

Dear Prospective Student,

The College of Modern Montessori was established in 1981 in London, United Kingdom, and initially The College offered only early childhood correspondence courses. The concept of learning the Montessori method was met with such overwhelming enthusiasm all over the world, that we developed the part time and full time Early Childhood (2½ - 6 year age group) Montessori Teacher Training Courses for students who wish to enrol on a more comprehensive course. These courses have held international accreditation (MACTE) since 1995.

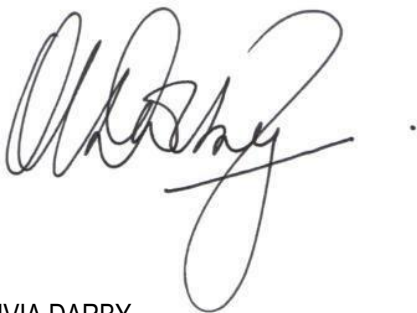
Over the past twenty years, South Africa has witnessed massive growth in the early childhood Montessori sector and as a direct result, the popularity is now expanding into the primary arena. Consequently, for several years, we have immersed ourselves in designing a lower elementary (6 - 9 year age group) Montessori teacher training course, aimed at those pre-primary directors/directresses who wish to increase their teaching repertoire, to include older children.

We anticipate that the lower elementary course will be equally as popular as our early childhood courses and that we will receive more applicants than there are places. We limit the intake so that the exclusivity of the course and the personal attention between lecturer and student is retained.

I take pleasure in enclosing herewith information on the part time Lower Elementary Montessori Teacher Training Course and invite you to schedule an appointment to visit the College and School, at which time the course structure and content will be explained to you in detail.

We look forward to meeting you.

Kind regards,



OLIVIA DARBY
Director of Studies

NOTES:

The College of Modern Montessori

(Established 1981, London, United Kingdom)

Lower Elementary Montessori Teacher Training Course
Part Time Course Prospectus
2020 Academic Year

*“Whoever touches the life of the child,
touches the most sensitive point of a
whole which has roots in the most distant
past and climbs towards the infinite
future.”*
~ Maria Montessori

Introduction

The College of Modern Montessori (established in London, United Kingdom in 1981) was founded for the purpose of offering superior quality distance learning, part time and full time Montessori teacher training.

Mission Statement

To educate students to be imbued with the spirit and ideals of Montessori principles.

Educational Objectives

- To help students form a coherent and consistent set of values that blend with Montessori principles.
- To enable students to study and understand the theory and philosophy of Montessori ideas.
- To enable students to build a versatile set of skills to work with and advance children's learning in a Montessori classroom.
- To develop the growth of Montessori education.

Code of Ethics

The principles and ideas of Montessori on the integrity and needs of children underpin all aspects of the course. Students, academic and administrative staff strive to apply these same principles in their work and relationships with each other. All members are expected to act with integrity and dignity and to respect each other.

Non-Discrimination Policy

Discrimination is against South African law. Students and staff are appointed on merit. The course is rooted in the belief that all people regardless of race, colour, language, creed and gender are of equal worth and treated equally in the selection for and the conduct of the course. The course conforms absolutely with the Constitution of South Africa.

Contact Details

- Registrar: Adam Darby
- Director of Studies: Olivia Darby
- Telephone: 011-608-1584/2206 (Office); 082-896-6162 (Adam - Cell)
- Fax: 086-671-7281
- Email: modmont@global.co.za & adam.m.darby@gmail.com
- Address (Head Office) : The School and College of Modern Montessori,
119 1st Road, Linbro Park,
Sandton
Gauteng

Accreditation

The College of Modern Montessori has held uninterrupted accredited status for its part time and full time early childhood Montessori teacher training courses since 1995 from the Montessori Accreditation Council for Teacher Education (MACTE, United States of America). As the only college in South Africa to ever have been awarded such international accreditation, we are committed to ensuring that the lower elementary course will enjoy the same prestigious status. As such, we have initiated the process with MACTE and commenced the accreditation procedure. MACTE rules state that new courses must have been in operation for a minimum of six months, prior to an onsite verification visit, so the class of 2019 can look forward to meeting the MACTE team of verifiers who will be flown to South Africa to undertake a quality assurance audit. We have held accreditation for twenty-three years and are very familiar with their essential standards and criteria for accreditation. This, coupled with the fact that MACTE are a team of consummate professionals, committed to supporting and mentoring their accredited programmes, leaves us entirely confident that our lower elementary accreditation application will be successful.

