



History Of School

In the middle of the year, in 2003, Teddy Bears Montessori Preschool was started by Ms. Preshanie Maharaj to take care of children in a safe, secure and nurturing environment, a home away from home. We started with one little boy on the first day and, through word of mouth, we grew from strength to strength doing what we were born to do.

We have become convinced that a Montessori education offers enormous advantages to all children. It is based on the principle that each child is an individual and develops at his or her own pace. We have seen our own children benefit from this approach and we are confident that your children will also enjoy growing and learning in this special environment.

I trained at The College of Modern Montessori in Linbro Park. I am a Life Coach who specialises in Building Self Esteem & Parenting Skills. I have also been a life Coach under Jay Shetty and worked closely with his vision and wisdom with an international audience. I have gained so many mindfulness skills and lessons that I can add to our daily classes to ensure our children are calm, at ease, and can cope with the help of the right tools to make it through most age-appropriate challenges. I also hosted many webinars, online workshops globally especially during lockdown while I worked at Coaching Minds UK.

I am currently furthering my qualification by completing my studies in B.Ed Foundation Phase Teaching.

Our staff members are qualified & have many years of experience in preschool teaching & childcare. I have worked in both the Montessori and the state education sector. I work alongside Montessori-trained teachers*, assistants and classroom helpers to ensure that every child is able to develop at his or her own pace. We have the most dedicated staff and when you meet them you will see how friendly and caring they truly are!

For us, it is essential that children are educated in a caring and supportive environment where they are encouraged to work and play. We apply Montessori principles to instil in each child the love of learning that is at the heart of the Montessori education.

Children generally start with us when they are walking (and between the ages of 12 months and two years old), however many parents have grown to love our philosophy and environment that we take in one or max 2 babies from 6 months old. Most parents live in close proximity to the school premises and because of the wonderful area we live in, we generally have children from diverse backgrounds. For us, different languages, cultures, nationalities and religions serve to enrich the learning environment. By keeping our school small, a wonderful sense of community among the school's parents and school team is developed. We look forward to both you and your child's participation in our school community.

This handbook aims to answer the most common questions and to provide a ready reference for contact details and other information. It cannot replace face-to-face communication, so please feel free to ask us about anything regarding our handbook and school policies.

We look forward to both you and your child's participation in our school community.

Preshanie Zia Maharaj
School Owner and Principal of Teddy Bears Montessori

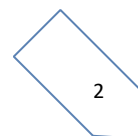
School Hours

Currently as per our parents needs we open at 07h00 Mon to Friday
Early drop off & late pick up must be arranged in advanced or discussed with Preshanie so that we can make suitable adjustments with staff. Additional charges applicable.

Half day is until 12h30 to 13h00 latest
 $\frac{3}{4}$ day is until 14h30 to 15h00 latest
Full day is until 17h30

All Children must be at school by 08h00, so that they have time to settle in, play & have breakfast if need be - ready to start work at 08h30 (inside time)

Please do not be late as you are teaching your child that it is alright to break rules. This is very disruptive for the rest of the class and very embarrassing for your child.



Calendar

Our school follows the Gauteng Department of Education Terms. Our holiday program generally operates for about 5 to 10 days per school holiday and 2 weeks in December.

There is no holiday care schedule unless parents request it & we have a min of 6 children a day.

TBM reopens on the 09th January 2024 (Govt Schools open 17 Jan 2024)

End of First Term Holidays:

TBM closes on Wed 20 March 2024 (normal day)and re-opens Wed 3rd April 2024

End of Second Term Holidays:

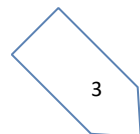
TBM closes Fri 14 June 2024 (Normal day) and re-opens 9th July 2024

End of Third Term Holidays:

TBM closes on Fri 20th Sept 2024 and re-opens on re-opens on Tues 01 Oct 2024

End of Forth Term Holidays:

TBM closes from 15th December 2024 & **We return to school on around the 9th, 10th or 11th January 2025.**



Babies & Toddlers

Program

Prolonged goodbyes disturb the other children and the order in the environment. If you suspect separation anxiety, please arrive earlier and let us know in advance so that we can support you & your little one for a smooth transition.

07.00 – 08.30	Sanitise Play time (Gross motor dev & imagination)/ Breakfast. Wash hands, Toilet timing, nappy change & prep for indoor programme
08.00 – 09.45	Morning circle time: theme related activities, theme exploration with singing, various fine motor age appropriate activities
09.45 – 10.45	Wash hands, toilet timing, nappy changing & Snack Time
10.45 – 11.30	Outside Play / Art Activity, tactile sense play Every 2nd day,
11.30 – 11.45	Toilet Timing, Hand Washing, Nappy Changing every 45 mins
11.30 – 12.00	Lunch
12.00 – 12.15	Wash hands, toilet timing, nappy change, wash hands
12.15 – 12.30	Story Time
12.30 – 13.00	Home Time, sanitise, Aftercare preparations begin

Aftercare/ ¾ Day & Full Day Program

12.30 – 14.20	wash hands, afternoon nap time, story time
14.20 – 14.30	Wake up time
14.30 – 15.00	Nappy change/ toilet timing, wash hands
15.00	Home time for ¾ day children Sanitise
15.00 to 15.30	Snack time
15.30 – 16h15	Nappy Changing time /Toilet Timing &Outside directed Play time weather permitting art, story time, plat time Blocks, messy play
17.00 – 17.30	Wash hands, sanitise & HOME time for all.

DO NOT SHOUT GOODBYE IN THE CLASSROOM. Please remember that children are attempting to concentrate on their work.
This routine is subject to change at the discretion of the staff.

Pre-School (3-6 year old)

Program

Prolonged goodbyes disturb the other children and the order in the environment. If you suspect separation anxiety, please arrive earlier & let us know in advance so that we may assist you and help make the transition easier for all.

