

MONTESSORI@MALFROY

INFORMATION PACK 2024

Montessori Programme for ages 5-12



“Freedom within community”

Associated with

Rotorua Montessori Primary Trust

A member of Montessori Aotearoa NZ

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INTRODUCTION

WELCOME

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

– Maria Montessori

Maria Montessori’s philosophy of education is holistic.

In the classroom, children are encouraged to develop of sense of social responsibility towards the community and environment, as well as moral responsibility. They come to see themselves as part of a much bigger picture, one to which they can contribute constructively.

Here at Montessori @ Malfroy we encourage divergent thinking and innovation using hands on, self-paced, collaborative, challenging and joyful learning.

“The child has a mind able to absorb knowledge. He has the power to teach himself.”

– Maria Montessori



Mixed aged learning environments.

This allows the students to work in tuakana-teina relationships where (regardless of whether they are younger or older) they can share their knowledge and skills with others. This creates a working environment where every student can feel valued and contribute.

Engaging with student interests.

A Montessori child follows their interests regardless of what other students in the class are working on.

Montessori education gives children the tools and drive to achieve their passions.

This makes these students architects of their own minds!

Fuelling the drive for children to develop independence, responsibility, self-discipline, leadership, initiative, strong academics, and a lifetime love of learning.

INTRODUCTION

ABOUT MARIA MONTESSORI



“The greatest sign of success for a teacher... is to be able to say, “The children are now working as if I did not exist.” -Maria Montessori

Over 100 years ago, Dr Maria Montessori, using her medical practice and clinical observations concluded that children build themselves from what they find in their environment: children teach themselves.

She was able to deduce that children have a natural curiosity and desire to learn, without the need for reward or punishment and without constant adult intervention.

Her legacy is a unique and evidence-based method of education, materials with which to educate, and a system of training that produces teachers who can give children the best possible foundation for life.

Montessori saw the value in developing the whole child. Children are encouraged to develop a sense of social responsibility towards the community and environment, as well as a moral responsibility. They come to see themselves as part of a much bigger picture, one to which they ought to contribute constructively.

In this way, Montessori believed that education had a role to play in the development of world peace. She felt that children allowed to develop according to their inner laws of development would give rise to a more peaceful and enduring civilisation.



“Preventing conflicts
is the work of
politics;
establishing peace is
the work of
education.” Maria
Montessori.

Montessori received three nominations for the Nobel Peace Prize for her work in education. The holistic nature of Montessori means that children of all cultures and creeds respond well to the method.

In New Zealand, Montessori has been practised since a teacher went to meet Dr Montessori in 1910. Today, the Montessori Association of New Zealand (MANZ) tells us that there are:

- 22,000 Montessori schools worldwide
- 4,000 Montessori families in NZ
- 90 NZ Montessori ECE centres
- 30 NZ Montessori primary and high schools.

Isolated aspects of Montessori education have been embraced by today's 'mainstream' schools such as child sized furniture, use of glass and ceramic glasses, cups and plates, use of concrete materials, multi-age level classes, involvement of the child in setting their own learning goals and development of an integrated curriculum across subject areas that focus on the 'whole child'. It is only when the Montessori philosophy and the Montessori curriculum is combined with the prepared environment¹ that the learning outcomes observed by Maria Montessori are realised.

ABOUT US

“Classroom programmes motivate and engage children, providing independent and co-operative learning opportunities. There are positive and respectful relationships between teachers and students that promote wellbeing and a sense of belonging” - The Education Review Office in July 2019 about Malfroy school

MONTESSORI UNIT

The Montessori unit at Malfroy School allows our children to complete years 1-8 by offering two curriculum programmes:

- Years 1-4 (5-to-8-year-olds)
- Years 5-8 (9-to-12-year-olds).

The classroom structure is dependent on student numbers, financial requirements, and staffing capability, so may change as these requirements dictate. Registering early is recommended, as each year group has limited capacity which means your child may have to wait on a waitlist.

For information on year 1's please see the enrolment process.



MALFROY SCHOOL

Malfroy School is a medium sized (approx. 300 students) state primary school that provides for mainstream, Montessori and Rumaki education options.

There is also an attached special needs unit.

The Cornerstone Values of consideration, respect, responsibility, kindness, compassion, honesty and truthfulness, obedience and duty weave through the mural as they do through everything, we do at Malfroy School.

