



MONTESSORI
EARLY LEARNING
FOUNDATION

MELF
PROSPECTUS



CONTENTS

INTRODUCING MONTESSORI EARLY LEARNING FOUNDATION	4
Vision	7
Mission statement	7
Accreditations and affiliations	7
Who may do this course?	8
MELF TRAINING CENTRES	12
Main Campus	13
Hours of Operation	13
Student Areas	13
Transportation and Parking	13
Student Cards	14
The Library and Technology at MELF	14
Media Release	14
COURSE OPTIONS AT MELF	16
PRE-PRIMARY (3-6) DIPLOMA [Level 5]	18
TODDLER (0-3) CERTIFICATE [Level 4]	26
INFANT, TODDLER & PRE-PRIMARY (0-6) CERTIFICATE & DIPLOMA	34
DISTANCE LEARNING [ONLINE] COURSE	40
UPGRADE TO NATIONAL DIPLOMA [Level 5]	48
WORKSHOPS	54
GET IN TOUCH	55
FREQUENTLY ASKED QUESTIONS	56



INTRODUCING THE MONTESSORI EARLY LEARNING FOUNDATION

The Montessori Early Learning Foundation (MELF) previously, known as Early Learning Foundation Montessori Teacher Training (ELF MTT), is a non-profit women's organization established in 1995 in Cape Town, South Africa. We provide teacher training, support, and advice to individuals and organizations involved in the Early Childhood Development sector (ECD).

MELF is a Public Benefits Organization, exempt from income tax, in terms of Section 10(f) of the Income Tax Act, and registered under the NPO Act (Registration Number: 048-964 NPO).

Montessori ELF is well known in Cape Town for its quality, training, and support of Early Childhood practitioners, who can provide quality preschool education in their communities. Partnerships led to the opening of campuses in Gauteng (Randburg), Eastern

Cape (Uitenhage), and the North West Province (Mafikeng). We now have a satellite campus in Kwa-Duguza (Stanger) as well.

Our reputation also appealed to the Jo Warrington Charitable Trust, who approached us to take over their model township Montessori school - Jo's School in Vrygrond, Cape Town. We now also own Sea Point Montessori on Kloof. These schools offer our students an excellent opportunity to observe children in a natural classroom environment.



VISION

To provide professionally trained teachers for the ECD sector through Women and youths training and skills development.

MISSION STATEMENT

Our commitment is to the young child. We believe that to put the young child first, we need to increase the capacity of individuals, communities, and organizations to provide quality ECD services. To this end, we seek to:

- Provide quality accredited ECD Montessori teacher training
- Promote the skills' development of women and youth
- Support economic growth and prosperity

- Improve the quality of education and care in existing schools
- Promote Equal opportunity and social justice for women, youth, and children
- Assist communities with the establishment of Montessori schools

ACCREDITATIONS AND AFFILIATIONS

Policies for Montessori ELF (MELF) are established in accordance with the Education, Training and Development Practices Sector Education and Training Authority (ETDP SETA: Accreditation Number: **ETDP9994**) in South Africa, South African Montessori Association (SAMA), and the South African Council for Educators (SACE).





WHY CHOOSE MONTESSORI MELF?

Our dual qualifications provide a unique opportunity for our graduates to explore careers in both Montessori and mainstream Early Childhood Development. Our qualifications have been recognized for their quality locally and abroad, with graduates finding work in London, France, Ireland, Austria, New Zealand, Australia, Saudi Arabia, and Dubai.

All our dual qualifications have an online component. We use Google Classroom, which can easily be accessed on a smartphone, iPad, or laptop.

Our Distance learning options allow those with other commitments to engage in a comprehensive study of Montessori theory and educational philosophy, the methodology, and the didactic materials, at their own pace.

With a career in Early Childhood Development, you can:

- Travel overseas or work locally as an educator for young children ages 2-7.
- Au-pair locally or travel and work internationally as an Au-pair
- Open your own ECD (Early Childhood Development) Centre
- Work as a Montessori Assistant & Directress Nationally/Internationally
- Get involved in ECD Training and material development
- Tutor privately (Literacy and Numeracy)
- Learn about child development, which aids in your role as a parent
- Take a gap year and, while doing this course, receive a grounding in research and other skills which are useful at tertiary level studies.



WHO MAY DO THIS COURSE?

A career in Early Childhood Development:

Young people interested in Early Childhood Development will enjoy this course. Our students qualify with a dual qualification, which allows them to either work in a Montessori ECD environment or a mainstream ECD classroom; open their pre-primary school; au-pair, tutor, or get involved in ECD training and material development.

Parents/Home-Schooling tutors:

This course helps parents understand the natural laws of growth and self-construction in a child. Thus, as a parent, you can help the child grow to his utmost potential. This course is also suited for mothers who want to tutor their children and others in the community.

Teachers:

Experienced teachers of young children who wish to gain insight into the best way to individualize their teaching curriculum so that children of mixed abilities may work at their

own pace will enjoy this course. Teachers should consider this course an upgrade and implement the Montessori methodology in conventional schools.

Students wishing to start their own Montessori School:

As well as giving all the benefits described above, the course includes a lesson on setting up a Montessori classroom or a Montessori School. Our team will advise students who have completed the course and wish to start their own pre-school. We can advise on the premises/teachers/equipment, enrolling new pupils, etc.

Gap Year:

Finished Matric but not sure what to do next? The course provides a valuable bridge to further studies, as students receive a grounding in research skills at a tertiary level. The skills and information learned are also great for those wanting to travel as an au-pair or those hoping to be parents one day.



MELF TRAINING CENTRES

Main Campus

At 55 Main Road, Mowbray, Cape Town, a beautiful Art Deco building is home to MELF. It consists of an adult lecture area, practice classrooms for students attending the respective courses, and a student lounge area.

Hours of Operation

The centre is open Monday to Saturday from 08h30 to 15h30 during Western Cape Education Department Term Dates.

A booking sheet is available, indicating times when classrooms are available for practice outside of lecture times. Students can book a slot for additional practice using the booking sheet. Facilitators, assessors, and the administrator are available by appointment.

Student Areas

The lecture area and practice classrooms are designed to support a professional working

atmosphere. Students are encouraged to care for the materials and shelves in the practice classrooms, the lecture area, and the common areas as preparation for Montessori teaching. Spaces are also available for students wanting to work on assignments, complete their readings or have group meetings.

Transportation and Parking

MELF's main campus can easily be accessed by public transport and car.

MELF is close to the Mowbray train station and taxi rank.

By car: Off-road parking is available at no cost around the centre.

Our satellite training centres offer similar facilities and are located in Randburg and Uitenhage. These centres are usually open on Saturdays from 08h30 - 15h30 on lecture days and by appointment on other days. Facilitators are available by appointment.



Student Cards

MELF provides students with a student card at the beginning of the course. This may be used to get discounts at various retailers offering student discounts.

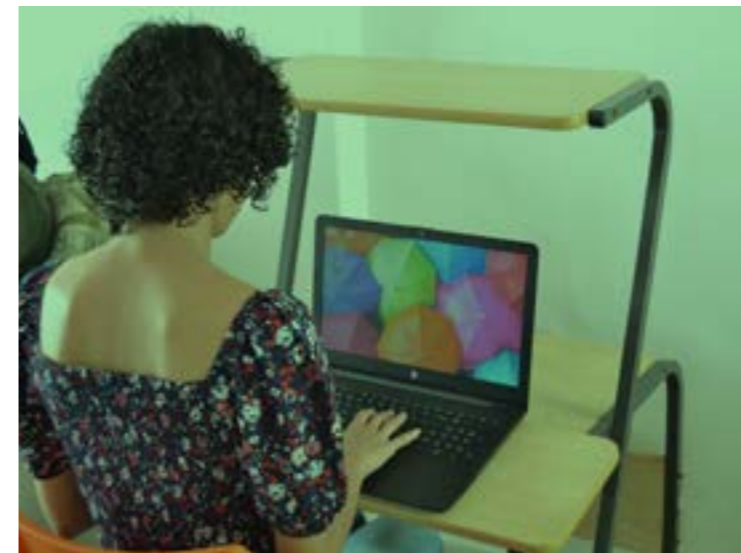
The Library and Technology at MELF

MELF has an online library of resources. Once registered, students will gain access to these resources. The main campus has a collection of books and articles available for use at the premises for free to MELF staff, registered students, and alumni. Students may also book a laptop for use at the centre.