07.30 – 08.30	Sanitise, Play time (Gross motor dev, social dev & imagination). Wash hands, Toilet time & prep for indoor programme
08.30 – 09.00	Morning Circle time : theme discussion, days of the week, seasons, months of the year, date, daily news, singing nursery rhymes, brain gym, mindfulness breathing exercises & affirmations
09.00 – 10.30	Group 1 of 3 to 6 yr olds : Practical life (fine motor dev) & Sensorial lessons: dev of the senses & learning about maths, geometry, foundations for algebra all indirect learning which is fun & through play. Group 2 of 3 to 6 year olds : Maths, Language, Cultural subjects including Science, History, Geography, Botany, Zoology etc includes painting, stamping, cutting pasting, playdough, colouring in, puzzles, library corner, various building blocks & toys to play with too. These alternate daily to ensure learning in all areas.
10.30 – 10.45	Tidy up Wash hands, Toilet time, wash hands
10.45 – 11.05	Snack Time & Wash hands
11.05 – 12.15	Mon = Simple Daily news & Bakers Day see ClassDojo for your turn & details. Tues = Show & tell Wed = Tuckshop R20 per week buy from school choose packet popcorn or muffin or chips or fruit sticks. Thursday = Hotdog day R50 per week buy a hotdog from school Friday = Library day Nursery Rhymes, Story time / art activities / Extra Murals (see list)
12.15 – 12.30	Tidy up Wash hands, Toilet time, LUNCH time wash hands
12.30 – 13.00	Home Time for Half day children / Aftercare preparations

Aftercare

12.30	Toilet Time/ Clean up time
12.40 -14.30	afternoon nap/ quiet time/ art/ puzzles
15.00	Snack time & home time
15.30	Toilet Time/ Clean up time
15.40 -	Outside Play time / Art/ story time/ Gardening
17.00 -17.30	Home time

Kindly note no parents in the classroom unless invited.

If you arrive late more than 3 times we will have to discuss a possible solution to the problem.

DO NOT SHOUT GOODBYE IN THE CLASSROOM. Please remember that children are attempting to concentrate on their work.

This routine is subject to change at the discretion of the staff.

Class Ratio

Babies: (6 months to 12months)

2 babies

Per Baby assistant Trained & experienced (far less children per adult than what is stipulated by Govt. regulations)

Toddlers (12 mths-3yrs until toilet trained)

4 to 6 children

per assistant (far less children per adult than what is stipulated by Govt. regulations)

Preschool (3-6yrs)

12 to 24 children

2 Directress/ Teacher (qualified & experienced) & assistant per 20 children (far less children per adult than what is stipulated by Govt. regulations)

All staff First aid & fire trained Daily
communication via ClassDOJO with photos.

Curriculum

PRACTICAL LIFE – In this area, the child is taught skills for daily living, at the same time, developing manual dexterity, hand-eye co-ordination and concentration.

SENSORIAL – This area provides opportunity for the systematic refinement of the child's five senses, sensory discrimination is the basis for all learning.

LANGUAGE – Each child's language skills are enriched; vocabulary, conversation and comprehension are developed. Using the phonetic approach, the child learns to associate letter shapes and sounds following onto the construction of their own words. This results in the spontaneous development of reading and writing. Stories, rhymes and poems are included in our daily program.

MATHEMATICS – The child establishes concrete understanding of quantities, numerals and essential foundation for all later learning.

CREATIVE ACTIVITIES – Our aim is to teach music, movement, drama and art in a truly creative way. We equip the child with the skills and confidence they need to express themselves freely.

PHYSICAL ACTIVITIES – The development of the motor skills are vital to a child's development as a whole. All sporting activities are encouraged on a non-competitive basis.

OTHER – Cooking, gardening, nature walks and community projects will always form part of our curriculum.

The children take an active part in caring for their school and for each other. This promotes an atmosphere of respect for others and for the environment in general. We aim to prepare the children to take their place in society and to contribute positively to the world around them.

"The child is the father of man"
Maria Montessori

OUR FUTURE LIES WITH OUR CHILDREN

Sensitive Periods

Sensitive periods occur throughout the first developmental stage 0-6 and continue throughout childhood. They are particular time spans in a child's life when he is sensitive to an incredible degree to a particular activity or interest. The first period of childhood is characterized by a more or less unconscious absorption from the environment. The second period is concerned with the acquisition of what Dr. Montessori referred to as "culture". This means that before the age of six, children want to name everything they possibly can, they want to know what and where. They are primarily interested in facts. After the age of six, they want to know why, how and when. They are interested in reasons, explanations and time perspectives.

It does not matter what they are called, the sensitive periods are critical to the child's self-development. They unconsciously know when it is time to learn a specific skill. The child's intensity reflects his need for that particular acquisition in order to live. However, once the period passes, he'll have to learn the skill with much more difficulty at another time.

During the age of six to twelve, it is normal for children to go through the following sensitive periods.

- Reason and intelligence: It is not enough for the child to know but he also needs to know the reason why.
- Imagination: the elementary child is in the age of imagination, this needs to be harvested as much as possible, in moving from the concrete to abstraction of work.
- Absorption and acquisition of culture. The elementary child becomes more aware of other cultures as they nurture a respect of its own culture and the culture of others.
- Morality: this is the sense of justice, and the child is interested in what is right and what is wrong. That is why a child of seven years will use the phrase "It's not fair" as there are no grey areas in their minds.
- Independence and exploration: children become more interested in the wider world. They are eager to explore, to widen their contacts with the world outside the classroom, to perfect the capacities and talents in themselves.
- Herding: children like to do things together with their friends and this is the age of "gangs" where they form social groups.

Toddlers

Sensitive periods for Toddlers and preschool

- Birth – 6yrs : The mind to soak up as much information like a sponge. Sensory learning and experiences the child uses all five senses, touch, taste, smell, sight and hearing-to understand and absorb information about his/her environment.
- One and a half to 3 yrs: Language explosion; a child builds his/her future foundation for language.
- One and a half to 4yrs: Development and co-ordination of the large and fine muscle skills for advanced developing grasp and release skill spawns an interest in any small objects.
- 2-4yrs.:Very mobile with greater co-ordination and refinement of movement, increased interest in language and communication (they enjoy telling stories), aware of spatial relationships, matching, sequencing and order of objects.
- 2 and a half to 6yrs: Works well incorporating all five senses for learning and adapting to the environment.
- 3-6yrs.:Interest in and admiration for the adult world they want to copy adults, such as parents and teachers.
- 4-5yrs.:Using one's hands and fingers in cutting, writing and all forms of art work. Their tactile senses are very developed.
- 4-and a half to 6yrs.:reading and math readiness and eventually, reading and math skills

Adults often do not realize that a child has a sensitive period, perhaps because they do not remember them in themselves. A nine year old can be expected to be messy and less focused on routine than a six year old. It is quite normal as his developmental urges are demanding a focus on other skills.

