



INFINITE SCHOOLS

PARENT INFORMATION PACK

The Montessori Curriculum will be offered in:

Toddler Centre: 12 months—3 years

Pre-School: 3—6 years

Primary School: 6—12 years

The Cambridge Curriculum will be offered in:

Middle School: 12—15 years

High School: 15—18 years

"Imagine if schools actually helped their kids identify your child's strengths by exploring their talents from a young age and growing their skills over 18 years, instead of letting them follow the same routine as sheep and leaving them confused in life after graduation."

Tallie Dar

**The High School model offers 3 exit point options:
IGCSE, AS and A Levels**

**Modderfontein Montessori School has rebranded to create
INFINITE SCHOOLS**



INFINITE SCHOOLS



"From birth to age six, a child learns more rapidly than any other time in his/her life"

OUR SCHOOL CATERS FOR STUDENTS FROM 12 MONTHS TO 18 YEARS

Pre-toddlers from 12 months – 2 years

Toddlers from 2 to 3-year olds

Pre-school from 3 to 6-year olds

Primary school from 6 to 12-year olds

Middle School from 12 to 15-year olds

High School from 15 to 18-year olds

We are an Independent privately-owned school. The Independent Schools (ISASA) 4 term calendar is used as a guideline for our term dates.

CONTACT PEOPLE AND DETAILS

Office Tel: 011 608 3956 / 0902 **School cell:** 083 229 1247

Liz Nhandara (New Enrolments & Administrator) – liz@infiniteschools.co.za

Kenyon Putter (Administrator and Accounts) – admin@infiniteschools.co.za

Website: www.infiniteschools.co.za → Follow us on Facebook and Instagram



INFINITE SCHOOLS

OUR MISSION STATEMENT

Based on the philosophy and methodology of Maria Montessori we are committed to providing high quality childcare while nurturing our students from early childhood education into well rounded young adults, ready to face an ever changing and demanding world. We aim to cultivate a life-long love of learning in our students and inspire them to realise their full potential while enjoying life's journey and positively contributing to the world around them.

Our responsibility is to nurture, guide, educate and prepare the child to become a happy and independent adult. Our philosophy seeks to nourish the child's spirit, imagination, creativity and intellect by providing a safe, fostering environment where every child's emotional, physical and social needs are respected and fulfilled. The school environment is designed around the needs of the child, staffed by credentialed Teachers, Guides and trained classroom assistants.



OUR VISION

At Infinite Schools we strive to transform the perception of education as we guide children along their individual and unique learning journey of discovering and exceeding their full potential.

"If a child can't learn the way we teach, maybe we should teach the way they learn"
~ Ignacio Estrada ~



INFINITE SCHOOLS

MONTESSORI PHILOSOPHY 12 MONTHS TO 12 YEARS OLD

A MONTESSORI EDUCATION PROMOTES

- ✓ A love of learning
- ✓ Concentration
- ✓ Self-discipline
- ✓ Sociability in joyful work
- ✓ Mutual aid and co-operation

HOW A MONTESSORI EDUCATION WILL BENEFIT YOUR CHILD

- ✓ Personal, social and emotional development
- ✓ Life skills
- ✓ Sensorial experiences
- ✓ Communication, language and literacy
- ✓ Mathematical development
- ✓ Knowledge and understanding of our world – cultural studies
- ✓ Physical development
- ✓ Creative and imagination development based on reality
- ✓ Music lessons provided by the school
- ✓ Toddler children have free choice of activity within a protected two-hour work cycle in a specially designed Montessori prepared environment
- ✓ Pre-school children have free choice of activity within a protected three-hour work cycle in a specially designed Montessori prepared environment
- ✓ Our classes consist of vertical age grouping
- ✓ The Montessori Guide (teacher), directs the child towards work
- ✓ Independence – “Help me to do it myself”



Modderfontein Montessori School cc T/A Infinite Schools

www.infiniteschools.co.za

| 2 Harley Street, Modderfontein, 1609

| 011 608 0902

| 083 229 1247



THE DIFFERENCE BETWEEN MONTESSORI & TRADITIONAL TEACHING

The goal of both Montessori and Traditional schooling is the same, to provide learning experiences for the child. The biggest differences lie in the type of learning experience each methodology provides to accomplish this goal. Montessori educators believe (both differences) are important because they help shape what a child learns, his work habits, and his future attitudes toward himself and the world around him.

