

Welcome to Forever Green Montessori



Forever Green at a Glance...

- We are a **Montessori** centre - this differs to other childcare centres. Please read page titled what is 'Montessori?'
- We are a small community with only 20 children.

There are two rooms:

- The **Nido** room for 6 weeks to approximately 18-19 months
- The **Community** room from approximately 18-19 months to 3 years

- We are open **8am and close 5:30pm**
- Our fees are **\$155** per day (0-2 years) **\$145** (2-3 years) and we are registered for CCS of Child Care Subsidy.

Things we provide:

- Quality care and education
- Morning Tea, Lunch, Afternoon Tea (Our food provider is Kids Gourmet Food)

Things you will need to provide:

- Bed Sheets - Standard Cot size
- Water Bottle
- Breast milk if expressed and or Milk bottle/Formula
- Hat
- Change of clothes
- Disposable nappies 3-4 per day

Our **wait list length differs** depending on when you are looking to start your child and how old your child is, and your preference of days.

Our **ratio** is regulated by the Federal Government and is 1 adult to 4 children for children under the age of 2, 1 adult to 5 children for children aged 2-3 and 1 adult to 10 children aged 3-6.

Should you decide to place your child on the wait list for the Montessori Works in Maroubra, Matraville, Parkside Montessori having attended Forever Green gives your child preference and you will be notified as soon as a place becomes available.

Our lease does not allow for families to park in the buildings private car park and is strictly for employees only. No riding bikes or scooters when entering the TIAOST centre as they have a strict safety policy to keep their elderly residents safe. Please note we have space for families to leave prams throughout the day for those families who walk to the service.

The Educators at Forever Green have a range of experience and qualifications from trainee educators working towards their Certificate III to ECT qualifications. They are all loving, wholesome and dedicated individuals who bring creativity and laughter to the children.

What is Montessori?

Article written by Louise Livingston

Article reprinted with the kind permission of Louise Livingston

There are so many misconceptions about Montessori. Some people say ‘that’s where the children are allowed to do exactly as they like’ others say ‘it’s too rigid – the children have to work all the time and have no time to socialise.’ The reality is that Montessori is neither of these. However, one can be forgiven for being confused. Montessori is not a registered name and amazingly, it is possible to set up a school and call it Montessori even if you don’t have any Montessori trained teachers and not one piece of Montessori material. So, any parent looking for a Montessori school may well find it difficult to understand what Montessori is because there is such a wide range of so called ‘Montessori’ schools on the market.

In a true Montessori school, you will find independent children who are encouraged not only to do things for themselves but also to think for themselves. You will find children who have learnt how to explore and solve problems for themselves. Most importantly you will see small children who are often perceived as only being aware of their own needs helping each other and who, without being asked to, will put things away and perform acts of kindness purely to benefit the group as a whole. So how does this all come about? What exactly is Montessori? What should you be looking for if you are looking for true Montessori and what kind of guarantees are there that what you are paying for is the real thing?

The Montessori approach is based upon the natural laws of human development. Maria Montessori observed that children under six absorb limitlessly and effortlessly from the world around them and in so doing lay down all the foundations for later life – they become adults with all the characteristics and language of the culture into which they have been born simply by living. In this huge task, however, they have some help. They have a special kind of mind that she called an absorbent mind - a strong desire to explore everything around them using their senses and a drive to become independent. She identified certain windows of opportunity for the child that she called ‘sensitive periods’ during which the child is irresistibly drawn to the things he needs to help him develop his full human potential.

Everything in the classroom is designed to support these windows of opportunity. The Montessori 'nursery school' is called the Children's House because everything in it is designed to allow the child to become independent – the materials are child sized and the equipment is laid out in an orderly fashion on low shelves that are easily accessible for the children. The equipment is aesthetically pleasing and is meticulously cared for which encourages the children to take care of it too. Children between the ages of two and a half and six are grouped together in their own mini society. The younger children learn from watching the older children and the older ones benefit by helping the younger children. The mixed age group allows the children to develop socially, intellectually and emotionally – it is an essential part of any Montessori school. When you are looking at schools you need to see children of different ages grouped together in this way otherwise the class is missing an important part of the Montessori approach.

