

MONTESSORI PRIMARY



Te Ara Ki Te Matauranga ● Pathway to knowledge

CAMBRIDGE

Montessori Education Trust
for Cambridge & Waipa

Information Pack

**CAMBRIDGE MONTESSORI PRIMARY
AT TE MIRO SCHOOL**



*SUPPORTED BY THE
**MONTESSORI EDUCATION TRUST
FOR CAMBRIDGE/WAIPA (METCAW)***

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CAMBRIDGE MONTESSORI PRIMARY AT TE MIRO SCHOOL

Background to the Montessori Primary at Te Miro School

In 2007, a volunteer group of parents, keen to extend the benefits of Montessori education into their children's primary years, formed a charitable Trust called The Montessori Education Trust for Cambridge/Waipā (METCAW). Its aim was to establish a Montessori class in a state school and to gain access to local knowledge, expertise and facilities such as a library, sports grounds and to be a part of a bigger community.

Having approached a number of Cambridge Primary Schools, Te Miro School indicated an interest in the establishment of a Montessori classroom. Te Miro was receptive to other educational approaches and felt that a Montessori class would offer some roll stability and growth for the school. METCAW considered that the school had a very similar ethos to Montessori, and was set in wonderful surroundings which would complement a full Montessori curriculum. METCAW came to an agreement with Te Miro School in November 2007 and the class began in Term 3, 2008.

Administration

On a day-to-day basis, the class runs under the policies of Te Miro School's Board of Trustees and the Montessori teacher is employed by the School. METCAW is independent of Te Miro School and is responsible for funding the Montessori teaching staff wages and salaries that are not funded by the Ministry of Education as well as Montessori specific training and professional development. METCAW also provides the specialised materials and equipment found in the class. METCAW relies on parental term donations and fundraising to fulfil these obligations.

Te Miro School

Since 1920 - Te Miro School has been the focal point of the community. Te Miro School is a rural based full Primary School catering Years 0 – 8. Te Miro holds the Green Gold Environmental Schools award.

It is situated in the hills, with a backdrop of native bush reserve, just 16km from Cambridge. We are a 3.5 teacher school and with teacher aide support and a roll of 61 children.

We are a well resourced school with:

- A well stocked Library
- Spacious playing areas
- An extensive swimming pool complex
- A community hall
- Beautifully planted native trees and English shade trees
- Developing native bush
- A school garden



Getting To and From School

A school bus services Te Miro Primary in the morning and afternoon.

- The school bus leaves from the front of Cambridge Intermediate – Clare St- at 8.25 a.m.
- The school bus arrives back at Williams Street (the rear of the intermediate) at 3.20 p.m.

The Bus service incurs a fee. This fee is dependent on the number of children that use the bus. Currently the bus services costs \$2.65 per day for a return trip. This service is invoiced direct from the school.



Integration with Te Miro School

We strive towards as much integration as possible without detracting from the Montessori style of education. Achievement testing carried out in the classroom is held to the minimum allowed by the Ministry of Education. As the children work on task for most of the day and tend to achieve more as a result, homework other is not set unless to address an area of weakness observed by the Teacher.

The children take part in the three-hour morning work cycle and participate in other activities offered outside of the classroom e.g. art, music, drama, physical education etc during the afternoons. The Montessori pupils share in the School's facilities and extra-curricular activities as well as school-wide events and outings.

Each class within the school is identified by a native tree. The Montessori class is named after the Rata Tree.

Montessori parents are automatically part of the Te Miro Parent Fundraising Group and are welcome to be part of the committee. Through this body they have the opportunity to discuss school-wide issues and to help raise money for the broader community. Specific fundraising for the Montessori class is also actively encouraged and performed by METCAW.

Do the children in the Montessori class join in with other school activities?

Yes – there is always something interesting going on for the children at Te Miro and outside the three-hour work cycle the children get involved as much as possible.

