

SCOPE OF OPPORTUNITIES

offered by

**THE INTERNATIONAL CENTRE FOR
MONTESSORI EDUCATION**

in cooperation with

**THE MODERN MONTESSORI SCHOOL, AMMAN,
JORDAN**

Modern Montessori School

Mission Statement

The Modern Montessori School aims to provide a rich and stimulating environment where students can develop to their full potential. Understanding and appreciating the differences that make every child unique, each student is valued as an independent thinker and encouraged to make choices on his or her own.

Our system of personalised education encourages every student to develop his or her own talent, to respect the differences in others and to be a responsible member of a community, thus achieving the finest possible holistic education. This aims to instill a pride in accomplishments, providing the students with the confidence needed to use their abilities to the fullest and enabling them to define and achieve success in college, career and, above all, in life.

















The Philosophy

Montessori education is known for its philosophy; using carefully formulated materials, the dual qualities of independence and a love of learning are nurtured in such a way that both competence and confidence result. Most importantly, the system revolves around an enduring belief in the limitless worth and potential of each individual. Dr. Montessori preferred not to call this a “method” but rather an “approach to life”.

Montessori is not just a vision from the past; it is a commitment to the future of its students, an education for life. Traditionally, small groupings promote interaction between the students and teachers and foster an atmosphere of concern for each student’s individual development. Above all, the Montessori experience provides an intellectual, social and ethical programme which allows students to define and reach their own special goals. Students are educated according to four founding cornerstones: scholarship, courtesy, character and athletics. Great emphasis is placed on the active nurturing of self-discipline.

The philosophy of newly established schools will be based on the understanding and appreciation of the differences that make every student unique. Each student is valued as an independent thinker and encouraged to make choices on his or her own. The system of personalised education will encourage every student to develop his or her own talent, to respect the differences in others and to be a responsible member of a community, thus achieving the finest possible holistic education. This aims to instill a pride in accomplishments, which should provide the students with the confidence needed to use their abilities to the fullest and enable them to define and achieve success in college, career and, above all, in life. To this end, faculty and facilities will be among the finest and an outstanding integrated academic programme will be offered, whilst emphasising quality and diversity of student life.

Educational Overview

The curriculum that has been developed by ICME and the staff at the model Modern Montessori School in Amman, Jordan, is the foundation of the high standard of education we provide. It sets out attainment targets at each level following the structure of a well established international curriculum providing guidelines for the syllabus content using Montessori pedagogy.

The rationale for planning our unique Montessori curriculum is based on a set of guiding principles formulated by Maria Montessori:

- The students engage in active learning.
- The environment is carefully structured providing relevant, appropriate and stimulating experiences for the different age groups.
- The students are given freedom within the structured environment to choose spontaneously and follow their own interests.
- Learning is integrated across all stages of the curriculum.
- The contents of the curriculum reflect the student's own culture.
- The students are vertically grouped where appropriate.
- The Montessori teacher is flexible and bases decisions on observations thus ensuring that the individual developmental needs of students are met.
- The Montessori teacher aims to develop autonomy, independence and self discipline in the student.
- The Montessori teacher acknowledges sensitive periods of learning.
- Through the Montessori didactic materials, there is indirect preparation for later learning.
- In a Montessori setting, there is mutual respect where students, parents and teachers work together.

Newly established schools' objectives will be to equip students with the skills and knowledge necessary for the IB Diploma Programme and subsequent further education. Skills will be introduced and refined over the years and each part of the curriculum will contain a comprehensive view of the objectives to be reached by the end of each year. Curricula will be reviewed, evaluated and updated on a yearly basis to ensure compliance with educational needs and expectations. Continuous student and teacher appraisal will be conducted through regular evaluatory techniques.

Our foremost belief, as an educational establishment, is that all students can learn, but each learns differently. Keeping this in mind means that diverse means must be employed to facilitate the learning process and allow each student maximum learning opportunities. Also, learning is a process and should be approached as such, with a focus on the progression of the students' skills. We believe that it is not how much information one gains which determines success, rather the tools one is given and enabled to use to gain and apply knowledge.

