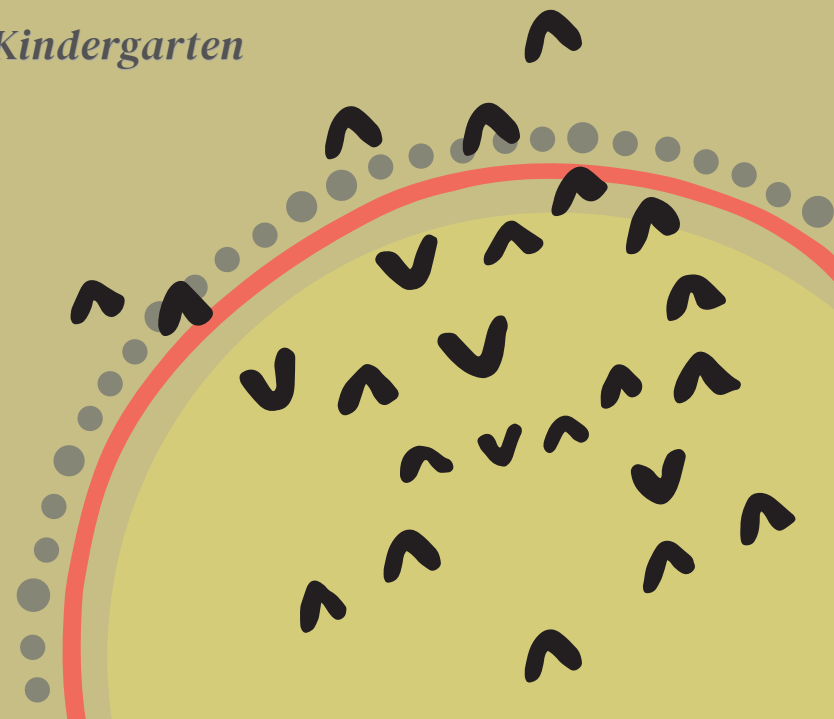




Montessori Minds

Childcare & Kindergarten



***“ Education cannot be effective
unless it helps a child to open
up himself to life.”***



Mr Aseem Gupta
CEO of Montessori Minds

Message from Mr Aseem Gupta

CEO of Montessori Minds

The message in this adage seems simple, but it touched me deeply when I began working with young children in the education sector. My decades of knowledge and success in the business world cannot compare to the fulfilment I get from working with children - they are the source of my inspiration.

My qualifications (Bachelor of Engineering, Post Graduate in Management, Certification of Global Business Leadership from Harvard Business School, and Managerial Excellence Program from Duke University) gave me the skills and knowledge to manage the business in terms of education and medicine, and help me to serve my community, but it is my love for children and rationale to learn from them and with them that brought me to AMI (Association Montessori Internationale).

Working on the principles of Montessori Education, we recognise the importance of global dimension and the need to prepare our children for the future, keeping in mind cross-cultural competency skills. Montessori Minds places a strong emphasis on hands-on experience and aims to ensure that children maximise their abilities, ambitions, and potential in everything they do, while teachers are facilitators observing them, supporting them, and following their lead to ensure a safe and healthy environment for their wellbeing.

As a father myself, I know it is not always easy to leave your child in someone else's hands, and we at Montessori Minds are grateful for your trust in us. I would like to extend a warm welcome to all who currently are and will in the future experience the learning journey along with children first-hand. Montessori Minds has chosen to place itself at the forefront of educational development with a focus on developing a learning environment and commitment to excellence and inclusiveness in the early childhood years.

Dr Sharma Profile & Message

My belief in these lines is what defines me and has constituted my experiences in more than 2 decades of my teaching and learning career. Working with children has been by far the most satisfying experience of my life and I am grateful to all the children, their parents, and my colleagues who have touched my life to make me a better person.

As an educationalist, I have taken the roles of a lecturer, researcher, teacher, a counsellor and an administrator in the field of Early Childhood Education. My academic qualifications include double Masters (Masters in Child Development and Masters in Education) that gave me extensive knowledge about growth and development in children and its impact on their lives. My doctorate degree was on adolescents where my work has been converted and published into a Psychological test for measuring Emotional Intelligence in Adolescents. Being qualified as a Trainer and Assessor, I have had the opportunity to teach in various Universities including University of Swinburne teaching students doing Certificate 3 and diploma in Early Childhood Education and Care.

My qualifications also include Diploma in Counselling and being a registered counsellor with Australian Counselling Association, I am able to help young parents, children and others to sail through this journey called LIFE. In return, all these people help me become an empathetic, responsible and a humble human being. I am a fully registered teacher with Victorian Institute of teaching for both primary teaching and early Childhood Teaching and my experiences in teaching have helped me gain a clear understanding about the collaborations and expectations of education system at different levels. These learnings contribute when we prepare Kinder children for transitions to formal schools.

I believe that a child does not work to become intelligent, he works as a part of innate need to adapt to his environment and it is our duty as adults to give him diverse and meaningful experiences to do that. I am thankful to all of you for trusting Montessori Minds as the first step for your child to his bright future. We are committed to provide him a stimulating and productive environment to explore, discover, learn, enjoy and construct himself.

“Children are the human beings to whom respect is due, superior to us by reason of their innocence and of greater possibilities of their future.”

-Dr Maria Montessori



Dr. Ekta Sharma
Montessori Minds





Our Philosophy

“To give our children a fine start in life we must see that their surroundings satisfy their need for activity and development, remembering at the same time that our own part is not that of instructor and interferer but of helper.”

– Dr Maria Montessori

Montessori Minds believes that every child is a unique and competent being who is constantly evolving by engaging with the environment in a purposeful and meaningful way. Our jobs as adults and educators are to respect that freedom to explore, discover, learn, and provide an environment that supports their quest for self-construction through their experiences. We advocate that children are free to exercise their rights to choose, explore, play, and develop in line with their needs.

The prepared environment focuses on the individualized development program at Montessori Minds that encourages each child's interaction with the environment where children construct their knowledge; about themselves, each other, and the world around them by working at their own pace. We believe that nature provides one of the most significant driving forces of curiosity and exploration and is an integral part of the learning process. This guides our planning around sustainability and instilling respect for all living things around us.

We adopt the Early Years Learning Framework (EYLF) as a key document to inform our child-centered view of our service and our program delivery. The Montessori curriculum reinforce the EYLF by providing children the guidance to discover their full potential and supporting them in preparing for the individual and social responsibility they will take as adults.

In Montessori Minds, we ensure that our service strengthens as a part of the community by embracing diversity and by promoting an inclusive culture for all stakeholders. We work hand in hand with our children, families, staff, and community members to be able to access all the support, resources, and information to achieve a sense of belonging and well-being.



VISION OF Montessori Minds

To develop love for learning, by empowering the child to have knowledge, positive attitude and skills for self-construction, and understanding the world around him.





