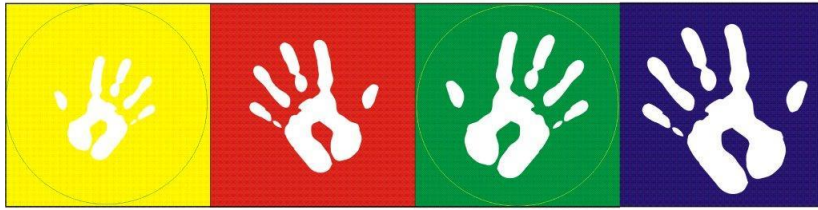


MONTESSORI



ACADEMY & COLLEGE

PROSPECTUS

2023

The Montessori College (Pty) Ltd (CK 2002/017994/07)

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Principal's Welcome

Dear Prospective Parent

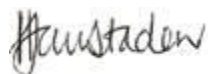
Thank you for your interest in our school. This prospectus is designed to give you an overview of the school's important information. If you are interested in finding out more, we suggest that you make an appointment for your child to visit the school, and for you to meet with the teachers who will introduce you to the various environments and answer any questions you may have. Once you apply for admission, you will be given a Parent Handbook which will provide you with details of the school's day to day running, policies etc.

Our school fees are on average less than those of other private educational institutions, yet we still maintain small classes ensuring individual attention. Our school-leaving certificate, obtained through Cambridge University, provides school leavers with an internationally recognised qualification.

While we consciously prepare our children for life and aim to develop future citizens who care for and will contribute meaningfully to their community, the precious time that they are children needs to be nurtured and enjoyed. Our environment is peaceful and conducive to effective learning; we strive to add value to the children's learning experience by cross-curricular teaching strategies and providing this next generation with a deep reverence for our planet and humanity.

We believe that you will find a place for your child and your family within our school community and look forward to meeting you in person soon.

Yours sincerely



Heidi van Staden
Principal



Montessori Information

Montessori Education

Dr Maria Montessori was Italy's first woman doctor. She developed her method of education after many years of dedicated observation and assessment of children's developmental patterns and needs.

An important premise of Montessori Philosophy is that we acknowledge each child as an individual. Montessori designed her schools as *prepared environments* which create spaces designed to meet the developmental and individual needs of the students. They are ordered and allow the students to develop at their own pace and according to their own capacities in a non-competitive atmosphere. This approach encourages students who are engaged and interested in their learning.

The basic idea of the Montessori philosophy of education is that children carry within them, the wo/men they will become. In order to develop their physical, social, emotional, intellectual and spiritual powers to the fullest, they must have freedom – a freedom to be achieved through order and self-discipline. Montessori recognised that the only valid impulse to learning is the self-motivation. The teacher prepares the environment, guides activities, functions as the reference person and exemplar and offers the child encouragement and support; but ultimately, it is the student who is motivated through the work itself to persist in her/his chosen tasks. This is the focus of our work with the pre and primary school children.

For the adolescents in middle and high school, the Montessori method provides a framework in which intellectual and social disciplines go hand in hand. Young adults often struggle with the transition from adolescence to adulthood. Often, they find themselves unprepared to take on the challenges of life outside of classroom walls, be self-sufficient and solve problems effectively. It is important for them to establish a personal identity and figure out how they fit into the world around them so that they can participate and contribute meaningfully. Our aim in the middle and high school is to help 'valourise' the child. Montessori uses this term to remind us that these children are vulnerable and need a special kind of nurturing as they are developing themselves and finding their purpose in their world.

Montessori was nominated three times for the Nobel Peace Prize – her vision was to create a peaceful world, by raising peaceful children. Nelson Mandela himself said, "*Education is the most powerful weapon which you can use to change the world.*"

We strive every day to take this part of our work very seriously.