Events:

- School Camp
- Outdoor education Trips
- Te Miro School Triathlon and Swimming Sports
- Rural School Winter Sports day
- Cambridge Schools Art/Music Festival
- Cultural Visits- visiting groups
- Cambridge Rural Schools Cross Country
- Rural Schools Orienteering
- Athletics Day
- Agricultural/Gala Day
- Productions – School productions and dance
- Community Events



What is Montessori?

Montessori education was devised in the early 1900's by Maria Montessori, Italy's first female doctor. Dr Montessori had a particular interest in children and spent many hours observing their learning behaviours. As a result of her observations Dr Montessori designed equipment adapted to each stage of a child's development. The Montessori equipment provides the child with motives for purposeful activity and allows the child to engage in self-directed learning.

Montessori Education involves developing capabilities such as creativity, independence, inner-self and self confidence. Since Dr Maria Montessori opened her first 'children's house' in 1907, her then revolutionary ideas and method have proven effective in studies and in real life.

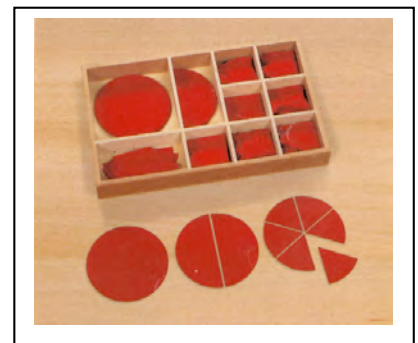
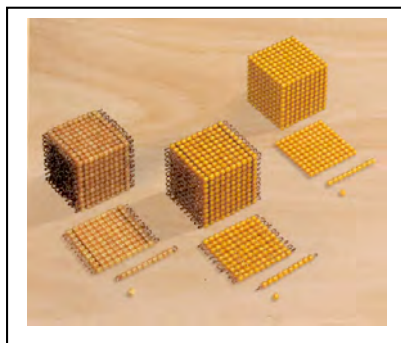
She was concerned with the development of the whole child and each child's right to be treated as an individual. She believed education should cultivate a natural desire in children to learn, and she also found that children are full of curiosity and have a natural desire to learn about life.

Dr Maria Montessori devised methods and materials to assist children to cultivate and foster enthusiasm for learning.

She also came to realise that the best way to accommodate the children's desire to learn was for adults to provide the right environment, but then to stand back and observe and facilitate, instead of making the children learn when and how it suits the adults.

Montessori Philosophy:

- Respect of the children and their natural ability and desire to learn.
- Recognition of the sensitive periods in children's lives where certain skills are learned readily. The natural development of the child proceeds through several distinct planes of development.
- Focuses on the unique needs and gifts of each child.
- Nurturing and inspiring creativity, curiosity, leadership, love and imagination that lies within us all.
- Education with a focus on partnership, independence, mutual trust and respect, on individual achievement and on the development of minds and hearts.
- Each child is treated as a unique individual, allowing him/her to develop at their own pace in a peaceful, non competitive atmosphere.
- Teaching of self discipline and respect for self, others and the environment.



The Benefits of the Montessori Primary Programme:

For children:

- To gain confidence
- To build their love of learning

What is the difference between the Montessori and State systems of teaching?

In a Montessori classroom, the objective is to accommodate the child's development, not to mould it. Materials are designed based on the development stage of the children to explore, and self discover and also to encourage them to be active rather than passive learners at all levels. Students are prepared for life, rather than a test. There is always a busy hum in a Montessori classroom.

What role does the Teacher play?

A Montessori teacher acts as a facilitator. He/ She is, above all, an observer, unobtrusively monitoring each child's development, recognizing and interpreting each child's needs. Lessons are planned based on observations. The teacher provides a link between the child and the prepared environment, introducing the child when ready to each piece of equipment in a clear and inviting manner.

What is the three hour work cycle?

Dr Montessori observed a concentration cycle in children which shows that a three hour unbroken period allows the child to reach their concentration peak.

Within the three hour work cycle the children do not go out at a set time for morning tea but are able to have a snack or drink as they require. During the afternoon, the classes have library, swimming, sports or arts and crafts sessions.

