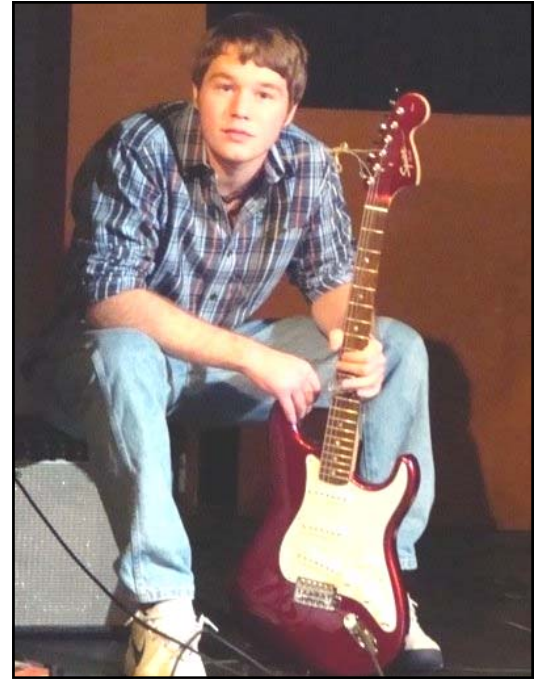
Zach Whitten & Jackson Schultz

Brewster has also expanded Jackson's interests inside and outside the classroom. It's more than history or English or math (which he used to hate, but now enjoys). Jackson plays lacrosse, continues to play guitar (a talent inherited from his father, a professor of Jazz Composition at Berklee College of Music), and has worked on community service projects every year at Brewster.

Come fall, Jackson will be enrolled in the Honors Program at Salem State College, and transferring to Mass Maritime in the spring of 2011, where he will pursue Marine Transportation, a Bachelor of Science degree program that prepares students for careers as licensed ship's deck officers.. It's a good thing he has learned to like math, as he'll be taking Algebra & Trigonometry, Calculus and Applied Math at MMA.

Where will Jackson be in four years? "Who knows. If I do in fact go with the Marine Transportation route, I could be off the coast of China, Hawaii, Florida, you never know! All kidding aside, I see myself working on some kind of a ship, whether it be a cruise of merchant marine vessel."

Fondest memory at Harborlight..."just the overall interactions with people, and Liam's accent :)."



Where is the Class of 2006 going?

Robyn Dion
Bentley College

Karina Gaft
Brandeis University

Lisa Goddard
Brown University

Sarah Goddard
Brown University

Lawrence Newbury
(Unknown at publication)

Jackson Schultz
Salem State College/
Massachusetts Maritime Academy

Lauren Sieminski
Springfield College

Lenyx Theriault
Year off - hopes to travel to Australia

Middle School

By: Jackson Tingle

The relationship between student and teacher is essential to student outcome. Herbert R. Kohl, in his famous discussion of education relates a story where after a teacher dismisses the proverbial advice of the young Herbert's mother, he makes a conscious decision not to learn from the teacher. A hostile relationship between student and teacher decimates any future learning.

Here at Harborlight, we often spend years getting to know our kids. This allows us to foster a relationship beyond the standard student-teacher relationship. The number of hours we spend with our kids each day alone leaves us no other choice than to form a relationship beyond the basic working dynamic.

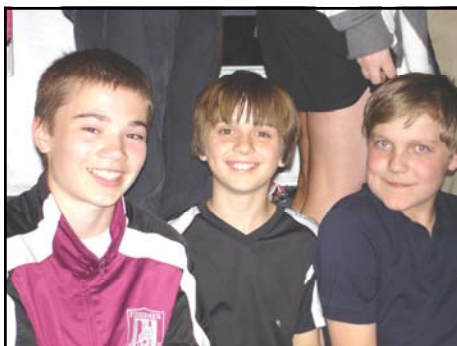
This also poses challenges to both the student and teacher. Many times we get to know the kids so well that our relationship verges more on friendship than student to teacher. This can jeopardize the learning environment. When teachers lose their position as educators, we lose authority. This clouds the dynamics of the classroom where order must be kept. It calls for strong roles and boundaries in order to maintain this relationship – boundaries that must be maintained. Oftentimes it is very easy for us to let our inevitable friendship with our students muddy the waters. While at times a little mud can be helpful, cutting a student a break when they've learned from their mistake, for example, can hinder our ability to make clear and effective decisions benefiting the whole class.