Admission

If you are wishing to enrol your child at Teddy Bears Montessori Pre-Primary School, an Application form must be completed & signed with registration fee must be submitted to the school.

New applicants need to provide all required information to the school. It is expected of parents to meet all school obligations financially as well as to form part of the schools activities and support events.

Application will be confirmed in writing or telephonically.

Requirements for Admission:

- Parents to view the school on an Info/Open day or make an appointment for a morning visitation via [Calendly.com/teddybears](https://calendly.com/teddybears)
- Date will be given for two-day assessment (Age 4 and older)
- After assessment parents will be notified regarding acceptance.
- Upon acceptance the school will issue an Acceptance letter/ welcome letter
- Non- refundable annual Registration/ placement fee is payable

If your child is accepted, to secure your child's place please ensure you have submitted:

Enrolment form

- **Consent and indemnity form**
- **A copy of your child's birth certificate**
- **A copy of each parent/guardian's identity documents.**
- **Previous reports from therapists**
- **Previous reports from any school attended/portfolios.**
- **Signed payment policy document**
- **The non-refundable placement fee/registration fee.**
- **The last page of this handbook must be signed as proof that you have read it and agree to all aspects of it.**

Siblings will receive preferential treatment.

Parents need adhere to Teddy Bears Montessori Pre-Primary School curriculum.

The Montessori pre-school through to the primary school classes are a 3 year cycle and it is of the utmost importance to the child's full development that the full cycle is completed.

**TEDDY BEARS MONTESSORI PRE-PRIMARY SCHOOL
RESERVES THE RIGHT OF ADMISSION**

School Fees

REGISTRATION FEE

Upon acceptance of your child/ren at Teddy Bears Montessori Pre-Primary school, non-refundable annual registration fee is payable **that is equivalent to one month's school fees & R 250 registration fee.**

Enquire at info@teddybearsmontessori.co.za for updated school fees for 2024.

Half day, ¾ day or Full day options.

HOLIDAY CARE FEES

Holiday care fees will be invoiced separately and must be paid in advance prior to the commencement of the holidays.

Non-Aftercare Children	R60.00 Until 12:30
	R80.00 Full Day - Everyday Until 16:30

FEE CONDITIONS & PAYMENTS

- We offer a 5% discount if the annual fee is paid in full by the 1st January 2024. Fees are payable monthly in advance, by the 1st January to 1st December or Jan to Nov or Feb to Dec or x 4 termly fees or once annually before 1 Jan 2024. The School is dependent on a regular cash-flow to enable it to cover its costs. Parents must ensure payments of school fees are always paid on time, every month in advance.
- School Fees are payable via Debit order through the school. should the payment fail, a fee of R300 will be added for transaction costs.
- If for any reason your child attends Teddy Bears Montessori Pre-Primary School for only part of a month, you will still be liable for the full month's fees.
- **THREE month's written notice (a Full Terms) is required if you wish to withdraw your child from the school.**
- Late payment of school fees will result in a R300 being added to your account after the 2nd of the month.
- Cash payments and cash deposits are discouraged. If paying cash, please insist on a receipt at the time of payment. Cash deposit fees will be added to parent's account.
- A charge of R25.00 per half an hour or part thereof will be charged for late collection from school. (13:30; 15:30; 17:00 PM.)
- A charge of R60 per half an hour or part thereof will be charged for late collection after 18:00. After 18:30 an extra R120 will be added if the child has not been collected (R200). Repeated late collection within the same month will be charged at double the cost (R400). Staff & children's safety is at risk if this continues.

EXTRA COSTS NOT INCLUDED IN FEES

- PRE-SCHOOL – Provisions cost if not supplied termly, Concert Fee. Sports Day, Puppet shows, Drumming, Extra outings

POLICY ON DISMISSAL

Teddy Bears Montessori has designated reasons children can be dismissed. Dismissal will occur when:

- Non- payment of fees second notice. Re-admission when paid in full.
- Verbal abuse from parent or a child (4 yrs & older) towards staff.

Vital information

Kindly keep us informed of any changes of address, telephone numbers, legal guardians etc We will host an annual date to have all this information updated.

Label all items

Kindly label all belongings from clothing, shoes, lunch containers and bottles to socks. The staff, principal donot take responsibility nor are we liable for any items lost or damaged.

Toys

No toys are allowed to school , this can be distracting to all the children and can cause strife amongst them . The only exception for Show & Tell on the day and if your child is able to share & understand the rules and boundaries with regard to toys.

Birthday Celebration

We love celebrating your child's special day with his class & friends preferably on the day.

Birthday ring is at about 10h25 to 10h45. Please send in a cake or 36 to 40 cupcakes for the school.

A big packet of chips to share & a 2lt juice. Instead of party packs kindly donate a book to the school library which will be presented during the Birthday celebrations.

A plaque will be written on the inside cover so that we can always remember who donated the book.

We also encourage parent to compile a chart with a few photos and to follow the guidelines from our Celebration of Life to tell us about your child's journey from his born day to current age.

Use your creativity or simply fill in the form and send photos. This is a wonderful way to document your child's growth every year.

The children and we thoroughly enjoy listening to is.