Media Release

MELF has the right to use students' names, photographs, or other recordings, taken by the organization, for advertising or publications. Photos published will never include your name or surname. If students choose not to release claims in connection with the use of photographs or recordings of themselves, they should submit a written statement to the MELF admin office.

Our satellite training centres offer similar facilities and are located in Randburg and Uitenhage. These centres are usually open on Saturdays from 08h30 - 15h30 on lecture days and by appointment on other days. Facilitators are available by appointment.





COURSE OPTIONS AT MELF

All qualifications on offer at MELF are **dual qualifications**. I.e. On successful completion of all requirements, students receive a Montessori Qualification as well as an ETDP SETA Accredited (ETDP9994) Qualification.

A. LEVEL 5 DIPLOMA

Montessori (3-6) Pre-Primary Diploma
AND National Diploma in Early Childhood
Development, SAQA Qualification
I.D.:23118, Level 5

B. LEVEL 4 CERTIFICATE:

Montessori(0-3)Infant&ToddlerCertificate
AND
Further Education & Training Certificate
in Early Childhood Development, SAQA
Qualification I.D.:58761, Level 4

C. COMBINED 0-6 COURSE:

Montessori (0-3) Infant & Toddler
Certificate AND FETC in ECD SAQA
Qualification I.D.:58761, Level 4

AND

Montessori (3-6) Pre-Primary Diploma
AND National Diploma in Early Childhood
Development SAQA Qualification
I.D.:23118, Level

D. DISTANCE [ONLINE] COURSE:

Montessori (0-3) Infant & Toddler
Certificate AND FETC in ECD SAQA
Qualification I.D.:58761, Level 4

AND/OR

Montessori (3-6) Pre-Primary Diploma
AND National Diploma in Early Childhood
Development SAQA Qualification
I.D.:23118, Level 5

E. UPGRADE TO DIPLOMA COURSE:

Montessori (3-6) Pre-Primary Diploma
AND National Diploma in Early Childhood
Development SAQA Qualification
I.D.:23118, Level 5



PRE-PRIMARY (3-6) DIPLOMA [LEVEL 5]

DUAL QUALIFICATION

Montessori (3-6) Pre-Primary Diploma AND
National Diploma in Early Childhood Development

NQF Level:	5
SAQA Qualification I.D.:	23118
Total Number of Credits:	247
Offered Full Time Blended:	Cape Town Campus Only
Offered Part Time Blended:	Cape Town, Johannesburg, and Uitenhage

COURSE DESCRIPTION

This 247 credits course is a good way to start your career as a Montessori teacher. It offers an excellent combination of hands-on practical experience with theory, resulting in personal growth and skills for life.

The academic component includes intensive grounding in Montessori philosophy and practice; classroom management and techniques for beginning a Montessori class; the use, sequence, and method of presentation of the Montessori didactic materials in all curriculum areas; the application of theory, music & art workshops, and science & culture seminars. It is a hands-on experiential course in which lectures alternate with practical sessions under the guidance of qualified and experienced lecturers. In the Academic Component, students will be required to practice with each practical module and

undertake observations at a number of ECD / Montessori pre-schools. Students are provided with a list of schools on request.

STUDY OPTIONS

The course is offered full-time (FT) or part-time (PT) using a blended learning approach. [See the distance learning (online) course outline for more details on alternative study options]

The duration of the full-time course is 24 months. Lectures are held from 9 am to 2 pm during the week at our Main Campus or online.

The duration of the Part-time course is 36 months. Lectures are held from 9 am to 4 pm with classes held at our various centres or online on Saturdays, or during school holidays.

ENTRANCE REQUIREMENTS

Our courses are open to all students regardless of gender, religion, culture, or nationality. To register for this course, applicants will be required to:

- Hold a Grade 12 certificate or equivalent with a minimum of a Diploma Pass (having successfully passed at least 6 subjects)*
- Demonstrate proficiency in English (The ability to read, write and use written resource material for learning and teaching)
- Successfully complete a Pre-Assessment Intake Task
- Have access to a device (smartphone, tablet, computer). * *Note: Should you not have computer skills, you will need to register for our basic computer literacy training course.*

In the absence of the above requirements, students will need to provide evidence for an RPL (Recognition of Prior Learning) Assessment. This may include: international and/or previous local qualifications, products, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice, and performance records.

**Students who have not completed these subjects (i.e. English, Afrikaans & Maths) may be required to complete the Fundamentals component of the Level 4 course (at an additional cost.*



APPLICATION PROCESS

1. Complete the application form, then submit this with the non-refundable application fee to admin@elfmontessori.co.za.
2. You will then be invited for a campus tour (which may be done virtually as well) and to complete an Intake Assessment and an interview.
3. Successful applicants will then be required to accept the offer by paying the registration fee and submitting the following documentation:
 - CV
 - Certified copy of I.D.
 - Certified copy of qualifications/matric certificate

CURRICULUM OUTLINE

Montessori Philosophy:

This module is designed to give the students a thorough grounding in Montessori theory and Dr. Montessori's philosophy and psychology of human development. The role of environment, freedom, movement, discipline, sensitive periods, and precepts of order are examined in terms of a total methodology. The focus is on early childhood development (3-6-year-olds)

Child Development/Psychology

In this section, students are introduced to the views of other theorists of child development, child psychology, and education (Piaget, Erickson, Vygotsky, Steiner, etc.). Students

develop insight into the child's cognitive development and learn about how children learn.

Observation:

Designed to develop the observational techniques required of the Montessori directress, the emphasis is on the relation of theory to practice in meeting individual needs. As part of this module, students observe children in Montessori classrooms and learn the value of observations as the main source of information about children; as well as the value of detailed, accurately recorded observations in facilitating greater understanding of the child, child development, and the Montessori theory.





Practical Life:

Students become versed in how to help children develop self-reliance, independence, confidence, concentration, social grace, empathy, life skills, coordination of movement, small muscle maturation, and impulse control. They learn about the “cycle of activity” theory through lectures, demonstrations, observations, and supervised practice sessions.

Sensorial:

Lectures focus on the theory and technique necessary to ensure the development of sensory growth and the refinement of perception. Students develop an understanding of the importance of educating the senses in developing intelligence and imagination as they explore the child’s process of solving problems, making decisions, classifying the world, and critical thinking. Students develop familiarity and ease with the materials through relaxed practice sessions with each other.

Language:

The language module is designed to explore activities in vocabulary enrichment that begin with and involve naming objects to the more complicated activities that teach children to write and finally to the intellectual activity of reading. An analysis of the art of reading and writing, the didactic materials, and their sequence is presented in its entirety. Storytelling, composition, literature, the functional aspects of grammar and syntax is also covered

Mathematics/Numeracy:

Students develop an understanding of the “mathematical mind” and how to support the young child’s development thereof. They receive presentations of the didactic apparatus for the teaching of numeration. The emphasis is on the developmental process from the sandpaper numbers through the decimal system, where children are introduced to the quantities and symbols for numbers 0 - 999. After receiving the sensorial foundations for geometry and algebra, counting and arithmetic, they are also introduced to the four operations.

Science:

Students explore and research science experiments appropriate for young children, using the natural environment or readily available materials. Time is spent in class exploring a variety of experiments and discussing the learning outcomes of these.

Culture:

The Culture module incorporates the Montessori 3-6 curriculum for geography, history, botany, and zoology. There are materials for understanding land and water forms, globes, maps, flags, timelines, and supplementary activities. Botany and zoology are explored through a variety of activities.

Classroom Management:

The focus is on the relationship of the adult(s), child(ren), and the environment and covers how to manage and prepare for a group, circle time, and the first day of school. The relationship between the directress, the assistant, other staff members, and parents is discussed.

Discipline the Montessori Way:

As students develop an understanding of child development, they begin to understand that there are no bad children, but rather good or bad behaviours. In this unit, students learn how to support and guide children to understand which behaviours are acceptable and which are not, using a kind and firm approach.

Special Needs/Inclusive Education:

Understanding inclusive education and mainstreaming. How do we identify learners with special needs, and how do we help learners with special needs in the classroom environment?

School Management:

How to manage a small ECD centre. Students are briefed on the administrative procedures involved in starting a school. The focus is on registration with social services, maintaining a budget, and managing staff and parents.

Google Classroom & Computer Literacy:

Students are given basic computer skills as well as an introduction to Google classroom (the portal used for assignment submissions).