Mission Statement

"Our Mission is to provide a stimulating, multi-sensory environment where children engage in purposeful learning activities to create and define their identities bringing out the best of their mind, body and soul."



About us

Montessori Minds:

There is an adage, "It takes a village to raise a child".

We understand that it can be challenging to play multiple roles simultaneously, so we would like to be a part of the village that helps to raise your child. Montessori Minds is a purpose built, state of the art learning centre and a pre-school including accredited Kinder program within this environment that operates 11 hours a day, Monday to Friday, 52 weeks a year. We are committed to providing a learning environment of the highest quality using Montessori philosophy and principles as the foundation of our practice. So, from six weeks of age right through until they are ready to start school, the children receive nurturing, love, care and a stimulating environment that promotes loves for learning in an effortless way.

Our curriculum is the key to the child's development and encompasses worldwide Montessori practices and research. We recognise your child's potential for learning, and our Association Montessori Internationale (AMI) trained Director and Montessori - trained educators plan and implement a program that focuses on achieving outcomes to develop your child. Our Montessori classrooms are filled with real-life materials that are always accessible to children. Our carefully prepared and presented environment acts as a stimulus to engage children, leading to self - discovery of many and varied materials and activities.



Our Community Partners

We are living in a hub of an environment where safety and convenience joins hands. We are flourishing in a prominent location for the convenience of parents to pick and drop, and are surrounded by a network for safety with medical centre, a dental hospital, and doctors at our doorstep in case of any emergency. Our children , parents, staff and community in general would be benefitted with the facilities the hub is providing making safety as our paramount feature.





1. Norlane Dental Aesthetics and Implants

Norlane dental surgery is a multi-surgery practice taking care of oral health needs of the community for over 30 years. Our children will get incursions from the doctor at Norlane Dental Surgery and be informed to take care of their oral hygiene from a young age.

2. Orbit Medical Centre:

Orbit medical centre provides a team of skilled medical professionals offering a wide range of services to the patients. These span all aspects of primary healthcare from general health assessments and paediatrics to travel medicine, skin checks, and chronic diseases health assessments and management, including asthma and diabetes. Being so close to a medical centre gives Montessori Minds an added layer of safety knowing that help is right there if needed.

3. Forestry Café:

Forestry café provides delicious and healthy snacks and would be ideal for short breaks and socialising. Café would be a great help for parents who need an hour off in settling a child or need a short break when the child is in the centre.

4. Geelong day Surgery:

Geelong Day Surgery provides services for patients undergoing a broad range of surgical and diagnostic procedures.

5. Hoppers Crossing Montessori Centre:

Hoppers crossing Montessori Centre is a sister concern of Montessori Minds. Running on the principles of Montessori for last 5 years, HCMC has been highly sought after Montessori centre and contributing to the wellbeing of children by providing a personal, meaningful environment for the children to explore, discover, learn and construct themselves.

Experienced Qualified Staff

A teacher has a major influence on a child's mind. The influence of a great teacher can never be erased. We are blessed to have a dedicated and balanced team of Montessori- trained and VIT Kinder teachers who have extensive industry experience with strong credentials. An eclectic blend of nationalities, skills, abilities and disciplines offers diversity and acceptance for all, which is truly a blessing for our children and community in general. All our educators are qualified and fulfil the compliances of Early Childhood Care and Education. In our multicultural Montessori environment, we all work hand in hand to achieve our vision for Montessori Minds.

"The goal of early childhood education should be to activate the child's own natural desire to learn".

-Dr Maria Montessori



The principles that guide us are:



Our Vision for Reconciliation

We acknowledge the traditional custodians of this country, the Wadawurrung people, and their connection to land, sea, and community. Wadawurrung people care for their land, water and intangible heritage of their land.

We pay our respects to the elders, past, present and emerging. We extend that respect to all Aboriginal and Torres Strait Islander peoples today. We acknowledge the link we have with the ancient history of Australia through the land from which our early learning environments have been created. Montessori Minds is committed to building partnerships based on trust, respect and recognition of the rights of "Aboriginal and Torres Strait Islander peoples and aspires to positively contribute Australia's reconciliation journey.



Our Methodology and Curriculum

Our program is a worldwide accepted and appreciated program based on the philosophy of Maria Montessori. The Montessori philosophy's most significant difference is its emphasis on being child centred. While in traditional education, every child in the class must follow one path set out by the teacher, Montessori education follows the individual child's interests using observation.

What is Montessori based Learning?

The Montessori approach to education inspires children towards a lifelong love of learning by following their natural developmental trajectory. Children become confident, responsible, independent learners who trust in their own abilities. The inclusivity and positive social development facilitated by the Montessori program forms the basis for a persistent attachment to learning and knowledge. It is not just about teaching; it is also an understanding of how best to foster natural development. The approach was developed by Dr Maria Montessori and the methodology is being used globally for over a century.





***"The child has his own laws of growth,
and if we want to help him grow, we must
follow him instead of imposing
ourselves on him."***

-Dr Maria Montessori

Dr Maria Montessori

Dr Maria Montessori (1870-1952) was one of the most influential figures who made a significant contribution in the movement towards education reform in the first half of the last century. She was a doctor and an educationalist who devoted her life to the study of the child from pre birth to adulthood, and whose theories have served as a model for schools and educationalists throughout the world. She used her training as a scientist to observe how children learn and applied this to develop a better way to educate children with astounding results.

In 1907, Doctor Maria Montessori opened her first 'Casa Dei Bambini' or 'Children's House' for young children who weren't old enough to attend school. Within one year of applying her new method of education, many of her students were able to read, write, and do basic mathematics. News of her success spread across Europe, and the Montessori Method, as it came to be known, took off world-wide.



“The child can only develop fully by means of experience on his environment. We call such experience, ‘work’.”

–Dr Maria Montessori




Her Discovery Principles

Dr Montessori was a stark believer of innate abilities of the child to learn through his experiences and his interaction with the environment that we call as his “work”. She insisted that a child should be given a level of independence and stresses on the importance of prepared physical environment in the school.

The prepared environment is a powerful space where children develop. The prepared environment is a safe, inclusive, and healthy environment fuelled by joy and connection. The prepared space is a unique place that offers children a meaningful curriculum. Montessori spaces are adaptive to all children, and challenge children to grow and develop to their fullest. They are free to exercise their rights to choose, explore, play and develop in line with their needs.

Points of Montessori Methods

The Montessori approach provides:

-  *An environment that serves the needs of each child's stage of development.*
-  *A teacher who understands child development and acts as a guide to help children find their own natural path.*
-  *Freedom for children to engage in their development according to their own developmental timeline.*

Curriculum

Your child's first six years lays the foundation for the rest of their life and is a period of enormous creation. At this stage, the child strives for functional independence, and as Dr Maria Montessori said, it is a period where a child says, "Help me to do it by myself." At this age, the child makes an initial adaptation in the world.