The Differences between Montessori Education and Mainstream Education

Montessori	Traditional
Teaching is collaborative.	Teacher is the centre of the classroom as a controller – teaching is didactic
Environment and method encourage self-discipline.	Teacher acts as the primary enforcer of discipline.
Grouping encourages students to teach and help each other.	Most of the teaching is done by the teacher.
Students reinforce their own learning by repetition of work and internal feelings of success.	Learning is reinforced externally by rewards.
Group participation is encouraged but never forced.	Group participation is mostly compulsory.
Physical, social, emotional and intellectual needs are equally important.	Emphasis falls on academic development.
All students are treated equally and have the same privileges.	Some students are placed above others and have more privileges.

As students move from middle to high school, classes are more formal and will sometimes be structured in a lecture type format. This is necessary in order to prepare students for the demands of university and career life. We adhere to Montessori's philosophy of education regarding the way we prepare lessons and interact with our students. Collaboration and participation in lessons is still very much encouraged. Mutual respect is the cornerstone of the teacher-child relationship.

What we stand for

Vision

To provide quality education for our students through using the Internationally proven Montessori Pedagogy and Cambridge University Benchmarks in an all incumbent community orientated environment.

Mission Statement and Objective

We provide quality education for our student through highly motivated and dynamic teachers using the International proven Montessori Pedagogy and Cambridge University Benchmarks in an all inclusive community orientated environment.

Values

These are the values that underpin our implementation of the Montessori Pedagogy and Cambridge University Benchmarks:

Respect	
Commitment	Truth
Empathy	Accountability
Self-discipline	Responsibility

Code of Ethics

Confidentiality

All personal information regarding students, their families and school-related matters are held in the strictest confidence.

Respect for the Child

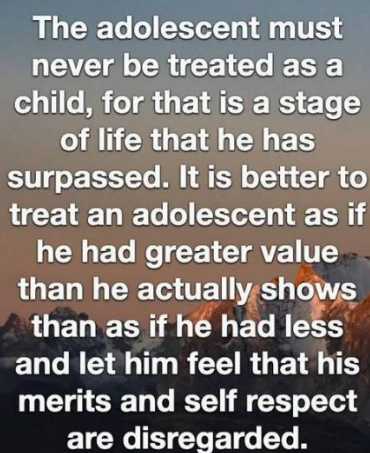
This includes a positive, optimistic attitude towards the child, a cooperative spirit, a nurturing of independence, recognition of the child's unique individuality, trust in the child's great work to create an individual self, providing the right activity, listening to and observing the child in order to ascertain his/her needs. We avoid pride, anger, touching a child unless invited, speaking ill of a child, sarcasm, teasing, overreaction to bad behaviour and implied punishment or reward.

Goals

Students grow into adolescence in very individual ways. Their bodies, their intelligences, their characters have a range of capacities, shapes and sizes that are the mark of early adolescence. What is unique about Montessori adolescents is that they have a school whose mission it is to accommodate their individuality and the changing needs of a new phase of life.

Our goals are to:

- develop a positive attitude towards learning within the child;
- help the child move towards independence. The adolescent moves from the cry of the 3-6 year old of, "Help me to do it for myself!" to "Help me to think for myself!"
- build self-esteem and confidence;
- identify the unique needs of each child at all levels of development;
- develop inner discipline through an ordered environment;
- establish concentration patterns within the child that will be of benefit in all future studies;
- initiate the beginnings of perseverance and the ability to see something through to the end;
- develop the spontaneity and creativity that all student possess;
- help the child to grow into a mentally, physically and spiritually healthy and happy adult;
- provide support to parents and help all parents understand the needs of their student;
- liaise with the educational authorities regarding the norms and standards at each level/grade; and
- maintain a comfortable teacher-child ratio at around 1:15.



The adolescent must never be treated as a child, for that is a stage of life that he has surpassed. It is better to treat an adolescent as if he had greater value than he actually shows than as if he had less and let him feel that his merits and self respect are disregarded.

Maria Montessori

The Curriculum

Preschool, Junior and Senior Primary

Our Pre and primary environments are fully equipped with Montessori materials and according to our mandate as a SAMA registered school, we provide the children with a full Montessori curriculum. In line with what the NCS (National Curriculum Statement) requires, the curriculum is outcomes based.