Will our children have homework?

Family home-life and activities are important learning experiences and we do not envisage a lot of homework cutting into this time. There may be a limited amount of homework and it will vary from child to child but you can expect to have a home reader most days which will come home in a book bag.



Why is the Montessori class multi-age?

Montessori allows children to progress through the curriculum at their own pace; therefore there is no academic reason to group children according to one grade level.

Children can find peers who are working at their level. The curriculum spans the interests and abilities up to the most accelerated children in the class – therefore accommodating to individual needs.

Younger children are naturally stimulated and interested in the work the older children are working on. In multi – level classrooms the older children serve as tutors and role models. This leaves them with a strong sense of pride.

What subjects are covered in a Montessori Class?

The approach is holistic and the children can see the ‘interconnectedness of everything’. Science, Geography, Math, Grammar, Spelling, Writing, Music, Art, Physical Education, Health and Wellbeing, environmental studies (and much more) are all interconnected.

Montessori pupils are allowed choice in how they explore concepts and practice skills, but the curriculum is still very specific and ensures children learn fundamental concepts and skills.

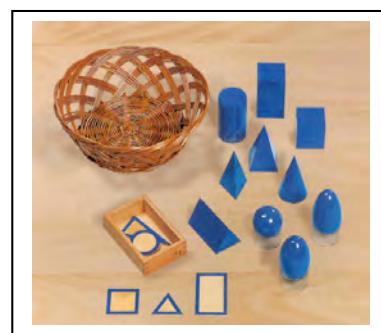
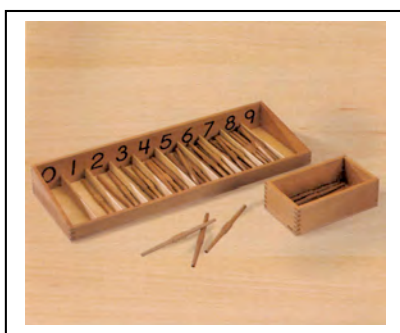
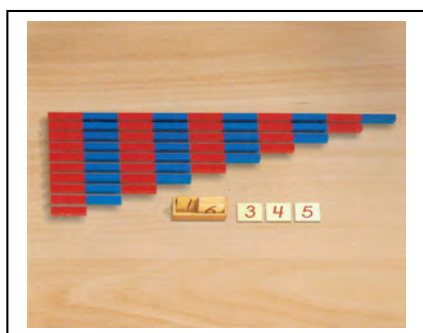
Our class must also deliver the national New Zealand curriculum because we are part of a State school.

Montessori education encourages children to develop a sense of social purpose towards the community and environment, as well as moral responsibility.

Children learn in a holistic framework in which everything interconnects: climate, crops, culture, architecture... This encourages them to see themselves as part of a much bigger picture, one to which they should contribute constructively.

Is Montessori education just for children who are either gifted or special needs?

Montessori education is for children at all levels as they work at their own pace within each curriculum subject. The Montessori philosophy does not include a rewards and punishment system, instead encompassing natural and logical consequences.



At what age can children enter the Montessori class?

The final year at a Montessori pre-school is a very important year in the life of a five year old child as it is now he/she begins to develop leadership qualities, takes on more responsible roles as well as understands the links of his/her acts and the needs and rights of others.

Younger children in the classroom aspire to the work of their older classmates who in turn act as 'little teachers' reinforcing their own learning.

Montessori early childhood education gives a child a great start, the primary years is where all the groundwork begun in the 3-6 years, comes to fruition.

The Cambridge Montessori at Te Miro class includes 6–9 and 9-12 year old children. A child is eligible for entry into the 6 - 9 class the term the child turns 6 years old.

Due to the teaching methodology, the nature and set up of a Montessori class, the ideal age for commencing in a Montessori Primary class is 6 years old.

Children without previous Montessori experience may be able to enter the primary classroom, however any application is taken on a case by case basis a priority will be given to those students who meet the criteria outlined in our Enrolment Policy.