"Te Korowai O To Matou Kura" - embraces the school community, which is held high by two birds of peace. Children adorn the top of the korowai. They are '*nga taonga*' (treasures) of our school.

ABOUT US

TEACHING STAFF



Helen Ramsdale
Teacher, Senior Classroom
Originally from Gisborne, Helen has been in Rotorua for more than 30 years now. She has had a long association with Malfroy School, firstly as a parent (her four children all attended Malfroy School), then she became employed as a classroom release teacher and later as the Montessori senior classroom teacher (2011-2013). Helen returned in 2017 as our Montessori Teacher and is continuing her training in Montessori Education with the support of the Rotorua Montessori Primary Trust. When asked what she loves about Montessori education, she refers to a point of difference in the Montessori approach to education as being, 'instead of a teacher reaching up into the world of knowledge and bringing it down for the children to access, the Montessori teacher lifts the child up so they can access it themselves.' This is something she aims to do for every child.

Eden Gilmour

Teacher, Junior Classroom

I was born and raised in Rotorua and have been influenced by Montessori from a very young age. My mother opened Montessori Rotorua Preschool back in 1989 and was an avid Montessorian, particularly in Rotorua. I began working at Montessori Rotorua Preschool in 2013 and through this journey fell in love with the philosophy and the learning outcomes for children, both academically and holistically.



My passions lie with Montessori's Education for Peace. I think it is so beautiful the way children can discover and appreciate different ways of being and living, as well as gaining an appreciation of the natural world, in all its beauty. My Husband and I, along with our 2 children, live at Lake Tarawera and spend a lot of our time out on the lake, swimming at the beach, or fishing off the jetty.



Hayley Puddle
Montessori Teacher Aide

Hayley lives with her partner Corey and is a busy mum of two children, Taylor and Sophie. Taylor is an active boy and enjoys outdoor sports. Sophie has Pitt-Hopkins Syndrome and commands a lot of one-to-one attention.

Hayley enjoys spending time with her family and she and Corey make regular visits to the forest and local parks and playgrounds with their children. She also enjoys keeping active through trail running and road cycling. Previously Hayley was working as a Teacher Aide at an early childhood centre but is thoroughly enjoying working with school-aged children. She has found it very interesting and has been learning a lot through building relationships with the children in our Montessori Class.

ABOUT US

ALUMNI AND ADVOCATES

Alexander Graham Bell

INVENTOR, INNOVATOR, MONTESSORI
EDUCATIONAL ASSOCIATION FOUNDER

Jeff Bezos

AMAZON FOUNDER

Julia Child

CELEBRITY CHEF AND AUTHOR

George Clooney

ACADEMY AWARD-WINNING ACTOR, FORMER
UNITED NATIONS MESSENGER OF PEACE

Peter Drucker

“THE FATHER OF MODERN MANAGEMENT”

Thomas Edison

INVENTOR, U.S. MONTESSORI SCHOOL FOUNDER

Anne Frank

MEMOIRIST AND AUTHOR

Bill Gates

INVENTOR, FOUNDER OF MICROSOFT

Prince George of Cambridge

MEMBER OF THE BRITISH ROYAL FAMILY

Jimmy Wales

FOUNDER OF WIKIPEDIA

Beyoncé Knowles

SINGER, SONGWRITER, ACTRESS, FASHION DESIGNER,
16-TIME GRAMMY AWARD-WINNER

Friedensreich Hundertwasser

VIENNESE ARTIST AND ARCHITECT

Gabriel Garcia Marquez

NOBEL PRIZE WINNER FOR LITERATURE

Katharine Graham

PULITZER PRIZE-WINNING AUTHOR, FORMER OWNER
AND EDITOR OF THE WASHINGTON POST

Taylor Swift

GRAMMY AWARD-WINNING SINGER/SONGWRITER

Will Wright

CREATOR OF “THE SIMS” VIDEO GAME

Sergey Brin & Larry Page

GOOGLE FOUNDERS

Prince William and Prince Harry

MEMBERS OF THE BRITISH ROYAL FAMILY

Yo Yo Ma

UNITED NATIONS PEACE AMBASSADOR, WINNER OF
15 GRAMMY AWARDS, PRESIDENTIAL MEDAL OF
FREEDOM AND NATIONAL MEDAL OF THE ARTS

ABOUT US

Montessori @ Malfroy is supported by Malfroy School and The Rotorua Montessori Primary Trust.

