

Highveld Montessori

Prospectus

Directress: Corne Sgroi

“Free the child’s potential and you will
transform him into the world”

- Maria Montessori

Thank you for your inquiry.

I trust that the information enclosed will be of help to you.

If you have any further questions, or if you would like to come and view the school, please contact Corne at **078 7791802** or email highveldmontessori@gmail.com

Take a few minutes to view or follow the school on facebook

Index

What is the Montessori Method?

Who is Maria Montessori?

Montessori School vs. Traditional school

Vision statement

Mission Statement

Aims

Baby and Toddler programme

3-6 year old programme

Extra Murals

Enrolment

Fee structure

Admin fee

School hours

Class schedule

School events

Reports

Parent teacher meetings

Dress

Health

Snack and Lunch

General

What is the Montessori Method?

“I have studied the child. I have taken what the child has given me and expressed it and that is what is called the Montessori Method”

-Maria Montessori

Respect for the Child

Respect for the child is the cornerstone on which all Montessori principles rest. As Montessori said, “As a rule, however, we do not respect children. We try to force them to follow us without regard to their special needs.

We are overbearing with them, and above all, rude; and then we expect them to be submissive and well-behaved, knowing all the time how strong is their instinct of imitation and how touching their faith in and admiration of us. They will imitate us in any case. Let us treat them, therefore, with all the kindness which we would wish to help to develop in them”.

Teachers show respect for children when they help them do things and learn for themselves. When children have choices, they are able to develop the skills and abilities necessary for effective learning autonomy, and positive self-esteem.

The Absorbent Mind

Maria Montessori believed that children educate themselves: “It may be said that we acquire knowledge by using our minds; but the child absorbs knowledge directly into his psychic life. Simply by continuing to live, the child learns to speak his native tongue”.

This is the concept of the absorbent mind. Maria Montessori wanted us to understand that children cannot help to learn. Simply by living, children learn from their environment. Children are born to learn, and they are remarkable learning systems. Children learn because they are thinking beings. But what they learn depends greatly on their teachers, experiences, and environments.

Sensitive Periods

Maria Montessori believed there are sensitive periods when children are more susceptible to certain behaviours and can learn specific skills more easily: A sensitive period refers to a special sensibility which a creature acquires in its infantile state, while it is still in a process of development. It is a transient disposition and limited to the acquisition of a particular trait.

Once this trait or characteristic has been acquired, the special sensibility disappears. Although all children experience the same sensitive periods (e.g., a sensitive period

for writing), the sequence and timing vary for each child. One role of the teacher is to use observation to detect times of sensitivity and provide the setting for optimum fulfilment.

The Prepared Environment

Montessori believed that children learn best in a prepared environment, a place in which children can do things for themselves. The prepared environment makes learning materials and experiences available to children in an orderly format. Classrooms Montessori described are really what educators advocate when they talk about child-centered education and active learning.

Freedom is the essential characteristic of the prepared environment. Since children within the environment are free to explore materials of their own choosing, they absorb what they find there. Maria Montessori was a master at creating environments for young children that enabled them to be independent, active, and learn.

Auto education

Maria Montessori named the concept that children are capable of educating themselves auto education (also known as self-education). Children who are actively involved in a prepared environment and who exercise freedom of choice literally educate themselves. Montessori teachers prepare classrooms so that children educate themselves.

The Teacher's Role

Maria Montessori believed that "it is necessary for the teacher to guide the child without letting him feel her presence too much, so that she may be always ready to supply the desired help, but may never be the obstacle between the child and his experience".

The Montessori teacher demonstrates key behaviours to implement this child-centred approach:

- Make children the centre of learning because, as Montessori said, "The teacher's task is not to talk, but to prepare and arrange a series of motives for cultural activity in a special environment made for the child"
- Encourage children to learn by providing freedom for them in the prepared environment.
- Observe children so as to prepare the best possible environment, recognizing sensitive periods and diverting inappropriate behaviour to meaningful tasks.
- Prepare the learning environment by ensuring that learning materials are provided in an orderly format and the materials provide for appropriate experiences for all the children.
- Respect each child and model on going respect for all children and their work.
- Introduce learning materials, demonstrate learning materials, and support children's learning. The teacher introduces learning materials after observing each child.