MONTESSORI	TRADITIONAL
✓ Emphasis on Cognitive and Social Development	Emphasis on Rote Learning and Social Behaviour
✓ Guide has guiding role	Teacher controls classroom
✓ Environment and method encourage self-discipline	Teacher acts as primary enforcer of discipline
✓ Mainly individual instruction	Mainly group instruction
✓ Mixed age groups	Same age groups
✓ Grouping encourages children to teach and collaborate	Teaching is done by teacher; collaboration is discouraged
✓ Child chooses own work	Curriculum structured for child
✓ Child discovers own concepts from self-teaching materials	Child is guided to concepts by teacher
✓ Child is allocated time to work on and complete lesson	Child generally allotted specific time for work
✓ Child sets own learning pace	Instruction pace set by group
✓ Child spots own errors from feedback of material	Errors in child's work highlighted by teacher
✓ Child reinforces own learning by repetition of work and internal feelings of success	Learning is reinforced externally by repetition, rewards and punishment
✓ Child can work where he/she chooses, move about and talk at will (yet not disturb work of others), group work voluntary	Child usually assigned seat; required to participate during group lessons
✓ Multi-sensory materials for physical exploration organizes program for learning care of self and environment	No organised program for self-care instruction - left primarily up to parents



INFINITE SCHOOLS



(31 August 1870 – 6 May 1952)

Maria MONTESSORI bequeathed to us a school of thought. It stems from a spiritual attitude towards mankind, and mankind begins with childhood. This has given rise to a form of pre-school education, founded in Italy in the 19th century, which gives 21st century children an excellent start in life.

MARIA MONTESSORI was born in Italy and was Italy's first female doctor. Her training in psychology, physiology and neurology was extensive. Her first job was at the psychiatric clinic of the University of Rome. She had a very special affinity for and a great appreciation of the potential of children and decided to make the transition from medicine to education.

In 1899 Dr Montessori attracted the attention of the Minister of Education, who commissioned Maria to give a series of lectures to teachers. In 1901 she returned to university to study experimental psychology and philosophy. In 1906 Montessori initiated her educational methods amongst the normal children. She was nominated three times for a Nobel Peace Prize. In 1950 she became the Italian delegate to UNESCO.

Montessori insightfully described children as: "the forgotten citizens" who had never been accorded their rights. For, within the child there is the possibility of the true nature of man being realised, the perfect union of body and soul, the compound that is there to be attained in the right soil.

International recognition came quickly, and the Montessori movement spread all over the world. The first Montessori training course was given in 1909. Montessori travelled extensively lecturing in many countries worldwide.

Montessori stressed the need for a **prepared environment**, which maximises the special creative periods of a young person's development. The child loves to use his own will, and this is strengthened by his freedom to choose an activity at his own level, from the prepared environment. The immediate use of maximum effort at the instigation of a person's own will brings new self-mastery coupled with a serene and joyous disposition.



INFINITE SCHOOLS

CAMBRIDGE ASSESMENT INTERNATIONAL EDUCATION

12 TO 18 YEARS OLD

"Cambridge students are very well-prepared for our curriculum and we find that they have a lot of confidence, but also that they have a good deep subject knowledge, and the ability to think critically"
~ Stuart Schmill, Dean of Admissions MIT ~

Our High School follows the Cambridge Assessment International Education Curriculum. While the Montessori philosophy is carried through this age group, the student's education is geared towards the Cambridge model for their education.

CURRICULUM:

The Cambridge curriculum offers a student 3 possible exits from High School i.e. Children can exit with IGCSE, AS Levels or A Levels depending on their career path, passion and abilities.

In Middle school (12 – 15 years old) children set the foundation for their subject choices which will be carried through to High School (15 – 18 years old).

Starting from a foundation of core subjects, children are exposed to cross-curricular perspectives. Children are encouraged to engage in a variety of subjects and make connections between them. Cambridge IGCSE offers a flexible and stimulating curriculum in High School 15-18 Year phase.

Cambridge IGCSE develops learner knowledge, understanding and skills in:

- Subject content
- Applying knowledge and understanding of new as well as unfamiliar situations
- Intellectual enquiry
- Flexibility and responsiveness to change
- Working and communicating in English
- Influencing outcomes
- Cultural awareness

Cambridge Advanced (A and AS Levels) builds on the foundations of Cambridge IGCSE. Students take internationally recognised Cambridge International AS & A Level. The syllabus develops a deep understanding of subjects and critical independent thinking skills. Students have an increased chance of university entry by exiting their High School with Cambridge International AS Levels or A Levels.