Study Skills & Personal Development:

Study skills sessions assist the student to manage their time efficiently, develop essay writing skills, and learn different reading techniques. Emphasis is also placed on learning professional etiquette, behaviours, and attitudes expected of a Montessori guide.



COURSE REQUIREMENTS

Successful completion of a module requires students to:

- Read and participate in group discussions and practical sessions
- Design and make materials.
- Practice with the didactic apparatus.
- Attendance at 70% of lectures (in person or online) per module. (Note that there are some compulsory in-person lectures).
- Compile files/portfolios.

Students who do not successfully complete a module will be required to redo the module at an additional fee.

THE BLENDED LEARNING APPROACH

All our dual qualifications have a blended learning approach, which consists of an online component. We make use of Google Classroom, which can easily be accessed on a smartphone, tablet, or laptop. MELF provides access to laptops and tablets and the internet on site. Students will be required to book a device for use on-site. Those who are not familiar with using a computer will be required to attend computer lessons at the centre. Students will also receive a hands-on tutorial to access their course using Google Classroom.

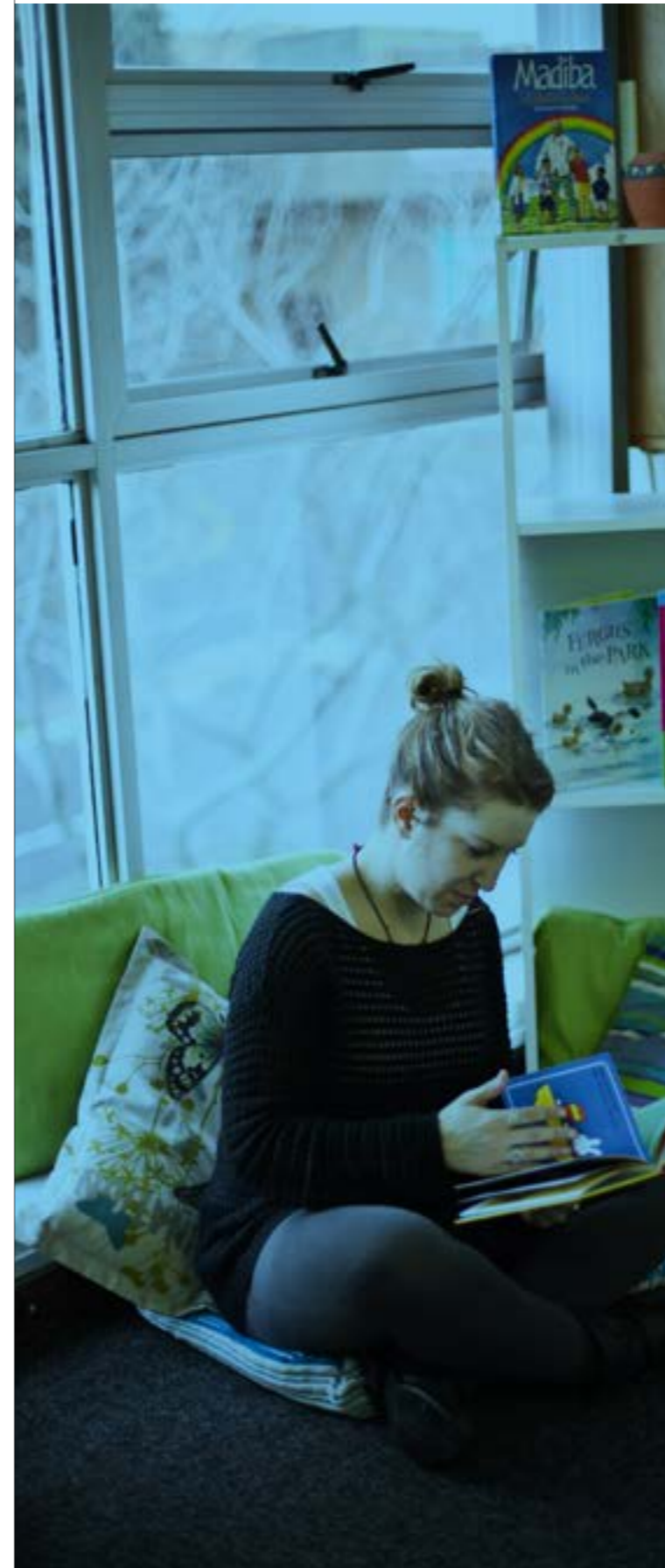
EXIT LEVEL OUTCOME ASSESSMENTS (EXAMINATIONS & TEACHING PRACTICE)

Exit Level Outcome Assessments are basically examinations and workplace assessments. These are aimed at ensuring that students are ready to implement what they have learned. Students will only qualify for the final examinations, once they have met all requirements for the Academic Component and Fees are up-to-date.

Exams

Students are required to complete both practical and written examinations. The Practical assessments are designed to assess the student's ability to present apparatus to children, as well as knowledge and understanding of the activity and child development. These are conducted in-person at the relevant campus, and arrangements can be made for international students to take the exam virtually.


There are two written examinations, namely a Research Exam and an Open Book Exam. The Open Book examination assesses the student's ability to find relevant information and then to understand, analyse and apply knowledge and to think critically. Students are therefore not expected to rote-learn, memorize and repeat information, but rather need to demonstrate understanding, application skills and the ability to use the



resources available to them appropriately. The Open Book exam is timed and can be done at any of our centres or online. The Research Exam requires students to gather information from different academically reputable sources and to present the information in a logical and coherent essay and/or oral presentation using PowerPoint, or visual aids.

The Teaching Practice (TP) Component

The Teaching Practice component (internship) intends to familiarise the student with working in a Montessori environment. It is a period of observation, internalization, and further study to bring together the theory and practice of Montessori education. During their teaching practice internship, students are expected to consolidate the theory, knowledge, attitudes, and skills they have learned during the course of the programme, in a real classroom environment, under the guidance and support of an experienced, qualified guide and mentor. This is approximately two school terms in duration and may only begin after the successful completion of the Academic Component and the Exams.



TODDLER (0-3) CERTIFICATE [LEVEL 4]

DUAL QUALIFICATION

Montessori (0-3) Infant & Toddler Certificate AND

Further Education & Training Certificate in Early Childhood Development, Level 4 (SAQA I.D:58761)

NQF Level:	4
SAQA Qualification I.D.:	58761
Total Number of Credits:	140
Offered Full Time Blended:	Cape Town Campus Only
Offered Part Time Blended:	Cape Town and Johannesburg

COURSE DESCRIPTION

This certificate course is a hands-on experiential programme, which includes a study of Montessori philosophy and pedagogy. It covers child psychology and human development from conception to the early years, with emphasis on sensory-motor and language development. Lectures also cover classroom design, class management, and techniques for caring and supporting the healthy development of infants and toddlers; the use, sequence, and method of presentation of the Montessori infant and toddler activities/materials. Students also learn how to make materials, Montessori mobiles, and toys.

This course is suitable for the parent or adult working in a home or infant/toddler classroom environment.

STUDY OPTIONS

The course is offered full-time (FT) or part-time (PT) using a blended learning approach. [See the distance learning (online) course outline for more details on alternative study options]

The duration of the full-time course is 12 months. Lectures are held from 9 am to 2 pm during the week at our Main Campus or online.

The duration of the Part-time course is 12 months. Lectures are held from 9 am to 4 pm with classes held at our various centres or online on Saturdays, or during school holidays.

ENTRANCE REQUIREMENTS

Our courses are open to all students regardless of gender, religion, culture, or nationality. To register for this course, applicants will be required to:

- At least Grade 10 certificate or equivalent (Having completed Communication and Mathematical Literacy at NQF level 3 or equivalent and Second language at NQF level 2 or equivalent)
- Demonstrate proficiency in English
- Successfully complete a basic Communication and Mathematical Literacy Intake Assessment
- Have access to a device (smartphone, tablet, computer). **Note: Should you not have computer skills, you will need to register for our basic computer literacy training course.*

In the absence of the above requirements, students will need to provide evidence for an RPL (Recognition of Prior Learning) Assessment. This may include: international

and/or previous local qualifications, products, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice, and performance records.