Medication

Children are taught to wash their hands after: using the bathroom, wiping their nose & before eating to reduce spreading of diseases to other children & staff. We also spray children's hand daily with GermFree24. Symptoms requiring removal of a child from the environment:

- **Fever** : fever is defined as having a temperature of 37.8 degrees Celsius or higher taken under the arm / or in the ear. 12 to 24 hours before a child can return to school without taking any fever reducing medication.
- Fever & sore throat, rash, vomiting, diarrhea, earache, irritability or confusion.
- **Diarrhea** : runny, watery, bloody stools, or 2 or more loose stools within 4 hours.
- **Vomiting**: Verbal abuse from parent or a child (4 yrs & older) towards staff.
- **Breathing** trouble, sore throat, swollen glands, loss of voice, hacking or continuous coughing.
- Frequent scratching of body, scalp, lice, rash or any other spots that resemble childhood diseases.

Note: if you are uncertain whether or not it is okay to bring your child to school, kindly call ahead to ask. We appreciate your co-operation with regard to this matter.

Before any medication can be administered to your child, a medical administration consent form must be completed, medication must be labelled and handed to a staff member with clear instructions.

EMERGENCY MEDICAL CARE & INJURY

There is always a qualified first aider on our staff complement.

A teacher will compassionately treat a child's minor injury. An accident report form will be completed, parent will be required to sign the Accident form. Should an injury be of a serious nature occur will be informed immediately, Accident/ Incident report completed. Appropriate first aid will be administered, should staff feel the need immediate treatment at a suitable medical facility, parents will be called to take child to seek professional medical help. If neither parent is available, the emergency contact listed on the enrolment form will be notified to urgently take child for medical treatment. The medical indemnity forms allows the school to seek emergency

assistance but most medical aids require parent/ guardians present to sign & give authorization.

School Uniform

- All children must wear the Teddy Bears Montessori Pre-Primary School uniform.
- No batman, hunk, or fantasy clothing may be worn.
- No high heeled shoes are to be worn, as these are extremely bad for their developing spines.
- Please ensure that hair is neatly clipped away from eyes.
- All long hair must be tied up into a pony-tail for health reasons.
- All children need to have a complete set of spare clothing at school.
- All these items must have the child's name tag on.
- Each child must have a sun hat for Summer and have sun block applied every morning before school.
- All items must be clearly labelled with the child's name.

SUMMER UNIFORM

- Teddy Bears Montessori Pre-Primary school Golf shirt (**Green for Babies, Orange for Toddlers, Turquoise for 3 to 5 year olds & Maroon for our Seniors aka Pre-schoolers**) with denium bottoms or our Skorts/ Shorts
- School Hat
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- Velcro / push in sandals or takkies (NO Flip Flops PLEASE)

WINTER UNIFORM

- School golf shirt (**Green for Babies, Orange for Toddlers, Turquoise for 3 to 5 year olds & Maroon for our Seniors aka Pre-schoolers**) leggings/ tights, deniums or Navy School track pants or School Tracksuit
- Navy school beanie
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- Takkies without laces or wellington boots

ORDERS CAN BE PLACED WITH TEACHERS USING AN UPDATED ORDER FORM, TAKES 1 TO 3 WEEKS DEPENDING ON ORDER SIZE.

Extra murals

Extra Murals means we see that added value & have arranged for these incredible programmes to take place at school by external facilitators who specialise in this field & charge you directly for their services. There are additional forms to be completed & all deals & questions are directed to the below facilitators.. We will invite other extra mural Facilitators to do demo classes for you choose from like Young Engineers, Yoga, Playball etc

Activity	Times & Dates	Fees
Spartans Sports Academy	Tues & Thurs: 10:30–11:30	Additional fees
Ballet	Fri 10.45 to 11.15	Additional Costs

Intra Murals

tra Murals means we see that added value & have negotiated the rate & all applications & payments are made to the school, there are forms to fill .Some are much more affordable than their Normal rates.

Activity	Times & Dates	Fees
Baking & Science Classes	Thurs: 10:30–11:30	Additional Fees done with Ella
Mosaic Classes	Wed 10:30 -11:30	Additional Fees done with Preshanie
Pottery Classes	Tues 10:30 – 11:30	Additional fees 4 yrs & older done with Ella
Class VR	Mon 10.30 – 11:30	Additional costs done by Preshanie

Additional Value Added Activities

Activity	Times & Dates	Age Group	
Bakers Day	Mondays	3 to 6 year olds	see notice on ClassDOJO – 3 bakers per week for 12 children
Show & Tell	Tuesdays	3 to 6 year olds	Bring a toy/ chart/, link it to the theme / letter of the week
Tuck Shop	Wednesdays	3 to 6 year olds	“buy” treats for R20 at school
Hot Dog	Thursdays	All – Optional	Donot pack Lunch – pay R50 & have a hot dog & juice box
Library Basket day	Fridays	3 to 6 year olds	Book review similar to Show & Tell but ONLY books

Days might change

Communication

For more details refer to ClassDOJO for details.

Once application is accepted & registration fee is paid, we will send you special login details & instructions for ClassDOJO the app that we use to communicate with all our parents, you can personal message as well as comment on photos & posts within that platform.

All art, hard copies of newsletters etc will be place in children's lockers please check locker daily if you donot have access to ClassDOJO.

White board also has repeated notices that can be found on ClassDOJO.

Toddlers & babies receive daily communication via ClassDOJO – please write any instructions in our school communication book or whatsapp Preshanie – as we tend to forget verbal messages.

Communications books" for important message please write it down in the Parent/ School Communication book as we do forget verbal messages.

In case of emergency please sms/Whatapp or call Preshanie 082 928 4411 during office hours please.

Reports

TERM 1, & 3 – Oral/ Verbal Feedback one on one meeting with teachers & parents booking can be made via [Calendly.com/teddybears](https://calendly.com/teddybears) OR [Calendly.com/teddybears](https://calendly.com/teddybears)

These meetings are vital for all of us to ensure we are all on the same page when it comes to your child's development and learning progress here at Teddy Bears Montessori, as it takes a village to raise a child & teamwork between parents & all staff is essential for the holistic development & balance of your child to be the best they can be.

TERM 2 & 4 – Written report for Blue & Maroon Groups ONLY.

Kindly keep 2023 4th term report to use for Pre-schoolers(children turning 6 years old in 2024) application for Grade 1 for 2025. A lot time & care is put into writing & compiling these reports.