HIGH SCHOOL ASSESSMENT OPTIONS

After having selected their subjects, students can choose from a range of assessment options to gain Cambridge International AS & A Level qualifications:

1. Take the Cambridge International AS Level only. This builds on the foundation of the IGCSE level.
2. Take a 'staged' assessment route – take the Cambridge International AS Level in one examination series and complete the final Cambridge International A Level at subsequent series.
3. Take all papers of the Cambridge International A Level course in the same examination session, usually at the end of the course.

Cambridge Assessment International Education is the world's largest provider of international education programs and qualifications for 12 to 18-year-olds. Over 10 000 schools in more than 160 countries belong to the Cambridge community.

A brief comparison of the Cambridge Curriculum and the National Curriculum.

CAMBRIDGE CURRICULUM	CAPS (NCS)
Creates independent learners	Encourages dependency on the teacher
Innovative and critical thinking skills	Following of the prescribed curriculum
Provides deeper subject/content knowledge	Broad curriculum lacks content depth
Emphasis on practicals in Science-examined at IGCSE & A levels	Practicals in science not examined, majority of teachers skip the practicals
International recognition by Universities globally	Limited international recognition
Students have advantage at University especially with first year content	Students struggle to adjust to Tertiary/University studies
Progression measured at Stage 9 checkpoint, IGCSE/O level, A level	Students only certified at grade 12
Gives learners a global outlook to issues	Local context based
Exit level IGCSE/O level can be used to enroll for tertiary studies including some Universities	Tertiary enrolment mainly after grade 12



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CAMBRIDGE ASSESSMENT INTERNATIONAL EDUCATION

Cambridge programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research.

The four stages of the Cambridge Pathway lead seamlessly from primary through secondary and pre-university years. Schools can shape the curriculum around how they want students to learn.

Every year, nearly a million Cambridge learners prepare for their future with an education from Cambridge International. Together with schools, we develop Cambridge learners who are confident, responsible, reflective, innovative and engaged – equipped for success in the modern world.

Cambridge Assessment International Education works with more than 10,000 schools that are part of our Cambridge learning community. We operate in 160 countries across 9 regions: North America, Latin America, UK & Europe, Sub-Saharan Africa, Middle East & North Africa, South Asia, East Asia and Southeast Asia & Pacific. We have Cambridge representatives in every region.

We also draw on the expertise of Cambridge Mathematics to develop our maths curriculum, qualifications and resources. Cambridge Mathematics is a collaborative enterprise committed to securing a world-class mathematics education for all students from 3-19 years old. It was set up in 2015 by our parent organisation Cambridge Assessment together with the University's Faculties of Mathematics and Education and Cambridge University Press.

Cambridge International is a trusted education partner for governments in over 30 countries. In some countries, such as Singapore, we work with public bodies to provide the national examinations for learners in secondary schools. In other countries, such as Egypt and Bahrain, we work with governments to develop and introduce new education and assessment systems.

We also help to localise Cambridge examinations and ease the introduction of education programmes by training officials, teachers and examiners.

Cambridge schools are part of a global community. We offer teachers many ways to share knowledge and ideas. We regularly review and update Cambridge programmes and qualifications to make sure they reflect the latest developments in teaching and learning and meet schools' needs around the world.

Sourced from:

<https://www.cambridgeinternational.org>



CODE OF CONDUCT

For us to follow the Montessori method as well as possible and to foster independent thinking we have instilled some ground rules. Ground rules protect the rights and liberty of each individual child and the group. They promote the internalisation of good social behaviours and values including:

- Self-control of impulses
- Consideration of others and
- A sense of responsibility for oneself and the welfare of the group.

Ground rules can help to make life at school easier, the days run more smoothly, enable children to be more independent and help to develop responsibility. The number of ground rules is generally kept to a minimum, stated and presented in a positive manner with the emphasis on safety, respect for others and the environment and the results benefit all members of the group.

No child may threaten any other person physically or verbally, use racist, offensive or derogatory language, harass another person, bully or steal.

The children are made aware of behaviour which is acceptable and that which is not. Issues arising between children are always discussed with them first. Parents will be called in to discuss discipline problems if need be. If a disciplinary problem does arise, it is dealt with individually, keeping the child's self-esteem in mind always.