APPLICATION PROCESS

1. Complete the application form, then submit this with the non-refundable application fee to admin@elfmontessori.co.za.
2. You will then be invited for a campus tour (which may be done virtually as well) and to complete an Intake Assessment and an interview.
3. Successful applicants will then be offered a placement to study and will be required to accept the offer by paying the registration fee and submitting the following documentation:
 - CV
 - Certified copy of I.D.
 - Certified copy of qualifications/last school certificate

CURRICULUM OUTLINE

Montessori's Philosophy:

This module is designed to give the students a thorough grounding in Dr. Montessori's philosophy and theories as well as her views of human development with a focus on conception to early childhood. They come to understand Montessori concepts like the absorbent mind, the spiritual embryo, sensitive periods, among others, and how it fits into their work. The role of environment, freedom, movement, discipline, sensitive periods, and precepts of order are examined in terms of a total methodology.

Child development/Psychology:

In this section, students explore Human development from conception in detail. We look through the lens of Dr. Montanaro (Author of Understanding the Human Being) and explore Magda Gerber's RIE theory in great detail, and the practical implications of her philosophy.

Observation:

The emphasis of the observation module is to develop the observational techniques required of the Montessori guide, with a focus on the relation of theory to practice in meeting individual needs. This age group, in particular, requires sensitive observation by the Montessori guide, in order to understand the infant and toddler's communications and needs. Students are required to



observe infants and toddlers in their home/school environments and are expected to take detailed notes about what they see during their observations and then interpret the observations, using the guidelines of Montessori theory, practice, and human development as a whole.

The Caregiver's Guide:

In the first year of life, caregiving is the core of the infant's life. This module is designed with this in mind and aims to empower parents and caregiving professionals to provide secure, respectful, and nurturing environments for infants and toddlers in their care. They learn that through caring and attuning to the infant, the infant learns more about themselves, and they learn to trust their baby and themselves.

Stimulation through play:

Through the lesson plans and activities, students learn how to make, set up, and offer age-appropriate activities and gentle feedback to help children develop self-reliance and confidence in their emerging abilities. They will explore how to guide healthy



growth and development, how to facilitate the development of independence, concentration, life skills, hand-eye coordination, and small muscle maturation. The student also explores how to make 'toys' and create activities, which are aimed particularly at language and sensory-motor development.

Communication and Discipline the Montessori Way:

As students develop an understanding of child development, they begin to understand how children's brains work and how to communicate with them appropriately. They will also learn how to teach and guide children to understand which behaviours are acceptable and which are not, using a kind and firm, respectful approach.

Classroom design and management:

Students explore the relationship of the adult(s), child(ren), and the environment. They learn how to use observations to understand the child better and adapt the environment to ensure that the children receive the nurturing, engaging, and safe space they require developing trust in themselves and their world. They learn about ideal classroom designs and ways to set up to improve the management of the class. Furthermore, they are provided with tips on how to manage and prepare for a group, circle time, and the first day of school. The relationship between the adult guide, the assistant, other staff members, and parents are discussed, and students explore how teachers and parents can develop common goals and parent education.



Special Needs/Inclusive Education:

Students receive an introduction to inclusive education and working with children with special needs. They explore how to identify learners with special needs and how to help learners with special needs in the classroom environment.

School Management:

Students are briefed on the administrative procedures involved in starting and managing a small ECD centre. They explore the expectations for Montessori professional communities, ideal school designs as well as how to manage, communicate and support parents. The focus is on registration with social services, maintaining a budget, and managing staff.

Google Classroom & Computer Literacy:

Students are given basic computer skills as well as an introduction to Google

classroom (the portal used for assignment submissions).

Study Skills & Personal Development: Study skills sessions assist the student to manage their time efficiently, develop essay writing skills, and learn different reading techniques. Emphasis is also placed on learning professional etiquette, behaviours, and attitudes expected of a Montessori guide.

Fundamentals:

Afrikaans, English, and Mathematics are offered only to students who have not as yet achieved competency at a Matric (Grade 12 level) in these subjects). These self-study modules are offered at a very basic level and a tutor is available to assist students for a specific time period.

COURSE REQUIREMENTS

Successful completion of a module requires students to:

- Read and Participate in group discussions and practical sessions.
- Design and make materials.
- Practice with the didactic apparatus.
- Attendance at 70% of lectures (in person or online) per module. (Note that there are some compulsory in-person lectures).
- Compile files/portfolios.

Students who do not successfully complete a module will be required to redo the module at an additional fee. Note: students need to budget for material making.

THE BLENDED LEARNING APPROACH

All our dual qualifications have a blended learning approach, which consists of an online component. We make use of Google Classroom, which can easily be accessed on a smartphone, tablet, or laptop. MELF provides access to laptops and tablets and the internet on site. Students will be required to book a device for use on-site. Those who are not familiar with using a computer will be required to attend computer lessons at the centre. Students will also receive a hands-on tutorial to access their course using Google Classroom.

EXIT LEVEL OUTCOME ASSESSMENTS (EXAMINATIONS & TEACHING PRACTICE)

Exit Level Outcome Assessments are basically examinations and workplace assessments. These are aimed at ensuring that students are ready to implement what they have learned. Students will only qualify for the final examinations, once they have met all requirements for the Academic Component and Fees are up-to-date.

Exams

Students are required to complete both practical and written examinations. The Practical assessments are designed to assess the student's ability to present apparatus to children, as well as knowledge and understanding of the activity and child development. These are conducted in-person at the relevant campus, and arrangements can be made for international students to take the exam virtually.


The Open Book examination assesses the student's ability to find relevant information and then to understand, analyse and apply knowledge and to think critically. Students are therefore not expected to rote-learn, memorize and repeat information, but rather need to demonstrate understanding, application skills, and the ability to use the resources available to them appropriately. The Open Book exam is timed and can be done at any of our centres or online.



The Teaching Practice (TP) Component

The Teaching Practice component (internship) intends to familiarise the student with working in a Montessori environment. It is a period of observation, internalization, and further study to bring together the theory and practice of Montessori education. During their teaching practice internship, students are expected to consolidate the theory,

knowledge, attitudes, and skills they have learned during the course of the programme, in a real classroom environment, under the guidance and support of an experienced, qualified guide and mentor. The TP may only be completed after the successful completion of the Academic Component and the Exams.



INFANT, TODDLER & PRE-PRIMARY (0-6) CERTIFICATE & DIPLOMA

DUAL QUALIFICATIONS

Montessori (0-3) Infant & Toddler Certificate AND Further Education & Training Certificate in Early Childhood Development

NQF Level:	4
SAQA Qualification I.D.:	58761
Total Number of Credits:	140

AND

Montessori (3-6) Pre-Primary Diploma AND National Diploma in Early Childhood Development

NQF Level:	5
SAQA Qualification I.D.:	23118
Total Number of Credits:	247

Offered Full Time Blended: Cape Town Campus Only

Offered Part Time Blended: Cape Town and Johannesburg

COURSE DESCRIPTION

The combined (0-6) Montessori Infant & Toddler AND Pre-Primary Teacher Training Course is offered as a Full Time, or Part Time Blended Learning or via Distance Learning which runs over 36 months. It offers an excellent combination of hands-on practical experience with theory, resulting in personal growth and skills for life. In year one, students will start with the Infant and Toddler Level 4 course. After successfully completing the Exit Level Outcome Assessments of Level 4 they may opt to do the Teaching Practice internship. Alternatively, they may continue into the Level 5 course and then complete the Teaching Practice for Level 4 and Level 5 consecutively.

STUDY OPTIONS

The course is offered full-time (FT) or part-time (PT) using a blended learning approach. [See the distance learning (online) course outline for more details on alternative study options]

The duration of the full-time course is 24 months. Lectures are held from 9 am to 2 pm during the week at our Main Campus or online. The duration of the Part-time course is 36 months. Lectures are held from 9 am to 4 pm with classes held at our various centres or online on Saturdays, or during school holidays.

ENTRANCE REQUIREMENTS

Our courses are open to all students regardless of gender, religion, culture, or nationality. All applicants will be required to:

- Hold at least a Grade 10 certificate or equivalent (Having completed Communication and Mathematical Literacy at NQF level 3 or equivalent and Second language at NQF level 2 or equivalent)
- Demonstrate proficiency in English (The ability to read, write and use written resource material for learning and teaching)
- Successfully complete a Pre-Assessment Intake Task
- Have access to a device (smartphone, tablet, computer). **Note: Should you not have computer skills, you will need to register for our basic computer literacy training course.*

In the absence of the above requirements, students will need to provide evidence for an RPL (Recognition of Prior Learning) Assessment. This may include: international and/or previous local qualifications, products, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice, and performance records.