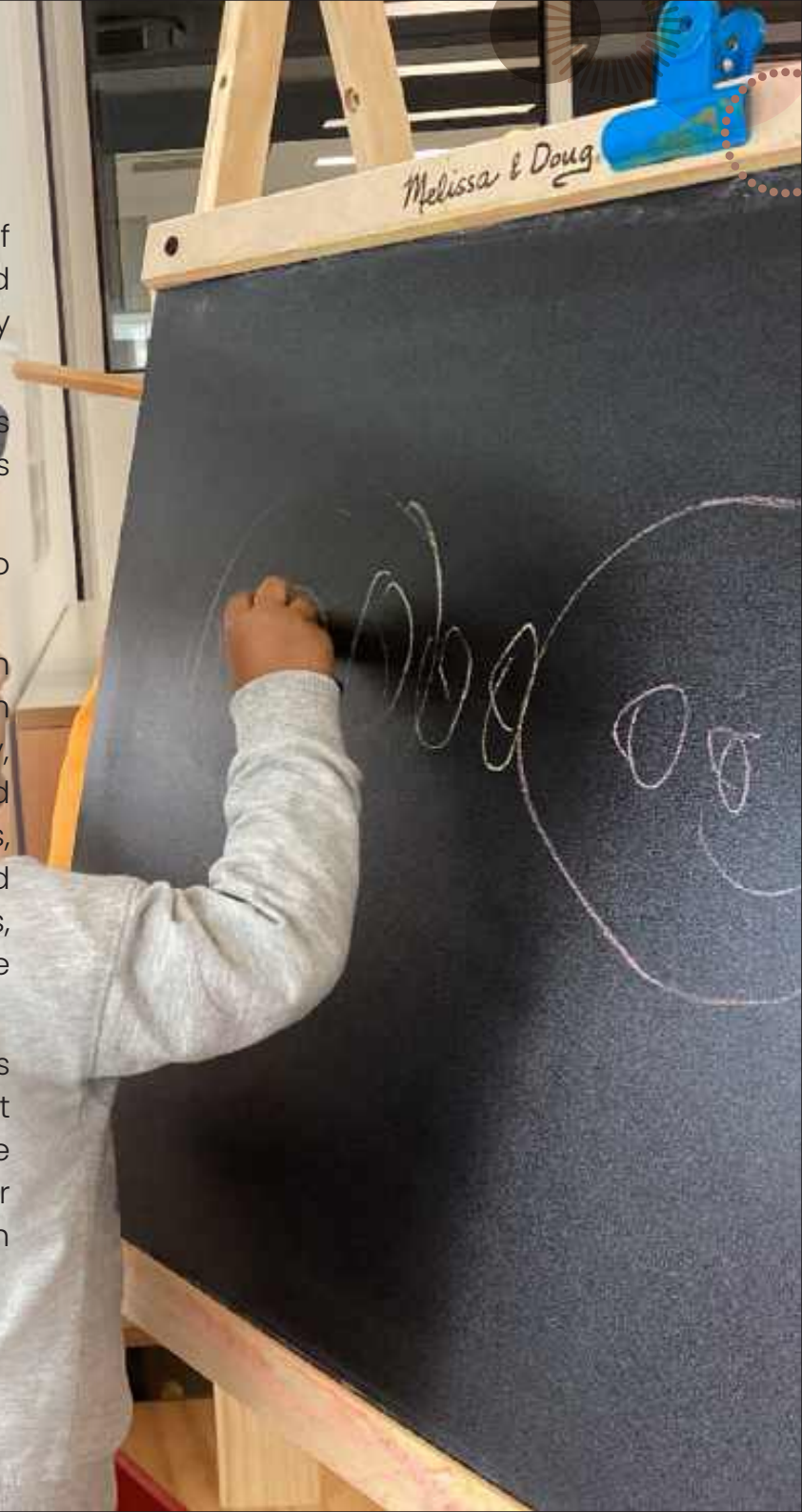
Montessori learning programs are designed to fit the specific needs of each child's stage of development. To us, learning is all about fostering your child's independence and understanding what they need at each moment.

After all, each child is special; each child is unique. And that's why our approach to learning is too.

Having created the foundations of their personality, three-year-old children arrive in the prepared environment ready to develop and perfect their abilities. They learn best through real-life activities that support independence and self-efficacy, manipulating objects to provide concrete sensorial experience, and open-ended exploration leading to the refinement of their movements, sensory perceptions, language, and the development of their intellect. All members of this expanded community of 3 to 6-year-olds thrive through opportunities to follow their interests, freely choose their activities, develop their capacity for concentration, and engage their emerging powers of reason, imagination, and sociability at their own pace.

Montessori environments cater to multi-age groupings of children. These groupings operate like family environments, providing key learning and development opportunities in two ways. First, multi-age groupings encourage children to aspire to the achievements of older peers. Second, multi-age groupings enable older children to learn to treat younger ones with care and respect, providing them with opportunities to reinforce their learning and understanding through 'peer teaching'.

Each classroom comprises the following areas of learning:





Practical Life

Young children love to be a part of our activities in daily life, and the Montessori practical life material offers opportunities to do that. Children work with child-sized tools to participate in activities that have visible, easily imitated movements, and they lead to greater physical skill, perfection of movement, confidence, and concentration. Young children are attracted to practical life exercises because they want to function independently in the adult world. Their motto is "I can do it myself," and Montessori education encourages and fosters this independence. Some of the preliminary activities are Care of the Person, Care of the Environment, Grace and Courtesy, and Walking on the Line.





Sensorial

Children live in a world of sensations, and it is through their senses that they build their understanding of the world and develop their intellect. The Montessori sensorial material enables children to clarify, classify, and comprehend the multitude of sensorial impressions they take in from the world, thus, organising a clear, accurate, logical foundation for learning. Children use sensorial material to understand dimension, colour, shape, smell, sounds, and tastes, which provide a basis for developing other skills, such as memory, reasoning, creative imagination, and self-expression.

Language

The Montessori preschool emphasises spoken language as the foundation for all linguistic expression. Using a multi-sensory approach, children are introduced to the letters and sounds of language, making it possible to express themselves in writing. Later, the children begin composing words, sentences, and whole stories using the moveable alphabet.

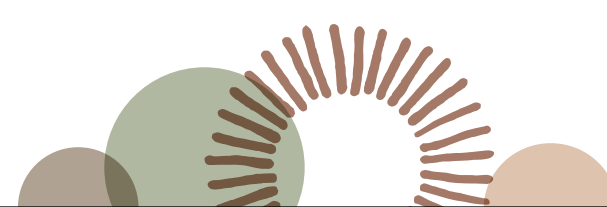
At this age, children are fascinated with the relationships between letters, sounds, and words. Reading and writing skills are the basis for exploring other subjects and helping them communicate with others.