Who is Maria Montessori?

Early Life

Maria Montessori was born on August 31, 1870, in the provincial town of Chiaravalle, Italy, to middle class, well-educated parents. At the time that Montessori was growing up, Italy held conservative values about women's roles.

From a young age, she consistently broke out of those prescribed gender limitations. After the family moved to Rome, when she was 14, Montessori attended classes at a boys' technical institute, where she further developed her aptitude for math and her interest in the sciences—particularly biology.

Facing her father's resistance but armed with her mother's support, Montessori went on to graduate with high honours from the medical school of the University of Rome in 1896. In doing so, Montessori became the first female doctor in Italy.

Early Childhood Education Research

As a doctor, Montessori chose paediatrics and psychiatry as her specialties. While teaching at her medical-school alma mater, Montessori treated many poor and working-class children who attended the free clinics there. During that time, she observed that intrinsic intelligence was present in children of all socio-economic backgrounds.

Montessori became the director of the Orthophrenic School for developmentally disabled children in 1900. There she began to extensively research early childhood development and education. Her reading included the studies of 18th and 19th century French physicians Jean-Marc-Gaspard Itard and Édouard Séguin, who had experimented with the capabilities of disabled children.

Montessori began to conceptualize her own method of applying their educational theories, which she tested through hands-on scientific observation of students at the Orthophrenic School. Montessori found the resulting improvement in students' development remarkable. She spread her research findings in speeches throughout Europe, also using her platform to advocate for women's and children's rights.

Educational Legacy

Montessori's success with developmentally disabled children spurred her desire to test her teaching methods on "normal" children. In 1907 the Italian government afforded her that opportunity. Montessori was placed in charge of 60 students from the slums, ranging in age from 1 to 6.

The school, called Casa dei Bambini (or Children's House), enabled Montessori to create the "prepared learning" environment she believed was conducive to sense learning and creative exploration. Teachers were encouraged to stand back and "follow the child"—that is, to let children's natural interests take the lead.

Over time, Montessori tweaked her methods through trial and error. Her writings further served to spread her ideology throughout Europe and the United States. By 1925 more than 1,000 of her schools had opened in America. Gradually Montessori schools fell out of favour; by 1940 the movement had faded and only a few schools remained.

Once World War II began, Montessori was forced to flee to India, where she developed a program called Education for Peace. Her work with the program earned her two Nobel Peace Prize nominations. Montessori died on May 6, 1952, in Noordwijk aan Zee, Netherlands. The 1960s witnessed resurgence in Montessori schools, led by Dr. Nancy McCormick Rambusch. Today, Montessori's teaching methods continue to "follow the child" all over the globe.

Traditional classroom vs. Montessori environment

The Prepared Environment

Montessori classrooms are prepared in advance based on observations of the students' individual needs. They include student-centred lessons and activities. Traditional classrooms are based on teacher lessons or activities.

Active vs. Passive

Montessori lessons are hands-on and active. Students discover information for themselves. Traditional school lessons are often orated to students who listen passively, memorize, and take tests.

Give them Time

In the Montessori classroom, children work on lessons as long as need be, and interruptions are avoided whenever possible. Time limitations are mandated by arbitrary schedules in traditional classrooms.

The Teachers' Role

Montessori teachers act as guides and consultants to students on a one-on-one basis. They assist each child along his or her own learning path. Traditionally, the pace and order of each lesson is predetermined. The teacher must deliver the same lesson, at the same pace, in the same order, for all of the students.

Age Groups and Grade-levels

In Montessori schools, "grade-levels" are flexible and determined by the child's developmental range, i.e., 0-3, 3-6, 6-9, 9-12, 12-15, and 15-18 years of age. In traditional schools, grade levels are not flexible and strictly defined by chronological age within a twelve-month period.

Adaptable Curricula

The Montessori curriculum expands in response to the students' needs. Traditional curricula are predetermined without regard to student needs.

Pace Yourself

The individual child's work pace is honoured and encouraged in the Montessori classroom. Traditional classrooms expect all children to work at the same pace.