The trust was founded by Vicki Hodder and Anna Marie Stanger in July 2000 and is the first and only Montessori Primary and intermediate education currently offered in Rotorua. Vicki and Anna Marie are two parents with a passion, who sought Montessori education beyond preschool which lead to the establishment of the Rotorua Montessori Primary Trust in 1999.

PARENTAL INVOLVEMENT

Montessori parents are encouraged to learn about the Montessori Philosophy, and we have platforms to openly discuss how you can apply this philosophy at home.

We actively welcome and rely on parental/family support and input to our Montessori community.

By showing your child that you too have a sense of social responsibility towards the community, especially the one which is their place of learning, you will contribute to your child's sense of self-worth, and a secure community to feed their journey.

How can you get involved?

- Joining the RMPT
- Joining a subcommittee

TRUST

The RMPT is a charitable trust and the support organisation of the Montessori unit at Malfroy.

The trustees are volunteers, usually made up of parents of the children in the unit.

The Trust's key responsibilities are:

- Community Education regarding the Montessori Philosophy.
- The administration of donations and identifying funding opportunities, with the support of the Montessori Whanau.

Trust meetings are held on a monthly basis with subcommittees meeting as required.



FUNDRAISERS

The donations alone are insufficient for keeping the Montessori unit successful. We have the lowest donation rate for Montessori primary in New Zealand. We do this so that Montessori education can be more accessible to all. Because our donations are so low, we need to fundraise to ensure the unit has the resources and support it needs, such as the teaching support staff.

ENROLMENT

ENROLMENT INFORMATION

When considering children for places in the Montessori unit at Malfroy, the school, in the interests and wellbeing of the classroom, will enrol those children best prepared for the Montessori primary environment.

From the ages of 5 to 12, children become conceptual explorers. They develop their powers of abstraction and imagination and apply their knowledge to discover and expand their worlds further. As such, this framework is applied when reviewing a child's developmental preparedness for the Montessori Primary unit.

Initial places are reserved for children transitioning from the local Montessori pre-school or any other recognised Montessori school.



Children without a Montessori background will also be considered for entry. In the case of these children, a one-term trial period is implemented to allow the teacher to assess how well the child appears to cope with self-directed learning and the multi-age grouping.

By the age of 6 years, it is expected that children will demonstrate the ability to:

- Work co-operatively in small groups
- Show polite and considerate behaviours
- Have a social awareness of the needs of others
- Independently organise themselves for class and small tasks, for example, pack and carry their own schoolbag, set up workstations and tidy up after themselves
- When uninterrupted, concentrate on a simple task to completion
- Show a natural interest in writing, reading and math activities
- Be respectful of the learning environment and the materials within it

ENROLMENT

ENROLMENT PROCEDURE

Initial Inquiry

- Talk to/email the Office Manager at Malfroy School or contact the RMPT secretary secretary@rotoruamontessori.org.nz
- The office manager will email the teacher and RMPT secretary about a new enrolment
- The class teacher will make contact & and meet parents to discuss the inquiry

Observation

- Parent (without child) visits for one hour during the morning work cycle.
- Please wait to be greeted so that you do not disrupt the classroom
- Child and parent arrange a meeting with the teacher after school
- The teacher will book times for the child to visit the class

Visits

- Transition visits are scheduled

Recommendation

- The teacher sends a report to the principal to outline the likelihood of the child successfully transitioning to the Montessori learning environment.
- The principal makes the final decision and will contact the family to meet with them regarding the report and a place may be offered at this time (subject to the one term trial, which is as much for the child to see how they can adapt and feel comfortable, as it is for the teacher to see how the child settles).

If placement is offered

- The RMPT, Class teacher and families are notified
- The child begins their one-term trial

If placement is not offered or is suggested to wait

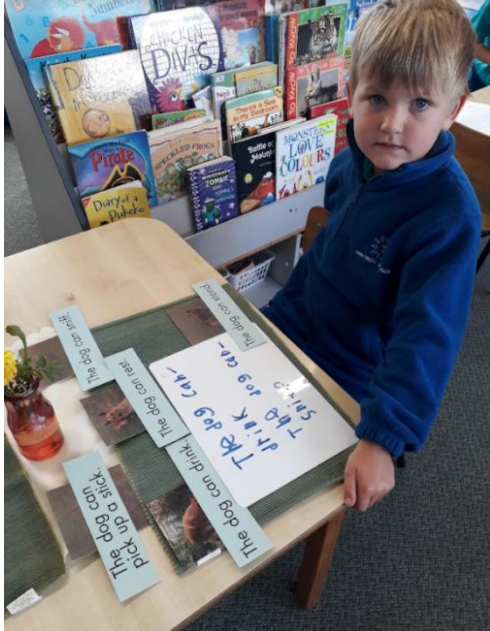
- The Montessori enrolment process ends
- Enrolment in other Malfroy class options can then be considered