What happens in a senior class? (9 – 12 years)

Within a senior class there is less 'concrete' equipment as the children move their thinking and learning from the 'concrete to the abstract'. When the children reach this age they are becoming more aware of themselves as a part of the community and more of their learning is done from within the community.

Where do the children go after Montessori at Te Miro?

Montessori at Te Miro currently caters for children from 6-12 years old. Montessori children are ready for High School after attending their senior class and generally make the transition to State High School with ease.

The Characteristics of Montessori Learning Activities:

- **Hands on learning:**

In Montessori, students rarely learn from texts or workbooks. In all cases, direct, personal hands-on contact with either real things under study or concrete models that bring abstract concepts to life allow children to learn with much deeper understanding.

- **Spontaneous Activity:**

Much of the time, students select work that captures their interest and attention, although teachers strive to draw their attention and capture their interest in new challenges and areas of inquiry.

- **Active Learning:**

In Montessori classrooms, children not only select their own work, but continue to work with tasks, returning to continue their work over many weeks or months, until finally the work is 'so easy for them' that they can teach it to the younger children. This is one of the many ways that Montessori educators use to confirm that students have reached mastery of each skill.

- **Self-Directed Activity:**

One of Montessori's key concepts is the idea that children are driven by the desire to become independent and competent beings in the world to learn new things and master new skills. For this reason, outside rewards to create external motivation is unnecessary.

- **Activities that are self correcting:**

To Facilitate children's independence and ability to learn at their own pace, Montessori learning activities (Montessori materials) are designed with built-in control of error, which allows them to detect errors without a teacher's feedback and is the key to developing a habit of working toward mastery and precision.

- **Clear and Precise Instruction and Guidance:**

Montessori teachers minimize student confusion and uncertainty by breaking down tasks into logical segments and by giving clear and precise directions and clear demonstration of specific tasks involved in each activity. In most cases, tasks are carefully sequenced and programmed so that each new step is built on what the child has already mastered. Lessons and learning activities are specifically designed to increase children's self confidence.

- **Freedom within limits:**

Montessori children enjoy considerable freedom of movement and choice; however their freedom always exists within defined limits on the range of their behaviour. They are free to do anything appropriate to the ground rules of the class/community but are redirected promptly and firmly if they cross the line.

- **Universal Values:**

Children are taught appropriate patterns of polite behaviour. It instills values such as self respect, acceptance of uniqueness and dignity of all we meet, kindness, peacefulness, compassion, empathy, honour, individual responsibility and encouragement.

- **Social Development:**

Particular attention is given to social development. Spontaneous groups form – to problem solve and help one another. Non-violence, non-aggressive behaviour and respect for one another's belongings and work are created.

- **Social Responsibility:**

Different forms and levels of Community service is a standard part of a Montessori class.

Montessori Teaching Staff

Dr Montessori believed that teachers should focus on the child as a person, not the daily lesson plan. Montessori teachers are taught to nurture and inspire the human potential- leading children to ask questions, think for themselves, explore, investigate and discover. The ultimate objective is to help the child learn how to learn interdependently, retaining curiosity, creativity and intelligence with which they are born. Montessori Teachers do not simply present lessons; they are facilitators, mentors, coaches and guides.

There are no grades, or other forms of reward or punishment, subtle or overt. Assessment is by portfolio and the teacher's observation and record keeping. The test of whether or not the system is working lies in the accomplishment and behavior of the children, their happiness, maturity, kindness, and love of learning and level of work.

The teacher remains alert to the interests of each child and facilitates individual research in following interests. There are no curriculum requirements except those set by the state, for specific grade levels. From age six on, students design contracts with the teacher to guide their required work, to balance their general work, and to teach them to become responsible for their own time management and education. The work of the 6+ class includes subjects usually not introduced until high school.