We want our students not only to fulfill the requirements of the IB Programme, but also to acquire life-long learning skills. In addition, we believe in the importance of instilling discipline and fostering critical thinking as integral tools in the learning process. Most importantly, learning ought to be enriching to the student on different levels, and we believe that an interactive teaching style works best here. This brings us to the methodology needed to achieve the above. The teaching methods need to be varied and well structured to allow for assessment. Both lectures and projects will be employed; however, the focus will be on student-based activities and authentic situations. Lessons will sometimes focus on individuals and at other times on groups and collective learning. Assessment methods will be varied, focusing on skills and academic content.

Teaching is the formidable responsibility of moulding minds, and what we strive for is to allow the minds in our care to blossom into independent, analytical thinkers with strong linguistic, ethical, cultural and critical abilities. Towards that end, continuous in-house and external teacher training will be offered.

We believe very firmly in offering equal opportunities also to students who are in some way disadvantaged by a learning disability. We follow the

philosophy of full inclusion; students stay within the classroom, helped where necessary by Learning Support Assistants. We have a whole battery of screening tools (e.g. perceptual tests, curriculum-based assessment, Scotopic Sensitivity Syndrome screening) to assist staff in diagnosis. Individual Educational Plans will be prepared annually for each student. Staff will be trained to use multi-sensory programmes to assist in the teaching of dyslexic students.

Gifted children and those with special talents also need to be identified, and we have designed an innovative strategy to enrich the educational experience of such students.

Educational Goals and Objectives

- To create an educational environment firmly rooted in the Arabic heritage and culture, developing cultural identities and civic awareness, recognising that nationalism is an essential component of effective international leadership.
- To support the development of the students' social, emotional, intellectual, physical and cultural needs, identifying individual areas of learning difficulty or exceptional talent and addressing them accordingly.
- To stimulate students to achieve their full potential and develop creativity and self-expression by providing the complementary educational facilities (Learning Support, independent Visual and Performing Arts facilities, access to Community Service opportunities, etc.) essential to cater for the diverse needs and challenges confronting today's young generation.
- To stimulate students to be independent, life-long learners by fostering a love of learning.
- To provide activities which promote critical thinking based on reason, logic and empirical verification.
- To provide curricular and extra-curricular courses and activities which develop cognitive, affective and psychomotor skills.
- To provide activities, games and opportunities which promote individual physical skills and the team concept, which will lead to life-long sports and leisure interests.
- To provide activities which require students to make decisions, display self-discipline and accept responsibility for their actions, making them self-reliant, capable of initiative, able to think critically, based on reason, logic and empirical verification, and giving them the ability to become leaders in their societies.
- To provide opportunities for students to assess and solve problems and needs through community service.
- To provide a strong foundation for further education.

The Curriculum

In view of the international nature of the IBO, which effectively offers students of today the knowledge and means to meet the ever increasing challenges of globalisation, whilst maintaining their indigenous cultural identity, the school wholly supports and adopts the principles of the IBO which essentially advocates that:

Through comprehensive and balanced curricula, coupled with challenging assessments, schools should endeavour to develop the individual talents of their students and to ensure that they relate their classroom experiences to the realities of the world outside. Through strong intellectual stimulation and high academic standards, adherence to the ideals of international understanding and responsible citizenship is emphasised, ensuring that students will become critical, compassionate and analytical thinkers, lifelong learners and active participants in local and world affairs, thus respecting the importance of shared humanity and the variety of cultures and attitudes that makes for richness of life.

The curricular and extra-curricular programmes to be offered will take into consideration the different educational stages, different abilities and interests of students, offering a strong academic, bi-lingual programme supported by many enriching activities. The requirements of the pertinent national curriculum will be integrated and form a key component of the curriculum designed for a newly established school.