Self-Made Self-Esteem

Montessorians understand that the child's self-esteem comes from an internal sense of pride in his or her own accomplishments. In traditional classrooms, self-esteem is thought to come from external judgement and validation.

For the Love of Learning

Montessori curricula are intended to appeal to the child's innate hunger for knowledge. Children learn to love learning. Traditional curricula focus on standardized test performance and grades. Children learn because it is mandatory.

Vision Statement

Highveld Montessori is a contemporary Montessori preschool with a balance of academic excellence, concern for the child and a strong value system. Through the Montessori Method, the children at Highveld Montessori are encouraged to learn through practical experience and self-discovery within a carefully prepared child-orientated environment.

With the help of scientifically prepared materials for each stage of the child's development. The teacher guides the child to develop a well-adjusted balanced personality and support their growth towards becoming independent, considerate, informed, and active young people who will use their talents responsibly and work towards the creation of a better, more peaceful world.

Mission Statement

Highveld Montessori Pre School strives to:

- provide a challenging educational program that has the Montessori Method at its core.
- Is based on sound educational theory and practice and is delivered through the, 3-6 year environment.
- Recognizes that the early years are critical to the building of a solid foundation which supports and fosters the development of Independence, self-discipline and a life-long love of learning.
- Promotes a culture of mutual respect, tolerance and encouragement and one that values teachers, parents and the community, working together in a professional, ethical and cooperative manner, to advance the diverse talents of each child.

Aims

Highveld Montessori aims to foster a love of learning through the Montessori Method that will stay with your child throughout their lives. To this end, the program is organized to enable children to access a wide variety of learning experiences.

Developing a positive attitude towards learning.

Most of the learning activities are individualized: i.e., each child engages in a learning task that particularly appeals to him/he, because the child finds the activities geared to their needs and level of readiness. Consequently, the child works at his/her own rate, repeating the task as often as the child likes, thus experiencing a series of successful achievements. In this manner, the child builds a positive attitude toward learning itself.

Helping each child develop self confidence

In the Montessori school, tasks are designed so that each new step is built upon what the child has already mastered, thus removing the negative experience of frequent failure. A carefully planned series of successes builds upon inner confidence in the child, assuring the child that he/she can learn by themselves. These confidence building activities likewise contribute to the child's healthy emotional development.

Assisting each child in building a habit of concentration

Effective learning presupposes the ability to listen carefully and to attend to what is said or demonstrated. Through a series of absorbing experiences, the child forms habits of extended attention, thus increasing his ability to concentrate.

Fostering an abiding curiosity

In a rapidly changing society, we will all be students at some time in our lives. A deep, persistent and abiding curiosity is a prerequisite for creative learning. By providing the child with opportunities to discover qualities, dimensions and relationships amidst a rich variety of stimulating learning situations, curiosity is developed and an essential element in creative learning has been established.

Developing habits of initiative and persistence

By surrounding the child with appealing materials and learning activities geared to his inner needs, the child becomes accustomed to engaging in activities on their own. Gradually, this results in a habit of initiative – an essential quality in leadership. “Ground rules” call for completing a task once begun and gradually results in a habit of persistence and perseverance for replacing materials after the task is accomplished. This “completion expectation” gradually results in a habit of persistence and perseverance.

Fostering inner security and sense of order in the child through a well ordered, enriched but simplified environment, the child's need for order and security is intensely satisfied. This is noticed in the calming effect the environment has on the

child. Since every item in the Montessori classroom has a place and the ground rules call for everything in its place, the child's inner need for order is directly satisfied

Babies and Toddler programme

The first six years of the child's development is of utmost importance. Their minds are like an acute observer or scientist who is ready to learn, explore and master new skills. Maria Montessori recognised that the earlier we expose the young infant to various learning areas; the child will demonstrate that they can concentrate, absorb and learn new skills more easily.

This is a time of tremendous brain growth in the areas of language, special-relationship, music, art, social graces and much more. If the child is exposed to these learning opportunities these abilities will develop from strength to strength.