Montessori teachers will first be passive observers, identifying each child's needs and stage of learning. Only then do they become active in guiding and encouraging. Learning is supported by the beautiful Montessori equipment which offers carefully graduated lessons, is often self-correcting and typically isolates one specific principle. Montessori gives children the opportunity to keep succeeding, with each new step mastered at their own pace. This in turn works to create self-confidence and a lifetime love of learning.

The Montessori Teacher:

- **Is authoritative:**

The teacher responds empathetically to children's feelings, while setting clear and concise limits.

- **Is an observer:**

Montessori teachers are trained observers of children's learning and behaviour. They know when to intervene in the child's learning with a new lesson, a fresh challenge or reinforcement of basic ground rules.

- **Is an educational resource:**

Montessori teachers facilitate the learning process by serving as a resource to whom the children can turn as they pull together information, impressions and experience.

- **Serves as a role model:**

The Montessori teacher deliberately models the behaviours and attitudes that she is working to instill in her students. Because of Montessori emphasis on character development, the Montessori teacher normally is exceptionally calm, kind, warm and polite to each child.

- **They respectfully engage with the learner:**

They recognise their role is not so much to teach but to inspire and facilitate the learning experience. The real work belongs to the individual child. Because of this the teacher remains conscious of their role in helping each child fulfill their potential as a human being and create an environment for learning within which children feel safe, cherished and empowered.

- **They facilitate the match between the learner and knowledge:**

Montessori Teachers are trained to identify the best response to the changing interests and needs of each child as a unique individual. Because they truly accept that children learn in different ways and at their own pace, the teacher understands they must 'follow the child', adjust their strategies and timetable to fit the development of each of their pupils.



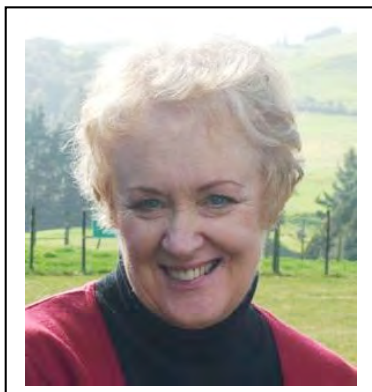
OUR TEACHING STAFF



Jan Neilson is the Lead Montessori Teacher. Jan has been a Montessori teacher for the last eight years. She has Montessori training in 6 – 9 and 9 – 12 through MWEI and NAMC. Jan describes her philosophy of Montessori education as holistic, personalized, and encompassing 21st century learning. Jan welcomes and involved parents to the class.



Bree O'Riley is the Montessori Teacher – Bree will be working in the class 3 days per week. She will commence her training in August 2011. Bree's background includes B.Soc. Sci, majoring in Sociology and History and Grad. Diploma of Teaching. What Bree says: "Through my association with Te Miro School I developed an appreciation of the Montessori philosophy and was fortunate to be offered the opportunity to train and work here. I love working in a nurturing environment where children are assisted to master skills and knowledge and encouraged to become responsible individuals.



Barbara Stewart is the Montessori Teacher Assistant. Barbara has a Bachelor of Education, a Diploma of Teaching. She has completed a Montessori paper from AUT. She has taught at both the primary and secondary level before moving into adult education in corporate companies. Barbara says: "For me, the beautiful materials and the opportunity for children to personally be involved in extending their individual learning is a very powerful motivator for achievement.

PARENTAL INVOLVEMENT

Parents are encouraged to support the Montessori class community and Te Miro School. Some of the ways you may wish to contribute are as follows:

- Working bees to set up classroom resources. Educational materials often need to be made for the classroom and this will be ongoing. (working bees include inventory stock take)
- Parent Education Programme. Regular attendance at parent education classes, parent/teacher interviews and 'Discovery Journeys' give the parents the opportunity to learn about different aspects of the Montessori classroom.
- Fundraising – both by being on fundraising organising groups and making an effort when an event has been organised.
- Classroom support – cooking, gardening, crafts, music, art, sport, class trips, transport etc
- Once a term we hold a parent information/education evening. This gives parents the opportunity to learn more about the different aspects of Montessori. These evenings are also an opportunity to meet other parents and raise discussion with Trust members.