The curriculum is divided into four main areas. Practical life not only gives the children the opportunity to practise the skills of everyday life but also helps them to develop concentration and develop co-ordination of mind and body. The sensorial materials capitalise on the fact that children use their senses to learn. Through these materials they are encouraged to order and classify the physical properties of the world they live in. The materials for mathematics help the children to learn and really understand mathematical concepts because they are presented using concrete materials. Children are prepared to write and read from the minute they come into the class through a series of activities that gradually build all the individual skills required so that when they are ready it is just a natural progression. Geography, history, biology, botany, zoology, art and music are covered with a hands-on approach that is based on the fact that children learn most effectively from their own experiences.

In a Montessori school you will see children choosing their activities independently and moving from one activity to the next – always returning things to the shelf after they have used them. You will experience an atmosphere of calm and see young children concentrating for surprising periods of time. Children work individually, in a group or with a friend. The morning should last for a minimum of three hours – three hours in which there is no fixed 'timetable'. Groups arise spontaneously rather than at a fixed time every day. Maria Montessori observed that this unfettered period of time was essential for the children to develop the kind of concentration that you see when a child becomes involved with something that is essential for his development. There are no time limits for the child – he may work with whatever he chooses for as long as he likes. What is known as the 'three- hour work cycle' is another essential feature of the Montessori approach and if you don't observe this you are not looking at true Montessori.

In a Montessori school the child is guided by a trained adult who will show him how to do the things that he is ready for after which he can work with them independently. The adult observes the child and will not interfere so long as the child is working with the material productively. When a difficulty arises, she is able to step in and give help but is always careful never to give more help than is needed. Children work at their own individual pace and naturally develop their own rhythm and work pattern. Each child's individual needs are assessed through observation so that he is shown new things when he is developmentally ready and new knowledge is always built on what he already knows. Since everything he does in the classroom also prepares for a later activity the child is able to move gradually

through activities developing his skills effortlessly. The 'directress' is not teaching the child she is putting him in charge of his own learning through his own exploration. This may seem a subtle distinction but it is a key part of the Montessori approach

For More information on Montessori, please visit www.montessori.org.au

Fee Information

- Fees are \$155 per day and can be paid fortnightly in advance. We recommend you pay by direct deposit. Invoices will be sent to families fortnightly via email.
- Application fee is \$60 non-refundable
- Bond is \$500 refundable if the school is given at least four weeks' notice before your child leaves.
- There is also a \$165 per year family levy that covers things such as incursions, i.e. puppet shows, farm animal visits, parent education evenings/mornings end of year parties, Mother's Day/Father's Day morning teas etc...

All fees can be paid to

Bendigo Bank

BSB: 633 000

Account # 188 006 399

- Please note your child's name on your deposit to allow for easy payment tracking.
- Forever Green is an approved centre and is eligible for the Child Care Subsidy CCS
- Please link your child with their CRN to the family payment office as explained on the enrolment form.

Nido and Community Environments

In this age group, the two main goals and outcomes are language and movement development.

Both environments are set up to allow for optimum acquisition of these aspects of development. Through the acquisition of these functions, the child develops self-esteem, independence and joy.

Nido Room

- The Nido Room is set up with two areas - mobile children, and not yet mobile Children.
- Movement Mats - for tummy time and experiences with mobiles - visual, tactile and auditory.
- Mirrors - babies can watch themselves moving or pulling to stand, and this helps develop body scheme. And they love it!
- Bar and mirror to pull to stand on, shape sorters and puzzles to develop hand-eye coordination.
- Music - instruments and singing. Language - talking to the children, singing, making lots of sounds, reading stories etc...
- Sleeping - In line with the Montessori Philosophy, the children will not sleep in cots, they will sleep on floor mats. The sleep area for the babies is located next to the Nido Room with soft music playing in the background. The room has curtains to dim light and create a private room for babies to sleep
- Children will sleep, eat, and have their nappies changed according to their needs.

Community Room

Self-expression Musical instruments, singing, painting, crayons, telling stories, dancing etc...

Language We can offer language to children in every situation by asking questions, listening to telling stories, naming objects and movements etc...

- There is also a section of our classroom devoted to language development. As language is an abstraction, this is the process we follow:

1. Objects (real or as close to real as is possible)
2. Objects with exact pictures to show that an object can be represented by a 2D image
3. Objects with similar pictures so the child can abstract the essential characteristics of what something is.
4. Language cards - images of objects/places etc...

We use what is called a “3 period lesson” which aims for optimum language exposure with repetition to aid in the brain absorbing vocabulary.