Baby Programme

Babies are accepted from 3-15 months. With babies the schedule of the day depends on their individual needs. Each baby has a different schedule for feeding and sleeping.

Toddler half day Programme

This programme runs for 5 hours a day. At the end of 15 months most of the children are fairly mobile and have become more independent. This class will accommodate children up to 36 months which then the child will be ready to move to the 3-6 year old environment

Toddler full day Programme

Here the children remain full day. The children will have nap time, indoor and outdoor playtime, breakfast snack and lunch time, art and other activities. Due to the fact that the children attend school for a full day, this programme offers more to the children.

Daily Schedule for Babies 3months-2yrs

8h30-9h00 Circle time sing songs
9h00-10h00 Nappy change/nap time
10h00-10h15 Snack time
10h15-11h20 Montessori work cycle
11h20-12h00 Outside playtime
12h00-12h30 Lunch time
12h40-14h45 Nappy change/nap time
15h45-15h15 Nappy Change/snack time
15h15-16h00 outside playtime

16h00-17h00 Nappy change/inside play/ getting ready for home time.

Daily schedule toddlers 2-3 yrs

8h30-9h00 Circle time
9h00-9h30 Montessori work cycle
9h30-9h45 Snack time
9h45-11h00 Montessori work cycle
11h00-11h20 Free play inside
11h20-12h00 Outside play time
12h00-12h30 Lunch time
12h30-14h45 Nappy change/Nap time
15h00-15h15 Snack time
15h20-16h00 Outside playtime
16h00-17h00 Inside playtime

Monthly fee structure

Half day fees 8h30-12h30 R3380.00 per month

Full day fees 8h30-5h00 R3580.00 per month

R500.00 registration fee

Fees are payable by the 28th of each month

10% late penalty fee will be added when the fee is paid on or after the 3rd of the month.

Late fee of R100.00 for every 30 min over time after 5h30pm

What children must bring to school (ALL ITEMS MUST BE CLEARLY MARKED!)

Parents will be asked to provide the following once a term, at the beginning of each term: 1 x box of tissues, 2 x toilet rolls and 2x packet of wet-wipes. (Baby Centre children will supply 2 paper towels instead of the toilet rolls please*)

Enough bottles, milk, juice, water, bibs, food, feeding bowl and spoon, nappies and extra clothes – Babies under 18 months.

For your child's personal nappy changing basket: (These items will not be sent home at the end of the day)

A bag of nappies

Wet-wipes.

Baby bum cream.

Above 18 months: 2 mattress covers – standard size & marked.

A jersey and other warm clothing in case the weather turns cold. (your child must please have short sleeves under all their warm clothes during Spring and Autumn)

Plastic bags.

Hair brush and hair elastics.

Potty Training

We start potty-training children between 2 years and 2 years 2 months only. Parent co-operation is of utmost importance at this time; please take your child to the bathroom every 30-45 min.

We recommend that your baby moves away from bottles and dummies as soon as possible as this has implications regarding their speech and language development. Dummies and bottles are unfortunately not allowed at school above 18 months.

Preschool (3-6 year olds)

There are five vital learning areas in the environment:

- Practical Life children do washing, polishing, pouring, brushing, and folding (pre-writing)
- Sensorial texture, colour, sound, taste and smell (pre-language and maths)
- Math's quantity and mathematical ideas.
- Language vocabulary, expression, writing and reading
- Cultural where the children learn about the world around them.

The curriculum includes:

- Fine motor development
- Gross motor development
- Arts and Crafts
- Baking
- Language and Mathematics
- Music
- Gardening

This is a four year programme. In order to reap the benefits of the Montessori Method the child should complete the 4 years. In the year the child turns 7 they move on the Gr1.

Parents are welcome to observe their child during class time; this can be arranged beforehand with the teacher. Please note certain rules apply when observing.

All children take a nap during nap time

Extra Murals

Enquire within for more information on extra murals

Enrolment

In the event of enrolment the parent/parents must provide Highveld Montessori with:

- Immunization certificate
- Certified copy of the child/children's birth certificate
- Completed enrolment form

Fee Structure

School fees for 3-6 environment for 2023 is:

R500.00 registration fee upon enrolment.

