



Montessori Hale o Keiki provides a child-centered learning environment following the Montessori philosophy.

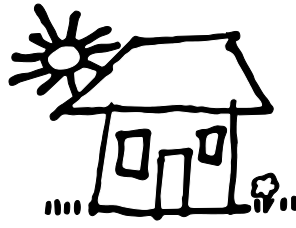
Information Packet

Thank you for your interest in Montessori education. Enclosed are information sheets that will give a better understanding of the Montessori Method and how we accomplish it.

In the special environment prepared ... in our schools, the children themselves found a sentence that expresses the inner need:

“Help me to do it by myself!”

Maria Montessori, The Secret of Childhood



Montessori Education

Dr. Maria Montessori, Italy's first woman doctor, began her work with children in 1899 when she was asked by the Italian Government to direct a state school for retarded children. After close observation and isolation of the learning difficulties, Dr. Montessori developed simple teaching apparatus to help these children. The success of Dr. Montessori's approach was revealed when these children shocked authorities by passing state examinations given to normal children of the same age. She devoted her life to the education of children and was honored and respected throughout the world at the time of her death in 1952. Today, the Montessori method of education is acknowledged as a progressive holistic approach to preparing children for life.

Maria Montessori believed that the most important period for education is not the age of university studies but the period from birth to age six. The environment of these first years of life will be most influential to the physical, intellectual, and spiritual development of the individual. It is before age six that we can best encourage or discourage many life-long characteristics. This is the period when the intelligence itself is being formed.

Upon entering the Montessori school, children gain, more than anything, a respite from the adult-sized and ideal environment for the young child; suited to the inherent needs and interests of the three to six year old. We help the children to develop powers of deliberation, self-initiative, and independent thinking. Once developed, if matured properly, these will remain life-long tendencies.

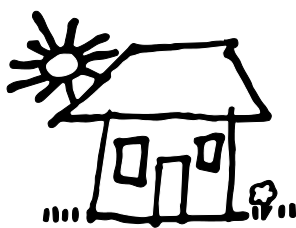
The young child is a lover of work. In the classroom, we give the opportunity to exercise the desire, by providing appropriate productive activities. When allowed to follow natural instincts, the child avoids developing misconceptions of work as drudgery. As a result, true joy for learning begins.

The child is allowed to choose tasks freely, within the ground rules of the classroom. Rather than being directed minute-by-minute, by the teacher, the child is encouraged in independent decision-making, and learns to listen to his own needs and desires.

At this young age, every child is driven to self-perfection. When given the freedom to do so, the child will repeat an exercise. The guide allows children to discover their own mistakes through working with the materials, which are self-correcting in their design. Children learn to be unafraid of making mistakes and use them as stepping-stones to greater discoveries.

The children work in an absence of rewards and punishments. The guide does not give positive or negative reinforcement as incentive. Instead, the children are encouraged to appreciate their successes and accomplishments, for their own sake. Children easily become dependent upon an adult's approval and praise. Left to acknowledge and recognize their own accomplishments, the children are helped to feel the consequences of their actions. This results in the creation of an inner discipline.

Finally, the Montessori Method develops the whole personality of the child, not merely his intellectual faculties but also his reasoning abilities with their emotional compliments. By living as a free member of a real social community, the child is trained in those fundamental social qualities that form the basis of good citizenship.



OUTLINE of the MONTESSORI PRIMARY PROGRAM

A Montessori class is composed of children whose ages cover 3 years. There is a wide range of activities available to the children at all age and maturity levels which reinforce and make possible, the Montessori ideas of individualized work and progress and independence. The combination of different ages allows the children the opportunity to learn from each other and permits the older children to reinforce their knowledge by sharing their skills with the younger children. Since Montessori believes that children learn best through their own efforts, the role of the Montessori guide is that of an 'objective observer'. The guide does not serve as a source of information in the classroom, but instead, acts in a supportive position by preparing the classroom, evaluating the children and providing them with new materials as they indicate their need and readiness, and then by stepping into the background and allowing the children to assume more and more responsibility.

PRACTICAL LIFE

Activities such as sweeping, pouring liquids and grains, sponging, polishing, washing windows, tables, food preparation, etc., are designed to develop the child's natural sense for order, focus of attention, ability to concentrate, sequential memory and eye for detail; all fundamental disciplines for further academic learning. These activities also encourage independence of the person and environment as well as social skills of grace and courtesy.

SENSORIAL

The senses play an important role in the child's development at this early age. The exercises are designed to develop an awareness and refinement of the senses: visual, tactile, auditory, olfactory and gustatory senses. Sensory education helps the child acquire details and accurate knowledge leading toward a reasoning mind. It is a basis for future cognitive learning.

LANGUAGE

Language and its development is an integral part of each learning area as well as special area in and of itself. The classroom exposes the children to many materials and activities which will enable them to develop and refine their vision, hearing and speech as a preparation for more formal learning of language. In general readiness, the child prepares his hand for writing with equipment such as the insets. Through guidance in the way letters look, sound and feel, the child moves into the simple stages of phonetic reading. Next, they are introduced to more complex sounds, expanding their reading ability as a result. This approach gives the children a total reading experience which enables them to do more than identify words; it leads them to understand the ideas and feelings of the author. Parallel exercises enhance writing skills, both physical and creative.