EXTRA-CURRICULAR ACTIVITIES

*Please note: - The below service providers are **independent institutions at an additional cost. Some extra murals have age restrictions please contact the extra mural provider directly for any queries and enrolments.***

- ✓ Swimming Lessons (water safety, learn to swim and stroke correction)
- ✓ Piano Lessons, Guitar Lessons
- ✓ Kinder Musik
- ✓ French
- ✓ Coding & Robotics
- ✓ Chess
- ✓ Soccer Stars
- ✓ Karate
- ✓ Yoga
- ✓ Ballet
- ✓ Phyzz Ed (Physical Education)
- ✓ Krafty Kids (Art)
- ✓ Build Em Brix (Lego)

TRANSPORT SERVICES:

There are several independent transport services which service our clientele.



INFINITE SCHOOLS

MAKING OUR DREAM A REALITY

Message from Shineen Klein (Founder)

With the massive expansion happening in Greenstone, Modderfontein and surrounding areas we saw the need for a School in the heart of Modderfontein. **We opened our first Montessori classroom in March 2010.**



Together with my family we opened Modderfontein Montessori Pre-School catering for children from age 18 months to 6 years old. I previously owned and worked in Montessori schools for nearly 30 Years. Our pre-school was well established and due to the high demand from our parents, we expanded to Montessori Primary School as well.

Our children, at all ages, **benefit from our full-time music teacher** through their weekly music lessons. Our primary school children learn how to read music and play a variety of instruments. The 6-12 children are also given an opportunity to learn basic French and Zulu as part of the curriculum.

We also offer chess and piano as extra mural activities. Besides many other extra mural activities, the school offers, there is a **Swim school opposite our own school**. We regard learning how to swim as the most important extra mural activity for your child. Modderfontein Swim School has a staff member who fetches the children from our school, helps them change and brings them back to the school. The swimming pool is covered and heated to ensure all year swim lessons (www.modderfonteinswimschool.co.za).

“**Montessori**” has become a household name and parents can make their choices on experiences or well published information via the internet. It is an alternative form of education based on the individual characters and learning abilities of each individual child.

Montessori classrooms include mixed ages and mixed skill-levels, generally divided into three-year groups (i.e. 3-6-year olds, 6-9-year olds and 9-12-year olds). Peer learning is encouraged as the young ones learn from observing their older friends and the older children solidify their knowledge and gain valuable leadership skills through giving lessons to the younger children. Each classroom is divided into a specific are of learning.

Practical Life consists of exercises to help children learn skills used in everyday life. For young children, this includes carefully pouring water, tying their shoelaces or scrubbing a table etc. For older children, this includes things like budgeting and starting a small business.

Sensorial exercises were designed by Montessori to cover every quality that can be perceived by the senses such as size, shape, composition, texture, loud or soft, matching, weight and temperature to name a few. The sensorial exercises cover a wide range of senses, Montessori categorised these into 8 different groups: Visual, Tactile, Baric, Thermic, Auditory, Olfactory, Gustatory and Streognostic.

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Everything in the classroom consists of real child size materials. Their environments are beautifully prepared every day and displayed in the five main areas of the classroom, namely *Practical Life, Sensorial, Language, Mathematics and Cultural*.

A Montessori guide's job is to observe the children and introduce them to the academic materials at just the right time. She is often hard to find in the classroom, as she is generally working one-on-one with a child, rather than standing at the front of the room talking to the whole group. **Maria Montessori** saw the role of the teacher as providing children with tools for learning, rather than pouring knowledge and facts into them.

We have a wonderful team of teachers and assistant teachers. Our Principal, Sunita believes in an open-door philosophy to both the parents and children within our school. She is often seen having long conversations with the children in her office or on the school grounds.

Message from Sunita Parmar (Head of School)

While living the reality of our Pre-School dream, as the children in our school grew, so did the schooling needs of our community. In 2013 we opened our first Montessori Primary school class. Since then, our Primary school, as with the Pre-school has flourished and grown. As natural progression would have it, we started to contemplate expansion into High School. After careful consideration, we decided that our High School model would be based on the Cambridge International Assessment Curriculum model. We are proud to be opening our High School model in 2020. The fact that the High School would not be following the Montessori curriculum, created the need to look at re-branding which would encompass our Montessori curriculum for ages 12 months to 12 years, and our High School Cambridge curriculum for ages 12 to 18 years.

