

Montessori 3-6

RESPONSE TO CLARIFICATION QUESTION 1

1. How will your teaching and learning programme support priority learners? Please provide evidence.

Priority Learners

Māori Families

seemed to dodge doing things or jobs before and we can already see his independence improving and now he does stuff. His overall development would continue to improve if he stayed in Montessori, he is not the ready for school which is why he was brought here instead. There is closer contact with the kaiakos and he would move into the sturcture of the reading writing and arithmetic far more faster, because of the environment he is in here at Montessori.

would learn Māori and that is important to her Dad. She would integrate Māori into everything she does. He did total immersion and we moved from homecare to Montessori 3-6 because when we walked in here we wanted her here. This style of learning suits her. I think it is better than other options, like she feels does not pressured to learn and you work with her at her level with the things, you don't sit down, open your book like in a traditional school. She is picking it up in her day to day play here, she has played a game, but has learnt things too so she finds it fun and is learning too.

is at Montessori 3-6 because of the Montessori philosophy which encourages independence and recognises the capability of early learning and because of the bilingual/trilingual focus and the high ratio of teachers and language assistants. Montessori 6-12 would allow of the that to continue and he could work at his pace. The non-mainstream model of seeing him as an individual and appreciating his individual qualities, strengths and challenges. Thinking outside of the box type thing. As is Māori it is important to us for him to be in an environment where his taha Māori is nurtured and valued. Without Montessori 6-12, Montessori would be inaccessible to us because of financial constraints.

I like the way of the teaching and the languages and I would I move older daughter from her primary to Montessori 6-12 too. is doing more here, she is obsessed with addition, you guys do spelling and its more interactive with parents. Teacher/Parent conversations a lot more than kindy.

Priority Learners

Families of Pacific Island decent

fits into three categories Māori, Pacifica and Low Income. I have always thought that if kids are nurtured while they learn they will thrive and that was in my mind when I was searching for somewhere for

Te Reo is there as part of my culture. Montessori 6-12 would continue the Montessori philosophy which I like and I trust the teachers. In Public schools volumes are getting even bigger and children don't get the one to one like you do at Montessori 3-6. I don't like the Port Montessori because of the enrolment and ongoing costs. As a mum on the DPD who is also a student I could not afford the ongoing term fees at this time so therefore it would not be an option for us.

Prioirty Learners

Special Needs

comes to Montessori 3-6 because it better. I like how the teachers interact more with children, better communication with us. Each time I come a teacher tells me what has been doing before I even sign him out. If he does have learning problems they are addressed quicker. His older brother did

not have problems and concerns addressed. He has so much more independence now, little things like putting on his own shoes and socks, toileting himself, he is just doing things himself now. I really want [REDACTED] and our next baby to go right through in Montessori but we would not be able to afford the fees at the Montessori at Port.

The reason we brought [REDACTED] here was because of his interest in the alphabet and maths. Our concern was finding a place where he would be able to continue to be extended, not just left. At age 4 he is already at a new entrant level. The Montessori teaching style allows the student often to instigate it and then the teacher helps so it is child led opposed to teacher led. As a primary teacher trainee I like the approach of Montessori and can see it being integrated into state schools but not quickly enough for a gifted student. As a child at school I finished first and was ahead but in the end gave up, all the system did was make me lazy. My eldest was jumping Maths at Year 5 into a Year 6 class for just one subject. Montessori 6-12 being mixed would allow the extension within the class. [REDACTED] already has a love of learning and gifted children are the children that miss out. We wanted [REDACTED] to progress not regress. Montessori looks at each child and what their needs are and helps them progress from there. As a student myself with two older sons the primary Montessori at Port would not be affordable for us. Montessori 6-12 as a charter school would allow him to carry on. I support Charter Schools and have read up on the internet. I would know the focus of the school and the teachers will be able to adjust quicker to the children's needs and is not cost preventative.

[REDACTED] has come out of his shell and stopped being so clingy. [REDACTED] The fees at Port Montessori would make it not an option for us as we are already at our limit with our three children. Montessori 6-12 would give [REDACTED] the continuity of his learning to follow through. He is learning his sandpaper letters, counting and number rods and I know if he was just at Kindy he would not be getting any of that at this young age until around 4 years 10 months from my previous experiences with kindy with my first two children. He would not also be getting the one to one.

Priority Learners

Low Income Families

[REDACTED] - we think the learning style is best for her because of her self motivation and interest in exploring things and reach her potential. We want her to have a bicultural education, not total immersion, Kura kaupapa are not appropriate or accessible. We like the Montessori way of teaching values along with the curriculum and self directed learning.

We could not pay the fees at the Montessori at Port, we could not afford \$550 a term so she would never have access to that if Montessori 6-12 was not available for free.

It would be good because you always have one to one and in a primary it is a whole class. It is familiar for her, she loves it here, all her friends are here, she knows all the teachers and you know what she likes, especially if they have already been here, they don't have that transition of moving to new schools.