Middle School

The Key Curriculum Areas during this three-year learning cycle include:

English First Language and English Literature

A choice between Afrikaans second language **or** French foreign language **or** German foreign language

Mathematics

Sciences:

- Biology
- Chemistry
- Physics

History

Geography

Computer Studies

Art

Practical Life Skills (including topics like: citizenship, sexuality education, drug awareness and careers motivation) are woven into other subject areas.

Lessons in these subjects provide core information in the form of individual and group lessons. Tasks are then set at different levels, which the students complete by themselves at their proficiency level.

At the end of this phase, we encourage parents to enter their student for a pre-IGCSE innovative diagnostic testing service offered by Cambridge International Examinations. *Cambridge Checkpoint* will enable access to standardised tests that provide feedback on a student's strengths and weakness in the key curriculum areas: Mathematics, Science (Biology, Physics, Chemistry) and English.

Students make their subject choices (6 – 8 subjects) at the end of their third year in the middle school.

High School – Cambridge IGCSE Programme and Examination

The Cambridge IGCSE syllabus is a two-year programme. Students from other schools are only accepted to join this programme before the June holidays of the first year (Year 10). Thereafter the workload of catching up, integrating a new method of learning and preparing for preliminary exams in June of the second year (Year 11) becomes unrealistic.

This course provides a solid foundation and an international benchmark at the end of year 11, when between 6 and 8 subjects are normally written. It is important to take the external examination at this stage to serve as a guide and foundation for the higher-level course which follows, namely the Advanced Level. Also, it is important for the students to realise that the subjects that they leave at the end of IGCSE still count toward their APS score when they apply for university entrance. Therefore achieving the best grade they can is imperative, even though they will be 'dropping' the subject when they move on to the Advanced Level programme.

The IGCSE was developed to meet the need for a wider curriculum specifically tailored to international needs and an assessment system appropriate for these students. The IGCSE Cambridge curriculum is presented in over 125 countries around the world (2021), mainly in

private schools. It is designed as a two-year curriculum programme. In our school we refer to these classes as the Accelerated and GCSE class – years 10 and 11. This leads to a certificate that is internationally recognised as equivalent in standard to the British GCSE and GCE Ordinary Level examinations.

The aims of IGCSE are to:

- support modern curriculum development;
- promote understanding of international affairs;
- encourage good teaching practice; and
- set widely recognised standards.

The IGCSE is administered by Cambridge International Examinations (CIE), a department of the University of Cambridge: Local Examinations Syndicate (UCLES). The Montessori College is a registered centre which grants us the privilege of writing the exams on-site.

The most important principle of these examinations is that students are rewarded for positive achievement – what they know, understand and can apply. As well as testing whether students can recall information and present it appropriately, the curriculum encourages:

- the development of oral and practical skills;
- an investigative approach;
- the use of initiative to solve problems;
- the application of skills, knowledge and understanding; and
- the ability to undertake individual projects and to work as part of a team.

The IGCSE examination is suitable for most students. It has an 8-point scale of grades: A*, A, B, C, D, E, F, G. Grade A* is awarded for the highest level of achievement (90%+); grade G (25%-29%) indicates minimum school leaving requirement. To accommodate the differing abilities of students, there is a choice between the Core and Extended curriculum papers in most subjects. The Core curriculum in each subject is within the ability range of a large majority of students. It provides a full overview and is targeted at students expected to get grades D to G. The highest grade offered for Core papers is a C.

The Extended curriculum, which comprises of the Core curriculum as well as supplementary content, has been designed to be more academically challenging and leads naturally into higher education and professional training. It is targeted at those expected to achieve grades A to C and who desire university exemption. Students need not enter for the same level of curriculum in all subjects. A student who presents a subject on the Core level cannot continue with the subject on AS level. Therefore, if a subject is to be continued on AS level, it has to be presented on the Extended level.

Subjects offered at the Montessori College

English First Language

Afrikaans Second Language

German Foreign Language

French Foreign Language

Mathematics

Physics

Chemistry

Biology

History

Geography

Art

Design and Technology

Business Studies

Accounting

Economics

Computer Science

English Literature*

Drama*

Psychology*

*May not be presented for university admission into faculty, but may be added to accumulative points. These subjects are taken as specialisations.