APPLICATION PROCESS

1. Complete the application form, then submit this with the non-refundable application fee to admin@elfmontessori.co.za.
2. You will then be invited for a campus tour (which may be done virtually as well) and to complete an Intake Assessment and an interview.
3. Successful applicants will then be offered a placement to study and will be required to accept the offer by paying the registration fee and submitting the following documentation:
 - CV
 - Certified copy of I.D.
 - Certified copy of qualifications/matric certificate

CURRICULUM OUTLINE:

See our course outlines for Level 4 and Level 5 for the relevant curriculum outline.

COURSE REQUIREMENTS

Successful completion of a module requires students to:

- Read and participate in group discussions and practical sessions.
- Design and make materials.
- Practice with the materials (Different requirements for the Level 4 and Level



5 courses. Please refer to the relevant course outline)

- Attend 70% of lectures (in person or online) per module. (Note that there are some compulsory in-person lectures).
- Compile files/portfolios: All files are to be completed by the end of each module.

THE BLENDED LEARNING APPROACH

All our dual qualifications have a blended learning approach, which consists of an online component. We make use of Google Classroom, which can easily be accessed on a smartphone, tablet, or laptop. MELF provides access to laptops and tablets and the internet on site. Students will be required to book a device for use on-site. An email address will be made for each student, which they will use to access the online Library, Google Classroom, and all online course materials

(study guides, assessments, videos, student Handbook, etc). Those who are not familiar with using a computer will be required to attend computer lessons at the centre, as basic computer literacy is a requirement for the course. They will also receive a hands-on tutorial on how to load the Google Classroom App on their devices, use Google Classroom to access their course materials, complete assignments, and submit assignments online.

EXIT LEVEL OUTCOME ASSESSMENTS (EXAMINATIONS & TEACHING PRACTICE)

Exit Level Outcome Assessments are basically examinations and workplace assessments. These are aimed at ensuring that students are ready to implement what they have learned. Students will only qualify for the final examinations, once they have met all requirements for the Academic Component and Fees are up-to-date.

Exams

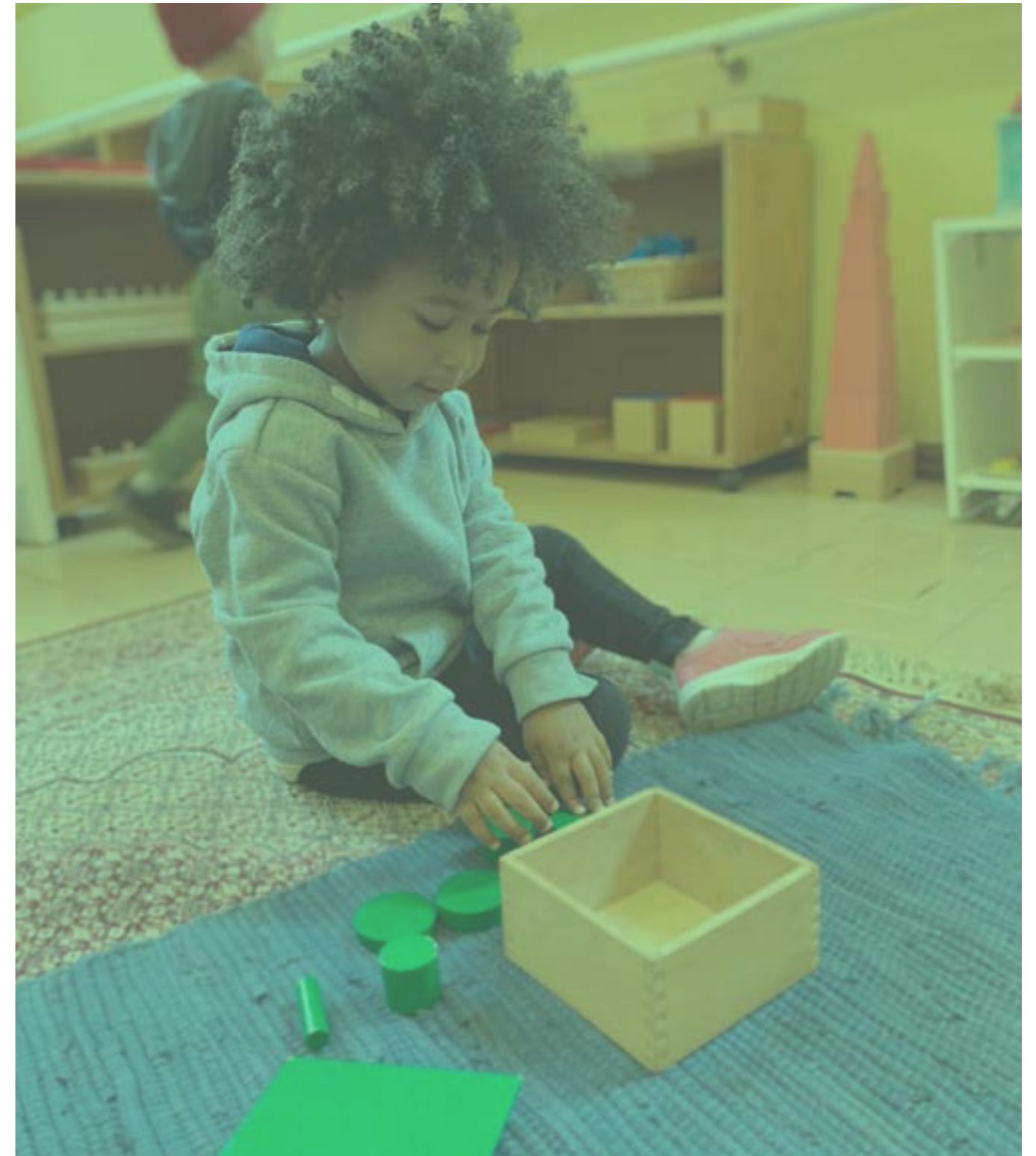
Students are required to complete both practical and written examinations. The Practical assessments are designed to assess the student's ability to present activities to children, as well as knowledge and understanding of the activity and child development. They are conducted in-person at the relevant campus, and arrangements can be made for international students to take the exam virtually. The Open Book examination assesses the student's ability to find relevant information and then to understand, analyse and apply knowledge and to think critically. Students are therefore not expected to rote-learn, memorize and repeat information, but rather need to demonstrate understanding and application skills as well as the ability to use the

resources available to him/her appropriately. The Open Book exam is timed and can be done at any of our centres or online.

In addition, Level 5 students are required to complete a Research Exam. The Research Exam requires students to gather information from different academically reputable sources and to present the information in a logical and coherent essay and/or oral presentation using PowerPoint, or visual aids.

Teaching Practice (TP) Component

The Teaching Practice component (internship) intends to familiarise the student with working in a Montessori environment. It is a period of observation, internalization, and further study to bring together the theory and practice of



Montessori education. During their teaching practice internship, students are expected to consolidate the theory, knowledge, attitudes, and skills they have learned during the course of the programme, in a real classroom environment, under the guidance and support

of an experienced, qualified guide and mentor. The Teaching Practice component (internship) is a compulsory component of each qualification, and may only begin after the successful completion of the Academic Component and the Exams.



DISTANCE LEARNING [ONLINE] COURSE

DUAL QUALIFICATIONS

Montessori (0-3) Infant & Toddler Certificate AND Further Education & Training Certificate in Early Childhood Development

NQF Level:	4
SAQA Qualification I.D.:	58761
Total Number of Credits:	140

AND/OR

Montessori (3-6) Pre-Primary Diploma AND National Diploma in Early Childhood Development

NQF Level:	5
SAQA Qualification I.D.:	23118
Total Number of Credits:	247

COURSE DESCRIPTION

The Distance Learning Course makes it possible for students abroad or those not located near any of our campuses to engage in a comprehensive study of Montessori theory and educational philosophy, the methodology, and an overview of other important educational philosophies. It has been structured and designed as a blended learning course, consisting of self-study, and online classes, within the parameters of a structured timetable for submissions of course work and attendance of online workshops. Hence, working adults are able to participate in the course without interference with their daily work responsibilities.

On enrolling for the distance learning course, you are assigned a designated tutor who

offers you support throughout the course. Monthly meetings with your tutor will be scheduled. If additional sessions are required, students may book consultations via the consultation booking forms. We recommend allocating approximately 15-20 hours per week, to complete the academic component and meet all course deadlines.