LINKS TO GOVERNMENT DOCUMENTS

EVIDENCE OF PRACTICES THAT ALIGN WITH KA HIKITIA AND TĀTAIAKO

Tātaiako was published in August 2011, the same month Manaakitanga Montessori evolved into Montessori 3-6 and opened its doors. However, both share more than launch dates, whakaaro align, our practices align and these fundamental principles are how our teaching and learning programme will continue to support priority learners @ Montessori 6-12 from 2014 to 2020.

Ka Hikitia emphasised the importance of teacher-learner relationships. It stated that "evidence shows high-quality teaching is the most important influence the education system can have on high-quality outcomes for students with diverse learning needs". That is why Montessori 6-12 as budgeted for

experienced teachers and will not be staffing it cheaply with new graduates like the newly TAP funded ECE services in the Bay. Montessori 6-12 will continue traditions laid down at Montessori 3-6 by investing release time for our teaching team to go on home visits. This links to the key competencies of **Whanaungatanga** and **Tangata Whenuatanga** and the Registered Teacher Criteria 1, 4, and 9. Home visits provide a role reversal, the teacher becomes the learner and sees the child in the context of their lives and family and the child becomes the teacher. It breaks down barriers and creates connection. It helps teacher to actively engage learners back in the classroom because they can make direct links to life at home and provide learning experiences that are contextually relevant with meaning. Parents and whānau get to play the critical role because the teacher is no longer a stranger, home visits facilitate connections which lead to on-going dialogue. Home visits allow identity, language and culture to count - knowing where students come from and building on what students bring with them. **Mohiotanga** as outlined in Te Whatu Pokeka and is part of the transition establishment practices at Montessori 3-6 which will be replicated at Montessori 6-12.

Home Visits are followed up with Parent/Teacher/Child Catch-Ups which create **Productive Partnerships** - Māori students, whānau and educators sharing knowledge and expertise with each other to produce better outcomes. These create time for **Wānanga**, **Whanaungatanga** over time students learn to lead the meetings using **their** individual assessment data as the basis for future goal setting which represents the concept of **Ako**.

It will be my responsibility as leader of Montessori 6-12 to focus on **Mātau** engaging others in validating and affirming Māori and iwi culture.

Manaakitanga is embedded in our history as it was the name given to our roopu back in 2007 to signify the concepts behind what we were doing. As we return to our roots it may be timely for us to return to our name and for the kura to be called Manaakitanga Montessori, Trilingual Education for 6-12 year olds.

Question 2

If you propose to use some proportion of unregistered teachers what is your compelling rationale for this?

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Language Competence - either Te Reo or Spanish. At Montessori 3-6 we employ [REDACTED] as our Spanish Language Assistant. Although she has over five years tertiary education and two qualifications and eight years teaching experience her limited English means she is not yet capable of meeting the NZ Teachers Council requirements with IELTS.

Likewise many bilingual and immersion education options employ kaiawhina who have fluency and cultural competency but no formal qualifications.

Due to our trilingual focus we would ideally like the freedom of being able to employ people with these skills to compliment our teaching team of registered teachers. However, if we need to employ all registered teachers as a result of government regulations we will.

Clarification Question

3. Please confirm your understanding of barriers to education for the priority groups you intend to serve.

My understanding stems from 15 years working in the Māori education sector and our recent experience from Manaakitanga Montessori and current experience at Montessori 3-6. Barriers faced by families of Māori decent include feeling welcome, feeling included, feeling valued, feeling like their language is important even if they can not yet speak it themselves, they want it for their children, they want better experiences and more for their children than what they had. Barriers to Montessori also include costs of primary education therefore it not even being an option. The feedback from our parents documented above outlines their desire for Montessori 6-12 to be an option to remove barriers for them.

Large classes in mainstream schools are tailored to the masses, children are often pressured to conform within year levels whereas our 6 year Montessori approach allows children who tend to develop slower, in particular boys to develop at their own pace and not be labelled prematurely creating a downward spiral of self esteem and disconnection from learning. Parallels more with small rural school model.

Clarification Question Four

Please confirm what you believe to be the value you are going to add to the existing network?

Montessori 6-12 will provide continuity for those children who are participating in ECE at Montessori 3-6.

Montessori 6-12 will add options for families from the mainstream schools and make Montessori a free option opposed to those who can afford it. As a trilingual school we will add the first school of its type in Aotearoa.

We will add a culturally inclusive alternative for families from mainstream and honour the language and the Treaty.

Montessori 6-12 will also provide an alternative for families who have children with learning difficulties or special needs, where our philosophy supports them learning at their own pace, and our three hour work cycle allows them to spend as long as they need on their work, with no bells!

The parent feedback listed above gives a brief insight into how Montessori 6-12 will add value to the existing local network.