MACTE is an autonomous, international, non-profit making accreditation agency for Montessori teacher education programmes. The MACTE Commission is based in the United States and is the premier, internationally recognised, standard setting and accrediting body for Montessori teacher education. Their contact details are as follows:

Address:	Rebecca Pelton Executive Director MACTE Commission 420 Park Street Charlottesville Virginia VA 22902 U.S.A	Tel: +1 (434) 202-7793 Fax: +1 (888) 525-8838 Email: rebecca@macte.org Web: www.macte.org
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Maria Montessori and the Montessori Method

Detailed information on Maria Montessori, the Montessori method and the differences between Montessori and traditional education can be found on our website (www.montessoriint.com) under the 'Montessori Method' tab.

MACTE COMPETENCIES

1. Knowledge

- 1a. Montessori Philosophy
- 1b. Human Growth and Development
- 1c. Subject matter for each course level, not to exclude:
 - Cosmic education
 - Peace education
 - Practical life
 - The arts
 - Fine and gross motor skills
- 1d. Community resources for learning

2. Pedagogy

Understands:

- 2a. Correct use of Montessori materials
- 2b. Scope and curriculum of curriculum
- 2c. The prepared environment
- 2d. Parent/teacher/family/community partnership
- 2e. The purpose and methods of observation
- 2f. Planning for instruction
- 2g. Assessment and documentation
- 2h. Reflective practice
- 2i. Support and intervention for learning difficulties
- 2j. Culturally responsive methods

3. Teaching with Grace and Courtesy

The candidate for certification demonstrates and implements with children:

- 3a. Classroom leadership
- 3b. Authentic assessment
- 3c. The Montessori philosophy and methods (materials)
- 3d. Parent/teacher/family partnership
- 3e. Professional responsibilities
- 3f. Innovation and flexibility

Course Description

Overview:	Montessori teacher training course
Montessori Age Range:	Lower Elementary: 6 – 9 year age group
Course Delivery:	Part time course, comprising theoretical and practical elements

Admission Requirements and Selection Procedures

- Students must have an early childhood (3 – 6 year age group) Montessori qualification.
- A copy of the student's early childhood Montessori qualification and accompanying academic transcript must be submitted on, or prior to orientation.
- Students who are currently completing their early childhood qualification and have yet to sit their final examinations, or are awaiting results, are required to submit a transcript of their most recent grades achieved with their application form.
- Students must be interviewed personally by the Director of Studies/Registrar at the Linbro Park head office to assess suitability for enrolment on the course.
- The prospective student's motivation, his/her commitment to hard work and determination to become a Montessori directors/directress is taken into consideration.

Registration and Admission Sequence

- Telephonic/email enquiry is made by interested candidates.
- Course prospectus and application form is emailed.
- Appointment is made with the Director of Studies/Registrar in order to:
 - o discuss the course content and structure in more detail;
 - o provide the candidate with a tour of the School and College facilities; and
 - o interview the candidate to assess suitability for enrolment on the course.
- Application form; admission documentation; photographs; proof of payment of the deposit is returned to the Director of Studies/Registrar. In order to facilitate the efficient processing of applications, applicants may email a scanned copy of the application form and admission documentation to modmont@global.co.za however, the original copy of the application form must be submitted upon acceptance.
- Acceptance and date of commencement of studies is confirmed in writing.