Mathematics

All children are born with naturally mathematical minds. They have the capacity to reason, calculate, and estimate. The unique, hands-on Montessori materials for mathematics give young children the opportunity to explore mathematics from concrete to abstract, making mathematics accessible and understandable. The Montessori materials build on each other in increasing complexity so that a child using them experiences the thrill of discovery for self as part of natural progression to understanding.



Biology

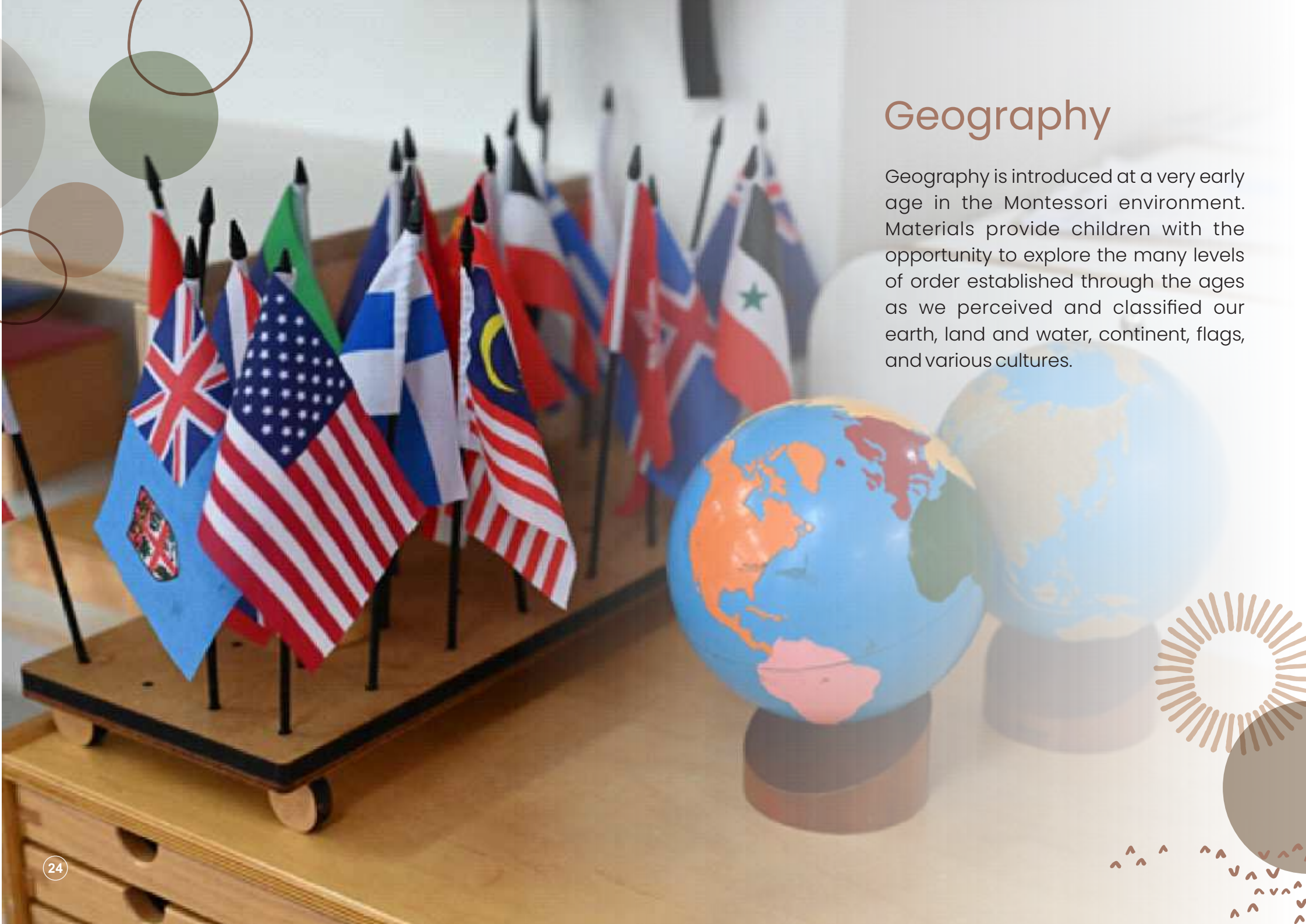
An interest in nature has been innate in every human being since the beginning of time. Language can be used as a pathway to the science of biology. Children have a natural interest in living things, and biology is the study of plants and animals. In the first six years of life, children absorb a limitless wealth of impressions, taking in all the elements of the world around them, including animals, plants, trees, and flowers – an infinite variety of growing things.

There are two major areas of biology. The first is zoology, which is the scientific study of animals, their structure, classification, and distribution. The second is botany, which is the study of the classification of plants, their physiology, structure and ecology. In the early age 3 to 6 year class, children are introduced to biology as an awareness of the living in our world.



Geography

Geography is introduced at a very early age in the Montessori environment. Materials provide children with the opportunity to explore the many levels of order established through the ages as we perceived and classified our earth, land and water, continent, flags, and various cultures.





Our Program, Integrated Kindergarten Program

Early Years Learning Framework:

We sync Montessori Methodology with Early Years Learning Framework and the Victorian Early Years Learning and Development Framework as key documents to inform our child-centred view of our service and our program delivery.

The ethos of belonging, being and becoming is a key component of Australian government's National framework for early childhood education which is designed to encourage continuous improvement of education and care services across Australia. We achieve the five learning outcomes of the framework by providing a stimulating, multi-sensory learning environment that enables children to construct, define and live and learn. These outcomes are:

1. Children have a strong sense of identity
2. Children are connected with and contribute to their world
3. Children have a strong sense of well being
4. Children are confident and involved learners
5. Children are effective communicators

You can find more information about NQF at <http://acecqa.gov.au>

You can also download the Early Years Learning Framework Families guide at <http://education.gov.au/early-years-learning-framework>.





Baby: (6 weeks to 2 years)

The Montessori babies program constitutes a safe, and nurturing environment that is full of stimulating material that supports the growth and specific developmental needs of our youngest age group. Children are active learners and with brain development being the fastest at this phase of life, they learn naturally through exploration by touching, moving, listening, seeing and experiencing.

The design of the classroom, and the educational material are planned keeping in mind the safety and care of our children. A consistent routine helps children adapt to their environment and repetition promotes learning. Warm relationships, and trust is built by positive, open communication, and cultural sensitivities are accommodated through collaboration with parents.