Students are also required to attend **compulsory practical workshops**, which may be done in-person or online. Please note that these hours form part of the final qualification requirements. Should you choose to attend these workshops online, you will need to have access to the didactic apparatus for the practical sessions to derive maximum benefit from the course. It is your responsibility to make contact with a



Montessori school and arrange access. The school's details should be forwarded to MELF: admin@elfmontessori.co.za.

Other workshops in your area during the course of your study are recommended for your training but are not mandatory for this course. A detailed timetable may be emailed to you on request.

When you have successfully completed the Academic Component, the Teaching Practical component, the compulsory workshops, the practical and written examinations, and the compulsory practice hours with the materials,

you will be awarded the relevant qualification. The qualification you register for has to be completed within three years of your initial registration.

Note: International and local students will need to find their own schools for the practicals. Practical exams and the TP internship

STUDY OPTIONS

The course is offered as a self-study with some online classes, a structured timetable, and attendance at compulsory practical workshops. Students may opt to complete the course in one year or two years.

ENTRANCE REQUIREMENTS

Our courses are open to all students regardless of gender, religion, culture, or nationality. All applicants will be required to:

- Demonstrate proficiency in English (The ability to read, write and use written resource material for learning and teaching)
- Successfully complete a Pre-Assessment Intake Task
- Have access to a device (smartphone, tablet, computer). **Note: Should you not have computer skills, you will need to register for our basic computer literacy training course.*

In addition:

Students applying for the **Level 4 Course** should:

- Hold at least a Grade 10 certificate or equivalent (Having completed Communication and Mathematical Literacy at NQF level 3 or equivalent and Second language at NQF level 2 or equivalent)

Students applying for the **Level 5 Course** should:

- Hold a Grade 12 certificate or equivalent with a minimum of a Diploma Pass (Having successfully passed at least 6 subjects; 4 of which should have a minimum of 40% and should include at least 2 South African Languages and Mathematical Literacy)*

**Students who have not completed these subjects may be required to complete the Fundamentals component of the Level 4 course (i.e. English, Afrikaans & Maths) at an additional cost.*

In the absence of the above requirements, students will need to provide evidence for an RPL (Recognition of Prior Learning) Assessment. This may include: international and/or previous local qualifications, products, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice, and performance records.

APPLICATION PROCESS

1. Complete the application form, then submit this with the non-refundable application fee to admin@elfmontessori.co.za.
2. You will then be invited for a campus tour (which may be done virtually as well) and to complete an Intake Assessment and an interview.
3. Successful applicants will then be offered a placement to study and will be required to accept the offer by paying the registration fee and submitting the following documentation:
 - CV
 - Certified copy of I.D.
 - Certified copy of qualifications/matric certificate

CURRICULUM OUTLINE

See our course outlines for Level 4 and Level 5 for the relevant curriculum outline.

COURSE REQUIREMENTS

Successful completion of a module requires students to:

- Read and participate in group discussions and practical sessions.
- Design and make materials.
- Practice with the didactic apparatus.
- Compile files/portfolios.

Students who do not successfully complete a module will be required to redo the module at an additional fee.



THE BLENDED LEARNING APPROACH

We make use of Google Classroom, for all of our dual qualifications, which can easily be accessed on a smartphone, tablet, or laptop. MELF provides access to laptops and tablets and the internet on site. Students will be required to book a device for use on-site. Those who are not familiar with using a computer will be required to attend computer lessons at the centre. Students will also receive a hands-on tutorial to access their course on Google Classroom.

EXIT LEVEL OUTCOME ASSESSMENTS (EXAMINATIONS & TEACHING PRACTICE)

Exit Level Outcome Assessments are basically examinations and workplace assessments. These are aimed at ensuring that students are ready to implement what they have learned. Students will only qualify for the final examinations, once they have met all requirements for the Academic Component and Fees are up-to-date.

Exams

Students are required to complete both practical and written examinations. The Practical assessments are designed to assess the student's ability to present apparatus to children, as well as knowledge and understanding of the activity and child development. The exams take place at a



Montessori school near you and are conducted virtually via an online platform. Ideally, it should be the same Montessori school where you have arranged your practice sessions. You will need to have access to a computer, the necessary didactic apparatus, and data.

There are two written examinations, namely a Research Exam and an Open Book Exam. The Open Book examination assesses the student's ability to find relevant information and then to understand, analyse and apply knowledge and

to think critically. Students are therefore not expected to rote-learn, memorize and repeat information, but rather need to demonstrate understanding, application skills, and the ability to use the resources available to them appropriately. The Open Book exam is timed and is completed online. The Research Exam requires students to gather information from different academically reputable sources and to present the information in a logical and coherent essay and/or oral presentation using PowerPoint, or visual aids.

The Teaching Practice (TP) Component

The Teaching Practice component (internship) intends to familiarise the student with working in a Montessori environment. It is a period of observation, internalization and further study to bring together the theory and practice of Montessori education. During their teaching practice internship, students are expected to consolidate the theory, knowledge, attitudes

and skills they have learned during the course of the course in a real classroom environment under the guidance and support of an experienced, qualified guide and mentor. The Teaching Practice component (internship) is a compulsory component of each qualification, and may only begin after the successful completion of the Academic Component and the Exams of each qualification.



UPGRADE TO NATIONAL DIPLOMA [LEVEL 5]

DUAL QUALIFICATION

National Diploma in Early Childhood Development

NQF Level:	5
SAQA Qualification I.D.:	23118
Total Number of Credits:	247
Offered Part Time Blended:	Cape Town and Johannesburg

COURSE DESCRIPTION

This upgrade-to-diploma course is ideal for adults already working in the Montessori environment, who hold a Montessori qualification that is not accredited or recognized in South Africa. It has been structured and designed as a blended learning course, consisting of self-study, and online classes, within the parameters of a structured timetable for submissions of course work and attendance of online workshops. Hence, working adults are able to participate in the course without interference with their daily work responsibilities. Students also have the option of attending workshops in person at the centre, should it be within the study timeframe.

Successful completion of this course will enable the student to upgrade to a Level 5 National Diploma in Early Childhood Development (3 - 6 years) (SAQA ID: 23118) This qualification allows graduates to work as

fully qualified early childhood educators in South Africa and to register with the South African Council for Educators (SACE).

Note: Attendance of select online lectures are compulsory as these hours form part of the final qualification requirements.

STUDY OPTIONS

The course is offered as a self-study with some online classes and a structured timetable. Students may opt to complete the course in one year or two years.

ENTRANCE REQUIREMENTS

Our courses are open to all students regardless of gender, religion, culture or nationality. To register for this learning course, applicants will be required to:

- Submit a certificate of completion or a transcript of a Montessori Course
- Produce your practical modules portfolios on request

- Hold a Grade 12 certificate or equivalent with a minimum of a Diploma Pass (Having successfully passed at least 6 subjects; 4 of which should have a minimum of 40% and should include at least 2 South African Languages and Mathematical Literacy)*
- Demonstrate proficiency in English (The ability to read, write and use written resource material for learning and teaching)
- Successfully complete a Pre-Assessment Intake Task
- Have access to a device (smartphone, tablet, computer). * *Note: Should you not have computer skills, you will need to register for our basic computer literacy training course.*

In the absence of the above requirements, students will need to provide evidence for an RPL (Recognition of Prior Learning) Assessment. This may include: international and/or previous local qualifications, products, reports, testimonials that mention the functions/duties performed, work records, portfolios, videos of practice, and performance records.

