

# Casa Mia Montessori Community School

SCHOOL INFORMATION

2024



# IMPORTANT CONTACTS

Office: 9279 2209  
Address: 11 Hamilton street, Bassendean, 6054  
Email Address: admin@casamiamontessori.wa.edu.au  
Website: <https://casamiamontessori.wa.edu.au>



# INSTRUCTIONAL HOURS

Office Opens: 8am  
Gates Open: 8am  
Class Hours: 8:30am - 3pm  
Lunch: 12pm



# TERM DATES 2024

## SEMESTER 1

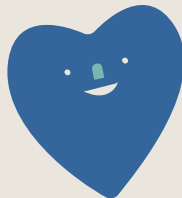
**Term 1**  
Wednesday 31st January - Thursday 28th of March

**Term Break**  
Friday 29th March - Monday 15th April

**Term 2**  
Tuesday 16th April - Friday 21st June  
**Term Break**  
Monday 24th June - Tuesday 16th July

# SCHOOL DEVELOPMENT DAYS

Monday 29th January  
Tuesday 30th January  
Monday 15th April  
Friday 31st May  
Monday 15th July  
Friday 20th September  
Monday 7th October  
Tuesday 12th December  
Wednesday 13th December



## SEMESTER 2

**Term 3**  
Wednesday 17th July - Thursday 19th September  
**Term Break**  
Friday 20th September - Monday 7th October

**Term 4**  
Tuesday 8th October - Monday 11th December  
**Term Break**  
Tuesday 12th December - Friday 31st January (TBC)

# PUBLIC HOLIDAYS

Monday 1st January - New Year's Day  
Friday 26th January - Australia Day  
Monday 4th March - Labour Day  
Friday 29th March - Good Friday  
Sunday 31st March - Easter Sunday  
Monday 1st April - Easter Monday  
Thursday 25th April - Anzac Day  
Monday 3rd June - Western Australia Day  
Monday 23rd September - King's Birthday  
Wednesday 25th December - Christmas Day  
Thursday 26th December - Boxing Day



# ABOUT US

Founded in 1999, Casa Mia Montessori Community School sits in the heart of Bassendean. We cater for children from 3 to 12 years, with Piccola Casa Playgroup supporting parents with children 1 - 3 years to explore and discover, in a prepared environment.



*"The education of even a small child, therefore, does not aim at preparing them for school, but for life."* Maria Montessori

Our school's core values are 'individual responsibility' and 'community spirit' and we use these to guide our standards and apply in all instances by all within our school community - students, staff, and parents/carers. We value a high level of communication between school and home, and trust that working together in partnership provides the best opportunities for success.

This booklet is designed to give important operational information about our school. Please keep and make reference to this booklet throughout the year.

I trust that you will enjoy reading and learning about our school and in doing so, work together with us to assist your child/ children.

**SAMANTHA LEYTON**  
**PRINCIPAL**

# OUR APPROACH



Casa Mia follows the Montessori pedagogy which was developed in the early 20th century by Dr. Maria Montessori. From her observation of children and how they learn, she designed and crafted specially prepared learning environments for them. She observed that a foundation for developing a child's potential needs to be a **safe, nurturing environment** in which students could engage in and concentrate for long periods on interesting and developmentally appropriate learning activities.

The ideal Montessori classroom environment aims to provide:

- **Learning materials** especially suited to the child's needs at each stage of development.
- **A three-hour work cycle**
- **Learning materials** which are sequential in difficulty, provide continual challenge and in the first stage of development, self-correcting, allowing the child independence in learning.
- **A three-year span of ages** in the classroom which supports the children's social learning, peer tutoring and promotes cooperation between the younger and older children.
- **Self-discipline** by providing clear, appropriate behaviour guidelines and academic choices.
- **The teacher** is the dynamic link between the child and the prepared environment, acting **as a facilitator** in the learning process.
- **Working consistently** to teach courteous behaviour and conflict resolution, the teacher balances the needs of each child with the need for order and harmony in the classroom.