Toddlers: (2-3 years)

Toddlers age group is active and children adopt an inquiry based approach to introduce Montessori materials to children. It is the period for grace and courtesy, language development, toilet training and assimilating every new piece of information. Our educator's roles are to support and enrich your child's learning by being with them providing resources and opportunities to learn and exercise their freedom for exploration.

Questioning and encouraging children to learn skills to be independent, investigate and solve problems knowing their strengths and weaknesses. Children are encouraged to express their thoughts and feelings refining their communication and interpersonal skills and are evolving to be confident learners.

Pre School Learners: (3-6 years)

Pre school program includes both 3 year old Kinderarten and 4 year old Kindergarten.

It offers a prepared environment where children are empowered to choose their work independently, are supported by their teachers when needed, follow their interests and their progress is self paced. Children are introduced to five zones of Montessori materials to experience learning in Practical life, sensorial, language, mathematics and culture and expand their learning.

Pre school learning environment is a mixed group learning environment where older children act as role models for a Montessori environment and young children learn faster by the virtues of observation.

Kinder for 3 and 4 year olds:

3 Year Old Kindergarten :

It is strongly encouraged that all children attend Kinder program for 2 years before school as a crucial part of their educational journey. Children are developing at a very fast pace at this stage of their life and it is important to channelise this immense energy in a productive way. Our VIT qualified teachers design the program on the facilities like how to get along with others, share, listen and focus their attention. Besides strengthening their social and emotional skills, children gain experiences to grow and develop through play and interaction. At Montessori Minds, through our gradual adoption of Montessori pedagogical practices, we trust, follow, and gently guide each child to aid their individual construction of knowledge and understanding about their place in the world. We balance play and adult guided learning experiences throughout the child's day.

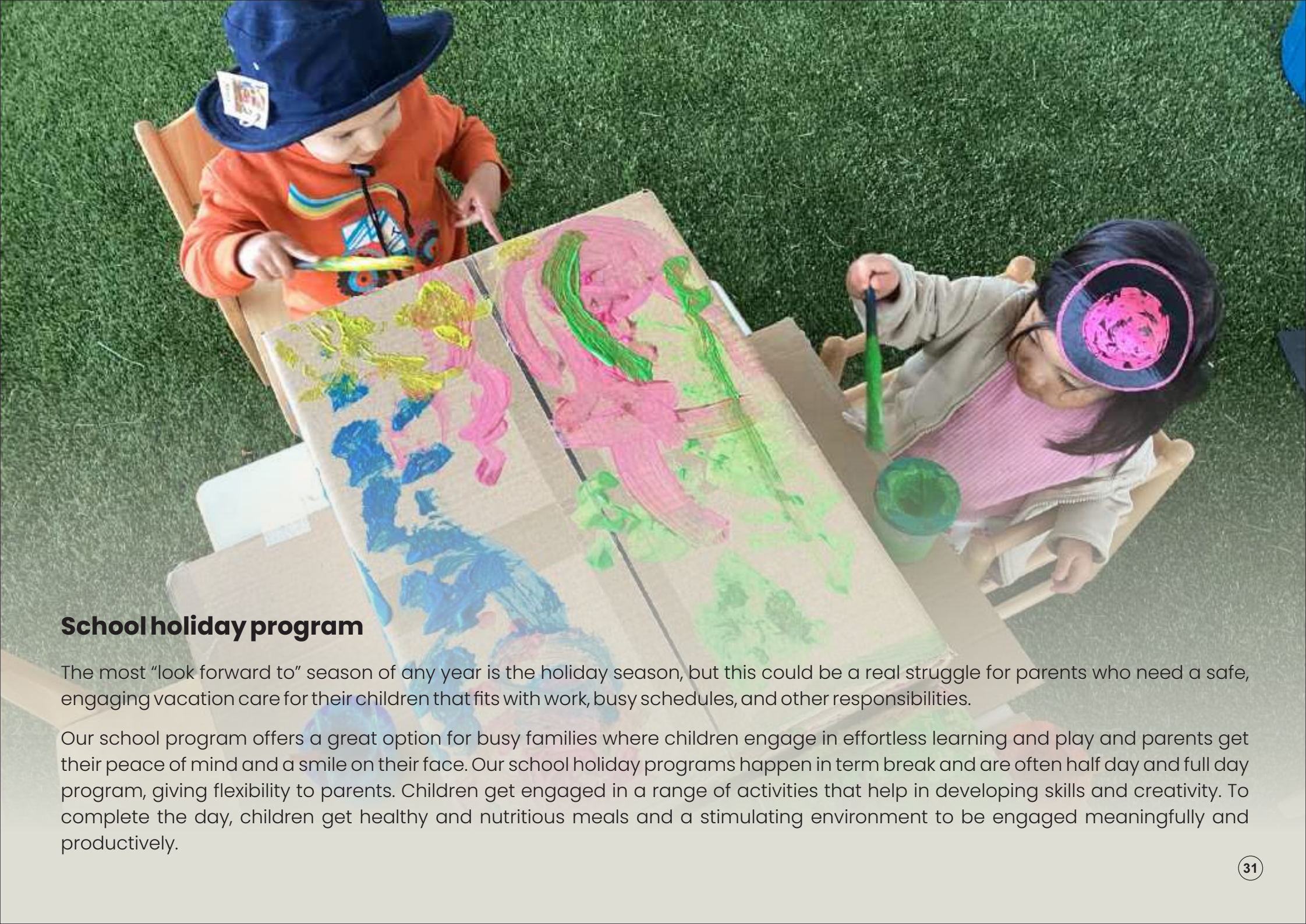




4 Year Old Kindergarten

FOUR-year-old kindergarten is a pre prep program that sets the stage for transitioning to a primary school. It is a 15 hours per week program that aims to develop children's social, emotional and cognitive skills and encourages love for learning.

Delivered by VIT qualified Early childhood Teachers, the program is designed on the guidelines of EYLF (Early Years Learning Framework) and VEYLD (Victorian Early years Learning and Development). It equips our young children with skills needed for reading, writing and mathematics and problem solving. It engages children for the experiences and activities that promote curiosity, quest for exploration and expose them to new ideas around them. At Montessori Minds, we also aim to emphasise on their interpersonal and communication skills so that every child should be able to see themselves, their identities and can fully participate in learning, building a positive self esteem.



School holiday program

The most “look forward to” season of any year is the holiday season, but this could be a real struggle for parents who need a safe, engaging vacation care for their children that fits with work, busy schedules, and other responsibilities.

Our school program offers a great option for busy families where children engage in effortless learning and play and parents get their peace of mind and a smile on their face. Our school holiday programs happen in term break and are often half day and full day program, giving flexibility to parents. Children get engaged in a range of activities that help in developing skills and creativity. To complete the day, children get healthy and nutritious meals and a stimulating environment to be engaged meaningfully and productively.