We have a team of educators and assistants that share in a common passion for educating children and guiding them on their learning journey to be able to reach their maximum potential. Our school is focused on creating an environment that allows your child to be the best possible human that he / she can be. We can only achieve this by sharing this common goal with you, the parents of our students. We are not just a school; we are a family and a community that is growing together. We look forward to travelling this journey with you and your child.

"Children are not things to be moulded, but people to be unfolded"

~ Jess Lair ~

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2020 SCHOOL FEES SCHEDULE

HALF DAY FEES (Pre-school 13:30 / Primary 14:00 / High School 14:30)

GROUP	ANNUAL	TERMLY <i>4 equal termly payments</i>	MONTHLY <i>12 equal monthly payments</i>
12 mths – 6 years	R46 740	R12 300	R4 100
6-9 years	R59 280	R12 300	R5 200
9-12 years	R60 990	R15 600	R5 200
12 – 15 years	R85 000	R16 050	R7 500
15 – 18 years	TBC	TBC	TBC

Annual discount already included in the annual fee stated above. (NO additional sibling discount on annual payments).

HALF DAY LUNCH ONLY FEE (available for toddlers & pre-school only)

GROUP	ANNUAL	TERMLY <i>4 equal termly payments</i>	MONTHLY <i>12 equal monthly payments</i>
LUNCH only	R4 080	R1 020	R340
Casual Aftercare	R100 per day		

FULL DAY (includes aftercare & lunch fees for Tods & Pre-School): ** School ends: 17:30

GROUP	ANNUAL	TERMLY <i>4 equal termly payments</i>	MONTHLY <i>12 equal monthly payments</i>
12 mths – 6 years	R55 860	R14 700	R4 900
6-9 years	R68 970	R18 150	R6 050
9-12 years	R70 680	R18 600	R6 200
12 + AFTERCARE ONLY	R14 400	R3 600	R1 200

A sibling discount of 2.5% is given on full day school fees (termly / monthly **ONLY**) for the second, third, fourth child enrolled
Annual discount **already included** in the annual fee stated above (**NO** additional sibling discount on annual payments)

BANKING DETAILS

Account Holder Name:	Modderfontein Montessori CC
Bank	First National Bank
Account Number:	62496129000



INFINITE SCHOOLS

Account Type:	Cheque
Branch code:	250655
Reference:	** Obtain your family code from the office

ADMISSION / ANNUAL & OTHER FEES

GROUP	Admission Fee (non-refundable once off charged with all new applicants)	Annual Levy (payable in January each year)	Ad-hoc Costs
0-6 years	R 3 000	R1 300	TBA
6-12 years	R 4 000	R2 200	School trips / educational shows / extra murals
12 – 18 years	R5 500	R5 000	School trips / educational shows / textbooks / extra murals

FINANCIAL COMMITMENT:

Please ensure that you have read and understood the following information.

- Fees are calculated annually and are payable in equal instalments of the payment option made by parents, e.g. annually, termly, or monthly.
- Admission fee is non-refundable and payable with submission of your application form.
- No place will be guaranteed until the admission fee has been paid in full.
- Annual fees are payable on **or before** the 7th of January. Payments made after this date will **NOT** qualify for the discount.
- Termly fees are payable **on or before the first day of each term.**
- Monthly fees are payable in advance in 12 equal instalments on or before the first day of the month commencing 1st January to 1st December.
- Interest will be charged on overdue accounts.
- Late payments received after the 7th of the month, will incur a further admin penalty fee of R30 per day late.
- Monthly payments are payable in full for both JANUARY and DECEMBER.
- Notice given for the end of the year includes full payment of December school fees.
- A full term's written notice is required when withdrawing your child from the school.
- The school reserves the right to pursue legal action where accounts fall in arrears or appropriate notice period is not given.
- Annual levies are charged to school fees account on an annual basis.
- All account changes must be made in writing a calendar month in advance.
- Invoices are sent out on the 3rd Friday of every month.
- Payments are due whether an invoice has been received or not.
- The school reserves the right to deny admission to a learner where the school fee account is in arrears.
- Written feedback / reports are provided at the school's sole discretion.



- Late collection of children is charged to the staff member on duty. **INFINITE SCHOOLS** at a fixed rate of R100 that is payable in cash
- Discount is allocated already on annual fees stated above.
- Holiday care is provided on most of the school holidays at an additional fee of R85 per day.

Application forms will NOT be accepted without a signed copy of this page.

Parent's full name

Signature

Date