Registration Closing Date

- There is no specific cut-off date for registrations. There are a limited number of places available and applications are no longer accepted once all the places have been filled.
- Where selection becomes necessary because the number of suitable applicants exceeds the number of available places, preference will be given to applicants who have submitted the application form; accompanying documentation, and paid the deposit.

Course Duration

- One academic year (minimum) + 6 months research project
- Two academic years (maximum)
- Lectures are held over a one year period and the teaching practice component can be completed in a minimum of one year and a maximum of two years.

2020 Academic Calendar (Gauteng)

- Orientation: Saturday 8th February (09:00am – 12:00pm)
- Term 1: Saturday 8th February (12:00pm – 3:00pm) – Saturday 4th April
- Term 2: Saturday 2nd May – Saturday 1st August
- Term 3: Saturday 5th September – Saturday 5th December
- Theory Exam: To be advised*
- Practical Exam: To be advised*

* Each student is allocated a one hour practical examination time slot and exam dates are subject to change.

Orientation

Orientation is held at The College of Modern Montessori on Saturday 26th January, according to the time schedule detailed above.

All students are required to attend the orientation for the following reasons:

- o A short lecture on what you can expect for the year to come and on how you can best prepare yourself for lectures and teaching practice is delivered.
- o Academic faculty (course directors, lecturers and field supervisors), the management team and the administrative staff are introduced to the student body.
- o All administrative requirements are finalised, to ensure that each student profile is complete in readiness for the commencement of studies. Specifically:
 - any outstanding application documentation is submitted;
 - contact details are verified;
 - outstanding tuition fees/proof of payment is submitted.
- o Academic schedules (dates, times and details of each lecture and assessment submissions) are handed out.
- o A class list detailing student names, telephone numbers and residential areas is available, so it is the perfect time to arrange lift clubs with students living close by to one another.
- o Drinks and snacks are served and students are presented with a relaxed social forum to meet and get to know one another before lectures commence.

Academic Faculty

All members of academic faculty:

- hold early childhood and lower elementary Montessori teaching qualifications;
- have early childhood and lower elementary Montessori instruction experience with children and adults;
- are committed to life-long learning and professional development and attend workshops and training courses periodically to update, refresh and expand their knowledge and skills repertoire;
- are dedicated educators, committed to excellence, who subscribe to the maxim:

*“The mediocre teacher tells. The good teacher explains. The great teacher inspires.”
(William Arthur Ward)*

Work Load

The course curriculum is extensive and therefore, the work load is considerable. Students can expect to spend a minimum of two hours per day (i.e. over and above scheduled lecture and practicum hours) dedicated to their studies (i.e. consolidation, course work preparation and revision).

Overview of the Lower Elementary Course Curriculum

The Five Great Lessons are presented to the child in the Lower Elementary classroom every year, giving each child the opportunity to see each lesson more than once. A child in the Early Childhood environment is introduced first to "small" ideas that gradually widen into larger concepts. The lower elementary child, on the other hand, is introduced right away, through the Five Great Lessons, to large concepts - the largest of all being the beginning of the universe. Then they can be shown how all the smaller ideas fit into the larger framework.

The Lower Elementary Course, which encompasses a multitude of various subjects (the smaller ideas), is presented under the larger framework of The Five Great Lessons. These lessons paint a broad picture, which are designed to awaken the child's imagination and curiosity before moving into more specific areas of study.

The Five Great Lessons are:

1. The Beginning of the Universe and Earth
2. The Beginning of Life on Earth
3. The Beginning of Human Life on Earth
4. The Beginning of Writing / Communication
5. The Beginning of Numbers

The First Great Lesson, The Beginning of the Universe and Earth, is the most memorable. It involves the use of a balloon and gold stars to tell the story of the beginning of the universe. This lesson also includes some demonstrations using solids and liquids to show how the continents and oceans first came together in addition to building a model volcano.

The First Great Lesson leads to study of the following subject areas:

- Matter and Astronomy
- Physical Geography
- Science Experiments

The Second Great Lesson, The Beginning of Life on Earth, involves the coming of life (plant and animal life). This lesson revolves around the Timeline of Life, a long chart with pictures and information about microorganisms, plants, and animals that have lived (or now live) on the earth. The great diversity of life is emphasised, and special care is paid to the "jobs" that each living thing does to contribute to life on earth.