We welcome and rely on parental support from our Montessori Community.

ENROLMENT CRITERIA

Introduction

The Enrolment Policy is to be used by the Enrolments Sub-Committee for the determination of suitability of applicants to enter Rata Class, or any other Montessori Class (if existing) within Te Miro Primary School.

Enrolments Sub Committee

The Sub Committee shall consist of the Chairperson of METCAW, a further representative of METCAW and the Principal (or representative) of Te Miro School.

Allocation of Placements

Selection will be based on a variety of factors. These include:

- the child's history of learning in the Montessori environment;
- the child's overall suitability including class/school readiness;
- the date enrolled on waiting list;
- the willingness of the family to participate in activities to support the class;
- the ability of the Enrolment Committee to make places available for siblings however siblings will not be accepted as of right. They too are required to meet the entry criteria;

Information Gathering

The Enrolment Sub-Committee retains the right to make all enquiries necessary to obtain relevant information that may assist it to reach a decision in any particular case and this will include a report from the Montessori Pre-School the applicant is enrolled at. All enquiries will remain confidential.

Age of Entry to Classroom

New entrants will be accepted in the classroom at the beginning of the term in which the child turns 6. For those students whose birthday's fall in holiday periods, commencement may be the term before the holidays.

Older entrants will be accepted into the classroom upon confirmation of placement by the Enrolments Sub-Committee.

Priority of Enrolments

Enrolments will be considered on a case by case basis; however priority will be given to applications in the following order:

- Children with Montessori backgrounds joining the class as they turn six
- Older children with Montessori backgrounds
- Children with Montessori backgrounds returning from another educational system
- Children without Montessori backgrounds

Decision on Placement

Confirmation or denial of placement into the Montessori class remains ultimately at the discretion of the Enrolments Sub Committee and placement in the class will be confirmed in writing.

Selection Criteria:

Required Montessori Pre-school Education

When selecting children for places within Cambridge Montessori Primary at Te Miro, METCAW must, in the interests of the wellbeing of the class as a whole, enroll those children best prepared for the Montessori Primary classroom environment. METCAW has determined that a child is best prepared for the classroom, having completed the minimum levels of preschool education as below:

- The child must have attended a minimum of two full years at a suitable Montessori preschool prior to entry to Cambridge Montessori Primary at Te Miro in the term in which they turn 6. METCAW reserves the right to determine the suitability of any Montessori pre-school.
- From or before their 4th birthday, the child should attend a minimum of 3 days per week at a suitable Montessori pre-school
- From age 5, the child should attend a minimum of 4 days per week (optimum is 5).
- The child must remain enrolled in a suitable Montessori pre-school and attend the required number of days until entry to Cambridge Montessori Primary at Te Miro.

Special Needs Children

Cambridge Montessori Primary at Te Miro reserves the right to limit the number of children with special or high needs. This is to ensure that the needs of all children can be catered for and met, ensuring smooth running of the classroom as a whole.

Close of applications

Applications for new entrants close in March and September of each year. Applications for older students will be accepted throughout the year. Priority of placement will be given to those applications received by the time the child is 4.5 years of age. Applications received after this date may be given lower priority but will be assessed on a case by case basis and places allocated as and when available.



Places at Te Miro School

Each child accepted into Cambridge Montessori Primary at Te Miro is part of the roll at Te Miro School. Therefore, a separate application form must be filled out and submitted to TE Miro Primary School prior to their first day. Children cannot begin their education at Cambridge Montessori Primary at Te Miro until this application has been submitted.



PROCEDURE FOR ENROLMENT INTO THE MONTESSORI CLASSES

NEW ENTRANT:

All enrolment enquires to be directed to and handled by METCAW Enrolment Sub Committee's Representative.