In addition, because we are all different, sometimes our personalities don't line up with those of our students. In situations like this, both child and adult must learn to work through the disagreements and come to some sort of compromise in order to make it through the day, let alone teach. This can often result in the strongest bonds. Students and teachers who begin frustrated and argumentative can come out the other side with a new perspective on life beyond the classroom.

(Herbert Kohl is an educator best known for his advocacy of progressive alternative education and as the author of more than thirty books on education.)

Harborlight Hosts First Alumni Night

On Friday, April 30th, Harborlight hosted its first Alumni Night, welcoming recent Harborlight graduates, their parents, Middle School and Elementary students, and their parents for a relaxed evening of sharing high school experiences, information on next schools, reacquainting old friends, and making new friends. More than a dozen alumni returned to Harborlight for conversation, dinner, and sharing memories.



Elementary

By: Elisa Pitkin, Director, Elementary & Middle School Programs

The Montessori teacher's role in the classroom is quite different from that of other teachers in many schools. Montessori teachers are not the focal point in the classroom and work hard on the preparation and organization of appropriate learning materials to meet the needs and interests of each child in the class. Montessori teachers are usually found working with one or two children at a time, advising, presenting a new lesson, or quietly observing the class at work. The focus is on students learning, not teachers teaching. Students are considered as distinct individuals in terms of their interests, progress and growth, and preferred learning style. The Montessori teacher is a guide, mentor and role model in the classroom.

Students at Harborlight will typically be found scattered around the classroom, working alone or with one or two others. They tend to become so involved in their work that visitors tend to be amazed at the peaceful atmosphere.

"It is true that the child develops in his environment through the activity itself, but he needs material means, guidance and an indispensable understanding. It is the adult who provides these necessities." Dr. Maria Montessori

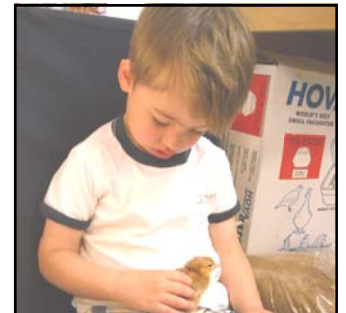
The teachers at Harborlight work to nurture and inspire the human potential, leading students to ask questions, think for themselves, discover new ideas, investigate new concepts and explore throughout the day. The teacher's objective is to help students learn how to learn independently, while retaining their curiosity, creativity, and intelligence with which they were born. Teachers are supportive, offering security, stability, and non-judgmental acceptance to each student in their classroom. They facilitate communication among the students and help the children to learn how to communicate their thoughts to adults. The teachers are the key to the students success in the classroom and help them to reach their individual potential.



Spring = Chickens!



*Hatched in LE-2 & 3
A flock of Rhode Island Reds*



Elementary

Marketing in LE-2 Making Educated Choices

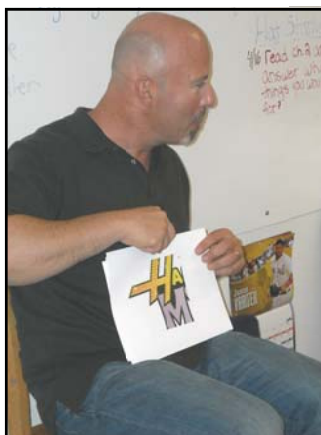
By: *Nichole Schrafft,*
LE-2 Head Teacher

During much of the month of May, Elementary Two spent their time exploring the world of marketing. We took a trip to Stop and Shop and the children spent time perusing the aisles to see which brands caught their eyes, identifying tactics that companies use to target young consumers, and how the grocery store uses a variety of senses to urge shoppers to spend more money. We were very impressed with some of the keen observations that the children made, and they were very impressed with the free goodies (apples from the produce dept., cheese from the deli, and cookies from the bakery) that they received! We learned about “the science of product placement”, the geography of a grocery store, supply and demand, and other marketing strategies. The children noticed that aisles often visited by families, such as the cereal aisle, would strategically place something else enticing, such as candy. They also noticed that toys and other impulse items that would most likely not appear on someone’s shopping list, were scattered throughout the more commonly visited aisles and near checkout stands. We noted how generic products often times look deceptively similar to well-known brand names. While not always true, the children seemed to gain awareness for the fact that some companies are more concerned with selling their product than with the health and well-being of their younger consumers.