Diet

All lunches must not contain sweets/chocolates/Fizzy drinks; the children's lunchboxes must include a fruit and healthy sandwiches.

At Teddy Bears Montessori Pre Primary School we place great emphasis on the importance of good nutrition as the first step to a lifelong wellness education program.

Lunch is a very important part of not only your child's day, but of his/her wellness education as well, and we need to count on you to work with us to teach her/him about health and nutrition.

Obviously, we all want to pack lunches that our children will eat. The challenge is to help them discover that wholesome, sugar free foods can taste even better than junk food and do not have the negative effects on our bodies.

For young children, it is a good idea to prepare food in small, easy to handle servings, such as cutting sandwiches into quarters, slicing up fresh fruit and preparing bite sized slices of cheese, dried fruit, muesli bars, seed bars, boiled eggs.

Please no sodas! We encourage all our children to drink water and diluted pure fruit juice. Please make sure that all containers have your child's name on them.

Do not allow your child to share his/her food with a friend as we have a few children who have special diets.

We prepare a nutritious, cooked meal daily in our school kitchen. Child size portions are served at lunch with a small spoonful of vegetables. Children may request more food if they are still hungry.

The lunch menu runs on a summer and winter cycle as described in the table below:

Lunch R850 pm per child

	Monday	Tuesday	Wednesday	Thursday	Friday
Summer Week 1	Grilled Chicken fingers with a drizzle of Olive Oil served on a bed of Rice, Gravy with steamed peas on the side.	Oven baked Macaroni, homemade white sauce & cheese with fresh Cherry Tomatoes & Basil	Tuna & pasta with a hint of Rosemary & Lemon served with a side of Cucumber, pepper dews & Tomatoes.	Hot Dog with wholewheat brown rolls, fresh Butter Lettuce & a choice of Tomato Sauce & / or Mustard sauce	Chicken " Sushi" sandwiches Made by the children with Wholewheat brown bread, chicken, mayonnaise, Cucumber, & carrot shavings & rolled into Sushi rolls
Week 2	Grilled Fish Fingers with a drizzle of Olive Oil, served with Potato & Sweet Potato Chips with steamed Peas.	Penne Pasta with Basil Pesto sauce, Feta Cheese, Olives & Avocado.	Chicken a La King with Mushroom & peas served on a bed of Jasmin Rice.	Margaritta Pizza with Feta Cheese & Olives.	Chakalaka served with Spinach on a bed of Mealie Meal pap & Lamb Wors.
Winter Week 1	Cottage Lamb Mince Pie with layered mixed vegetables & topped with a layer of mashed Potatoes & Sweet Potatoes baked in the oven with a layer of cheese.	Dhall (Yellow Lentils) Soup served on a bed of Basmati Rice & mixed salad of Carrots & lettuce	Chicken a La King with Mushroom & peas served on a bed of Jasmin Rice.	Hot Dog with wholewheat brown rolls, fresh Butter Lettuce & a choice of Tomato Sauce & / or Mustard sauce	Spaghetti Pomodoro
Week 2	Grilled Fish Fingers with a drizzle of Olive Oil, served with Potato & Sweet Potato Chips with steamed Peas.	Oven baked Macaroni, homemade white sauce & cheese with fresh Cherry Tomatoes & Basil	Fish Bake with a hint of Fish Spice, pepper dews, green beans with Rosemary & Lemon served on a bed of Jasmin Rice	Margaritta Pizza with Feta Cheese & Olives.	Chakalaka served with Spinach on a bed of Mealie Meal pap & Lamb Wors.

Code Of Conduct

We encourage everyone at Teddy Bears Montessori Pre- Primary School to be kind and gentle to everyone.

Everyone has a right to privacy and concentration.

Everyone has a right to his/her own personal belongings.

We encourage everyone **not to** touch anything that does not belong to them.

Everyone has the right to feel safe and secure.

We encourage all not to express anger or bad feelings in a way that insults or threatens someone else.

We do not fight, push, trip, bite or use aggressive behaviour or bad language.

We always use the playground equipment as intended to be used.

We let everyone play who wants to join in the games.

Scary games are not played at our school.

Sand is always kept in the sandpit and the sand toys are always kept clean We never throw sand around the sandpit.

We always say goodbye before leaving the premises with our guardians.

We do not throw stones or hurt trees, animals or plants.

We are allowed to pick 1 flowers if there are any.

Teddy Bears Montessori Pre-Primary School cannot tolerate any irresponsible and dangerous behaviour, acts of violence, threats of violence, emotional or sexual harassment or verbal abuse directed towards anyone. It is absolutely illegal and forbidden to bring or carry a weapon to school or to use any common objects as a weapon.

Redirection

Our policy is to encourage Self Control & independence in all our children. We use redirection & daily routine to develop self control. Discipline varies depending on age of the child & we practice positive discipline methods.

What is Positive Discipline?

Positive Discipline is about helping children to learn positive values & develop social skills for life. Positive discipline involves the teacher/directress approaching situations in a warm, kind, relevant, reasonable consequences from discussions around the peace table to quiet time to observe to using various breathing techniques to feel calm & express their emotions in a safe understanding environment.

Montessori Education

Dr Maria Montessori believed that no human being is educated by another person. She must do it herself or it will never be done. A truly educated individual continues learning after the hours and years she spends in the classroom because a natural curiosity and love for knowledge motivates her from within. Dr Montessori felt, therefore, that the goal of early childhood education should not be to fill the child with facts from a preselected course of studies, but rather to cultivate her own natural desire to learn.

In the Montessori classroom this objective is approached in two ways, by allowing each child to experience the excitement of learning by her own choice rather than being forced. Second, by helping her to reflect all her natural tools for learning, so that her ability will be at maximum in future learning situations. The Montessori materials have this dual long-range purpose in addition to their immediate purpose of giving specific information to the child.

Another observation of Dr Montessori's that has been reinforced by modern research is the importance of the sensitive periods for the early learning. These are periods of intense fascinations for learning a particular characteristic or skill. Such as going up and down steps, putting things in order, counting or reading. It is easier for the child to learn a particular skill during the corresponding sensitive period than at any other time in her life. The Montessori classroom takes advantage of this fact by allowing the child freedom to select individual activities, which correspond to her own periods of interest.