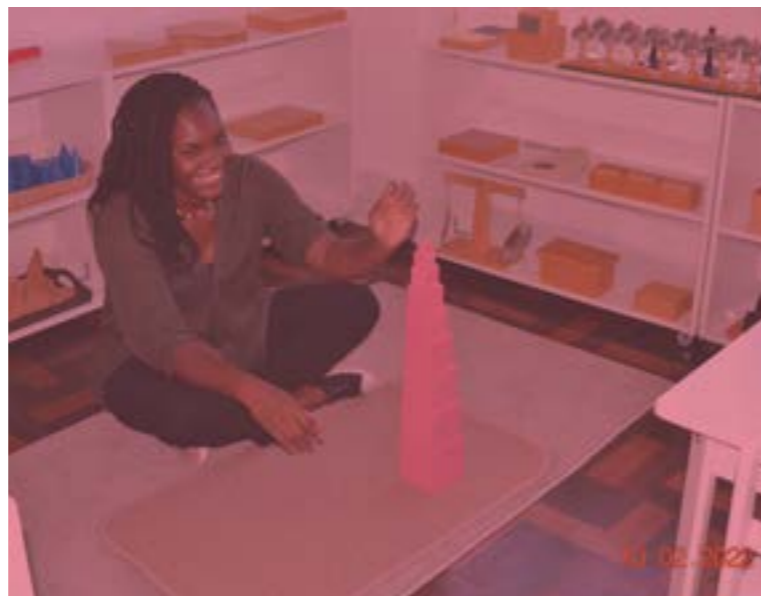
**Students who have not completed these subjects may be required to complete the Fundamentals component of the Level 4 course (i.e. English, Afrikaans & Maths) at an additional cost.*

APPLICATION PROCESS

1. Complete the application form, then submit this with the non-refundable application fee to admin@elfmontessori.co.za.
2. You will then be invited for a campus tour (which may be done virtually as well) and to complete an Intake Assessment and an interview.
3. Successful applicants will then be offered a placement to study and will be required to accept the offer by paying the registration fee and submitting the following documentation:
 - CV
 - Certified copy of I.D
 - Certified copy of qualifications/matric certificate

CURRICULUM OUTLINE:

See Pre-Primary (3-6) Diploma [Level 5] Above



COURSE REQUIREMENTS

Successful completion of a module requires students to:

- Read and Participate in reading group discussions (online or in-person)
- Design and make materials.
- Practice with the didactic apparatus. Minimum of 30 hours at a time of handing in the portfolio.
- Compile files/portfolios as required.

Students who do not successfully complete a module by the cut-off date for competency will be required to redo the module at an additional fee.

THE BLENDED LEARNING APPROACH

We make use of Google Classroom, which can easily be accessed on a smartphone, tablet, or laptop. MELF provides access to laptops and tablets and the internet on site. Students will be required to book a device for use on-site. An email address will be made for each student, which they will use to access the online Library, Google Classroom, and all online course materials (study guides, assessments, videos, student Handbook, etc). Students who are not familiar with using a computer may request to attend computer lessons at the centre, as basic computer literacy is a requirement for the course. Students will also receive a hands-

on tutorial at Orientation on how to load the Google Classroom App on their devices, use Google Classroom to access their course materials, complete assignments, and submit assignments online.

EXIT LEVEL OUTCOME ASSESSMENTS (EXAMINATIONS & TEACHING PRACTICE)

Exit Level Outcome Assessments are basically examinations and workplace assessments. These are aimed at ensuring that students are ready to implement what they have learned. Students will only qualify for the final examinations, once they have met all requirements for the Academic Component and Fees are up-to-date.

Exams

Students are required to complete both practical and written examinations. The Practical assessments are designed to assess the student's ability to present activities to children, as well as knowledge and understanding of the activity and child development. They are conducted in-person at the relevant campus, and arrangements can be made for international students to take the exam virtually. To be exempt from the Practical exams, students may be asked to submit a statement of results.

There are two written examinations, namely a Research Exam and an Open Book Exam. The Open Book examination assesses the



student's ability to find relevant information and then to understand, analyse and apply knowledge and to think critically. Students are therefore not expected to rote-learn, memorize and repeat information, but rather need to demonstrate understanding, application skills and the ability to use the resources available to them appropriately. The Open Book exam is timed and can be done at any of our centres or online. The Research Exam requires students to gather information from different academically reputable sources and to present the information in a logical and coherent essay and/or oral presentation using PowerPoint, or visual aids.

The Teaching Practice (TP) Component

The Teaching Practice component (internship) is a compulsory component of the National Diploma and intends to familiarise the student with working in a Montessori environment. It is a period of observation, internalization, and further study to bring together the theory and practice of Montessori education. During their teaching practice internship, students are expected to consolidate the theory, knowledge, attitudes, and skills they have learned during the course of the programme in a real classroom environment, under the guidance and support of an experienced, qualified guide and mentor. This may only

begin after the successful completion of the Academic Component and the Exams. The internship site may be your current worksite, especially if you are already working in a Montessori pre-school.

RECOGNITION OF PRIOR LEARNING (RPL)

Students requesting RPL for any component of the course, will need to submit evidence for the required component. This may consist of:

- a minimum of 2 years teaching experience
- the knowledge skills and attitudes required
- Materials or portfolios made

In addition, exemption from the Teaching Practice Component may require evidence of:

- Observing Children
- Reflections on Observations and Presentations
- Planning Records
- Records and Reports of children
- Register of Attendance or Testimonial from school.



WORKSHOPS

From time to time we host workshops on various topics of interest to parents, and young adults wanting a career in teaching.

You can add your name to our database by sending an email to admin@elfmontessori.co.za with the word WORKSHOPS. In this way, we will keep you posted on all upcoming workshops and apparatus training sessions. We look forward to you joining us.

GET IN TOUCH

Contact us: 021 685 8119 / 072 335 8530

Email: admin@elfmontessori.co.za

Website: melf.co.za

Instagram: [montessori.elf](https://www.instagram.com/montessori.elf)

Facebook: [montessori.elf](https://www.facebook.com/montessori.elf)



FREQUENTLY ASKED QUESTIONS

Q. WHERE DID MONTESSORI COME FROM?

Montessori (pronounced MON-tuh-SORE-ee) education was founded in 1907 by Dr Maria Montessori, the first woman in Italy to become a physician. She based her educational methods on scientific observation of children's learning processes. Guided by her discovery that children teach themselves, Dr Montessori designed a "prepared environment" in which children could freely choose from a number of developmentally appropriate activities. Now, nearly a century after Maria Montessori's first CASA dei Bambini (children's home) in Rome, Montessori education is found all over the world, spanning ages from birth to adolescence.

Q. WHAT IS THE DIFFERENCE BETWEEN MONTESSORI AND TRADITIONAL EDUCATION?

Under the age of six, Montessori emphasizes learning through all five senses, not just through listening, watching, or reading. Children in Montessori classes learn at their own, individual pace and according to their own choice of activities from hundreds of

possibilities. They are not required to sit and listen to a teacher talk to them as a group but are engaged in individual or group activities of their own, with materials that have been introduced to them 1:1 by the teacher who knows what each child is ready to do. Learning is an exciting process of discovery, leading to concentration, motivation, self-discipline, and a love of learning.

Above age 6 children learn to do independent research, arrange field trips to gather information, interview specialists, create group presentations, dramas, art exhibits, musical productions, science projects, and so forth. There is no limit to what they created in this kind of intelligently guided freedom. There is great respect for the choices of the children, but they easily keep up with or surpass what they would be doing in a more traditional setting. Children enjoy their work and study. The children ask each other for lessons, and much of the learning comes from sharing and inspiring each other instead of competing with each other.

Montessori classes place children in three-year-or-more age groups (3-6, 6-9/6-12, etc.), forming communities in which the older

children spontaneously share their knowledge with the younger ones. Montessori represents an entirely different approach to education.

Q. CAN I DO MONTESSORI AT HOME WITH MY CHILD?

A. Yes, you can use Montessori principles of child development at home. Look at your home through your child's eyes. Children need a sense of belonging, and they get it by participating fully in the routines of everyday life. "Help me do it by myself" is the life theme of the preschooler, school-age child, teenager, and young adult. Can you find ways for your child to participate in meal preparation, cleaning, gardening, caring for clothes, shoes, and toys? Providing opportunities for independence is the surest way to build your child's self-esteem and to build the skills required for life-long learning.

At the school level, many homeschooling and other parents use the Montessori philosophy of following the child's interest and not interrupting concentration to educate their children. There is an interesting Montessori home-schooling store, which can be accessed by following this link: <http://www.montessori.edu/homeschooling.html>

In a school, only a trained Montessori teacher can properly implement Montessori education with the specialized learning equipment taught during teacher training, but there are many ideas that can be used in the home with families

whose children are in school full-time, or in families where the adults are in charge of the totality of the child's education.

MONTESSORI CHILDREN

Q. IS MONTESSORI GOOD FOR CHILDREN WITH LEARNING DISABILITIES? WHAT ABOUT GIFTED CHILDREN?

Montessori is designed to help all children reach their fullest potential at their own unique pace. A classroom whose children have varying abilities is a community in which everyone learns from one another and everyone contributes. Moreover, multi-age grouping allows each child to find his or her own pace without feeling "ahead" or "behind" in relation to peers.