The Second Great Lesson encompasses the following subject areas:

- History – pre-man
- Botany
- Zoology

The Third Great Lesson, The Beginning of Human Life on Earth, focuses on prehistoric man, ancient history and the eras which followed. This lesson involves a timeline with a tool and a human hand to talk about the three gifts that make humans special: a mind to imagine, a hand to do work, and a heart that can love. This lesson will lead children to study the beginning of civilisations and the needs of early humans.

The Third Great Lesson leads to the following subject areas:

- History – beginning at Prehistoric Man
- Health Sciences
- Cultural Geography

In the Fourth Great Lesson, The Beginning of Writing / Communication, the story of the development of the written alphabet is told, with an emphasis on the incredible ability that humans have of committing their thoughts to paper. Included in the story are pictographs, symbols, hieroglyphs, early alphabets, and the invention of the printing press.

The Fourth Great Lesson includes the following subject areas:

- Language:
 - Reading and Literacy
 - Writing

- Word Study
- Grammar
- Spelling

The Fifth Great Lesson, The Beginning of Numbers, covers the history of mathematics. This lesson begins with the earliest civilisations, who often only had "one", "two", and "more than two" as their numeric system. It continues with different numbering systems throughout the centuries, culminating in the decimal system that we use today.

The Fifth Great Lesson leads to the following subject areas:

- Mathematics:
 - Whole Numbers
 - Money
 - Time
 - Measurement
 - Fractions
 - Geometry

Clearly, these five stories encompass an enormous amount of information about the origins of the world around us. When each story is shared, it should never be left alone - there should always be further study open to the children so that the story becomes the springboard but not the focus. The stories can be referred to throughout the year when new topics are introduced, as a way of providing unity and cohesion to such a wide spectrum of studies.

Students will work through seven manuals, the first five of which are categorised according to the Five Great Lessons, with the relevant subject areas studied under each Great Lesson presented in each of the five manuals. The sixth manual covered works through the Creative Arts (Art, Music and Practical Life) and the seventh covers Lower Elementary Philosophy.

Course Components: Academic and Practicum

The course is comprised of an academic (i.e. lectures) element and a practical (practicum) element. The academic and practicum course components are discussed in detail to follow.

Academic Course Component

The academic course component is comprised of 280 hours of on-site, direct contact between instructor and student. Eighty of these hours are assigned to supervised practice.

Lectures

Each lecture is typically comprised of a lesson portion, a demonstration portion, and a supervised practice portion.

- **Lesson**
The lesson portion is a typical lecture/instruction scenario, where the lecturer imparts information to the class.
- **Demonstration**
The lecturer, playing the role of the teacher, demonstrates the presentation of various Montessori materials.
- **Supervised Practice**
The students practice the presentations of Montessori materials under the supervision of the lecturer. The students work in pairs and take turns playing the role of the teacher and of the child.

Lecture Venues

- The College of Modern Montessori
119 1st Road
Linbro Park
Sandton
Gauteng
- The College of Modern Montessori
9 Anthony Drive
Chemsfordville
Gillitts
Kwa-Zulu Natal

Lecture/Academic Schedule (Gauteng)

- One lecture per week on Saturday between 8:00am and 3:00pm.
- Lectures are held during private school terms. The term dates are detailed above.

Lecture/Academic Schedule (Kwa-Zulu Natal)

- One lecture per week on Saturday between 8:00am and 2:00pm
- 5 Sundays throughout the course of the year between 8:00am and 4:00pm

Lecture Attendance

- Students are required to attend a minimum of 90% of scheduled lecture hours.
- Students exceeding the maximum 10% absence quota are required to attend private lesson(s) at their own cost, to make up academic clock hours.