Practical Life

- 🌱 *Care of Self* - buttoning frame, hair brushing, nose wiping, shoe brushing etc...
- 🌱 *Care of Environment indoor and outdoor* - mopping, gardening, flower arranging, table scrubbing etc...
- 🌱 *Food preparation* - washing potatoes, slicing strawberries, grinding basil etc...
- 🌱 *Grace and Courtesy* - movement through a room, movement of furniture, modeling manners etc... everything involves grace and courtesy.

Movement






- 🌱 Gross Motor development and refinement
 - 🌱 Practical life activities, climbing, running, riding bicycles, dancing, carrying trays etc...
- Fine Motor development and refinement
 - 🌱 Practical life activities, puzzles, threading, posting etc...
- 🌱 Sleeping - In line with the Montessori Philosophy, the children will not sleep in cots, they will sleep on floor mats. The sleeping area for the toddlers is within the space of the community room.
- 🌱 Children will sleep, eat, and have their nappies changed according to their needs.

Orientation at Forever Green Saying Goodbye...

A normal day for our classroom begins with a greeting. We greet each child and their family at the door with a handshake and a smile. From here, the child enters the classroom independently and puts their bag away, ready to then choose an activity to begin their work cycle.

This is the goal of our orientation process

With our years of experience this is the process we recommend you follow:

-  Talk to your child about it. Talk about the activities here, the staff here, other children, what their school bag will be like, let them walk with their school bags and make it a positive and normal part of life.
-  Leave your child with other people for short periods of time (e.g. 15 minutes working your way up). This will help them to trust that you will come back.
-  Be sure your child knows you are comfortable with them being here.
-  Become comfortable with your child being here. If you are not comfortable or the child feels you are missing them all day it will be very hard for them to settle.
-  Join us in our prepared orientation program for your child (will change slightly depending on the individual). Below is what a typical orientation process looks like. At Forever Green we gradually transition each child into their new environment over

the course of our 4-week orientation period. Educators offer a warm, safe environment and aim to make each child's experience positive.

Week 1 --- Two 1-hour visits (No charge)

Week 2 --- half day visits 9am-12pm (No charge)

Week 3 --- Full day we recommend until 3pm on their first full week (Fees will commence)

Week 4 --- Full time attendance (if your child is ready)

- In the Community Room, say 'Goodbye' at the door. Once your child has experienced their parent-child playgroup orientation, their first morning session should be as independent as possible.

- Your child is walking and is able to move and so must be trusted to do so, walking into the room, carrying a school bag small enough for them to manage (bed sheets in a separate bag) and allowing the staff members to bring them into the room. Saying goodbye at the door also means that the child comes into the room leaving you rather than you leaving them from the room. The child will learn through this process that the classroom is their space. If the parent stays with the child in the environment, then the transition process may become prolonged, as children will then have to transition again. It is also unfair for the other children whose parents cannot be there.
- The quicker the goodbye process and the less 'fussy' the easier it is for the child.
- Most children will cry at the door as they enter for the first few sessions, although all children are different. If your child cries for a long period of time or appears to be extremely distressed, we will call you immediately. Please be sure to stay close-by and available during your child's first days.
- The environment is prepared with activities set out beautifully on child sized shelves within easy access of the children. Everything in the classroom enables the child to feel ownership and care for the materials, and to aid in the growth of independence. For this reason, we ask the parents to respect the child's space and say "Goodbye" to them at the door.

In the Nido room goodbye is a very different situation. The orientation process is similar, but parents are welcome and encouraged to spend time in the room with the children and settle them on arrival if needed. We also encourage parents to come back to feed at any time during the day. At this stage it is very important for both you and your child to feel comfortable here and spend as much time together as possible.

This process of separation may not be easy, but it is an important transition for the child and if these steps can be followed it will become positive rather than traumatic for your child, and for you.

Separation is a positive process of life. Life is full of separations that allow space for a new attachment. It begins with the birth of a child, separating from the mother's body, allowing them to attach and interact with other members of the family and having a communicative relationship with the mother outside of the womb.

The next separation is when the child is weaning from breast milk or formula to the food of the family. This is necessary as every person gets to a point when breast milk or formula is no longer enough to sustain the nutritional requirements. It also leaves space for the child to have a whole range of new sensory taste experiences providing language and social enjoyment.

The child then learns to move and will at first move away from you while still coming back to check and make sure you are there and never venturing too far. If at this stage the child is encouraged to use their movements – the parents and carers trust this child's abilities and help them to develop – and also trust and support the child's developing personality and intellect, the child will be able to trust themselves in a new space and become more able to

form new attachments with other children, carers and the materials in the environment all of which will support the process of their developing functional independence – that is emotional, intellectual and physical.