R3180.00 per month per child (half day 1h30pm) x **12 Months**.

R3380.00 per month per child (full day until 5.30pm) x **12 Months**.

10% late penalty fee will be added to the fee received on or after the 3rd of the month

A late fee of R100.00 for every 30 min over time after 5h30pm will be payable on the collection of your child.

This includes:

- Holiday school.
- Two outings per year (at school or outside the school)
- Various expenses for the end of the term parties e.g. pizza, juice or fruit.
- Stationary and books
- Toilet paper, tissues and hand soap

A WRITTEN NOTICE PERIOD OF ONE MONTH MUST BE GIVEN IN THE EVENT IF THE CHILD SHOULD LEAVE THE SCHOOL BEFORE COMPLETING THE 3-6 YEAR PROGRAMME.

PLEASE SCHEDULE A MEETING WITH THE PRINCIPAL/DIRECTRESS TO DISCUSS ANY IMPORTANT INFORMATION REGARDING YOUR CHILD OR SEND AN EMAIL.

NO REFUNDS

- **The fees are revised yearly.**

Payments may be made:

- On or by the 28th of each month for **twelve months**. It is advised that there should be a debit order in place in order for the School fees to be paid to Highveld Montessori by the 28th of each month

- The first day of each term for three terms (2% discount).

- Once off payment at the beginning of the academic year (5% discount)

Notifications

Please notify the school if there is any change in the child's circumstances.

Should your child visit any therapist, please make sure that a copy of the report is available to the school.

Please notify the school should any personal details change, such as contact details, address details or medical details.

School Hours

8h30-13h30(half day)

8h30-17h30(full day)

7h30- School opens

Holiday care:

08h00-17h30

The School is open during the various holidays at no extra cost.

School will be closed during the various midterm holidays

School closes at 11h00 at the end of each term and 12h00 before a midterm holiday.

A schedule of the school holidays will be emailed

Class Schedule

8h30-9h00 circle time

9h00-10h45 work cycle

10h45-11h00 singing time

11h00-11h15 snack time

11h15-12h15 outside play

12h15-13h00 Theme discussion (Mon) Puzzle, dot-to-dot (Tue) Montessori work

(Wed) Theme worksheet (Thurs) Art, cooking, show and tell (Fri)

13h00-13h30 lunch time (**half day**)

14h00-15h00 nap time

15h00-17h30 after care (**full day**)

School Events

Excursions are planned twice a year. This serves as reinforcing the various themes discussed during the year. The annual concert is a festive event scheduled towards the end of the academic year. At the end of each term there will be a theme party and eats will be provided.

Reports

A progress report of each child is given to parents twice a year.

Parent teacher meetings

Parent teacher meetings are held once a year. Parents can meet me by appointment in case of need. Feel free to make an appointment to discuss your child as your child is very important to us.

Dress

(PLEASE MARK ALL YOUR CHILD'S SCHOOL ITEMS CLEARLY.)

All items that get lost at school will be kept until they are identified and claimed. Make sure your child is dressed in comfortable and appropriate clothing while at school for they are climbing and running around. No fancy jewellery is allowed.

Please let your child carry their own bag when they come into school. It would be advisable not to purchase a bag that is too big or too small for your child. Independence is encouraged at Highveld Montessori.

An extra pair of clothing must be left in the child's bag in case of an unforeseen accident and a plastic bag.

A jersey and other warm clothing in case the weather turns cold. (your child must please have short sleeves under all their warm clothes during Spring and Autumn)

Health

The school must be informed if the child is suffering from any allergy, is on any medication or is susceptible to asthma, diabetes or convulsions or any other problem requiring special care. If the child is absent please email the school. When a child is ill or has a contagious illness please keep the child at home for this can spread.

If a child has been prescribed antibiotics the child must stay at home for a minimum of three days. In class there is a medicine book, please make sure to write the medicine and quantity and at what time the medicine needs to be given. **No medicine** is allowed to be given to a child without written consent by the parent.

In the event of an injury acquired at school, the incident will be recorded in an incident form and kept on record, if the incident is serious the parent will be notified and the child will be taken to the nearest emergency unit.