Subject choices must be made from, and according to the following groups:

Group 1	Group 2	Group 3	Group 4	Group 5
1 subject max	1 subject max	2 subjects max	3 subjects max	3 subjects max
English	Afrikaans	Biology	Biology	Computer Science
	French	Chemistry	Chemistry	
	German	Physics	Physics	Business Studies
		Mathematics	Geography	Accounting
			History	
		3rd language*		English Literature
			Art	
			Design & Technology	Drama
			Economics	Psychology
*Not the same as Group 2 - choice of Afrikaans, French or German for 3rd language.				

English, mathematics and a second language are compulsory subjects at IGCSE level.

Please be aware that if fewer than three students have chosen a particular subject, the possibility exists that it would not be viable to present this subject in that particular year.

Understanding the Cambridge system and how it applies within the context of our country can be a little daunting, and we encourage you to make an appointment with the Academic Head of the College or the Managerial Head of College to clarify any questions that you may have.

School Terms 2023

Term 1: 11 January 2023 – 24 March 2023

Term 2: 12 April 2023 – 23 June 2023

Term 3: 18 July 2023 – 29 September 2023

Term 4: 10 October 2023 – 8 December 2023

Public holidays during term time

Monday 20 March – Tuesday 21 March School holiday and Human Right's Day

Thursday 27 April – Friday 28 April – Freedom Day and school holiday

Monday 1 May – Worker's Day

Friday 16 – Youth Day

Wednesday 9 August – Women's Day

Monday 25 September (for Sunday 24 September) – Heritage Day

School Fees 2023

School fees are quoted as **annual fees** that are payable in equal installments monthly in advance over 12 months starting in January 2023.

Registration fees are due upon enrolment.

Please note that a **term's notice** (three months) is required at the **beginning** of the term preceding your child leaving.

Please see our 2023 Fee Schedule for further information.

Admissions Procedure

At the Montessori Academy and College, we encourage and celebrate a rich cultural diversity. Our school does not discriminate in any manner with regard to race, religion, gender, sexual orientation, national origin or physical disability. Class size is determined by several factors with a teacher/student ratio of 1:15 as a benchmark. In applying the Montessori method and philosophy effectively, we try to balance age, skill level, talent and personality in our classrooms. We encourage families to follow the admissions procedure below when considering enrolment at Montessori Academy and College.

Visit

Families are welcome to visit our campus during operating hours (08:00 to 14:00). To ensure that staff will be available to give you a tour of the grounds, describe the school, discuss curriculum and answer any questions you may have, please call ahead to schedule an appointment.

Student Class Visit

Students who are interested in enrolling at the school are invited to visit the school for a day. This gives the teachers an opportunity to observe the student's adaptation to our teaching methods and the student is afforded the chance to get a feel for his/her potential new learning environment.

It is necessary to make appointments for these visits. The administration staff will assist in scheduling observations for weekday morning hours. Parents may call (012) 996 3312/3.

The supervising teacher will send written feedback regarding the visit and any assessment feedback that is relevant. We encourage families to consider carefully how our curriculum might support their values and goals for their child. You will be given an application form and transfer application at this point. You may also wish to arrange an interview to discuss the feedback received and ask any questions you may have about the classrooms and the Montessori principles our school follows.

Apply

After careful consideration of our program, parents may complete the application form for their child. If all classes are full, the child's name will be placed on the waiting list. You will be notified within one week of the status of your application.

Enrol

When students are accepted at Montessori Academy and College, registration forms and all other enrolment documents (medical, emergency, etc.) will be issued. Registration fees are payable at this stage to secure your child's place. If payment is effected by way of electronic funds transfer, parents are to submit the proof of payment, together with all enrolment forms to the accounts department. Without these forms fully completed, registration is not complete.

Please feel free to call the administrative staff should you have any questions about this procedure. They will gladly assist.

Where to find us