Course Work

The course director/lecturer sets written work (assessments) during and at the end of each section to establish competence. This is called course work and is included in the academic course component. Course work is comprised of a variety of evaluative measures, which include:

- Essays
- Tests
- Research projects
- Material making
- Mock practical examinations
- Book summaries
- Assignments

Course Work Evaluation and Expected Performance

Students are informed of their performance and results thus:

- During the course cycle all written and practical work is marked and returned with a grade.
- Every student is given a comprehensive mark sheet detailing where marks are awarded for each piece of work submitted, which highlights areas of strength and weakness and shows the student precisely what is expected in order to improve.
- The minimum pass mark is 60% (for each piece of assigned work).
- All assigned course work is compulsory and no exemptions will be considered.
- Students must obtain a minimum course work average of 60% in order to gain entrance to the final practical and theory examinations.

Course Work Subject Categories and Final Overall Grade

An average of all eight subject area categories detailed below, constitutes the final course work grade, which accounts for $\frac{1}{3}$ (one third) of the overall course grade, which reflects on the academic transcript and the diploma.

- 1) First Great Lesson – Matter & Astronomy & Physical ~Geography
- 2) Second Great Lesson – History 1, Botany & Zoology
- 3) Third Great Lesson – History 2, Health Sciences & Cultural Geography
- 4) Fourth Great Lesson – Language
- 5) Fifth Great Lesson – Mathematics
- 6) Creative Arts – Practical Life, Art & Music
- 7) Montessori Philosophy & Childhood Development
- 8) Observation (Records and Manual)

The Final Written Examination

- The written examination is comprised of a 'seen' question and an 'unseen' paper.
- The 'seen' question is released two weeks prior to the examination. Students are required to research the topic; write the essay; learn the essay; and write it under examination conditions. Students are allocated 1½ hours to write the essay, which counts for 22% of the written examination mark allocation.
- The 'unseen' paper is comprised of eight essay questions, of which students must choose six to answer. Students are allocated 3 hours to write the 'unseen' examination paper, which counts as 78% of the written examination mark allocation (13 marks per essay are allocated).
- Students must pass the written examination with a minimum grade of 60%.
- The written examination result accounts for $\frac{1}{3}$ (one third) of the overall final course grade.

Practicum Course Component

The practicum is comprised of 400 hours and includes teaching practice; observation and supervised practice.

- **Teaching Practice**

During teaching practice, students conduct themselves as ‘trainee’ Montessori Directresses in a real Montessori classroom environment. Teaching practice is the forum for students to put the knowledge and skills acquired during lectures, demonstrations, supervised and private practice into practice.

- **Observation**

Observation is one of the fundamental cornerstones of the Montessori philosophy. It is only through watching and recording what a child is doing and how he/she behaves, that one is able to assess abilities and strengths and weaknesses. Observation is the act of accurately watching and recording all the facts of a situation as they occur naturally (i.e. a classroom situation), in order to identify the needs of the situation and proceed accordingly.

- **Supervised Practice**

The students practice the presentations of Montessori materials under the supervision of the lecturer. The students work in pairs and take turns playing the role of the teacher and of the child.

Practicum Venues (Teaching Practice and Observation Sites)

It is essential that the schools at which students undertake teaching practice and observations are well equipped enough for the students to benefit and that the supervising teachers (directresses) are sufficiently well trained to mentor the students throughout their practical experience. For this reason, The College of Modern Montessori has ‘Practicum Site Agreements’ with a selection of Montessori schools in the Gauteng and KZN region. The lecturer will guide students through the process of securing a teaching practice position.

Practicum Schedule & Attendance

Teaching Practice

- A total of 258 hours of teaching practice must be completed (43 days). As part time students’ available time is often limited by virtue of work and/or family obligations, the teaching practice course contingent can be completed, according to the student’s schedule, over a minimum of one year and a maximum of two years.
- A minimum of 50% of total teaching practice hours (129 hours) must be completed during the academic year for which the student is enrolled (2019).
- A maximum of 50% of total teaching practice hours (129 hours) can be completed in the following academic year (2020).
- Part time students enrolled for the 2019 academic year must complete all teaching practice hours by 31st October 2020.
- Students must complete a minimum of 129 hours of teaching practice in order to gain entrance to the final practical and theory examinations.