The Montessori Classroom is indeed a child's world, geared to the size, the pace and interest of boys and girls. It is designed to put the child at ease by giving him the freedom in an environment prepared with attractive materials. These materials are arranged on low shelves with easy reach of even the smallest child. The tables and chairs in the classroom are moveable, permitting a flexible arrangement for many activities. The children also work on small mats on the floor where they are naturally comfortable. The Montessori materials are divided into three groups:

- The Practical Life Exercises
- The Sensorial Materials
- The Academic Materials

These await each child's moment of interest in reading, arithmetic and geography. The role of the teacher or Directress is to observe the interests and needs of the child. She demonstrates the correct use of the materials. She is trained to recognise the child's sensitive periods. She allows the child to discover his own mistakes through further manipulation of the self-correcting materials. She must encourage a child who is hesitant and divert a child who chooses materials beyond his ability.

The Montessori classroom offers the opportunity from a wide variety of graded materials. Having children ages 18 months through to three years, three to six years, six to nine, nine to twelve years together in a 3 year cycle, permits the younger child a graded series of models for imitation and the older ones an opportunity to reinforce their own knowledge by helping the younger ones.

Montessori At Home

The return of your investment in Montessori will be enhanced if there is a consistency between home and the child's classroom. This does not mean put the Montessori materials in your living room. It means taking the Montessori perspective. With this perspective your attitude, your pace, your expectations and the limits you establish for your child will be in keeping with the principals that Maria Montessori developed for her teachers to gain. This perspective you can read Montessori writings, attend Montessori information evenings.

Wouldn't it be wonderful if the sensitive period for order, which the child experiences, means that he will suddenly keep his room as neat as a pin.

- **Take a good look at his room; does he have too many things out at a time? Is your child using everything? For example, keep out one puzzle, one set of stencils and one or two games.**
- **Does your child have shelves on which to place his toys? While toy boxes encourage confusion and chaos, a simple shelf can encourage a child to take better care of his toys.**
- **Does your child have suitable containers for toys? Save shoeboxes, ice cream containers – anything sturdy to store cars, blocks, dolls clothes etc**
- **Can your child use the bathroom without help? Keep a sturdy stool handy, which the child can use to get to the toilet or reach for his toothbrush. Adjust cupboards so those shelves are low and within his reach. A low mirror will enable him to look at himself and comb his hair. Keep small utensils in the kitchen – like a small pitcher of juice in the fridge and glasses stored low for independent snack.**

Remember! Order out of chaos does not come easily, but it does come – if parents act early to help, our children work to the end.

We are here to guide you any time that you may need our intervention.

Lockdown 2020 taught us that:

*Human connection, support & maintaining a safe place to communicate with parents & children is crucial.

*Being adaptable to unexpected change is a life skill – yes routine is important but also acquiring the skills to adjust is even more so.

&We have bed time stories available to all our currently enrolled children available online to access anytime & read aloud by Preshanie Maharaj. *We have a resource of TBM Nursery Rhymes also available to our children to access at anytime.

*We learned how to maintain the delicate balance of play & learning online which grew from 5mins to 60 mins a day whether it was 1 on 1 calls, video calls, Zoom calls or videos that went back & forth – we did it & the results was great & some were not so great but we made up for it when we returned & were astounded by the outstanding progress that each child yielded in a time of world chaos.

***Most importantly Children are most resilient when parents & teachers are on the same team working together and being their source of strength, reassurance & love even when we do not have all the answers.**

*Also, that a school needs our parents to pay school fees, to communicate just as parents need teachers & our resources to support, stimulate & reassure them as well as their children that will be OK and somehow teachers here at TBM worked miracles THANK YOU to patients, encouragement & support of each & every parent that stood with us through these uncertain times and for that we are eternally grateful.

Just maybe lockdown & COVID-19 was a blessing in disguise for us all

Preshanie Zia Maharaj

Montessori Books

The following books can be read to give a better understanding of the Montessori Teaching Method:

Title	Author
The Absorbent Mind	Maria Montessori
The secret of childhood	Maria Montessori
The discovery of the child	Maria Montessori
Maria Montessori – Her life and work	E.M. Standing
To educate the Human Potential	Maria Montessori
Children of the Universe	Michael and D'Neil Duffy
Spontaneous Activity in Education	Maria Montessori

FAQ

1) Is Montessori for All Children?

The Montessori system has been used successfully with children from all socioeconomic levels, representing those in regular classes as well as the gifted, children with developmental delays, and children with emotional and physical disabilities.

There is no one school that is right for all children, and certainly there are children who may do better in a smaller classroom setting with a more teacher directed program that offers fewer choices and more consistent external structure.

Children who are easily over stimulated, or those who tend to be overly aggressive, may be examples of children who might not adapt as easily to a Montessori program. Each situation is different, and it is best to work with the schools in your area to see if it appears that a particular child and school would be a good match.

2) Is Montessori Unstructured?

At first, Montessori may look unstructured to some people, but it is actually quite structured at every level. Just because the Montessori program is highly individualised does not mean that children can do whatever they want. Like all children, Montessori children live within a cultural context that involves the mastery of skills and knowledge that are considered essential.

Montessori teaches all of the "basics," and gives students the opportunity to investigate subjects that are of particular interest. It also allows them the ability to set their own schedule.

At the early childhood level, external structure is limited to clear cut ground rules and correct procedures that provide guidelines and structure for three and four year olds. By age five, most schools introduce some sort of formal system to help the children to keep track of what they have completed and what they still need to complete.

Primary School Montessori children normally work with a written study plan for the day or week. It lists the tasks that they need to complete, while allowing them to decide how long to spend on each and what order they would like to follow. Beyond these basic, individually tailored assignments, children explore topics that capture their interest, imagination and share them with their classmates.

3) Do Montessori Children Never Play?

All children play! They explore new things playfully. They watch something of interest with a fresh open mind. This impression stems from parents who don't know what to make of the incredible concentration, order, and self-discipline that we commonly see among Montessori children. Play can be seen as inside work or outside work, the children see work as play.

