



WHAT WE OFFER

- 🌱 Small classes
- 🌱 Fully trained teachers
- 🌱 Large garden and playground for large movement activities
- 🌱 Inclusive fees (No extra or hidden costs, the school supplies everything.)
- 🌱 Opportunities to create, to play, and to observe freely with supervision
 - 🌱 Peace development and counselling
 - 🌱 Cognitive development using specially designed activities
 - 🌱 Physical skills development using games, movement and exercises
 - 🌱 Healthy snacks and beverages
 - 🌱 Two outings annually at minimal cost
 - 🌱 Two low-key concerts for family at no cost
 - 🌱 No formal fundraising activities
- 🌱 Montessori curriculum covering all areas of development including an English language and Mathematics programme

Montessori education is an education for life.

Toddlers Environment

Characterized by Purposeful Activity

The environment offers opportunities for:

- a. Development of motor skills through activities especially designed for the child's need of movement and order.
- b. Development of will through the principle of freedom of movement and limited choices.
- c. Development of social etiquette.
- d. Development of knowledge, actions, activities, and skills within the child's scope of environmental experience.
- e. Development of language through informal communication, formal vocabulary lessons, songs, and poems.

Areas of the inside environment:

Psycho-sensory motor: development of gross-, and fine-motor movements, cognitive development, and body- and sense-awareness.

Practical life: development of skills and actions, needed for a sequence of tasks which grows in complexity as the child grows older, to take care of themselves and their environment.

Language: development of vocabulary and communication, and creative language use.

Art and music: opportunities to introduction of using different art mediums, and different musical instruments and musical sounds.

3-6 yrs Environment (Casa)

Characterized by Discovery and Repetition

The environment offers opportunities for:

- a. Development and refinement of more complex motor skills through activities especially designed for the child's need of hand and body movement, and repetition.
- b. Development of self-discipline and will through freedom of choice, and movement and a wider choice of purposeful activity.
- c. Development of social understanding and development, guided by lessons of grace and courtesy, and using the principles of freedom of choice, and movement.
- d. Development of knowledge of the wider world that surrounds the child and within their scope of experience.
- e. Further development of language through informal communication, formal vocabulary lessons, songs, and poems.
- f. Introduction to and development of abstract concepts, such as language and mathematical concepts, and nomenclature.

Areas of the 3 -6 inside environment:

Practical life: development and refinement of skills and movements needed for a sequence of actions to complete a complex task, to take care of themselves and their environment. This area also offers the 3-6 age child the ability to practice skills through activities designed for repetition.

Sensorial: development of the child's knowledge of abstract ideas through the senses, such as size, length, volume, texture, etc. using especially made and designed didactic equipment. Geometric forms and activities are also introduced in the sensorial area.

Language: further development of vocabulary and communication, and creative language use. Introduction to and development of knowledge of the phonetic sounds and letters, and writing and reading skills, depending on the individual child's interest and abilities.

Mathematics: develops the child's sense of mathematical concepts using sensorially didactic materials.

Frequently asked Questions

1. *How does Montessori education differ to Traditional education?*

Montessori education provides children with concrete (didactic) materials to discover abstract concepts through the senses of touch (tactile and stereognostic), sound and sight, as well as practical activities that develop and exercise physical (especially fine-motor) and cognitive skills, strength, stamina and co-ordination.

Children are free to choose to work with any activity or material that has already been shown to them – the materials hold within them a control of error which allows the young child to correct his/her own mistakes thereby increasing the learning experience.

All lessons are given as presentations and are given to small groups (about 3 children) or individually, depending on the child's needs, rather than in large class/age groups.

Montessori classrooms should have a vertical age grouping of 3 years in each class; 0-3, and 3-6 in pre-schools.

2. *If the children are free to do what they want, how is their learning managed?*

The adults in the environment observe and record what the children do during the day. Through the record keeping and communication the adult gets to know the child's interest and abilities. The child is free to choose any activity that he/she has been introduced to.

However, if the child is avoiding activities that need to be done, the Montessori Directress will guide the child to do those activities in accordance to the needs of the child, often in the form of a presentation. It is the responsibility of the Montessori Directress to ensure the child's progression through the Montessori materials according to the child's capabilities and needs. The child's success is an important factor to create a will to develop skills and learn.

3. *How do the 'Individual lessons' work in a class full of other children?*

The class environment should have enough activities to appeal to the interest and activity of a child. The children are encouraged to work independently, of the adult, with these activities. These activities, if engaged with in a correct manner, aid the development of focus and concentration, stamina, encourage repetition of skill and movement and lead to a sense of accomplishment and self-satisfaction.

While the children of the group are engaged with their own activities, the Montessori Directress has the opportunity to give an individual or small group presentation(lesson).

In a larger class, the class assistant manages the class whilst the Montessori Directress presents lessons.

4. *How can the class have mixed age groups?*

By having different ages in the class, a more natural familial environment is formed. Normally siblings learn, play and engage in other forms of interaction with each other. This type of interaction is encouraged in a Montessori class. The younger children have a higher sense of order and the older children have a higher sense of knowledge and lower sense of order. The older children often are willing to teach or help the younger children, under supervision of the Montessori Directress. This helps to reinforce and cement their knowledge.

The class is set up with activities that should appeal to all the different age groups.

5. *Why the adult is called a Directress, and not a teacher?*

Although the Directress does teach the children, in Montessori education it is not her only duty.

A Montessori environment should not have any hierarchical positions. The class is set up for the child. The adult guides the child to interact with everything within the environment – including the class, children, garden and didactic materials.