Expression of Interest (form on the back of the Enrolment pack)

Classroom Observation & Presentation - Parents only

- Enrolments Officer to contact parents and organize with Lead Teacher
- Must include 10 minute presentation on Montessori

Application Form

- Completed before child turns 4.5 years of age.
- To be completed on required form and must include non-refundable registration fee of \$40.00

Interview with Enrolments Sub-Committee – Parents only

- Enrolments Officer to contact parents and co-ordinate with Enrolments Sub-Committee

Acceptance

- Letter of acceptance to be provided by METCAW Enrolments Sub Committee
- Terms of acceptance: the child must remain in a suitable Montessori preschool and attend the minimum number of days until entry to Cambridge Montessori Primary.
- Must also include enrolment for Te Miro School
- A bond of \$400.00 must be paid.
- Pay a non-refundable \$100.00 Equipment fee.
 - Child is added to the wait list
 - Parents are added to the email distribution list.

Classroom Observation - Parents only (if necessary)

- 6 months prior to starting

Term Prior to child starting:

- Teacher visits preschool to meet and observe the child.

Transition: School Visits – maximum of 4

- In term before child starts
- Lead Teacher to organize with parents
- Maximum of four visits in the final four weeks of previous term.
 - Week 1 – Morning only
 - Week 2 – Morning and lunch
 - Week 3- whole day
 - Week 4 - whole day(optional)

Other Involvement – Highly Recommended - Parent Information Evenings / Presentations

Cambridge Montessori Primary at Te Miro Enrolment Process (for other than new entrants):

All enrolment enquires to be directed to and handled by METCAW Enrolment Sub Committee's Representative.

Classroom Observation & Presentation- Parents only

- Enrolments Officer to contact parents and organize with Lead Teacher

Application Form

- Completed prior to any of following process
- To be completed on required from and must include non-refundable registration fee of \$40.00

Interview – Child to be enrolled and Parents

- Enrolments Officer to contact parents

Acceptance

- Letter of acceptance to be provided by METCAW Enrolments Sub Committee
- A bond of \$400.00 must be paid.
- Pay a non-refundable \$100.00 Equipment fee.
 - Child is added to the wait list
 - Parents are added to the email distribution list.
- Must also include enrolment for Te Miro School

School Visits

- Lead Teacher to organise with parents
- Depending on previous Montessori education, this may be a trial of up to one term to assess how the child “normalizes” within the classroom

Other Involvement

Parent Information Evenings / Presentations



DONATIONS

Donation upon Application:

We request that completed enrolment forms, available from the Enrolments Officer, be accompanied by an application donation of \$40.00. This does not guarantee a place in the class but places a family on the waiting list.

Term Donation:

Each term an invoice will be sent out to request a donation of \$400.00 per child.

This is payable to the Montessori Education Trust of Cambridge/Waipā by cheque or internet banking. The donation is requested in full at the end of the first week of each term. Contact METCAW if other payment options are required.

A term donation is requested by METCAW and is set at an amount deemed necessary to maintain the Montessori class. The donation is used to subsidize the portion of the Montessori teaching staff wages and salary that is not paid by the Ministry of Education. In addition the donation assists with providing the Montessori equipment and specific Montessori Teacher training. METCAW reserves the right to vary the contributions it asks for as necessary. The following table lists the requested donations:

Donation	Amount	Comment	When Requested
Upon application	\$ 40.00	One-off, non-refundable	Upon application
Bond	\$400.00	One-off, refundable if one terms notice is provided to METCAW of parent's intention to withdraw the child from the class	Requested after acceptance of enrolment
Equipment fee	\$100.00	One-off, non refundable Equipment fee	Requested after acceptance of enrolment
Term's donation	\$400.00	Each term, non-refundable	End of first week of each term
MANZ membership	\$ 10.50	Per family per term	End of first week of each term
Te Miro School Donation	\$ 10.00	Cleaning donation	Each term, invoiced by Te Miro School

Bond:

The bond will be returned on the child's departure from the class or offset against the child's final term donation. Written notice of one full term is required when a child is leaving the class. If inadequate notice is given, and no suitable replacement can be found for the departing child, the bond will be kept as a contribution towards the cost of running the class for the term following the child's departure.