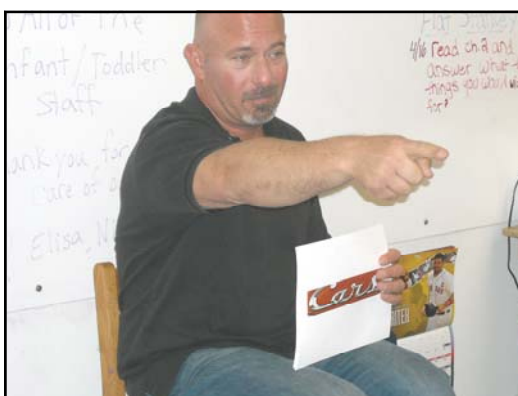
The children also spent time analyzing television and magazine ads to see what strategies work and testing their knowledge, as consumers, to see what logos/brands they could identify. They



What is a logo?



How branding affects choice?



children were asked which advertisements or commercials would be memorable, and if so, would they also remember what the advertisement was actually selling. Some children were intrigued to realize that while they could describe certain commercials perfectly, they could not remember what it was actually for. A local marketing executive, Evan Gross, came to speak with the class. He was animated, engaging, and very knowledgeable. He got the children really excited and energized, especially when he suggested using our class as a focus group for future projects! He walked us through the process of meeting with a company, designing a new logo/ad, and focusing on “USPs” (unique selling points).

The children were placed in teams of four and asked to create the packaging for a new product, design a print advertisement, plus direct, produce, and act out a short commercial. Working in groups helps the children to learn to appreciate each others’ strengths, ideas, and opinions. Through a great deal of collaboration, they brainstormed, tapped their creative energies, and completed the assignments beautifully.

We hope that these studies will help the children to look at marketing and how it influences their decisions on a daily basis. We hope that they will be able to make choices that are best for them and will continue to be conscious of tactics that do not appeal to their best interest.

“Education is a natural process carried out by the human individual, and is not acquired by listening to words, but by experiences in the environment.”

Dr. Maria Montessori

Early Childhood

By: Rachel McAlpine, Director, Early Childhood Program

Dr. Maria Montessori designed the classroom experience for young children modeled after the family home. She looked for examples of natural childhood in activity, adult-child relationships, and self-worth and championed those principles so strongly. She advocated particular ways of interacting with children that provide optimal outcomes.

When considering teacher-student relationships at the 3-6 level, warmth and sensitivity are characteristics that immediately come to mind because the child's development hinges on his/her secure base, suggestive of the early parent-child attachments.

“A teacher... (must be) ready to be there whenever she is called in order to attest to her love and confidence. To always be there- that is the point.” – Dr. Maria Montessori

Dr. Montessori maintained that the teacher should serve as a safe haven whenever the child needs that and to be attentive to the children, with the observational acuity of a well-trained scientist. The training of the Montessori teacher therefore demands a significant amount of time and practice in the study of the role of the teacher. Unlike many university or teacher college programs, Montessori Teacher education embraces the personal-professional development of the teacher, implicitly endorsing the theory that adults have a significant impact on children's learning, well-being and self-construction.

This month in the Early Childhood Program, Harborlight families celebrated and appreciated their teachers. Honoring the work that they do, the love they share, and the people they are.

“It is not enough for the teacher to love the child. She must first love and understand the universe. She must prepare herself, and truly work at it.”

Dr. Maria Montessori



Have you made your gift to the 2009-2010 Annual Fund? All gifts for the remainder of this fiscal year will go to the Teacher Enrichment Fund!

Infant/Toddler

By: Elizabeth Stone, Director, Infant/Toddler Program

I was first exposed to Montessori in 1983 when my youngest daughter started at age 3 in a small School in Omaha, Nebraska. I had taught Kindergarten and was exposed to most of the traditional educational practices of the day, but I was most impressed by the idea that Montessori teachers were taught the importance of giving, what we term as “knowledgeable care”. Montessori teachers are trained at every level in child development and then shown the importance of giving guided help to each child as needed. What an amazing concept. You don’t teach to the whole, you teach to the individual. It made perfect sense to me and I found that even in my own parenting practices this concept had value. I had two girls at two different ages and with two very different temperaments and personalities. It helped me to see and treat them as individuals, not just as sisters. There was no place for comparing and contrasting. What came of the concept was the ability to see the gifts that each brought to the family as well as to each other. Many years later, when I had my own Montessori classroom and was a fully certified Montessori Teacher, I found out just how valuable this advice was to become. If you see the gifts that each child brings with him to the classroom, you begin to see the benefits to the whole. If the teacher is trained in knowing just how and when to give help to the child, the child and the classroom benefits.