When your child is upset, we will comfort them, when they are hungry, we will make sure they have food, when they are thirsty, we will provide water, when they need a nappy change, we will change them and when they are disinterested, we will provide educational stimulus.

Everything we do we do for love of the child seeing always their undeveloped potential. As Maria Montessori said:

‘To aid life leaving it free, however, to unfold itself. This is the basic task of the educator.’

Sun safe Policy

The Service takes every reasonable precaution to protect children and staff from the harmful effects of exposure to the sun while they are at the Service or at any event organised by the Service. The Sun Protection Policy is consistent with the Cancer Council’s SunSmart recommendations for outdoor environments, clothing, sunscreen, scheduling of activities, and ongoing education for the children, families and staff at the Service.

- Whenever possible, play-based learning activities are set up and moved to take advantage of shade patterns.
- Children are encouraged to choose and use available areas of shade when outside.
- In consultation with the service’s committee, shade provision is considered in future plans and upgrades.
- A shade assessment is conducted regularly to determine the current availability and quality of shade.
- In addition to being guided by the routines and children’s interests, educators take into account UV levels and local sun protection times and requirements. - We do not recommend children under 6 months to wear sunscreen. Children 12 months and under will be kept out of direct sun when UV levels are 3 or higher
- Sunscreen will be applied to children 15-20 minutes before going outside and reapplied every 2 hours

For more information on services policies please go to <http://montessorionworks.com.au/montessori-policies/>

Wait list at Forever Green Montessori Process/Forms
Contact us: fgm@live.com.au Telephone: 02 8094 9783

- Forever Green Montessori is a long day care service and as such families may receive a percentage of fee relief from The Family Assistance Office.
- Please contact Services Australia on the family's line 13 61 50 to obtain CRNs and link them to the centre.
- We are open 50 weeks per year. We close over Christmas and New Year for 2 weeks.
- We encourage families to use our service 5 days per week
- There are places for 2 or 3 days per week and it is necessary to state your choice whilst on the waiting list.
- Educators will recommend consecutive days if vacancies allow
- Included in the fees is Montessori parent education program. It is encouraged that you participate.
- Fees are \$155 per day. Payments of fees are due irrespective of public holidays or your own personal holidays. There is a \$60 non-refundable registration fee to be placed on the waiting list.
- A BOND of \$500 is required on acceptance and secures your place. Bond is refundable and released back to families upon child's termination at our centre.
- Priority of access guidelines applies when there is a waiting list or when a number of parents apply for a limited number of vacant places.
PRIORITY 1 - a child at risk of serious abuse or neglect
PRIORITY 2 - a child of a parent (or both parents if you have a partner) who work, are training or study
PRIORITY 3 - any other child.
- An Annual Family levy of \$165 is due at the beginning of each year

Child Care Subsidy and Forever Green Montessori Waitlist Form

The amount of Child Care Subsidy (CCS) you can get depends on your circumstances. Service Australia will look at family income, the hours of activity you and your partner do, number of children in your care and the hourly rate cap based on the type of approved child care you use and your child's age. Please note if your family is entitled to CCS the amount is deducted from child's fortnightly invoices.

Please contact the Family Assistance Line at Services Australia 136 150.

**PLEASE SEND WAITING LIST FEE TO: Account Name: Crown Investment
Group BSB: 633 000 ACCOUNT NUMBER: 188 006 399**

And Waitlist form to fgm@live.com.au

ALL CHEQUES MADE OUT TO Crown Investment Group Pty Ltd

Name of child _____ D.O.B. ____/____/____

Intended date of entry: ____/____/____ Days of attendance (See below and circle desired attendance days)

Mon Tues OR Tues Wed OR Mon Tues Wed OR Thurs Fri OR Wed Thurs Fri OR
Mon Tues Wed Thurs OR FIVE DAYS

Parents Names:

1. _____ D.O.B. ____/____/____

2. _____ D.O.B. ____/____/____

Address: _____

_____ Contact
No: _____ or other: Email address:

Please circle priority of access as outlined above: 1 2 3

Once waitlist fee payment is confirmed and waitlist form is returned your child will be placed onto the waitlist.

WHEN YOUR ENROLLMENT OFFER HAS BEEN CONFIRMED AND YOU HAVE BEEN GIVEN A START DATE PLEASE LINK YOUR CHILD TO THE CENTRE THROUGH THE CENTRELINK APP TO BEGIN YOUR CCS CLAIM.