The Teaching Faculty

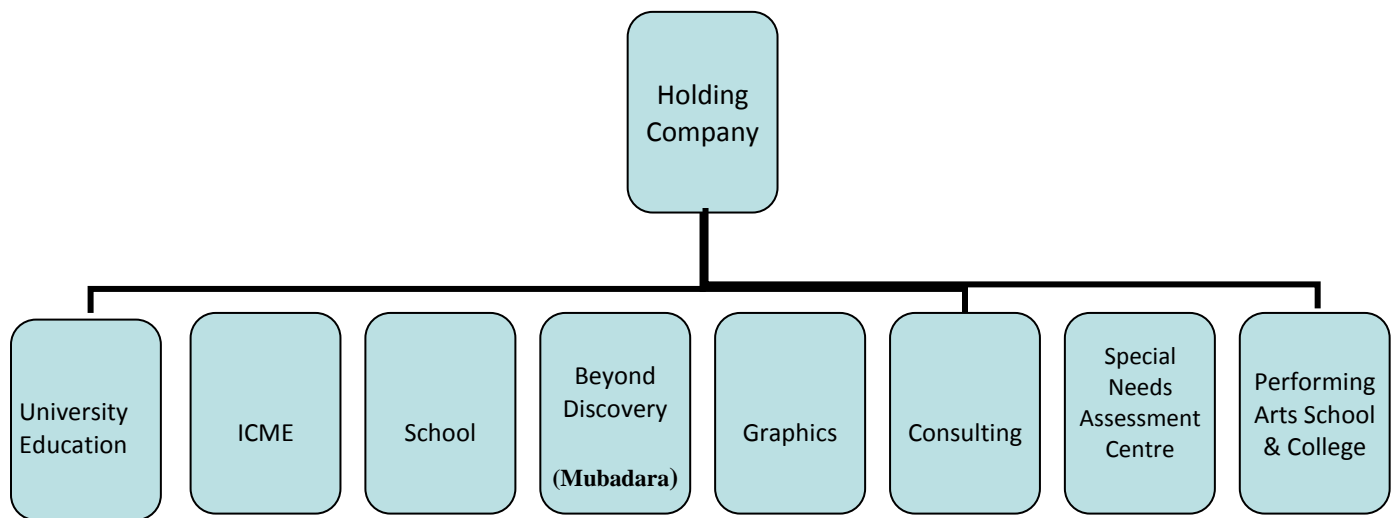
It is vitally important that teachers be trained to the highest standard.

The Montessori philosophy requires a low student:teacher ratio; therefore, the KG and Primary levels will have a student:teacher ratio of 10:1, whereas the Secondary level will have a student:teacher ratio of 9:1.

It is essential that the KG and Primary teachers be Montessori certified, either through the Alriyadi Cultural Centre for Modern Teaching Methods \ ICME (which is a sister-company of the current Modern Montessori School in Amman, Jordan, providing tuition and hands-on training to international standards) or through any internationally recognised Montessori training centre.

Grades 1-3 will have class teachers, while Grades 4-12 will have subject-specialised teachers. All teaching staff must have a minimum of a Bachelor's degree in their specialised subject, with a minimum of three years' teaching experience.

Sample Holding Structure



What we offer:

- Premium brand name
- Comprehensive educational services
- Track record of experience
- Expertise in setting up and management
- Scalable business model
- Teacher training
- Franchising (option of Nursery, KG, Junior and Senior Schools, individually or collectively)
- Educational management services
- Accreditation
- Educational consulting services
- Undergraduate and Postgraduate University Advising
- SAT training and provision of examination centre
- ICDL training and provision of examination centre

Sample Structure of a Montessori/IB School

Kindergarten

The Kindergarten will strongly adhere to the principles of the Montessori philosophy, which aims to provide a rich and stimulating environment for children to develop to their full potential and encourages a positive attitude and disposition to learning.

The children in KG will be guided and taught by trained Montessori directresses and directors in a carefully planned, vertically grouped, structured environment, implementing the child-centred approach, thus allowing the child to experience the excitement of learning by his/her own choice and helping him/her to maximise his/her intrinsic potential for learning.

Specially designed apparatuses and equipment will be provided to meet the child's physical, social, emotional, intellectual, cultural and spiritual needs. These materials cover practical life exercises, sensorial training, literacy, numeracy, environmental and cultural activities. Specially designed, bilingual educational books have been produced to complement all the above educational activities.