MATHEMATICS

Humans are born with a mathematical mind and encounter mathematical concepts every day. By using manipulative materials to explore first the concept of quantity then its numerical symbol representation, the children can develop a clear comprehension of the foundation of the decimal system and operations of addition, subtraction, multiplication and division and eventually move towards working with them on more abstract levels.

CULTURAL

Cultural subjects include art, music, history, geography, and science, nature with Hawaiian studies applied to each. Whenever possible, these are taught in conjunction with other interests in order to give the child an appreciation of how the arts, sciences and humanities affect everyday life.

AMERICAN MONTESSORI SOCIETY

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Montessori children are unusually adaptable. They have learned to work independently and in groups. Since they've been encouraged to make decisions from an early age, these children are problem-solvers who can make choice and manage their time well.

They have also been encouraged to exchange ideas and to discuss their work freely with others and good communication skills ease the way in new settings.

Research has shown that the best predictor of future success is a sense of self-esteem. Montessori programs, based on self-directed, non-competitive activities, help children develop good self-images and confidence to face challenges with optimism.

MONTESSORI

1. Emphasis on cognitive structures and social development
2. Teacher's role is unobtrusive; child actively participates in learning
3. Environment and method encourage internal self-discipline
4. Individual and group instruction adapts to each student's learning style
5. Mixed age grouping
6. Children encouraged to teach, collaborate, and help each other
7. Child chooses own work from interests, abilities
8. Child formulates concepts from self-teaching materials
9. Child works as long as s/he wants on chosen project
10. Child sets own learning pace to internalize information
11. Child spots own errors thru feedback from material
12. Learning is reinforced internally thru child's own repetition of activity, internal feelings of success repetition
13. Multi-sensory materials for physical exploration development
14. Organized program for learning care of self and self-care environment (shoe polishing, sink washing, etc.)
15. Child can work where s/he is comfortable, moves and talks at will (yet doesn't disturb others); group work is voluntary and negotiable
16. Organized program for parents to understand Montessori philosophy and participate in the learning process

TRADITIONAL

1. Emphasis on rote knowledge and social development
2. Teacher's role is dominant, active; child is a passive participant
3. Teacher is primary enforcer of external discipline
4. Individual and group instruction conforms to the adult's teaching style
5. Same age grouping
6. Most teaching done by teacher and collaboration is discouraged
7. Curriculum structured with little regard for child's interests
8. Child is guided to concepts by the teacher
9. Child usually given specific time for work
10. Instruction pace set by group norm or teacher
11. Errors corrected by teacher
12. Learning is reinforced externally by rewards, discouragements
13. Few materials for sensory, concrete manipulation
14. Little emphasis on instruction or classroom maintenance
15. Child assigned seat; encouraged to sit still and listen during group sessions
16. Voluntary parent involvement, often only as fundraisers, not participants in understanding the learning process



Resources

Recommended reading:

“The Essential Montessori” by Elizabeth Hainstock
Price: \$7.95 (paperback)

“MONTESSORI TODAY” by Paula Polk Lillard
Price: \$ 12.00 (paperback)

Websites:

Montessori Hale o Keiki: <http://www.montessorihaleokeiki.org/>

American Montessori Society: <http://www.amshq.org/>

Montessori Online: <http://www.montessori.org/>

Montessori World: <http://www.montessori.co.uk/index.htm>

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MONTESSORI HALE O KEIKI

Tuition & Fee Schedule 2010-2011

PROGRAM	TOTAL TUITION Fees Not Included	TUITION PREPAYMENTS	TUITION BALANCE	MONTHLY PAYMENTS SMART Tuition Management Program (11 Monthly Payments)
Primary	\$9,750.00	\$1,500.00	\$8,250.00	\$750.00
Elementary	\$9,750.00	\$1,500.00	\$8,250.00	\$750.00
Middle School	\$10,500.00	\$1,700.00	\$8,800.00	\$800.00
Extended Care* Full Time	\$2,970.00	\$100.00	\$2,870.00	\$260.90
Extended Care* Per day for yr.	\$594.00	\$100.00	\$ 494.00	\$44.90
Drop-In Extended Care (if avail)	\$20/day			
FEES (due upon registration)	AMOUNT			
Primary Reg. & Supplies	\$550.00			
Elementary Reg. & Supplies	\$600.00			
Middle School Reg. & Supplies	\$700.00			
Tuition Refund Insurance	3.4% of tuition			

- Annual Tuition (Payment in full) is due July 9, 2010.
- Semi-Annual Payments – 60% due July 9, 2010, the balance is due December 1, 2010.
- Credit card payments can be processed through SMART TUITION for monthly, annual or semi-annual payments
- Tuition Refund Insurance is required for all monthly and semi-annual payment plans (3.4% of Annual Tuition)