Observation

- Part time students are required to complete all 60 observation hours (10 observations) during the academic year for which he/she is enrolled (2019) and submit the requisite reports and manual on the date specified by the lecturer/course director.

Practicum Evaluation and Expected Performance

Teaching Practice

- The supervising teachers of the practicum sites have undertaken the responsibility of observing the students they are hosting, and act as mentors for the students throughout the teaching practice experience.
- The supervising teacher completes a report on the student’s performance at the end of each subject area and returns it to the course director/lecturer. The student is informed of his/her strengths, weaknesses and areas that require improvement.

- The student is required to evaluate his/her own performance after each teaching practice day and complete a report detailing the experience.
- The field supervisor makes an appointment with the principal/supervising teacher to visit the school at which the student is undertaking teaching practice. The field supervisor observes the student and evaluates student performance (e.g. the accuracy of presentations, his/her rapport with the child, confidence, enthusiasm etc). The field supervisor discusses the student's progress with the supervising teacher, and where possible, with the principal of the school. The field supervisor holds a feedback session with the student in order to discuss strengths, weaknesses and areas that require improvement. Each student has a minimum of 3 field supervisor visits throughout the teaching practice experience.
- A mock practical examination is scheduled upon completion of subject categories and the assessment of such reveals proficiency/lack thereof and the appropriate course of action is taken. Specific evaluative criteria and their constituent mark allocations are recorded.
- The total number of teaching practice hours undertaken by the student is recorded on the academic transcript, which accompanies the diploma.

Observation

- After each of the ten observations, the supervising teacher completes a report which evaluates the student's performance.
- An observation manual is compiled by the student, which details the findings of each individual observation.
- The total number of observation hours undertaken by the student is recorded on the academic transcript, which accompanies the diploma.

Independent Study

- Students are required to keep a log of all independent study hours undertaken. These records must be submitted to the lecturer/course director at the end of each subject category. Independent study hours fall under the 'additional hours' category.

The Final Practical Examination

- For the practical examination, each student is allocated a time slot, at which point, he/she will be required to prove proficiency in the practical application of the eight subject categories detailed above.
- Students are randomly allocated a practical examination sheet comprised of two presentations per subject category. Students are required to choose one presentation per subject category to perform for the examiners (the student plays the role of the teacher (directress) and the examiner performs the role of the child).
- In addition to the presentation itself, each student is required to demonstrate knowledge on the direct aim, the indirect aim, control of error and general understanding of the subject category as a whole.
- Students are required to pass each subject category, with a minimum grade of 60%.
- In the event of a student being awarded a grade of below 60% for more than one subject category, this will result in failure of the practical examination.
- Should a student be awarded a grade of below 60% for only one subject category, he/she will obtain another chance to perform the presentation, in addition to the second presentation (from the same subject category) listed on the practical examination sheet.
- The practical examination result accounts for $\frac{1}{3}$ (one third) of the overall final course grade.

Qualification – Diploma and Certification Documentation

Graduates are awarded a diploma, an academic transcript and copies of all applicable accreditation.

Diploma

Each student is eligible to be awarded a diploma when:

- 90% of scheduled lectures have been attended;
- all course work has been completed with a minimum average grade of 60%;
- all scheduled practical teaching hours have been completed and the accompanying forms and records have been submitted;
- 10 days (60 hours) observation in Montessori classrooms have been completed and the accompanying forms, records and assignments have been submitted;
- the final written examination has been passed with a minimum grade of 60%;
- the final practical examination has been passed with a minimum grade of 60%;
- and all fees have been paid.