Parent's Information

Enrolment and Withdrawal Information

To enrol your child with us, start by giving a call to us at (03) 52228135 and arrange a centre tour. A centre tour will help you feel the environment your child is going to be in and develop that first level of trusting relationship.

Once you have completed your tour, we will then provide you with the information regarding everything you need to know about the centre, the learning programs and your child's daily routine. We will also provide you with a quote for daily fees and any further information you need. Feel free to ask any questions you may have. We want you to be comfortable and happy that you've made the right decision for your child and your family.

If there are no vacancies at the centre (since Montessori centres are always in great demand), you are welcome to join our centre's waiting list, or book a seat with us for the coming session or against a cancellation. We regularly review these lists and we will contact you if a place becomes available.

Incase you are moving places, or for any other reason you need to withdraw your young one, you need to give a notice of 4 weeks in writing. Along with your child, attending the last day of care for them to be entitled for CCS (Centrelink) payments (if eligible).





Orientation:

Child's first transition from home is full of emotions. Every child will have at least two orientations prior to starting at Montessori Minds so they know the educators and the environment. The orientations will be planned at different times so that you feel how the centre operates. You will have a conference with the centre director to discuss the expectations, the programs, practices and daily routines. The orientations are also an opportunity for the child and you to meet and greet other children, educators and a glance at the Montessori environment. The aim is also to make the child familiar with the physical environment and start building the relationships outside his home.

The Initiation of the Journey:


The first day of the school is full of emotions –not only for the child but for the parent as well. Separation anxiety is natural and expected. Our educators are there to help you both through the process of dropping of and saying “see you later”

The room leaders will let you know about the child's experiences at the end of the day and will call you if we need you during the day. We keep you well informed during the first few days of the transition and settling in phase. You can keep yourself updated with the stories at story park and observations to have a feel on how well the child is adapting.

The centre director will continue to make regular contact to see how things are going and to make sure that communication between you and the educators flow easily. Most of the children settle within first few weeks but some children may take a little longer. Dr Sharma is a qualified Counsellor and registered with Australian Counselling Association with her Master's degree in child development and specialises in children's growth and development. You can always take an appointment with her for anything that concerns you regarding your child. We are always there to hold your hands (if need be) in this journey.

Knowing your child's progress:

Once children are in the class, parents can regularly monitor their child's progress through story park, can meet the educators with prior appointments , and can go through the observation records of the child.



“The education of even a small child, therefore, does not aim at preparing him for school, but for life.”

–Dr Maria Montessori

QUERIES YOU MAY HAVE:

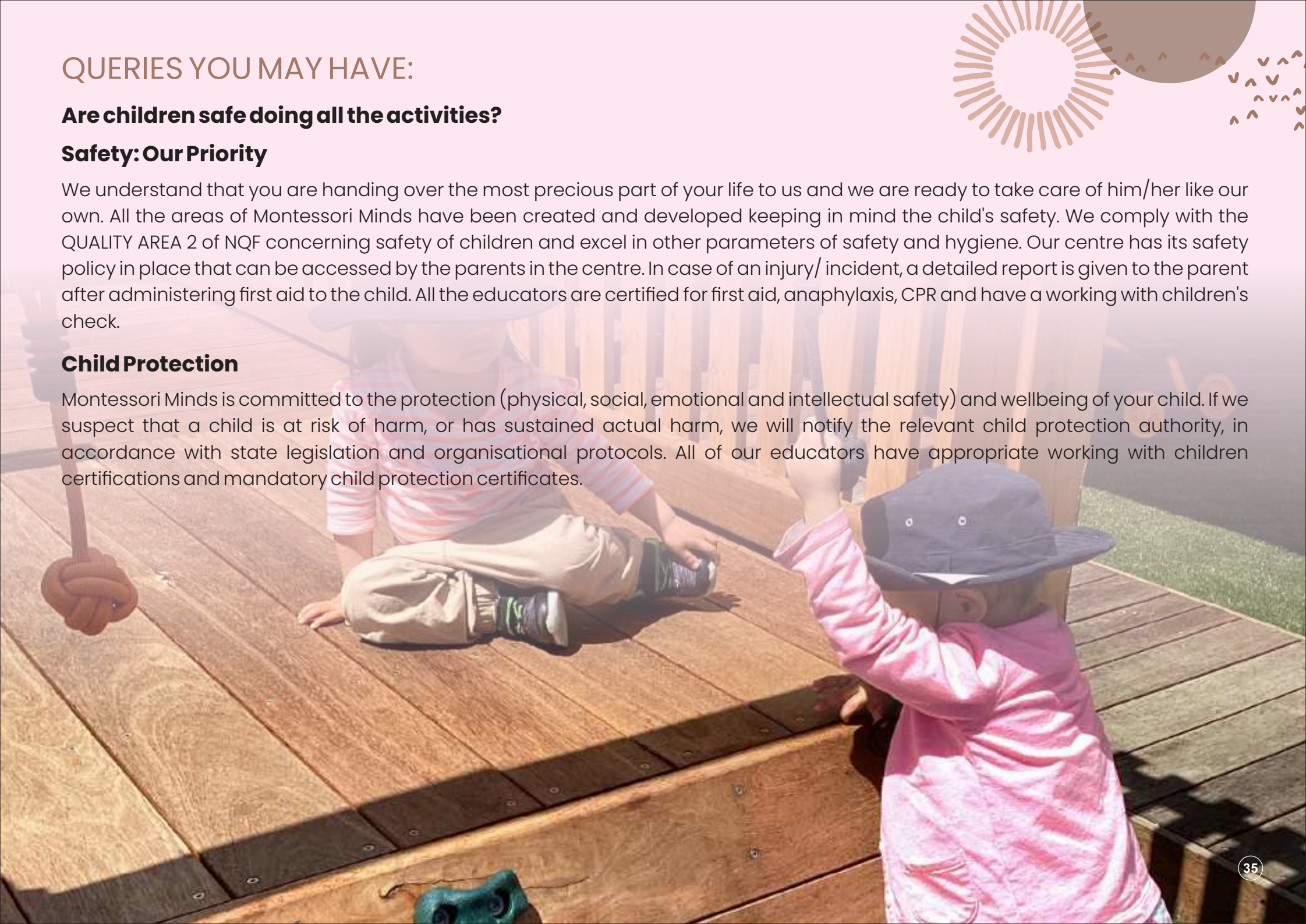
Are children safe doing all the activities?

Safety: Our Priority

We understand that you are handing over the most precious part of your life to us and we are ready to take care of him/her like our own. All the areas of Montessori Minds have been created and developed keeping in mind the child's safety. We comply with the QUALITY AREA 2 of NQF concerning safety of children and excel in other parameters of safety and hygiene. Our centre has its safety policy in place that can be accessed by the parents in the centre. In case of an injury/ incident, a detailed report is given to the parent after administering first aid to the child. All the educators are certified for first aid, anaphylaxis, CPR and have a working with children's check.