# The Roles and Responsibilities

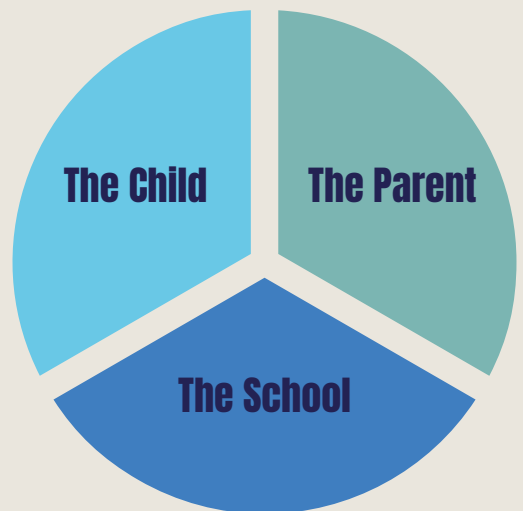
We work best when we work in partnership together and believe that the responsibilities for a successful education lay with all of us.

Within each of the classrooms the teachers work collaboratively with the children to develop a class charter outlining their roles and responsibilities within the classroom and school. There are high expectations on the way they conduct themselves, showing kindness and respect to all, and ensuring that everyone's right to feel safe and to access learning is upheld.

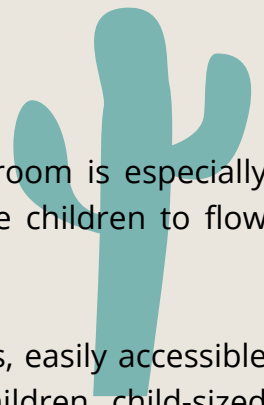
We believe the role of the parent, as their child's first educator, is to foster positive communication between home and school, develop good physical and emotional health and sound values in the home and present with a positive, happy approach to learning.

The staff at Casa Mia Montessori are committed to supporting your child through each stage of their development and have carefully prepared their environments to suit differing needs and abilities. Our staff highly value the social emotional needs of your child, as much as their academic needs, and work hard to cater to all of their individual needs. They plan their lessons to meet both the WA Curriculum and the National Montessori Curriculum Framework.

We believe that the education of the child is the responsibility of the school, the home and the child themselves. Encouraging the children to understand the role they play in their commitment to learning is an important part of their success.



# CHILDREN'S HOUSE



Our children's house feels more like a home than a school. The room is especially created to match the needs of each age group whilst allowing the children to flow through as they decide who and where and what to 'work' with.

Specially designed learning materials are displayed on open shelves, easily accessible to the children. The room includes low sinks accessible to the children, child-sized furniture, a cosy space for quiet reading, reachable shelves with work available for free choice, and child-sized kitchen utensils so the children can eat, prepare, and clean up their snack independently. The staff gently guide the children to help maintain the organisation and cleanliness of this environment to keep it orderly and attractive and to help your child understand how to care for materials and clean up after themselves—useful life-long skills.

The Montessori Early Childhood Curriculum follows a 3-year sequence which your child will follow at their own pace and may often exceed the concepts taught in a mainstream school.

Your Pre-Kindy child (3years) will be enthralled in the practical life activities designed to support the development of confidence, independence and fine and gross motor skills. The children learn daily-life skills such as doing up clothing, preparing snacks, setting the table, and caring for plants and animals on occasion. They also learn appropriate social interactions such as saying please and thank you, being kind and helpful, listening without interrupting and resolving conflicts peacefully.

By three years old, your child has already learnt much about their world through their different senses and are beginning to name their experiences of colour, taste, smell, touch, sound and what they see. In the Pre-Kindy year, the children begin to classify their surroundings and create order through the medium of language. This lays the foundation for learning by developing the ability to classify, sort and discriminate – skills necessary in mathematics, geometry and language. This is all done through play-based learning.



# CHILDREN'S HOUSE

In their Kindy year (4yrs), your child continues laying foundations for life long learning. Through hands-on activities, they will learn to identify numerals and match them to their quantity; build their vocabulary through cultural studies and develop skills needed for writing and reading. The ability to write, a precursor to reading, is taught first. Using hands-on materials, your child will begin to learn letter sounds and how to use a pencil.