Q. ARE MONTESSORI CHILDREN SUCCESSFUL LATER IN LIFE?

Research studies show that Montessori children are well-prepared for later life academically, socially, and emotionally. In addition to scoring well on standardized tests, Montessori children are ranked above average on such criteria as following directions, turning in work on time, listening attentively, using basic skills, showing responsibility, asking provocative questions, showing enthusiasm for learning, and adapting to new situations.



MONTESSORI SCHOOLS

Q. I RECENTLY OBSERVED A MONTESSORI CLASSROOM FOR A DAY. I WAS VERY, VERY IMPRESSED, BUT I HAVE THREE QUESTIONS:

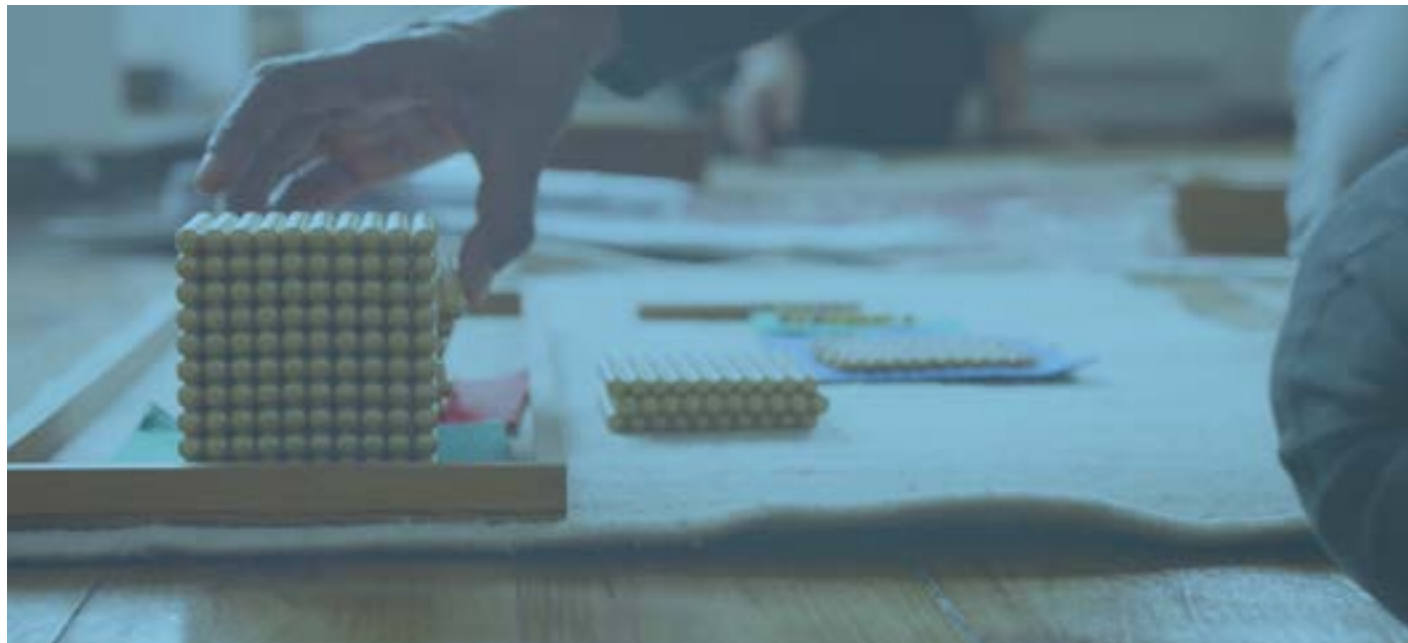
1. **There doesn't seem to be any opportunities for pretend play**
2. **The materials don't seem to allow children to be creative**
3. **Children don't seem to be interacting with one another very much. Any help you give me would be appreciated. Thank you very much.**

I can give you three very incomplete answers to your perceptive questions:

1. When Dr Montessori opened the first Children's House, it was full of pretend

playthings. The children never played with them as long as they were allowed to do real things - i.e. cooking instead of pretending to cook. It is still true.

2. The materials teach specific things, and then the creativity is incredible. Like learning how to handle a good violin and then playing music. It is not considered "creative" to use a violin as a hammer, or a bridge while playing with blocks. We consider it "creative" to learn how to use the violin properly and then create music. The same goes for the materials in a Montessori classroom.
3. There is as much interaction as the children desire, but the tasks are so satisfying that, for these few hours a day, children want to master the challenges offered by them. Then they become happier and kinder—true socialization. Also, since concentration is protected above all, as all "work" is respected, children learn early on not to interrupt someone who is concentrating.



SPECIFIC DETAILS OF THE MONTESSORI METHOD AS PRACTICED IN MONTESSORI SCHOOLS

Protection of the "best" in each child through respect of choice and concentration

The most important discovery that Dr. Montessori has contributed to the field of child development and education is the fostering of the best in each child. She discovered that in an environment where children are allowed to choose their work and to concentrate for as long as needed on that task, they come out of this period of concentration (or meditation or contemplation) refreshed and full of goodwill toward others. The teacher must know how to offer work, link the child to the environment, and protect this process. We know now that this natural goodness and compassion are inborn, and do not need to be taught, but to be protected.

The schedule - The three-hour work period

Under the age of six, there are one or two 3-hour, uninterrupted, work periods each day, not broken up by required group lessons. Older children schedule meetings or study groups with each other, the teacher when necessary. Adults and children respect concentration and do not interrupt someone who is busy with a task. Groups form spontaneously or are arranged ahead by special appointment. They almost never take precedence over self-selected work.

Multi-age grouping

Children are grouped in mixed ages and abilities in three to six-year spans: 0-3, 3-6, 6-12 (sometimes temporarily 6-9 and 9-12), 12-15, 15-18. There is constant interaction, problem-solving, child-to-child teaching, and socialization. Children are challenged according to their ability and never bored. Younger children learn from older children, while older children are given opportunities to recap work previously learned, practice leadership skills, and be role models. The Montessori middle and high school teacher ideally has taken all three training courses, plus graduate work in an academic area or areas.

Work centres

The environment is arranged according to subject area, and children are always free to move around the room instead of staying at desks. There is no limit to how long a child can work with a piece of material. At any one time in a day all subjects -- maths, language, science, history, geography, art, music, etc., will be being studied, at all levels.

Teaching method - "Teach by teaching, not by correcting"

There are no papers turned back with red marks and corrections. Instead, the child's effort and work is respected as it is. The teacher, through extensive observation and record-keeping, plans individual projects to enable each child to learn what he needs in order to improve

Teaching Ratio - 1:1 and 1:30+

Except for infant/toddler groups (Ratio dictated by local social service regulations), the teaching ratio is one trained Montessori teacher and one non-teaching aide to 30+ children. Rather than lecturing to large or small groups of children, the teacher is trained to teach one child at a time, and to oversee thirty or more children working on a broad array of tasks. She is facile in the basic lessons of maths, language, the arts and sciences, and in guiding a child's research and exploration, capitalizing on his interest in and excitement about a subject. The teacher does not make assignments or dictate what to study or read, nor does she set a limit as to how far a child follows an interest.

Basic lessons

The Montessori teacher spends a lot of time during teacher training practicing the many lessons with materials in all areas. She must pass a written and oral exam on these lessons in order to be certified. She is trained to recognize a child's readiness according to age, ability, and interest in a specific lesson, and is prepared to guide individual progress.

Areas of study

All subjects are interwoven, not taught in isolation, the teacher modelling a "Renaissance" person of broad interests in the children. A child can work on any material he understands at any time.

Class size

Except for infant/toddler groups, the most successful classes are of 30-35 children to one teacher (who is very well-trained for the level she is teaching), with one non-teaching assistant. This is possible because the children stay in the same group for three to six years and much of the teaching comes from the children and the environment.

Learning styles

All kinds of intelligences and styles of learning are nurtured: musical, bodily-kinaesthetic, spatial, interpersonal, intrapersonal, intuitive, and the traditional linguistic and logical-mathematical (reading, writing, and maths). This particular model is backed up by Harvard psychologist Howard Gardner's theory of multiple intelligences.





Contact us: 021 685 8119 / 072 335 8530

Email: admin@elfmontessori.co.za

Website: melf.co.za

Instagram: [montessori.elf](https://www.instagram.com/montessori.elf)

Facebook: [montessori.elf](https://www.facebook.com/montessori.elf)