We request that no child be sent to the school that has any contagious disease, this includes yellow thick mucus.

No child will be admitted back to school without a doctor's letter, stating that the illness is no longer contagious and that no other child will be affected negatively by the illness.

In the event of a head injury, bee sting or fever of 38 degrees and above parents will be contacted and asked to collect their child from school.

In the event of a fever at home, please keep your child at home. Your child needs to have had his fever broken for 24 hours before returning to school, this is without medication suppressing the fever.

Please do not send your child to school if he or she has Conjunctivitis with a puny discharge or "pink eyes". Your child may return to school up to 24 hours after treatment has started and no discharge is present. In the event of a puny discharge being noticed at school, parents will be contacted and asked to collect the child.

If your child vomits for any reason they should be kept home for a period of 24 hours for observation.

No child with head lice or nits will be allowed to attend school, as it may contaminate other children. A child will be sent home from school should head lice or nits be found on them.

If your child is sent to school with stitches or a major wound, highveld Montessori cannot take responsibility for the wound should it open up or get worse.

Safety

Regular fire drills and burglary safety is practiced on a regular basis. In the event that another person collects your child. Please inform the Teacher. **NO CHILD WILL BE ALLOWED TO LEAVE THE SCHOOL PREMISES WITHOUT BEING NOTIFIED BY THE PARENTS THAT SOMEONE ELSE WILL COLLECT THE CHILD.**

Use of the parking area is at own risk.

Please always close the gate behind you and make sure that the gate is locked and secure. Do not allow anyone into the school.

Kindly drive slowly when entering and exiting the parking area in front of our premises.

Please hold your child's hand when walking to and from the pre-school. No children unattended in the parking area.

Liability

All precautionary measures are taken to ensure the safety of your child.

The school and all its staff members do not take any responsibility for:

Any damage due to bodily injury or death of your child.

Any loss or damage to any personal property of you or your child's.

An employee, acting on behalf of the school, in the event of an accident, will not be held responsible personally nor for any costs, should any 3rd party claim arise.

The parking areas are used at your own risk. The school and staff members do not take any responsibility for incidents or any damage.

Food

It is advisable to pack a healthy balanced snack and lunch.

A healthy snack and lunch must be by the parents.

These foods are not allowed

foods are allowed

Oros
Custard
Sugar coated fruit stick
Chocolate
Fizzy drinks
Sweets
Cupcakes coated with icing
Chips
Biscuits with icing
Flavored Water
Colored Cereal
Jelly
Fast food (mcdonalds, kfc, etc)

Fruit sticks
100% pure fruit juice
Yogurt
Marie biscuits
Salty biscuits
Provitas
Cheese
Fruit
Veggies
Viennas
Healthy Muffins
Lays chips plain salted
Popcorn
Nuts Biltong/Droewors

These

Snack and lunch time will be supervised by the teacher.

What to bring

(ALL ITEMS MUST BE CLEARLY MARKED!)

Parents will be asked to provide the following once a term, at the beginning of each term: 1 x box of tissues, 2 x toilet rolls and 2x packet of wet-wipes.

- A mattress for nap time in the event that your child will attend full day.
- Sun hat
- Water bottle to be left at school and sent home every Friday and returned on Monday.
- A healthy snack for snack time
- Healthy lunch for lunch time which is able to be warmed up if needed.
- Extra set of clothing and a plastic bag

Birthdays

Please send photos of each year of your child's life. You are welcome to bring cupcakes and party packs to school on that day.

General

If you would like to collect your child early, please make arrangements with the preschool.

No toys/money are allowed to be brought to school, except when the teacher has asked for something to be brought or when the object has a direct relation to the theme being presented at that time.

If you discover any of the preschool's property at home, please return these items.

Children are under constant supervision and we cultivate good manners and kindness to others as a priority.

Please keep your pick-up and drop-off brief, as some children tend to get emotional and parking is limited.

Communication will be emailed. Please take time to read it in order to keep up with the happenings and events at school.

With this I acknowledge that I have read and will comply with the above (this page is to accompany by a signed copy of the last page of the prospective)

Signed

Date