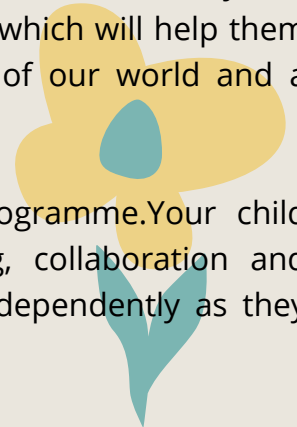
The Pre-Primary year (5yrs) is a wondrous amalgamation of all the skills and concepts your child has been steadily accumulating. The understanding of place value begins to fall in place and the base 10 system. Your child will be introduced to addition, subtraction, multiplication and division and will explore patterns in the numbering system. Using the Montessori exploratory approach, your child will gain a firm understanding of the meaning behind the math facts and concepts.

The exploration of letter sounds continues, and the sounds are combined to make words; sentences will be built. Once these skills are acquired, your child will, in all likelihood, learn to read spontaneously.



Throughout the three years in the first cycle, your child will be experiencing a wide range of learning areas including history, geography, science, art and music. You child will learn about their community and the world around them. They will discover similarities and differences among people and places which will help them develop an understanding and appreciation of the diversity of our world and a respect for all living things.

Pre-primary is the culmination of the Children's House Programme. Your child should begin to exhibit the independence, critical thinking, collaboration and leadership they have been practising and exercising them independently as they prepare to transition into the primary programme.



# LOWER PRIMARY

Montessori Primary Education is a natural progression from the 3-6 programme. There are a number of changes to meet the natural needs of the child. Having mastered their physical independence they now embark on their intellectual independence. 6-9 years is a period of construction.

The 6-9 year old child is identified by the 'why' questions and their active imaginations.

They have a decreasing need over the three years to use concrete materials in their work as they develop their abilities to reason and abstract.



Socially, the children love to belong to a group. This quest for a group leads them naturally to ask questions about the universe and their place in it. This can be the age of 'dobbing' as the children develop their moral sense and will try to work out what is acceptable behaviour and which is not. Simultaneously they will show an innate sense of compassion, justice and idealism seeing the world issues as black and white.

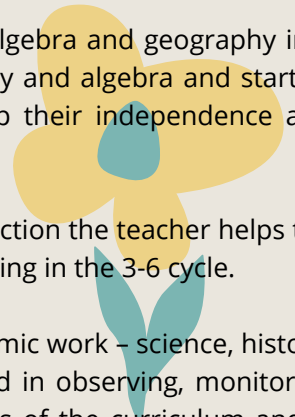
The Montessori 6-9 curriculum aims to address the children's needs. The curriculum is holistic; it presents the 'big picture' through the Great Stories, stimulating the children's imaginations and demonstrating the inter-connectedness of everything in the world.

In this cycle the curriculum is a mixture of explicit instruction in literacy and mathematics as the children develop their academic skills and opportunities to develop their capabilities in critical and creative thinking; their personal and social capabilities; their ethical and cultural understanding. The classroom is constructed to address the children's specific requirements. There are didactic materials, particularly in mathematics to help the children move into the abstract.

In the previous cycle, the children experienced much, such as geometry, algebra and geography in a sensorial manner. Now they learn the names such as geometry, geography and algebra and start to make connections between the learning areas. They continue to develop their independence and discipline in their learning choices and outcomes.

This cycle is a construction cycle similar to the 0-3 cycle. Using explicit instruction the teacher helps the children build on the foundations of numeracy and literacy they began building in the 3-6 cycle.

These numeracy and literacy skills are given meaning in the Montessori Cosmic work – science, history, geography, zoology, botany and the arts. The Montessori teacher is skilled in observing, monitoring and assessing each child individually to ensure the child covers all aspects of the curriculum and is progressing.





# UPPER PRIMARY

In Upper Primary, the children are entering into a stage of consolidation that is marked by creativity. Their experiences and thought processes begin to connect. Their numeracy and literacy activities continue to be pursued but now for consolidation purposes and are strongly linked to the research projects.