The child is rewarded by knowledgeable care because it includes in it the understanding of what the child is capable of. The expectation is in line with cognitive development. It also becomes very clear that predictable forms of adult interaction is extremely effective, especially with infants and toddlers! In studies done by

Ainsworth et.al., 1978, the ability to give sensitive empathetic care has a direct correlation on the child’s abilities. Dr. Montessori saw the task of the child to become increasingly independent and the role of the teacher to assist the child in this direction with support, sensitivity and awareness of the child’s signals.

The Montessori certified teacher knows how to provide clear limits within boundaries that are organized to allow for the continued growth of self regulation. It has been shown in research that if adults give sensitive care while also maintaining high expectations, the children will show high levels of maturity, achievement, and empathy. This can only be done if the teacher can understand and read the child’s signals. To offer support when the child needs it and to stand back and watch when the child strives to “do it myself”-this dance, of support and backing off, is such an important aspect to the optimal success of the child and is possible because the teachers are trained to observe the child. The teacher learns how to be attentive to the signals the child is giving and responds accordingly. Montessori teacher education teaches teachers how to understand the child’s signals so that they are not misunderstood. Correctly interpreting behavior, particularly with infants and toddlers, provides this “knowledgeable care”. We know from experience how difficult interpreting a child’s behavior can be. The idea that correctly interpreting a child’s signal is an important part of the teacher’s education is truly Montessori at it best. It is nice to see this concept now supported by research.

We also need to think about what sensitive care for our infants means. It is a difficult truth for many in our novelty-seeking society, but babies need predictability and regularity in their lives more than they need excitement and



novelty. Babies count on the rhythm of the day to make life easier and to be able to anticipate what will come next. This ability to predict builds a sense of security. It is a bit like a dance- the more the routine is rehearsed, the more secure the steps are and the more open to nuance and embellishments the partners become. The baby and the adult see where the other will lead. They learn to read one another and pick up on the signals. Montessori teaches us that when we care for infants, we as adults must make the adjustments necessary rather than expecting infants to adjust to our pace. Magda Gerber said this is what is called “wants nothing time” (Gerber 1979) because there is nothing on the adult’s agenda but being together with the child and seeing where the child will lead us. It is essential that infants receive this kind of quality care routinely. This kind of togetherness lets the infant know they are worthy of our undivided attention. So a comfortable pace is needed to start building beneficial routines which afford infants plenty of uninterrupted time to move through the cycles of hunger, sleep, wakefulness, and play, as well as ensure adults adequate time for observation to learn the baby’s cues. Knowing the child is the best way to care for him appropriately.

In our infant and toddler classrooms, we watch in amazement as the children reveal themselves to us. They can reveal themselves to us because we take the time to observe them and know them and give them space in which to grow emotionally, socially and cognitively.

Highlights from Lower Elementary Spring Plays

Under the direction of Music Teacher, Heidi Rombola, Lower Elementary students presented two musicals for the enjoyment of all. The students in Lower Elementary 2 performed in *The Cheese Stands Alone*, a musical about the true meaning of friendship and standing up for what you believe in. The catchy songs, clever rhyming script and delightful choreography were accented by a bright and cheerful backdrop designed and painted by Tim Hansen, father of Ben and Jesse.

Lower Elementary 1 and 3 joined forces to perform *Lemonade*, a musical based on well loved children's fairy tales. The music, dance and dialog bring the fairy tale characters along on a day of discovery where they learn to make the best out of life's ups and downs, turning lemons into lemonade. More colorful scenery by Tim provided the backdrop for this charming play. Thank you Tim!



Harborlight Students Sports News

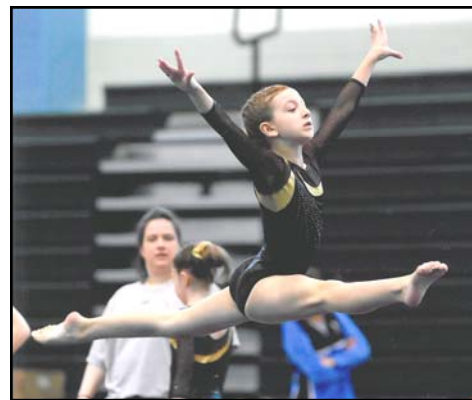
A Near Perfect Game

The Danvers American Little League Team, the Rangers, won their game 10-0. A near perfect game: pitched by our very own, Andrew Gilmore. Andrew pitched a complete game, giving up no hits, only walking 3 batters, and striking out 14 batters (out of a possible 18 outs)! It's a pretty rare accomplishment at any level in baseball, but even harder in Little League because of the 85-pitch maximum per game (He threw exactly 85.). We're proud of you, Andrew!