Child Protection

Montessori Minds is committed to the protection (physical, social, emotional and intellectual safety) and wellbeing of your child. If we suspect that a child is at risk of harm, or has sustained actual harm, we will notify the relevant child protection authority, in accordance with state legislation and organisational protocols. All of our educators have appropriate working with children certifications and mandatory child protection certificates.





What if a child gets hurt?

Child-related accidents and injuries are dealt with utmost care keeping in mind the guidelines of NQF.

- All staff are qualified and have certification for first aid, asthma, anaphylaxis to provide immediate support and are competent to follow strict procedures.
- The incident is recorded on illness form and is signed by the parents at the end of the day (for minor incidents)The report provides you with the transparency about anything that has happened to the child while he is at the service. You also get a phone call for the same.
- If the child requires medical treatment beyond first aid, we have the day hospital at 20 meters and can get immediate medical attention.
- If we are unable to contact you, the safety of the child would be paramount and the child would be appropriately taken care of. We will make every effort to contact you or the emergency contact provided and action will be taken accordingly. This is why it is very important to make sure your emergency contact and authorised nominee information is up-to-date at all times.
- Any medical/transport costs incurred, including ambulance fees, will be at your expense.
- If your child has sustained an injury at home and there is a concern the injury may be made worse by your child's attendance at our centre, we may request a medical clearance letter or certificate from a medical practitioner before your child can return to our program.

What if my child needs medication?

If your child needs medication during their time at the centre, we need to ensure their safety and will follow the medication policy of Montessori Minds.

- The initial dose of any new medication is to be given to your child by the parent/guardian at least one hour prior to attending the centre. Please remember to let us know if your child has been unwell or if they have had medication before coming to the centre.
- All medication must be in its original container showing the medication name and expiry date as well as the recommended dosage instructions.
- All prescription medication must be clearly labelled by a pharmacist with your child's name, the required dose and how often it needs to be administered.
- Medicine must be handed over to an educator when your child arrives at the centre and must not be left in your child's bag
- A consent form must be completed for each dose of medication.

For further information, please refer to the medication policy of Montessori Minds.



What is the protocol for Infections?

To avoid infections or any infectious disease, we are obligated to adopt the strategies to stop the transmission at the earliest.

- If the child is sick or showing any signs of illness or infectious disease in our care, we will contact you and request you to collect your child.
- Anyone who is showing signs of infectious disease will be excluded from the learning environment for the period recommended by “staying healthy” or until a medical practitioner has provided a clearance letter to state that they are no longer infectious and are well enough to return to the program.
- If your child is suspected of having, or has been confirmed to having an infectious disease, please notify the Centre Director so that appropriate arrangements can be made to ensure the safety and wellbeing of all children, families and staff members.
- If there is any infectious disease in the centre, we will let you know promptly whilst respecting strict confidentiality by placing a notice in each room detailing the condition, or by personally contacting you.
- To prevent the spread of infectious diseases, we encourage families to fully immunise their children in accordance with the department of Health

We also encourage everyone who enters or leaves our centres to wash and dry their hands properly/ sanitise them.

Is my child protected from Sun safely?

Being with nature, playing and learning outdoors is an inherent part of the curriculum. We make children aware about the sun safety and educators always ensure that children are suitably protected from sun damage. All the children are encouraged to wear sun hats and use sun screen when going out. We encourage all parents to use protective clothing covering child's skin as much as possible. Wide brimmed or bucket hats are suitable as compared to caps. We provide sunscreens but if the child is allergic or has a preferred brand, we would request to provide the sunscreen.






What if my child needs to learn about boundaries?

Learning how to get on with others takes time and lots of practice. Our educators are trained in positive behavioural guidance strategies and see this as an important part of their teaching work. Positive guidance is the key, and we work with children about acceptable behaviours and simple rules, and help them learn how to regulate their emotions and responses to others. We work with families to support the development of children's social skills. We focus our teaching on supporting children to become truly independent and socially competent.

How do I know my child's experiences?

The daily routine of the child is updated on the app as and when the day goes. It starts when the child comes to the class in the morning. It updates you about the meals, their frequency, the sleep time and the rest periods, and the toilet/ nappy schedule as well. Parents are much at peace when they know that the child is taken care of and this app intends to give you that and can be checked regularly.





Will I get any guidance if I face any child rearing issues?

Our centre head Dr Sharma is a qualified counsellor besides being a Masters in Child development. She can be approached with appointment if you ever need any help. Our educators are always available to minor hiccups and day to day support for your child.



Are meals provided to my child?

Yes, healthy and nutritious meals are provided for children. It starts with the breakfast, morning tea, lunch, afternoon tea and snacks in the evening. Kitchen menu will be shared with the parents and food preferences are taken into consideration keeping in mind the dietary needs and choices. Menu is prepared on the guidelines of Australian Dietetics Association. Both vegetarian and Non Veg options are available keeping cultural sensitivities in mind.

What if my child has additional needs?

We are an inclusive centre and provide developmentally appropriate care to all our children. Parents are requested to share the diagnosis and any additional needs at the time of the enrolment. Keeping the funding and extra support in kind, appropriate arrangements will be done to adjust the program, modify the environment and provide individual learning plan for the child.

How can I get involved as a parent at the centre?

We believe in partnerships with the families and community at large. Family involvement enhances children's wellbeing, learning and development, so families are welcome in the centre. We are happy to receive parents' input into learning programs, to spend time with our educators, to contribute their skills and resources, and to be involved as much or as little as they wish.

Montessori Minds organises orientation programs for parents for making them a part of the flow of the day for their child in school. Periodic workshops for the parents are conducted regarding the shaping of children's behaviour or parenting in general. These workshops are very important as parents understand they are not the only one facing problems with their children and it also serves as a common platform for all to come up with solutions. Besides this, Montessori Minds has a parent association where parents can represent their class and can be active participants in school activities. They can volunteer for outings, functions and contribute to the service by participating in various events. Parent's knowledge and skills in their respective professions is also appreciated and we look forward to their participation in events like community week and diversity week.



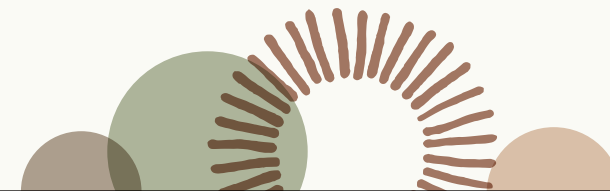


Montessori Minds Initiatives:

Montessori Minds regularly takes initiatives for various projects instilling good habits and acting as a role model for our children. We strongly encourage parents to come forward with the ideas and be hand in hand with us for the betterment of the coming generation. Few of the initiatives are:

Sustainability:

Sometimes less is more. We really highlight the importance of sustainability in our curriculum and teach children and educators to recycle and reuse. Keeping children close to nature, making them socially responsible, and respect nature is one of goals of the service. Being aware of the life surrounding us infuses a sense of respect and care for all. Children do not always need newer and bigger things to enjoy life, they just need attention and company to enjoy moments of life.