In this cycle, the children spend a large part of their time pursuing their own research projects and engaging in community activities for the school. As they did in Lower Primary, the work is often done in groups with the children collaborating. These activities assist the development of communication and personal skills. Their research is done using tools such as books, texts and computers. The research topics are suggested by the teacher at the start of the cycle and the range widens as the children become interested in moral and social issues.

It is considered that an experience is only useful to a child if thinking follows and it becomes meaningful. It is the reflection on the consequences that will make the meaning and help the child to grow and develop. This action of reflective thinking helps the children become responsible. It is in this cycle that there is strong development of social beings and responsible community members.



As the children explore their rights and responsibilities and their place in society, the children often base their projects on ethics and justice. With the increasing maturity, the children take more responsibility for their learning. They will meet with their teacher for weekly conferences and a review of their personal goals. They will discuss the development of their organisational skills and their personal responsibility for achieving learning goals. Their tasks are scheduled both weekly and termly. They have daily lessons in small groups or on their own.

Upper primary children seek and enjoy taking on more social responsibility and at Casa Mia Montessori they are provided with opportunities to further develop their leadership skills. Opportunities are also created for interaction with the wider community. The School year culminates in an end of year concert at which there is a graduation ceremony to mark the children moving on to high school.

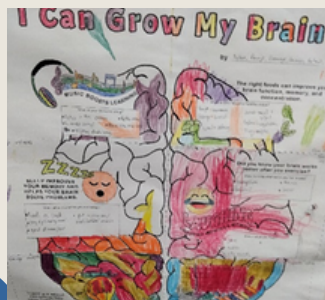
# SUPPORTING POSITIVE BEHAVIOURS

***“A child’s liberty should have as its limit the interests of the group to which he belongs. Its form should consist in what we call good breeding and behaviour. We should therefore prevent a child from doing anything which may offend or hurt others, or which is impolite or unbecoming. But everything else, every act that can be useful in any way whatever, may be expressed,” (Montessori, The Discovery of the Child).***

The Behaviour Support Policy of Casa Mia Montessori School is based on the fundamental guiding of the educational philosophy of Dr Montessori.

These guidelines support our beliefs that:

- All children are born innocent
- With patience, love, sensitivity, respect, observation and intuition, we can link the child’s inner drive for excellence with a supporting environment
- There is an interdependence between the child, the school, the family and the world
- Each child has a unique potentiality and that our task is to create an environment to assist its fruition
- It is only the child who can construct the person he or she will become
- Every child has the right to feel safe and be safe
- All children, staff and parents in the school have the right to enjoy an environment free from all forms of harassment and bullying, including racial, religious, physical, sexual and emotional
- With these rights come corresponding responsibilities of care and respect for others
- No corporal punishment will ever be allowed.



# SUPPORTING POSITIVE BEHAVIOURS

A Montessori classroom has freedom within limits. The limits are those necessary for the harmony of any community. Children are expected to be caring, considerate and courteous and encouraged to consider the other person's point of view, respect his or her rights, and solve problems with discussion and reason. We endeavour to ensure that children are impressed with the needs of reality, not with the power of adults. We use the logical consequences of a child's misbehaviour to guide appropriate behaviour.

All children have "Grace and Courtesy" lessons which give the child the chance to practise appropriate ways of behaviour and also to see other children model various responses to situations. The Montessori approach is based on a profound respect for the child. It does away with the necessity for coercion by means of reward and punishment, by achieving an active discipline instead, which originates from within the child rather than being imposed from without. It allows the child liberty, not licence, to pursue the development of will and construction of self. Restorative Justice: When situations occur we employ a restorative justice approach with the child to ensure each 'mistake' they may make is a learning opportunity with guidance for growth and repair.

*It involves a 5 step approach:*

- What happened?
- How did I feel?
- How did the other person feel?
- What will I do differently next time?
- and* - How can I make amends?

Making amends may not include saying sorry. We do not force this as it needs to be genuine. We offer a range of options for making amends if a child is having difficulty with this. If necessary, we will role play and walk side by side with the child to guide their play and interactions successfully.

 ***Please refer to our Behaviour Support Policy for a more in depth understanding***

# COMMUNICATION @ CASA MIA



Casa Mia Montessori values community and takes pride in offering parents/guardians many opportunities to observe and be informed on their child's learning and activities in the school environment. As well as offering three way conferencing, parent/teacher conversation times and formal reporting.