Gymnastics Champ

You may or may not have heard ... Harborlight has a Women's Level 5 Junior Olympics Gymnastic Champion in its midst. Upper Elementary student Amanda Davekos just earned third place, beating out 65 other competitors at the Massachusetts State Gymnastics Championships held in Holyoke over Mother's Day weekend. Training for these competitions is intense, requiring 15 hours per week in the gym as a member of the Yellow Jackets Gymnastics Team of Middleton. Compulsory routines include vault, bars, beam and floor exercises, with precision moves, including side chasse, leap, handstand, hitch kick, cartwheel, releve, pivot, handspring, sissone, tour jete, wolf jump, leap, lunge pirouette, and roll, to name a few. Congratulations, Amanda, on this amazing achievement!



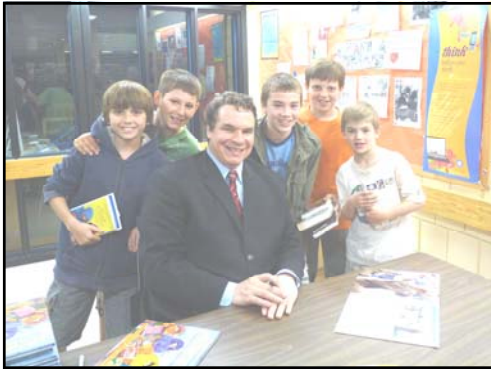
Riding High

On May 16th, Jeanne Borrel won two ribbons at the Myopia Hunter Pace, a cross country horse race where riders from all over New England come to enjoy the beautiful Myopia Hunt countryside. Jeanne, riding Eagle, teamed up with her instructor from Hamilton, Karla Parnell. Jeanne won a blue ribbon as the youngest of 162 riders, and a pink one for placing 5th overall in the non-jumping division. Emily Lockard, Middle School student, and Bridget Gough, Harborlight Class of 2009, also participated in this fun annual event that raises money to help build and maintain trails throughout the Myopia riding territory.



Pennies for Peace

By: Laurence Borrel, Parent & 2010 P4P Campaign Coordinator



“We need to listen and learn from our elders.”

Greg Mortenson insisted twice in his acceptance speech of the Salem Award for Human Rights and Social Justice on May 1st that *“we can learn so much from our elders. In the USA, we are loosing the story telling tradition.”* He invited students to *“spend ten hours with an elder this summer. It might be the best way you will learn how to care and to gain a deeper knowledge of your inheritance and the world.”*

Harborlight is one of the 6,300 schools around the country that are involved with Pennies for Peace. Since he started in 1994, Greg Mortenson and his organization, the Central Asia Institute, have built 131 schools and educated 58,000 students in Afghanistan and Pakistan.

“Do you know that there are enough pennies in the USA to eradicate illiteracy in the world? We don’t even need dollar bills.”

Greg Mortenson entrusted the audience with what he learned when he served in the US army: *“The USA is a great community because of our diversity”* And here is how General Petraeus summarizes what he learned from Greg’s book Three Cups of Tea, and what he shares with US troops:

“Three Cups of Tea bullet points

- 1 – Listen more
- 2 – Respect
- 3 – Build relationships”

“The greatest legacy we can give our children is a legacy of peace.”

Harborlight students, let’s be part of the journey. One penny at a time !

Thank you to Laurence for spearheading Harborlight’s 2010 Pennies for Peace campaign and sharing her enthusiasm for Greg’s work with our students.