A Montessori Directress is as much a part of the class as each child. Thus, she is not given a title, but is called by her name.

As the adult in the class, however, she is responsible for the tone, discipline, cleanliness, and general management of the class.

6. *What are some of the other key concepts in Montessori education?*

- Didactic materials – Materials that are used to teach children.
- Extended work period – a period of time not less than 3 hours, during which the children may freely choose activities within the environment. It has been developed according to the concentration cycles of children in order to develop a deeper sense of concentration and focus on an activity.
- Independence – it is very important for the child to be able to work independently of the adult in his/her activity. Through manipulation of materials and repetition of exercise, the child is able to reinforce the knowledge gained from the didactic materials and the other activities thereby increasing his/her own knowledge and skill sets. Dependence on the adult or other peers limits the time spent doing these activities, therefore negatively affecting the scope of knowledge and skills that could be gained.
- Practical life activities – activities in everyday life that have been simplified into smaller elements in order for the child to exercise each skill necessary to complete a more complex activity.
- Prepared environment – An orderly environment prepared with the developmental and pedagogical (academic) needs of the child in mind. And one in which the child may move and work independently.
- Sense of order – the inner drive that young children display to return an ‘environment’ back to its normal state. This is very important as it activates a sort of internal compass in the child, without this order, the child may feel lost or confused. As the child grows older, the less important this becomes as the acquiring of knowledge takes precedence. Usually, however, the child already has developed the inner knowledge of space and direction.
- Sensitive periods – periods of time during which a child easily assimilates certain stimuli and knowledge without visible exertion. E.g. A child has a sensitive period for language from birth to 6.
- Sensorial activities – materials that have been designed by Maria Montessori through observation of children. They give children a concrete idea through the senses of abstract concepts that involve dimension, volume, geometry, texture, saturation of colour, weight, letters, counting and numbers amongst others.
- Stereognostic sense – the sense of the space held by an object through the muscular memory of a child.

7. *What are the best practices of Montessori education?*

- i. Classes in Montessori schools are mixed-age and non-graded.
- ii. An extended work period of at least three hours during which the children can choose their own activities and engage in uninterrupted work.
- iii. No use of rewards and punishments.
- iv. The environment is prepared in order to meet the needs of all children in the class, and has a full range of materials to support the Montessori sequence of activities.
- v. The adults in the Montessori environment exhibit and apply the principles of Montessori pedagogy.
- vi. Montessori schools create curriculum guidelines which conform to the vision of childhood development and educative goals as set out by Maria Montessori.

“Educating the mind without educating the heart is no education at all.” Aristotle

8. *Where can I find out more about Montessori education?*

There is a wealth of websites and blogs you can visit. Here are some examples.

- www.absorbentminds.co.uk
- montessoriconnections.com/about-montessori-education/what-is-the-montessori-method/
- www.montessori-namta.org/About-Montessori
- countingcoconuts.blogspot.com
- montessoriconfessions.blogspot.com
- pinterest – Montessori blogs

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Project budget: Early Childhood Development

	2022	2023	2024	2025	2026
Child 1 (3yrs+)	3yo	4yo	5yo		
income	\$ 43.49	\$ 47.84	\$ 52.62		
donations	\$ -	\$ -			
Total income	\$ 43.49	\$ 47.84	\$ 52.62		
running expenses	\$ 13.49	\$ 14.84	\$ 16.32		
school costs	\$ 26.82	\$ 29.50	\$ 32.45		
other costs e.g outin	\$ 3.49	\$ 3.84	\$ 4.22		
miscellaneous	\$ 9.87	\$ 10.86	\$ 11.94		
Total expenditure	\$ 53.67	\$ 59.04	\$ 64.94		
staff salaries	\$ 139.82	\$ 153.80	\$ 169.18		
total expenses	\$ 193.49	\$ 212.84	\$ 234.12		
Annual expenses	\$ 2,031.65	\$ 2,554.07	\$ 2,809.47		
Shortfall/month	\$ 150.00	\$ 165.00	\$ 181.50		
Annual shortfall	\$ 1,575.00	\$ 1,980.00	\$ 2,178.00		
Child 2 (14mths+)	14mo	2yo	3yo	4yo	5yo
income	\$ 43.49	\$ 47.84	\$ 52.62	\$ 57.89	\$ 63.67
donations	\$ -	\$ -			
Total income	\$ 43.49	\$ 47.84	\$ 52.62	\$ 57.89	\$ 63.67
running expenses	\$ 13.49	\$ 14.84	\$ 16.32	\$ 17.96	\$ 19.75
school costs	\$ 26.82	\$ 29.50	\$ 32.45	\$ 35.70	\$ 39.27
other costs e.g outin	\$ 3.49	\$ 3.84	\$ 4.22	\$ 4.65	\$ 5.11
miscellaneous	\$ 9.87	\$ 10.86	\$ 11.94	\$ 13.14	\$ 14.45
Total expenditure	\$ 53.67	\$ 59.04	\$ 64.94	\$ 71.43	\$ 78.58
staff salaries	\$ 139.82	\$ 153.80	\$ 169.18	\$ 186.10	\$ 204.71
total expenses	\$ 193.49	\$ 212.84	\$ 234.12	\$ 257.54	\$ 283.29
Annual expenses	\$ 1,547.92	\$ 2,554.07	\$ 2,809.47	\$ 3,090.42	\$ 3,399.46
Shortfall/month	\$ 150.00	\$ 165.00	\$ 181.50	\$ 199.65	\$ 219.62
Annual shortfall	\$ 1,200.00	\$ 1,980.00	\$ 2,178.00	\$ 2,395.80	\$ 2,635.38