## INFORMAL REPORTING

### Term observations

Please book a time to observe your child each term, the experience of watching your child interact in their environment is invaluable. Please allow your child a term to settle in prior to booking an observation.

### Class Information

At the start of each semester the teachers put together a class handbook that provides you with information on their programming and day to day running of their classrooms. Please read these as they often hold valuable information and should be used as a source of reference when needed.

### Transparent Classroom

Your child's progress, lessons and photos will be uploaded onto transparent classroom and you will receive emails that highlight your child's work and progress. If you are not receiving these please make admin or your class teacher aware.

### Newsletter

A fortnightly newsletter will be emailed to all families highlighting a different focus, as well as each classroom's activities.

### Facebook/Instagram

Stay up to date and connected with our events and P&F information online through Facebook and Instagram.

It would support the school greatly if you could comment and share our posts.

### Parent Information Evenings

Each semester we hold valuable information evenings that provide you with knowledge about the Montessori curriculum or other important areas of focus that we notice requires a strong link between home and school.

### Meet and Greet

At the start of each year we will hold 'meet and greets' for the class teacher to meet with the parents and students at a relaxed morning tea.



# COMMUNICATION @ CASA MIA

## Parent Meetings

Our teachers are happy to meet with you anytime you feel you need to share concerns or discuss your child's progress. It is hoped that parents and teachers will have contact regularly on an informal basis. Scheduled meetings are our preferred method to discuss issues that require time and attention, to ensure that meetings are productive for all concerned. To arrange a meeting please email your class teacher. The Principal is also available to meet with parents by appointment.

## Communicating with us

We all know there are many things that influence a child's day and rarely will a child sail through school without a few rough days. Sometimes it's friendship troubles, other times it's how a teacher handles a situation. Sometimes it's all a big misunderstanding, and other times, yes, the problem may even lay with your child. No matter what the issue is, there are some tried and true ways to make dealing with the problems at school much smoother.

## Start with the Teacher

The first step is always to make contact with your child's teacher and arrange either a phone conference or a face-to-face meeting. This may or may not include your child, depending on the issue. Only if you feel the issue was not resolved should you then take it to the next level - contact the office to arrange a meeting with the Principal.

## Think positively

In preparation for any meeting with school personnel, envision that everything will work out for the best and think about the things you are grateful for. A positive attitude makes it easier for everyone to calmly discuss the issues and find solutions.

## Get the facts from both sides

Sit down with your child and write down their version of the situation. Then go through the issues with the teacher and be open minded listening to their perspective also. Remember, that we are here to work together as a team and have all the children's best interests at heart.

## Be respectful

We are all human beings and we make mistakes from time to time. It is important that the way we speak about one another is always in a positive light in front of the children. What we say and how we say it often highlights to our children the level of respect we have for the people we are talking about. Children learn what they live and should observe us treating others with respect at all times.