Montessori children also tend to take the things they do in school quite seriously. It is common for them to respond, "This is my work," when adults ask what they are doing. It is also important for the child to attend school every day and arrive in the class no later than 7.55 a.m. Each child has a three hour work period every day in which to develop into the person they are to become.

4) What's the Big Deal about Freedom And Independence in Montessori?

Children touch and manipulate everything in their environment. In a sense, the human mind is handmade, because through movement and touch, the child explores, manipulates, and builds a storehouse of impressions about the physical world around her. Children learn best by doing, and this requires movement and spontaneous investigation. Montessori children are free to move about, working alone or with others at will. They may select any activity and work with it as long as they wish, so long as they do not disturb anyone or damage anything, and as long as they put it back where it belongs when they are finished.

Many exercises, especially at the early childhood level, are designed to draw children's attention to the sensory properties of objects within their environment: size, shape, colour, texture, weight, smell, sound, etc. Gradually, they learn to pay attention, seeing more clearly small details in the things around them. They have begun to observe and appreciate their environment. This is a key in helping children discover how to learn. Freedom is a second critical issue as children begin to explore. Our goal is less to teach them facts and concepts, but rather to help them to fall in love with the process of focusing their complete attention on something and mastering its challenge with enthusiasm.

The prepared environment of the Montessori class is a learning laboratory in which children are allowed to explore, discover, and select their own work. The independence that the children gain is not only empowering on a social and emotional basis, but it is also intrinsically involved with helping them become comfortable and confident in their ability to master the environment, ask questions, puzzle out the answer. It is important for our children that you allow them to carry their own bags into the school and that the preschool and primary children use our stop and drop system at our school.

5) Why Do Montessori Classes Group Different Age Levels Together?

Sometimes parents worry that by having younger children in the same class as older ones, one group or the other will be short changed. It is important to have good role models in the class and to help the younger children in their learning and also by repeating exercises previously done unconsciously. The younger child is taken care of by the older child and the child is not scared by doing new work because they have seen the presentation done previously with an older child.

Montessori classes are organized to encompass a two or three year age span, which allows younger students the stimulation of older children, who in turn benefit from serving as role models. Each child learns at her own pace and will be ready for any given lesson in her own time, not on the teacher's schedule of lessons. In a mixed age class, children can always find peers who are working at their current level.

Children normally stay in the same class for three years. With two thirds of the class normally returning each year, the classroom culture tends to remain quite stable. Working in one class for two or three years allows children to develop a strong sense of community with their classmates and teachers. The age range also allows especially gifted children the stimulation of intellectual peers, without requiring that they skip a grade or feel emotionally out of place.

6) Why Do Classes Tend To Be Larger than Those in Many Other Schools?

Many schools take pride in having very small classes, and parents often wonder why Montessori classes are so much larger. Montessori classes commonly group together twenty five to thirty children covering a three year age span. Schools that place children together into small groups assume that the teacher is the source of instruction, a very limited resource. They reason that as the number of children decreases, the time that teachers have to spend with each child increases. Ideally, we would have a one on one tutorial situation. But the best teacher of a three year old is often another somewhat older child. This process is good for both the tutor and the younger child. In this situation, the teacher is not the primary focus. The larger group size puts the focus less on the adult and encourages children to learn from each other. By consciously bringing children together in larger multi-age class group, in which two thirds of the children normally return each year, the school environment promotes continuity and the development of a relatively stable community.

7) Why Do Most Montessori Schools Want Children to Enter at Age Three?

Dr. Montessori identified four "planes of development," with each stage having its own developmental characteristics and developmental challenges. The Early Childhood Montessori environment for children age three to six is designed to work with the "absorbent mind," "sensitive periods," and the tendencies of children at this stage of their development. Learning that takes place during these years comes spontaneously without effort, leading children to enter Primary School classes with a clear, concrete sense of many abstract concepts. Montessori helps children to become self-motivated, self-disciplined, and to retain the sense of curiosity that so many children lose along the way in traditional classrooms. They tend to act with care and respect toward their environment and each other. They are able to work at their own pace and ability. The three-year Montessori experience tends to nurture a joy of learning that prepares them for further challenges. This process seems to work best when children enter a Montessori program at age two or three and stay at least through the Pre-School years. Children entering at age four or five do not consistently come to the end of the three-year cycle having developed the same skills, work habits, or values. Older children entering Montessori may do quite well in this very different setting, but this will depend to a large degree on their personality, previous educational experiences, and the way they have been raised at home. Montessori programs can usually accept a few older children into an established class, so long as the family understands and accepts that some critical opportunities may have been missed, and some of these children may not reach the same levels of achievement seen in the other children of that age. On the other hand, because of the individualized pace of learning in Montessori classrooms, this will not normally be a concern.

8) How Can Our Teachers Meet the Needs of So Many Different Children?

Great teachers help learners get to the point where their minds and hearts are open, leaving them ready to learn. In effective schools, students are not so much motivated by getting good grades as they are by a basic love of learning. As parents know their own children's learning styles and temperaments, teachers, too, develop this sense of each child's uniqueness by spending a number of years with the students and their parents. Dr. Montessori believed that teachers should focus on the child as a person, not on the daily lesson plan. Montessori teachers lead children to ask questions, think for themselves, explore, investigate, and discover. Their ultimate objective is to help their students to learn independently and retain the curiosity, creativity, and intelligence with which they were born. Montessori teachers

don't simply present lessons; they are facilitators, mentors, coaches, and guides. Traditionally, teachers have told us that they "teach students the basic facts and skills that they will need to succeed in the world." Studies show that in many classrooms, a substantial portion of the day is spent on discipline and classroom management. Normally, Montessori teachers will not spend much time teaching lessons to the whole class. Their primary role is to prepare and maintain the physical, intellectual, and social/emotional environment within which the children will work. A key aspect of this is the selection of intriguing and developmentally appropriate learning activities to meet the needs and interests of each child in the class. Montessori teachers usually present lessons to small groups of children at one time and limit lessons to brief and very clear presentations. The goal is to give the children just enough to capture their attention and spark their interest, intriguing them enough that they will come back on their own to work with the learning materials. Montessori teachers closely monitor their children's progress. Because they normally work with each child for two or three years, they get to know the child's strengths and weaknesses, interests, and personalities extremely well. Montessori teachers often use the children's interests to enrich the curriculum and provide alternate avenues for accomplishment and success.