Lower Junior School, Grades 1-3

A comprehensive, integrated, interactive, bilingual syllabus will be offered to students, enriched with projects and experimental work, ensuring active, hands-on learning. Most subjects will be taught in both Arabic and English simultaneously and much individual attention will be ensured by a teacher:student ratio of 1:10. The Ministry of Education's curriculum will form the basis of the Arabic syllabus, enriched by specially designed, skill-based worksheets and academic activities. Specialised teachers, taking account of individual needs, will also teach drama, art, physical education, music and computer studies.

Upper Junior School, Grades 4-6

In Grades 4, 5 and 6, students will be offered a bilingual programme, in addition to specially designed intensive programmes, both for Arabic and English language, depending upon the linguistic difficulties faced by the students. An all-English curriculum will also be offered for students who have no Arabic background. The focus at this stage in learning will be on linguistic, observational, analytical and deductive skills. The mode of reinforcement of these skills will be through student involvement in research, experiments, debates and projects that will require them to link all aspects of the curriculum together, thus emphasising the relevance of academic knowledge to their every-day lives. Specialised teachers, taking account of individual needs, will also teach drama, art, physical education, music and computer studies.

Lower Senior School, Grades 7-8

Perhaps there is no time more critical to a student's overall development than these transitional years. As students undergo physical, emotional and intellectual changes, they need an academic and social programme that supports their various stages of growth.

The programme for Grades 7-8 will be designed to build confidence and competence. The Lower Senior school faculty will be selected for its expertise in this field of instruction and its desire to teach at this level. Small groupings will allow teachers to help each student develop his or her academic, communication, leadership and social skills at an appropriate pace, in a warm and caring environment.

Students will be introduced to basic scientific laboratory techniques in preparation for their more advanced studies in the Bridge Years (G9 and G10) and IB (G11 and G12).

By the time they have completed Grades 7 and 8, Montessori students will be well grounded in the basic skills necessary to succeed in Senior School and have developed a positive sense of self-worth which will remain with them for the rest of their lives.

As in Grades 4-6, the school will also offer both a bilingual programme and an all-English programme with intensive language facilities.

Upper Senior School, Grades 9-12

The Senior School programme, taught mainly in English, prepares students for the external examinations of the IB (International Baccalaureate). A unique curriculum has been formulated for Bridge Years 1 and 2 (Grades 9 and 10). The objective of the carefully designed syllabus is to provide students with a strong foundation for their subsequent IB studies. The International General Certificate of Secondary Education syllabus is used as a basis; a number of supplementary elements have, however been incorporated into the curriculum, with the objective of enabling students to make a smooth transition into the IB Programme. Students acquire some of the skills, for example research and laboratory skills, and understanding of concepts which will be required when they begin their IB studies in Grade 11. This should enable students better to manage their workload and meet the demanding requirements of the IB Programme.

The goal of the Senior School is to give young students the best possible education, prepare them for the challenges of the most competitive colleges and universities, and to provide them with the ethical foundation to make competent choices as adults.

The IB programme is a rigorous pre-university course of study, leading to examinations that meet the needs of highly motivated secondary school students between the ages of 16 and 19 years. It is designed as a comprehensive two-year curriculum, which allows its graduates to fulfill the requirements of various national educational systems. The diploma model is based on the pattern of no single country but incorporates the best elements of many.

Beyond the high intellectual and academic standards demanded, a strong emphasis is placed on the ideals of international understanding and responsible citizenship. The desired profile of the IB student is that of a critical and compassionate thinker, an informed participant in local and world affairs and one who values the shared humanity that binds all people together, while respecting the variety of cultures and attitudes that constitutes the richness of life. The students are exposed to the two great traditions of learning, the Humanities and the Sciences, with the unique feature of crossing the barriers which separate the two through the Theory of Knowledge.