# COMMUNICATION @ CASA MIA

## Decide on a solution together

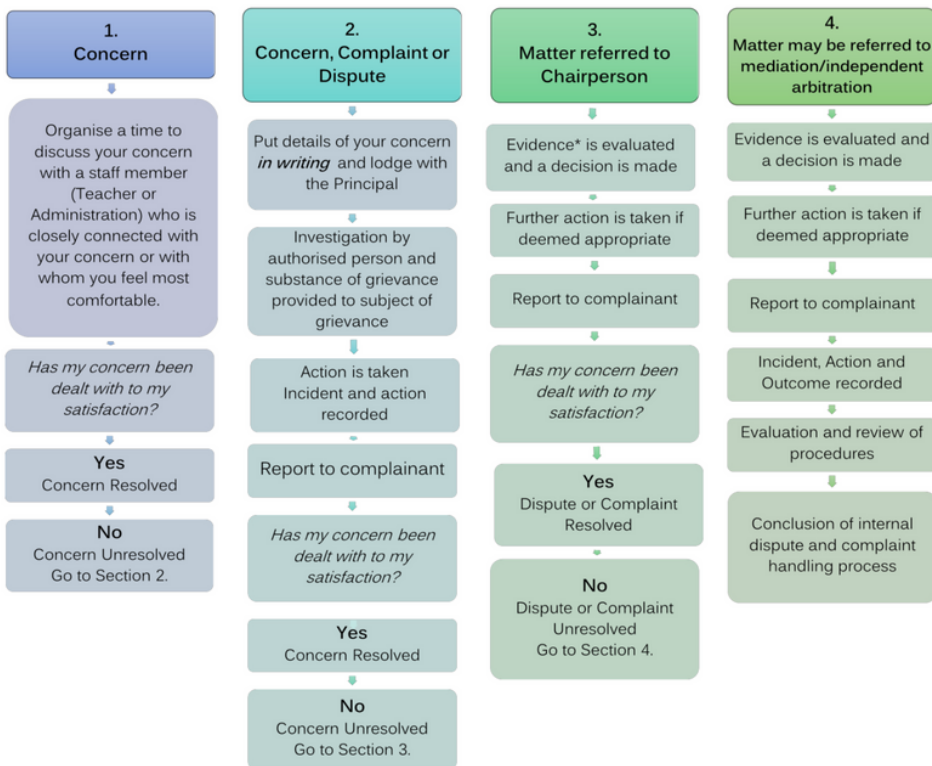
Work with your child's teacher to come up with a list of strategies that could support a solution. There may be items for you, your child and the teacher to address. Ask the teacher to make a copy and schedule a follow up time to meet to discuss the progress that has been made. If the teacher has asked you to work on some things at home, it is important that you do so. You certainly expect that the teacher follows through on what they have promised, and it is only fair you do the same.

## Solutions focused

Let's work together to be solutions focused. Not every school year will be perfect, but by dealing with things calmly, focusing on the solutions not just the problem, you'll be contributing to making it the best year for your child.

## CONCERNS OR COMPLAINTS

Concerns, Complaints and Disputes Procedure Flow Chart



# FORMAL REPORTING

The formal reporting process is designed to support the children in their development to becoming lifelong learners; to inform the parents of their child's progress and to support planning for the child's learning.

Formal reporting takes place twice a year, at the end of Semesters One and Two. Two types of reporting take place, one for the 3-5 year olds and another for the PP - Year 6.

3 year olds: a report of the child's development in the five EYLF areas, accompanied by the poster to help parents put the information into context.

4 year olds: a report is prepared indicating the child's progress in the Montessori learning areas and a general comment.

## Compulsory Schooling Years - Pre-Primary to Year Six

### Self-assessment

From five years old, all the students will do a self-assessment. For the student to gain self-knowledge it is important they learn how to self-reflect. This process is by no means a perfect success, with some children taking time to develop an understanding of themselves and develop the skills of self-reflection. The self-assessment for the purpose of reporting may not be very accurate, however some children show a remarkable insight of themselves.

### Affective Learning Profile - attitude, behaviour, effort

The first section of the report, Affective Learning Profile, refers to attitude, behaviour and effort of the child towards their individual responsibilities and community spirit. It is an important part of the report, as behaviour can not be separated from learning and wellbeing.

Children are marked against a scale seldom, sometimes, usually and consistently. Notice must be taken of indicators seldom and sometimes and appropriate plans made with the family, with the staff to address these attitudes, behaviours and effort.



# FORMAL REPORTING

## Teachers comment

The teacher's comment will note the student's progress in general terms and mention any areas of concern if necessary. This comment will provide the foundation for the parent/teacher conversations. Teachers have a broad knowledge of students and their abilities, they gather this knowledge through many assessment tools including; observations, anecdotal notes, collecting and analysing work samples, conferencing, checklists, national assessments, standardised assessments and exploring problems.

The teachers will map the student's output against the expected outcomes in the Western Australian Curriculum for that student age. They will be graded against a 5 point scale; emerging, developing, demonstrating, advancing and extending. Notice must be given if a child is assessed as emerging or developing, and the families should meet with the teachers to develop a support plan for the child.