9) Is Montessori Opposed to Competition?

Montessori is not opposed to competition; Dr. Montessori simply observed that competition is an ineffective tool to motivate children to learn and to work hard in school. Traditionally, schools challenge students to compete with one another for grades, class rankings, and special awards. For example, in many schools tests are graded on a curve and are measured against the performance of their classmates rather than considered for their individual progress. In Montessori schools, students learn to collaborate with each other rather than mindlessly compete. Students discover their own innate abilities and develop a strong sense of independence, self-confidence, and self-discipline. In an atmosphere in which children learn at their own pace and compete only against themselves, they learn not to be afraid of making mistakes. They quickly find that few things in life come easily, and they can try again without fear of embarrassment. Dr. Montessori argued that for an education to touch children's hearts and minds profoundly, students must be learning because they are curious and interested, not simply to earn the highest grade in the class. Montessori children compete with each other every day, both in class and on the playground. Dr. Montessori, herself an extraordinary student and a very high achiever, was never opposed to competition on principle. Her objection was to using competition to create an artificial motivation to get students to achieve.

10) [What if a Child Doesn't Feel Like Working?](#)

While Montessori children are allowed considerable latitude to pursue topics that interest them, this freedom is not absolute. Within every society there are cultural norms; expectations for what a student should know and be able to do by a certain age. Experienced Montessori teachers are conscious of these standards and provide as much structure and support as is necessary to ensure that children live up to them.

11) [What about Children with Special Needs?](#)

Every child has areas of special gifts, a unique learning style, and some areas that can be considered special challenges. Each child is unique. Montessori is designed to allow for differences. It allows students to learn at their own pace and is quite flexible in adapting for different learning styles. In many cases, children with mild physical handicaps or learning disabilities may do very well in a Montessori classroom setting. On the other hand, some children do much better in a smaller, more structured classroom. Each situation has to be evaluated individually to ensure that the program can successfully meet a given child's needs and learning style.

12) [Is Montessori Effective With the Very Highly Gifted Child?](#)

Yes, in general, children who are highly gifted will find Montessori to be both intellectually challenging and flexible enough to respond to them as unique individuals.

13) [Is Montessori Opposed to Homework?](#)

Most Montessori schools do not assign homework to children below the Primary School level. When it is assigned to older children, it rarely involves page after page of "busy" work; instead, the children are given meaningful, interesting assignments that expand on the topics that they are pursuing in class. Many assignments invite parents and children to work together. When possible, teachers will normally build in opportunities for children to choose among several alternative assignments. Sometimes, teachers will prepare individually negotiated weekly assignments with each student.

14) [Will My Child to Adjust to Traditional Public/Private Schools After Montessori?](#)

By the end of age five, Montessori children are normally curious, selfconfident learners who look forward to going to school. They are normally engaged, enthusiastic learners who honestly want to learn and who ask excellent questions. Montessori children by age six have spent three or four years in a school where they were treated with honesty and respect. While there were clear expectations and

ground rules, within that framework, their opinions and questions were taken quite seriously. Unfortunately, there are still some teachers and schools where children who ask questions are seen as challenging authority. It is not hard to imagine an independent Montessori child asking his new teacher, "But why do I have to ask each time I need to use the bathroom?" or, "Why do I have to stop my work right now?" We also have to remember that children are different. One child may be very sensitive or have special needs that might not be met well in a teacher centered traditional classroom. Other children can succeed in any type of school. There will naturally be trade-offs if a Montessori child transfers to a traditional school. The curriculum in Montessori schools is often more enriched than that taught in other schools. The values and attitudes of the children and teachers may also be quite different. Learning will often be focused more on adult assigned tasks done more by rote than with enthusiasm and understanding. There is an old saying: if something is working, don't try to fix it. This leads many families to continue their children in Montessori. As more Montessori High Schools are opened it is likely that this trend will continue.

15) Are There Tests in Montessori Programs?

Montessori teachers carefully observe the children at work. They give the child informal, individual oral exams or have the children demonstrate what they have learned by either teaching a lesson to another child or by giving a formal presentation. The children also take and prepare their own written tests to administer to their friends. Montessori children usually don't think of assessment techniques as tests so much as challenges. Students are normally working toward mastery rather than a standard letter grade scheme. While Montessori students tend to score very well, Montessori educators are deeply concerned that many standardised tests are inaccurate, misleading, and stressful for children. Good teachers, who work with the same children for three years and carefully observe their work, know far more about their progress than any "paper and pencil" test can reveal.

16) How can I help my child to develop?

You can help your child by reading Dr. Montessori's books on Montessori education and helping us to help your child by adhering to the policies and rules in our school. The rules and policies are there to help your child to have the best education and to become the confident, independent person he can be with good self-esteem. You can also help by attending information evenings or mornings and supporting the school in raising funds for the school. Help your child to take pride in their belongings or school uniforms. Be a good example by making sure your child arrives at school on time and that if they have homework or an assignment that it is completed in time.

17) Why does my child have to wear a uniform?

We feel at Teddy Bears Montessori Pre-Primary School that each child needs to feel that they belong and are accepted for the person they are. We introduced a uniform so that each child looks alike and therefore does not put pressure on the child to compete by wearing labeled clothing.

18) Banking Details:

Name: Teddy Bears Montessori
Bank : First National Bank - Cheque account
Branch & Branch Code: Melville Branch 256 505
Account number: 621 334 70 427

Teddy Bears Montessori reserves the right to change anything in this document should the need arise.



Complete, sign & return to school with ASAP

I _____ Parent / Guardian of
 _____ have read and
 acknowledged all rules, regulations, terms & condition mentioned in this booklet.

I agree, acknowledge and adhere to the above rules as well as the regulations and information of Teddy Bear's Montessori.					
Signature of Father		Signature of Mother		Date	