Smiles for miles:

The relationship between SMILES 4 MILES is more trustworthy and successful as the owner knows and understands the importance of dental health and takes a keen interest to make sure that children make healthy choices and adopt a healthy lifestyle. Dental health is usually prime concern for parents and awareness at this young age definitely make our children well informed and conscious about dental hygiene and health.

Do children celebrate important days?

Montessori Minds celebrates many events, festivals, days of significance as a part of its curriculum. These days are planned well in advance and are informed to parents via Story park app. The aim is for each child to be aware and develop a sense of belonging. Some of the important events are Annual day, Graduation Ceremony, cultural festivals like Chinese New Year, Diwali, Christmas etc.. All days of significance like Reconciliation week, NAIDOC Week and days celebrating environment are a part of the calendar. Besides these, creative events like science week, sustainability days are included to raise awareness in children.

For birthday celebrations, we would love to hear from you how would you like us to help celebrate a birthday or special event? We love to help you and your child celebrate special moments and occasions, whether they are birthdays, special cultural days, or losing the first tooth. For birthdays, we provide the cake (keeping in mind the food options and food allergies) and encourage parents for NO GIFT POLICY. We feel important moments should be celebrated with smiles and heartfelt cards and notes and not with gifts.



IMPORTANT INFORMATION ABOUT FEE AND REBATES:

Child care fee assistance. The "Australian government may provide financial assistance towards the cost of your child's care. If you would like to access this assistance, please let your Centre director know the following information:

- Your Customer Reference number CRN (issued to you by the Family Assistance Office
- Your child's Customer Reference number issued to you by the Family assistance Office Your date of birth (CRN Holder)
- Your child's date of birth

This information will be provided to the Australian Department of Education and validated against their records to determine if you can receive a Child Care Rebate CCR and or Child Care Benefit CCB. If you do not have a CR/ please contact the Family Assistance Office by calling 136150 or by visiting one of their offices.

Fees and payments.

Once the enrolment process is complete, the child's fee cycle starts.

The child's attendance is booked and charged daily. Fee will apply for booked days that your child does not attend due to illness, holidays, or public holidays.

Two weeks advance payment of full fees is required before the child starts and must be maintained during the child's enrolment with the service.

The fee is on a direct debit cycle (fortnightly). If you have special circumstances, please connect with your centre director.

If your account falls in arrears, your centre director will work with you to plan your payment options.

We can provide fortnightly statements, and they can be requested at the reception.



ENTITLEMENTS WHEN CHILD IS ABSENT

Initial Absences

Like most early learning centres, your child's place is reserved when they are away so the fee is still paid. Each financial year, Centrelink/ Family Assistance Office will pay your child's CCB and CCR entitlements for the first 42 absence days. These absences could be for any reason like public holidays, illness, or vacation.

Additional Absences

You may receive CCB and CCR for absence days after the initial 42 days each financial year. For all absences beyond the first 42 absent days, CCB and CCR will only be paid if you are able to provide evidence to demonstrate the absence has occurred under permitted circumstances. There is no limit on these days, but you will be required to provide documentation to support the absence.

Exceptional Absence Days

You may receive CCB and CCR for an additional 20 exceptional absence days after the initial 42 absence days per financial year. These entitlements can be claimed without evidence if documentation is provided for 31 of the initial 42 absence days.

Centre is closed for Public Holidays. However, the fee still applies if any of your usual days of attendance fall on a public holiday. CCB and CCR will usually be paid for public holidays, unless your initial 42 absence days have already been used.

Privacy and Confidentiality:

Montessori Minds is committed to responsible and secure collection and handling of personal information and protecting the privacy of every child and their parents. All the photographs of the children are taken and used following the guidelines of Privacy policy and after the written consent of the parents.

Code of conduct:

Montessori Minds Childcare Centre:

- respects the rights of the child and values diversity
- acknowledges the vulnerability of Aboriginal children, children from a culturally and linguistically diverse background and children with a disability and has zero tolerance of discrimination
- maintains a duty of care (refer to Definitions) towards all children at the service
- is committed to the safety and wellbeing of each child at the service
- is committed to the safety and wellbeing of all staff at the service
- provides a safe and secure environment for all at the service
- provides an open, welcoming environment in which everyone's contribution is valued and respected
- is committed to communicating openly and honestly
- is committed to continually learning how to be inclusive and respectful of cultural needs
- encourages volunteers, students, parents/guardians and visitors to support and participate in the program and activities of the service.



Guidelines for Parents

Children are the most important part of our lives, and their care is of utmost importance. To give them a safe and healthy environment, we request you to follow these guidelines:

- Please ensure that children are wearing comfortable clothing. Over-dressed or under-dressed children are not comfortable and often miss on aspects of fun and learning. The temperature of the rooms is maintained at around 24-25 daily Celsius.
- Children should always wear closed shoes, preferably with Velcro. (We encourage and teach them to be independent, and they are yet not ready to handle laces).
- All children's belongings, such as bag, bottles, nappies, clothes, medication (if applicable) or any other personal item should be labelled to avoid any confusion. It is imperative to maintain hygiene standards, and we do not want items misplaced or mixed up.
- If a child is sick, please inform us and keep the child at home to avoid infecting other children. If the child gets sick here in centre, we will give the first aid, inform you and ask you to pick the child. Till the child is in the centre, he will be taken care of, and a record will be maintained.
- If we do not receive written instructions, particularly concerning a child's health and safety, we will follow the department's guidelines. Every parent should give clear instructions in writing for us (if required).
- All information such as the month's activities, your child's routine, and special events is provided to parents through story park, playground app, newsletter, and circulars. Please read these communications consistently to keep track of your child's progress and other relevant information.
- All matters regarding fees, holidays, withdrawal rules, and adding days can be clarified at the reception.
- Your calls and feedback are important to us, but every minute an educator spends on the phone means we are compromising the supervision of the children. Please make an appointment with the teacher if you have an important matter to discuss. For day-to-day communication, please leave a message at reception or call within the designated hours only.
- Please notify us if there are any changes concerning your child's health, your personal details, payment plans, etc. We do not want any delays in providing you with the best possible service. If you are experiencing any delays from our side, please bear with us as we work towards offering the best possible solution.
- Our focus is always on the child, and this is reflected in our decisions. Sometimes views may differ, but the goal is always the same.
- Our educators care for and become emotionally involved with the children, so please trust them and be polite to them in your conversations. They are here to help and are an important part of our family.



Montessori Minds

Childcare & Kindergarten

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