Trial

- The children are given a one-term trial
- The trial is an opportunity to see how they will adjust to the Montessori approach
- The family may withdraw their child at any point during the term or await the principal's decision regarding placement

ENROLMENT

CLASS OBSERVATION



“The senses, being explorers of the world, open the way to knowledge. Our apparatus for educating the senses offers the child a key to guide his explorations of the world...”

– Maria Montessori

PURPOSE

This observation time is an opportunity for you to get a dynamic picture of the Montessori learning environment. From seeing the class in action, we hope you can make a more informed decision on your choice of learning style for your child.

PROCEDURE

The teacher arranges a time so that they may be available to greet you as you arrive. When you enter the classroom, please introduce yourself to the teacher who will guide you to a vantage point from which you will be able to observe the class.

While observing please keep your interaction with the children to an absolute minimum a polite 'hello'

The teacher may be able to answer your questions during the observation, however, if she is busy with the children please avoid interrupting.

ENROLMENT

FOCUS POINTS FOR YOUR OBSERVATIONS

LEARNING

Notice the children learning in diverse ways.

With some types of materials, you will see groups of children working cooperatively and with others, you will also find an individual child working intensely. Other children may seem not to be engaged in any direct activity and materials in their environment by observation. It will help if you alternate your focus on these three learning patterns.

SOCIABILITY

Watch the ways in which the children offer assistance to one another – with the materials and with everyday tasks – and the ways that they are directly sociable with each other. Note also how the younger children absorb the older children's work simply by being near them and how, conversely, the older children will assist the younger ones with work that they themselves have already mastered.

TEACHER-CHILD LEARNING

Observe the way the teacher interacts with the children. The Montessori teacher is a facilitator of the child's autonomous learning process. She guides – not directs. She prepares the environment, gives the child the tools to utilise the materials and then does whatever else is necessary to help the child to do it without assistance. Sometimes this 'whatever else' involves direct encouragement and at other times indirect appreciation and at other times judicious absence.

AUTONOMY

Absorb the independence of the children as they do for themselves in their classroom environment. Watch as a child chooses a piece of work, takes it from the shelf, completes the work and returns it so that the next child can use it. What this means is that the child will have all needed materials available, in good working order, to complete a task that has usually been chosen by that child. By primary age, the children have the independence and self-directness to be able to choose and undertake work without continual adult intervention.

We recognise that you may not be able to sort out and see all the dimensions of the classroom that are outlined above. It is our hope that this has furthered your understanding of the Montessori learning environment and assisted your decision about your child's education.

PROGRAMMES

OBJECTIVES OF THE MONTESSORI PRIMARY PROGRAMME

These general educational aims are not exhaustive and cover a broad range.



Physical Objectives

- Develop a body with movements that are mastered and controlled.
- Develop the fine co-ordination needed for writing and handling materials.
- Learn sports, which can be enjoyed into adulthood.

Emotional Objectives

- Develop awareness of one's own feelings and of one's effects on others.
- Establish a sensitivity to and consideration for the feelings of others.
- Foster a positive self-image.

Intellectual Objectives

- Master the tools and skills necessary to actively pursue knowledge.
- Gain an understanding of how to find information, research and utilise various media.
- Become an accomplished learner, independent of the adult.

Content Objectives

- Understand the cosmic natures of life and the interdependence of humankind and nature.
- Foster a responsible feeling towards an ecological whole.
- Nurture a desire for co-operation and peace between people and nations.
- Understand that all people have the same basic needs and appreciate the ways in which those needs are met.

The objective of our Montessori classes is to provide an education which will guide children to develop within themselves, the foundational habits, attitudes, skills and ideas, essential for a life time of creative thinking and learning.