In addition to their academic studies, IB students are required to participate in CAS (Creativity, Action, Service). This programme, in seeking to achieve the IB's

goal of educating the whole person and fostering a more compassionate and active citizenry, emphasises the importance of life outside the world of scholarship and involves the student, amongst other things, in various community and social service activities.

The subjects to be offered in the Senior School would be:

- Arabic Language
- English Language
- Religious Studies
- Mathematics
- Chemistry
- Biology
- Physics
- Design Technology
- Economics
- Business Studies
- History of Europe
- History of the Islamic World
- Information Technology in a Global Society
- Visual Arts
- Theatre Arts
- Physical Education
- Theory of Knowledge

Learning Support Department

The objective of this Department will be to provide assistance to students who have problems which are affecting their learning process and, thus, have difficulty adjusting academically. The Department will be staffed by highly qualified specialists supervising a team of learning support assistants. The Department will be in close contact with the students, their teachers and their parents, and remedial academic programmes will be formulated in order to ensure that special needs students are fully integrated into their classes.

This department will also be concerned with designing specialised enrichment programmes for talented and distinguished students.

Language development

A Language Development Department will be established within the School to provide intensive Arabic and English programmes for students who are facing difficulties in these languages. A special curriculum has been formulated and regular evaluation and assessment will ensure that they make significant and rapid progress in these subjects to enable them to meet their grade level requirements.

Great emphasis must be placed on the maintenance of a good relationship between the administration and faculty on the one hand and the student body on the other.

We recognise that students today face many difficult choices and dilemmas in their lives, both inside and outside the school environment. Students' problems, be they collective or individual, scholastic or personal, are also of great concern to the School.

Within this context, the school will employ highly qualified, specialised Counsellors, whose advice and assistance will always be available to students, individually and in strict confidence. Group counselling sessions will be held regularly, in which important social, cultural and other related topics will be addressed.

Students will be provided with a manual, clearly setting out the School's objectives and policies, including the disciplinary policy, and detailing the facilities available to them as members of the student body.

The clinic

A well-equipped clinic, staffed by a qualified doctor and nurse, will be established to provide all necessary medical and emergency services.

School activities

The school will devote considerable attention to extra-curricular activities, believing them to be significant to the development of a student's personality and to the consolidation of the school's relationship with the surrounding local community. These activities will range between purposeful, educational activities and enjoyable, entertaining activities. Two groups will be responsible for initiating and following up on these activities:

a) The Activities Department

This will comprise a number of teachers from different departments, who will manage the students' activities, involving as many students as possible in the process.

b) The Student Council

This will comprise a number of elected students, representing their classes and participating in organising the various activities. They will also represent the interests of the students who elected them vis-à-vis the school administration.

The school activities will be divided into two main sections:

- ◆ Internal Activities, which comprise all activities which are organised within the school. They include seminars, educational competitions, activity lessons, festivals, parties, etc.
- ◆ External Activities, which comprise all activities that are organised outside the school, such as school trips, field trips, camps, expeditions, local and international conferences, voluntary work, etc.

Athletics

The Montessori philosophy advocates, among other things, the development of the body as well as the mind. Athletic activities, therefore, play an important rôle in preparing students of all ages physically, morally, psychologically and socially.

Sport is an oasis for spending valuable time and instilling high values in our youth and preparing them for life, fortified with experience and competitive spirit.

Competitive team sports will include: swimming, basketball, football, gymnastics, volleyball and table tennis. Swimming clinics, ballet, Tae Kwon Do, gymnastics and aerobics will also be offered for beginners or students interested in improving their skills. Football, handball and basketball Little Leagues will also play a prominent role in the Athletics Programme.

Performing Arts

Participation in a dramatic performance is not only enjoyable for students, it is invaluable in increasing their self-confidence and poise. This can be especially true for students with some form of social or learning difficulty. Rigorous rehearsals teach students discipline and team-work. Annual productions, to which parents and peers will be invited, should be scheduled for all levels of the school.

The University Advisors play a vital role in helping students to select the most suitable universities to which to apply, assisting them in filling in their applications, guiding them in making personal statements, gathering recommendations and ensuring that the application packages are sent to the relevant universities.