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Prospectus

VISION

At Wildlings Oak Grove we aim to create a safe and loving space for growth and development.

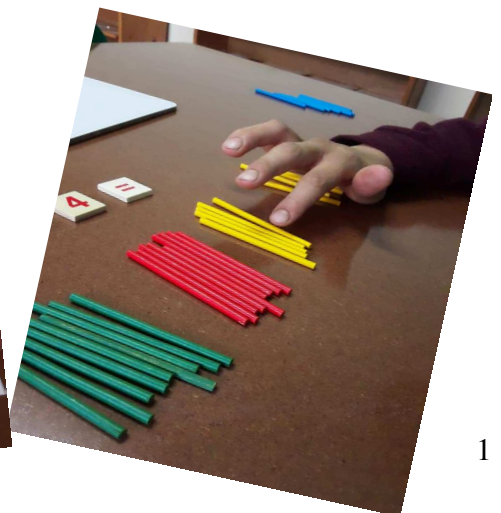
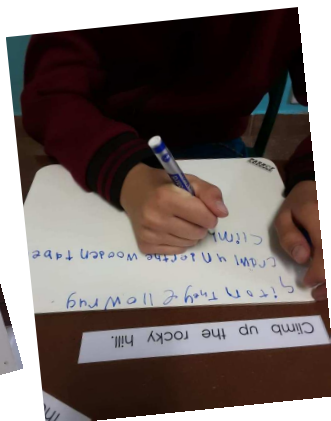
In line with Montessori and Wildschooling philosophy, we envision loving and creative beings who are spiritually, intellectually, emotionally, socially and physically independent and ready to consciously embrace their life's journey.

Through a Montessori and Wildschooling approach we provide children with the tools to continuously develop their skills for life long learning.

Treating all individuals with respect and integrity encouraging the understanding of the interconnectedness of life.

“My vision of the future is no longer of people taking exams and proceeding on that certification from secondary to university, but of individuals passing from one stage of independence to a higher, by means of their own activity, through their own effort of will, which constitutes the inner evolution of the individual.”

Maria Montessori, 1948



MISSION

We are committed to the educational philosophies and approach originated by Dr Maria Montessori together with Wildschooling, adapted to the needs of all of our students. We aim to conjoin a Montessori inspired approach together with Wildschooling as both are hugely beneficial approaches to the whole development of children.

- Encourage a learner centered philosophy for the development of each individual.
- Assist, empower and enable all learners regardless of their barriers to learning, in a safe, nurturing and caring environment.
- Empowering and enabling learners who fall through the cracks at mainstream schools, do not fit in and families who require a more gentle eclectic approach to learning.
- We are an inclusive environment welcoming children who are considered atypical, neurotypical, anxious, who struggle with learning difficulties, who carry a vast amount of labels including ADD; ADHD; ASD; Dyspraxia; Dyslexia..... as well as children who struggle with mainstream and would flourish in a safe and nurturing learning space.
- We unfortunately are unable to cater for children who are not independently mobile without assisting devices , children who are not fully toilet independent or in the process of toilet training, learners who need high levels of medical care, sensory disabilities- deaf and blind children due to the fact that we do not have the capacity to address their communication needs. Severely mentally disabled, Down syndrome children would benefit more from an environment specializing for their needs such as SOWLE centre. Children with severe behavioral difficulties where aggression could put the other children at risk will only be accepted once the behavior has been addressed by the child's therapists and doctors and improved.

A Montessori Inspired Wildschooling Approach:

We have recognized a huge gap in the system failing children who struggle to keep up with mainstream, find remedial centres too standardized to support learning at one's own pace, too high functional for special needs environments and for children who would benefit from an eclectic homeschooling approach but whose parents are unable to homeschool.

Our school was established in 2009 as a Montessori environment we have since adapted our approach to teaching and have taken aspects of Montessori combined with Wildschooling and special needs interventions to provide children with a rich, individualized, self-directed and paced, nurturing environment for learning.

We make use of the Montessori curriculum adapted to each individual's needs.

We are a certified Think Digital Academy Edu Centre, offering CAPS online tutoring and grading for children who are able to manage the curriculum with support. Think Digital is an external service provider, Parents register directly with Think Digital and pay the curriculum provider directly for access to the online platform.



Parents are encouraged to sign up for the two week free trial with Think Digital, we offer a two day free trial at our wildschool to establish whether we are a good fit for each individual's needs.