## Sharing the report with your child

It is likely that your child will have a fair idea of what is in the report. Your child will have had several conversations about their behaviour and learning with their teacher before the report is completed, as well as having completed a self-assessment.

It is important to discuss the report with your child - avoid generalisations such as 'The teacher says you are a good girl/boy.'. Instead discuss areas that need work in positive terms, talk about their effort, strengths and success first before discussing areas that need more work. A clear message such as, 'we talked about your reading and the teacher suggested that we should try...' is far more helpful. involve your child in discussing plans for improvement. Avoid making plans for your child to improve in an areas without involving them in the decision, by involving them and taking notice of their ideas they are likely to be more successful.





# GENERAL INFORMATION

## ATTENDANCE

Regular attendance is a critical factor in the success of your child. Attendance for all students PP to Year Six is compulsory. For our 3 and 4 year olds, although it is not compulsory, we strongly encourage regular attendance. The school follows up all the unexplained absences. Please note that all instances of vacation that happen outside of school holidays are classified as unauthorised absences, and need to be approved by the Principal.

Please ensure that you notify the school if your child will not be in attendance by 9am on the day of absence. You can do this by calling or emailing the office, or by using the attendance tab on the website. If we haven't heard from you and your child is away someone from the office will contact you to follow up.

## PARKING

Please leave the parking bays at the front of the school for parents with babies. There is parking opposite the school, as well as the street parking along Hamilton street or the bowls club at the bottom of the cul-de-sac.

## PRIVACY AND PERMISSIONS

At the start of the school year, you will be sent a form to complete that will outline the school's permission around taking photos, going on excursions etc, please ensure this is completed as soon as possible.

## SCHOOL WEBSITE

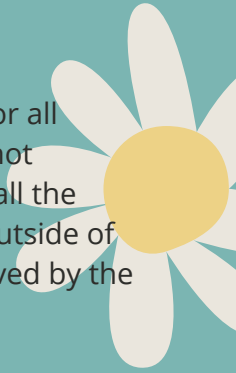
There is an abundance of information regarding the school's policies and procedures, your child's routines whilst at school, and the Montessori philosophy on the school website. Please visit <https://www.casamiamontessori.wa.edu.au/> and take a look around.

## UNIFORMS

There is no compulsory uniform at Casa Mia, children are free to wear what makes them comfortable, as long as it is sun safe and appropriate for climbing/playing. The children will however require a school hat, and a school polo for excursions/photo day.

## MONTESSORI MOMENTS

Our Principal runs two online sessions per term that delve into the Montessori perspective on a range of topics to support parents with an understanding of why we do what we do, and to support the alignment between home and school. These links will be sent out via transparent classroom and dates notified on the term calendars.



# GENERAL INFORMATION

## HOMework

Homework at Casa Mia is work that the child does at home as an extension of his or her own interests and as a member of the family. This work should be meaningful and preferably of high interest to the child; it should have a purpose. Living as a family has rights and responsibilities and it is reasonable to expect children help with the chores.

The homework may include a variety of activities, including household chores. It can help your child develop language skills, cultural awareness, make mathematics a real part of the home environment, and give the child a voice in family decisions. No education system can be successful in preparing children for a place in society without parental support. Education is, in fact, a cooperative effort that begins at home and is supplemented by the school. For these reasons it is assumed and expected that parents take an active part in choosing homework, or home activities, appropriate for their child.

Your child's teacher may request activities that are related to the memorisation of maths facts or spelling and other typically academic activities, but this is a minor facet of homework. Homework is best, when it consists of "real life" activities. In addition to these activities that interest your child, homework may also consist of activities that have a great deal of meaning to you. Sharing that kind of activity with your child may be a way to expand your child's horizons and build a bond around that shared activity. Activities that you enjoy together add to your child's repertoire of enjoyable activities which may serve to enrich your child's entire life.

Parents can help their children be successful in life by helping them develop a positive attitude about work – whether it be for doing chores or for doing other activities together. This will only occur if the activities are done in a fun way and not as a drill. Let your child know that you believe he or she will be successful – in doing the chores, in doing other activities together, and in doing work at school. What you believe about your child is exactly what your child will believe about him or herself, and that is one of the most important factors in school success.