Harborlight Parent Association

Snapshots from the Auction

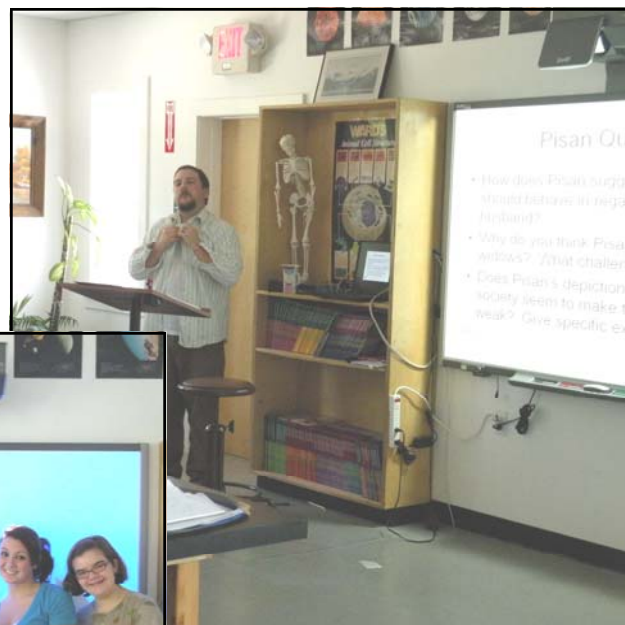


Development News

Smart Board Technology

By: Ford Seidel, Middle School Student

The Smart Boards are here! The Smart Board interactive whiteboard presents a whole new way for students to learn. Teachers can project a PowerPoint presentation and draw diagrams and notes on it. Then, they can print out the presentations, diagrams and notes included. This will allow teachers to make lectures more interactive than ever before. Teachers can also send presentations home through the Smart Classroom Software Suite. The Smart Board can improve students' note taking skills, decrease forgotten assignments, and make classes more fun. Harborlight is currently in possession of three interactive whiteboard systems. One board is located in the middle school. The second board is in upper elementary. The third board is mobile and is housed in the library. These boards will certainly help our school. Thank you to the Annual Fund and the generous donor who gave these Smart Boards to Harborlight!



Harborlightopoly



If you or someone you know would like a copy of the limited edition *Harborlightopoly* board game, please email your order to Jennifer Sargent at jsargent@harborlightmontessori.org. Each board is priced at \$75 with \$25 from the sale donated to the Physical Education & Fitness Fund. The charge of \$75 each includes all handling fees with delivery to the School. All buyers will need to pick up their boards at Harborlight.

Thank you for supporting the enhancement and advancement of Physical Education & Fitness at Harborlight

Harborlight Calendar Coming up in May and June



Sunday, May 23: Scholars Chess Tournament 11:00 am - 3:00 pm
 Monday, May 24: Riptide Soccer at Oak Meadow 2:45 pm
 Tuesday, May 25: UE Bake Sale for Save The Children 8:00 am
 Wednesday, May 26: Middle School to New England Biolabs
 Wednesday, May 26: I/T Social 5:00 pm
 Thursday, May 27: Ancient Egypt Day in Lower EI 2 8:30 - 10:00 am
 Friday, May 28: ECE 3 & 4 to Green Meadows Farm 9:00 - 11:30 am



Wednesday, June 2 - Friday, June 4: Upper Elementary to Alton Jones
 Friday, June 4 Middle School Play 3:30 pm
 Monday, June 7 - Friday, June 11: Art Show
 Monday, June 7: ECE 2 & 5 to Green Meadows Farm 9:00 - 11:30 am
 Tuesday, June 8: Discussions About Children 9:00 am
 "Keeping it Montessori in the Summer"



Wednesday, June 9: Eighth Grade Project Presentations 8:30 am
 Thursday, June 10: ECE-1 & 6 to Green Meadows Farm 9:00 - 11:30 am
 Friday, June 11: Parent-Teacher Conferences— No Classes
 Monday, June 14: All School Picnic at Lynch Park 5:30 pm
 (Rain Date: Tuesday, June 15th)
 Tuesday, June 15: MS to Cape Ann Whale Watch 10:00 am - 2:00 pm
 Thursday, June 17: Middle School Graduation 10:30 am
 Luncheon to follow for invited guests



Friday, June 18: EI/MS Year End Ceremony & EI/MS Carnival

Last Day of Classes





ELEMENTARY ages 6-12

ADVENTURES

SPACES ARE LIMITED!

Enroll Today

MAD SCIENCE I
July 6—July 9
gone wild
July 12—July 16
Aquabogging
July 19—July 23
SURVIVOR HMS
July 26—July 30

Art in the Woods
August 2—August 6
History Mystery
August 9—August 13
MAD SCIENCE II
August 16—August 20
ADVENTURES
August 23—August 27

Don't be left out in the *cold* this summer!

Save the Dates!

Come share and celebrate the accomplishments of our Middle School students.

- Eighth Grade Project Presentations
Wednesday, June 9th beginning at 8:30 am
- Middle School Graduation
Thursday, June 17th at 10:30 am