MANZ Membership Fee:

Our class is a 'Montessori Aotearoa New Zealand' (MANZ) member school. Each family is required to pay a membership fee of \$10.50.

MANZ is an incorporated organisation that operates independently of any Montessori school or association. It undertakes many functions on behalf of its members. These include:

- Promotion of high standards of Montessori education.
- Liaison with government and other agencies on behalf of its members.
- Provision of resources and information for parents, schools and teachers about all aspects of Montessori education.
- Assists schools with the recruitment of teachers.
- Provision of teacher training through the MANZ teacher division.
- Publishing the quarterly "Montessori Voices" newsletter, which each family receives.

Te Miro School Donation:

A School donation is not requested by the Te Miro School Board of Trustees. However, parents are asked to contribute a cleaning donation each term, instead of taking part in the end of term clean. The donation is \$10.00 per term per child. A stationery account each term is also invoiced.

For more information regarding the Montessori Class at Te Miro School contact:

Erin Mathieson -07 8276394 / 0210735506

For information regarding METCAW contact:

Donna Mulvey – Chairperson

(07) 827 1809 (Home) 027-280-2178(Mobile) kairangi@actrix.co.nz - Email



RECOMMENDED READING MATERIALS

Montessori Today by Paula Polk Lillard (1996)

Published by New York: Random House

A descriptive book that covers the theory of Montessori relating to children from birth to adulthood. An informative book that is easy to read.

The Montessori Controversy by John Chattin-McNichols (1992)

Published by New York: Delmar Publishers

An academic book examining Montessori in the context of current theory and practice in Montessori schools today. Interesting research relating to the effects of Montessori school experience.

The Absorbent Mind by Maria Montessori (1949)

Published by India: Theosophical Publishing House

A discussion of the development of infants and young children, birth to three years.

To Educate the Human Potential by Maria Montessori (1948)

Published by India: Kalakshetra Publications

The needs of the primary-aged child regarding the acquisition of culture.

The Montessori Way – An Education for Life by Tim Seldin and Paul Epstein, Ph.D

Published by The Montessori Foundation

The Montessori Way is an in-depth, yet easy-to-read book, explaining Montessori education in layperson's terms, from the early years through to secondary school. An excellent read.

INFORMATIVE WEB SITES

www.montessori.org

(The Montessori Foundation)

www.montessori.org.nz

(Montessori Association of New Zealand)

www.toronto-montessori.on.ca

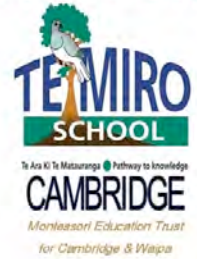
(Toronto Montessori)

www.montessori.com

www.montessori-namta.org

(North American Montessori Teachers Association – books listed above can be ordered from this site)

www.montessori.ae.uk



CAMBRIDGE MONTESSORI PRIMARY
AT TE MIRO SCHOOL
EXPRESSION OF INTEREST

Name of Child _____

Age at Present _____

TO TE MIRO SCHOOL:

I/we the undersigned parents/caregivers wish to express our interest in enrolling our child into the Montessori class at Te Miro School.

As per the enrolment procedure within the Cambridge Montessori at Te Miro information pack I/we would like to arrange a time to observe the Montessori class.

NAME: _____
Parent/Caregiver (s)

Contact Phone Numbers:

Home _____ Work _____

Mobile _____ Email _____

Please indicate the best time for you to be contacted: am/ pm/ evening

The most convenient morning for me to observe would be _____

Otherwise _____ would also be suitable.

Thank you

Erin Mathieson
Enrolments
07 827 6394 / 021 073 5506

.....
For Office Use Only:

Date received:

Follow up:

.....

.....

Observation :

Enrolment Form :

Date Received

.....
\$40.00 Enrolment Fee received and forwarded to Treasurer

Letter of Acceptance

Date Received

Bond & Equipment Fee

Treasurer to invoice

Interview / Visits :

.....

Orientation Dates :

.....

.....

Start Date :