PROGRAMMES

KEY CHARACTERISTICS OF A MONTESSORI 6-12 PROGRAMME

- There is a daily, uninterrupted three-hour work cycle, during which children choose work. There is an expectation that each child is engaged in challenging and meaningful activities throughout a work period. There is no choice not to work although it is appreciated that we all need moments of rest and quiet contemplation.

- Work is chosen based on lessons that have been presented by the teacher. Although children have the freedom to choose their work, they are required to cover all curriculum areas each week. The teacher ensures that numeracy and literacy are given priority. The number of activities completed in a day and the length of time spent on each piece of work depends on the child and his or her individual needs and interests. The teacher guides and monitors the children in their decision-making.

- Children are grouped in classes of mixed ages and abilities. Younger children look to the older ones in the class for guidance. Older children become role models, often found teaching the younger children, thus reinforcing, and consolidating their own learning. Montessori values tuakana/teina learning relationships as a reference to bicultural perspectives.



- Montessori teachers are trained to teach children one at a time or in small groups. Children are used to working independently. The teacher is therefore able to manage a large class of students at once.

- Children's confidence grows as they work through tasks that build on each other. A carefully planned series of successes ensures that the child believes he can learn by himself.

- At any given time, different children will be studying any number of different areas, at varying degrees of complexity. All subjects are interwoven, not taught in isolation.

- Children are free to move around the room rather than remain at allocated desks.

PROGRAMMES

KEY CHARACTERISTICS OF A MONTESSORI 6-12 PROGRAMME

- The classrooms are open plan, and children work on low group desks, or get out mats to work on the floor. Children learn to respect each other's workspace and not to interfere with another's space.
- Children can work on any material that has been presented to them, at any time, moving on when ready. With the exception of national testing and grading, there is no need for frequent assessment and testing. The teacher always maintains comprehensive records of each child's development and progress.
- Both adults and children respect concentration and do not interrupt those who are busy at work.



- A Montessori classroom is the children's environment – not an adult's one; it is prepared for their exploration, each area unfolding for their investigation as they gain greater understanding; it is kept clean, tidy and well presented by the children, so each day – at any moment - they know where the material is with which to work. This gives them power and control over their environment, helping to build positive experiences and self-confidence. Children are also reassured by routine and regularity. The classroom should be like a jewel, inviting, and precious, to be cared for and respected – just like the child itself.

CONTACTS AND DONATIONS

COSTS AND DONATION

At our current enrolment level, the requested donation per student is sufficient to breakeven and support current costs.

The RMPT will regularly monitor donation levels, and as a community we will need to decide together which programme provisions to prioritise and which to reconsider, should donations drop below break-even level.

This year's donation request of \$880 per year

The cost of delivering a Montessori programme is significantly more than delivering a mainstream programme, but Montessori programmes do not receive any targeted MoE funding.

Two key factors influence the costs and donation level requested for the Montessori Unit at Malfroy School:

- The Ministry of Education (MoE) requires that no compulsory fees be charged for primary school education in New Zealand.
- The full cost of providing a Montessori education programme is not currently funded by the MoE.

Some examples of the extra costs are:

- Learning materials and resources specifically designed for the Montessori methodology e.g., resources designed to enable independent notation and correction, resources and materials designed around students' physiological developmental stages as identified by Montessori.
- Providing a teacher aide to support the mixed age learning environment.
- Promoting Montessori to the wider community to ensure continued roll growth.
- Community events
- Governance of the unit, including financial governance.

BANK ACCOUNT

*Name of Account: Rotorua Montessori
Primary Trust*

Account Number: 12-3155-0020587-00

Reference details: Childs name: First and Last

The RMPT request a donation commitment from families enrolling student/s into the Montessori unit at Malfroy School, the amount we ask for is:

\$880.00 per child per annum

This is a payment of \$220 per term

OR a weekly payment of \$16.95 throughout the year

RMPT

Our current trustees as of December 2023 are:

Chairperson – Andrew Dunningham

Email: chair@rotoruamontessori.org.nz

Secretary – Marieke Carson

Email: secretary@rotoruamontessori.org.nz

Treasurer – Megan Romanes

Email: treasurer@rotoruamontessori.org.nz

Trustees – Ashleigh Morris

Becky Samson

We are continuously looking for more hands to help make Montessori education in Rotorua a success – All people in the community are encouraged to get involved, If the trust isn't for you, we do have many sub-committees that need many hands to make light work. Please contact the secretary through the email address above to offer your hands.