

# Accel Newsletter - July 2022

## Special Events and Academics to Special Events



### Celebrations

Guru Purnima: On 13th of July, on the auspicious occasion of connecting to our heritage and culture, the students of ACCEL chanted the Guru mantras to show their respect to the teachers who are believed to be sent by gods to impart knowledge to the disciples. The teachers could invoke such thoughts to the children through stories, great thoughts, and poster making to help them imbibe the age-old tradition.



### Assam State Presentation:

Elementary school students of ACCEL of standards 4, 5, and 7 learnt to do research, collect information, make booklets, and charts through a presentation of the state of Assam in India. They also had a power point presentation covering the culture, housing, food, and clothing of the state. All the students learnt to divide their work for the project and parents of Suvi contributed a lot of artifacts to make the presentation more enjoyable for all age groups, including Pre-Primary.



Varshamangal and Vriksharopan: This event on 28th July was a very well-trained musical event guided by Ms. Tanusree Sarkar and participated by all age groups. Lovely videos of the event have been uploaded on ACCEL's Facebook page. The art exhibition and poster making on this occasion by both the Pre-Primary and the Elementary school guided by Anupama Kaushik and Anil Singh have been worth mentioning.



## Montessori Philosophy

We would like to share anecdotes from the classroom, regularly, which will give you a glimpse into the philosophy to follow at home.

- A child always works by himself
- He is driven by his choice
- He picks up attractive things prepared by the adult, which are purposeful for development
- The adults observe the child complete the task by sitting back, and without interfering

TRUST THE CHILD and we can see the child is self-motivated and is able to COMPLETE THE TASK to his satisfaction and also TAKE IT BEYOND TO THE NEXT LEVEL.

## Beautiful Mind makes beautiful people

What is a beautiful mind?

***One that has the courage, the freedom, and the opportunity to explore. Beautiful work is one that satisfies the child but is also work that is well done.***

Maria Montessori was a very strong believer in giving children "Independence within Limits." This is one of the basic foundations of any Montessori classroom. In a Montessori school like ours, Independence is an ongoing and organic process.

As a child learns to pour water, or put on his or her shoes, or clean a table, he or she becomes more confident and independent. This will lead to the child doing well academically and eventually help the child lead life in the best way.

We in ACCEL allow children to explore material and the environment sensorially. That is, they are allowed to see, touch, feel and literally interact with material, before the adult steps in and gives the lesson that it was meant for. We do not interfere or intervene when the exploration is going on. The preceding lesson could be Math or Language, Science or Cultural. And the unhindered Sensorial exploration helps the child understand that lesson.

We have had many such instances where children have shown us how they are capable of learning well, rectifying their mistakes, and finding solutions without the adult showing them.

In this Newsletter we would like to share one such instance. Every day the children open our eyes with such instances. We have a collection of so many. In every newsletter we would show you and help you understand the philosophy of developmental learning and then when, how, and where the demonstration or instruction steps in is a very important part of this education.

A child of 3 years and 3 months, in our Pre-Primary environment, chose to work with the Pink Tower, and brought each cube one by one onto the mat. But he did not grade it in the right order like it was supposed to be, that is, he was supposed to build it from big to small. He built it in a haphazard manner, but was so excited that he kept showing it to us.



We could have corrected him, but we chose not to. Correcting and interfering makes the child lose the opportunity of self-discovery. And that removes the developmental learning which is also called the true learning. When a child learns by herself or himself, she or he learns for life and that learning not only remains permanent, but leads to more findings.

He ultimately figured out the grading pattern on his own.

Most importantly, when he did not choose the largest for the base, HE PUT TWO CUBES TOGETHER TO MATCH THE SIZE OF THE LARGE ONE. AND THE TOWER STOOD WELL!

That for us was exciting because we understood that he was able to estimate width and size on his own.

All that we did was point in the right direction, by asking him to just look at it properly one more time. If we had interfered and told him that he had not used the largest, this learning opportunity would have been missed. We showed our appreciation by saying that we were so happy at him choosing that work. He graded it the right way and was extremely happy! And so were we!



Now there are many other details to demonstrate or instruct here. Enjoy your findings and see what the educating adult could do!!