Academic Transcript

The academic transcript can be described as a synopsis of the graduate's course performance. The academic transcript is signed by the Course Director and the Director of Studies and is comprised of the following information:

- The total number of lectures attended (academic clock hours).
- The individual course work subject averages.
- The overall course work average.
- The practical examination grade.
- The theory examination grade.
- The overall course grade.
- The total number of observation hours undertaken.
- The total number of teaching practice hours undertaken.
- The total number of independent study hours undertaken.

Pass Rate

MACTE accredited programmes must maintain a minimum pass rate threshold of 70%. Naturally, we will aim to exceed that percentage.

Career Information and Opportunities

Our function is to train and equip our students with the skills and knowledge to enable them to become Montessori Directors/Directresses. We do not act as an employment agency or guarantee employment. However, every effort is made to place our students in suitable employment when vacancies arise. Schools and childcare agencies all over the world frequently approach the College for qualified directresses.

Most students' dream is to open their own school. We lecture comprehensively on how to realise this dream, consequently, many of our students have gone on to open their own schools.

Fees – 2020

- The 2020 course fee is R49 500.00
- A deposit of R8 500.00 is payable upon submission of the application form.
- The course fee includes text books and teaching manuals, MACTE registration, examinations and certification.

Payment Options

Full Settlement

- In this case a discount of 5% applies*.
 - Fees: R49 500.00 – 5% (R2 475.00) = R47 025.00
 - R8 500.00 deposit payable upon submission of the application form.
 - R38 525.00 payable on/prior to orientation by cheque, direct deposit, electronic fund transfer (EFT), or in cash.
- *The discount only applies in the event of full settlement on or prior to orientation.
*Fees can be paid by credit card (Visa or MasterCard only); however, in this case the 5% discount does not apply.

Quarterly Payments

- In this case, no interest applies.
 - Fees: R49 500.00
 - R8 500.00 deposit payable upon submission of the application form.
 - R41 000.00 payable in 4 instalments of R9 750.00.
 - Post-dated cheques, or future-dated/recurring EFT payments, or credit card details (Visa or MasterCard only) must be submitted according to the following schedule:
- | | | |
|--------------|-------------|--------------------------|
| 1st Quarter: | R10 250.00: | 8 th February |
| 2nd Quarter: | R10 250.00: | 1 st April |
| 3rd Quarter: | R10 250.00: | 1 st July |
| 4th Quarter: | R10 250.00: | 1 st October |
- Overdue accounts are subject to a 10% late payment penalty.

Monthly Payments

- In this case, interest of 10% on the full course fee applies.
- R49 500.00 + 10% (R4 950.00) = R54 450.00
- R8 500.00 deposit payable upon submission of the application form.
- R45 950.00 payable in 10 instalments of R4 595.00.
- Ten instalments of R4 595.00 payable by post-dated cheques, or future- dated/recurring EFT payments, dated consecutively from 8th February to 8th October.
- Overdue accounts are subject to a 10% late payment penalty.

Banking Details

- Bank: Standard Bank
- Branch: Rosebank
- Branch Code: 004305
- Name of Account: The College of Modern Montessori
- Account Number: 00-198-172-2
- Reference: Surname and student number
- Payment Confirmation: Payment confirmation must be emailed to modmont@global.co.za

Withdrawal or Cancellation of Enrolment Refund Policy

- Fees will be refunded in full to any applicant not accepted for the course. Once a student has been accepted, under no circumstances will a refund be considered.
- If a student withdraws from the course during the cycle it is impossible to replace him/her with another student. Therefore, course fees cannot be refunded and the full course fees will still be payable.
- In the event that a student falls pregnant or ill, postponement of lecture attendance may be considered. In this case, the course fees remain payable in the year for which the student originally enrolled, and a place will be reserved for the student in the following academic year (no later). In this case, written confirmation detailing the student's condition is required from a medical practitioner.

Financial Aid

The College of Modern Montessori does not offer financial aid.

Conclusion

We thank you for your interest expressed in the part time course. In the event that you have any queries with the contents of this Prospectus, please do not hesitate to contact the Director of Studies/Registrar/Course Director for further information.