As Casa Mia education is an aid to what is to come, homework may be given at the senior end of the school to prepare the children for high school. This is usually in the form of a project to be completed over a period. In order to be successful with homework children need to be organised with their time, skilled at prioritising and able to focus. Because the Casa Mia environment utilises these same skills daily, the children, if able to exercise these skills at school, should be well equipped to manage their homework.

# THE IMPORTANCE OF PLAY

Children learn and grow through play. Montessori observed that children enjoyed play based in reality, and were happier when invited to play with real materials that produced real results.

Unfortunately between television, computers, and scheduled activities, children are left with little time to play. Play is a skill for life, for all ages. It is not limited solely to early childhood. Here are some great tips to get your children playing, no matter their age:

## Limit Screen Time

Children are spending more and more time in front of screens. Limiting access will encourage them to engage in other activities. If they need to enjoy the background noise, turn on the radio or streaming service. Age appropriate music will entice your children to sing, dance and use their imaginations.

## Walk, don't run

Just like adults, children need time to unwind and time for their imaginations to start working. Try to set aside daily time for unstructured, unscheduled play; time when your children can decide what, when and how to play (away from screens).

## Get Outdoors

Regardless of whether or not your child plays organised sports, make time several days a week for them to run around and exercise. Physical activity helps children grow strong and release some energy.

## Play Games

When children play games, they learn important social lessons. Team games help teach skills such as how to work together, how to handle conflict, and how to strategise. Board games teach skills such as sharing, turn taking, and the art of compromise. Playing games also teaches children how to be graceful winners and good losers.

PLAY is the  
work of the  
CHILD

- Maria Montessori

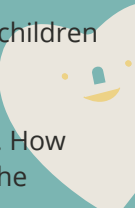
## READ, READ and READ some more

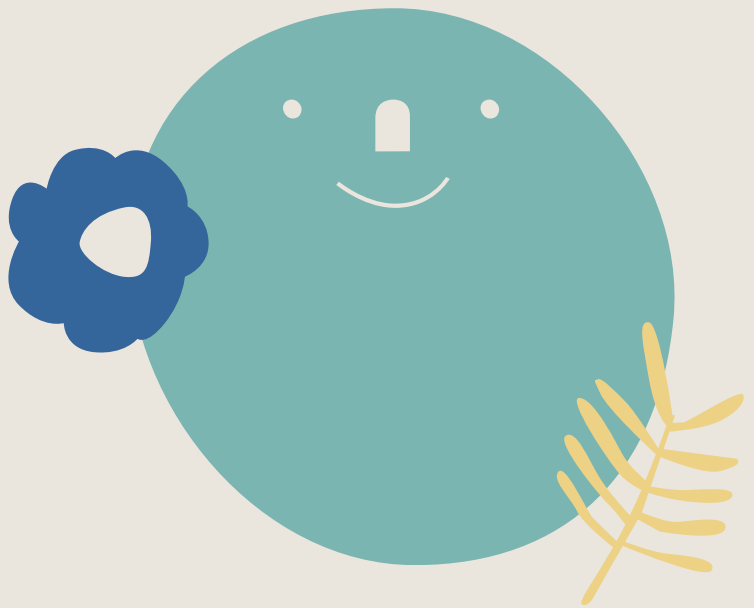
Reading lays the foundation for success and is a fundamental skill for all learning. To help your children become skilled and passionate readers here are some tips;

**Read to them** - reading to your child will help give them a model of the way reading can sound. How our voice changes when we read narration vs speech, and ways we can make it interesting for the listener.

**Have a variety of material** - keep books, posters, maps, magazines and other reading material around the house. Due to a higher percentage of us reading on kindles, or our phones, children are now no longer seeing us reading for pleasure and are missing this cue to support them developing their own love of literacy.

**Listen to them read** - guide them in choosing books that interest them, and listen to them read daily. Even listening to them read aloud for 10 minutes a day can make an incredible difference in their reading and comprehension skills.





The greatest gifts we can  
give our children are the  
roots of **RESPONSIBILITY**  
and the wings of  
**INDEPENDENCE.**

- *Maria Montessori*