We supervise and assist the students to complete the required tasks and submission of work completed.

Think Digital is an extension to our curriculum, we provide supplementary work, remedial support to ensure that each child is receiving a comprehensive education based on their individual needs and own pace.

Our Wildschooling and Montessori inspired philosophy and methodology encourages loving guidance towards excelling to one's individual full potential.

What is Montessori inspired Wildschooling about?

- Our Wildschooling and Montessori philosophy and methodology encourages loving guidance towards excelling to ones individual full potential.
- We do not work with grades but rather capabilities, through specialized observations and informal assessments we categorize the children according to skills and offer one on one learning to reach their full potential.
- Children using the Think Digital curriculum follow the grades as specified by the curriculum provider however all learners are supported to learn at their own pace.
- Children are placed in classes according to their abilities and level of understanding.
- Classes are kept small to ensure one on one attention.
- We assess the children through observations and activities not merely through standardized tests.
- Attitudes and confidence developed during these formative years will serve the child throughout their lifetime. It is felt that a child is most apt to retain a positive attitude toward learning and acquire confidence in a relaxed atmosphere where the child sets his own pace, follows his own interest and is free from criticism and competition.
- Our mottos include "Learning to love to learn" "Follow the Child" and "Preparing for Life". We consider these in our daily work with the children.
- The method develops the whole personality of the child through emotional, intellectual and spiritual levels to gain confidence and awareness. The child grows into a mentally, physically, socially, emotionally and spiritually healthy and happy adult.
- Learners are honored as unique and respected as individuals. Values such as compassion, harmony and justice develop naturally from this environment.
- The major goal is to help the children reach a stage where he/she uses her own abilities to think and decide. Self-esteem comes from a process which enables us to learn from what works and what we do well rather than from experiences which are always correcting our mistakes.
- The approach is a philosophy of education with the fundamental belief that a child learns best within a social environment that supports each individual's unique development.
- It is a system based on profound respect for the child's personality, helping him grow in all areas of his development. Differing from other educational approaches because it is based on the principle of freedom within a carefully prepared environment suitable to the nature of the child.

- The child is free to work at his own pace,
 - The directress relies on her scientific observation to determine which new activities to introduce to the child. The aim is to encourage active, positive and self-directed learning.
 - The mixed age groups provides a family-like grouping where learning can take place naturally. More experienced children share what they have learnt with the other children while simultaneously reinforcing their own learning. This encourages an atmosphere of cooperation rather than competition.
 - **Intrinsic Motivation:** Intrinsic motivation is the innate desire that drives the child to engage in an activity for enjoyment and satisfaction.
 - **Ability to Handle External Authority:** The child is able to accept the ground rules established by external authority as appropriate boundaries in his interactions within the community.
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- **Creativity and Originality of Thought:** Children are confident using the knowledge and skills they have acquired to express their own ideas and creativity. They recognize the value of their own ideas, respect the creative process of others and are willing to share regardless of risk. Children find joy and satisfaction in self-expression.
 - **Social Responsibility:** Social responsibility requires the awareness that one's actions impact the welfare of the group and that one cannot attain complete independence and autonomy until one contributes constructively in a group process. Individuals are able to make a positive contribution to their community and groups within that community.
 - **Academic Preparation:** Academic preparation entails providing children with skills that allow them to become independently functioning adults. As children master one level of academic skills they are able to go further and apply themselves to increasingly challenging materials across various academic disciplines. Children recognize that there is always room to grow in their abilities to read, write, speak, and think clearly and thoughtfully.
 - **Experiential learning:** Children learn how to learn by doing. Children are encouraged to explore materials, integrate new concepts, analyze data, and think critically. Academic skills are essential to learning and knowing, not the aim of learning and knowing.
 - **Autonomy:** The autonomous child is self-directed, composed and morally independent.
 - **Confidence and Competence:** The confident and competent child perceives himself as being successful, has a realistic understanding of accomplishment and has the ability to learn from his mistakes. Competence is the capability for success through taking risks, reflection and self-correction.
 - **Spiritual Awareness:** Spiritual awareness is embodied in the child who is compassionate, empathetic, and sensitive to the natural world and the human condition. One with nature, exploring, playing, learning and honoring our earth and earth cycles. We encourage a deep love and connection to nature.
 - Children are guided to take responsibility for their planet, their space and body.
 - Combination of indoor and outdoor activities to demonstrate the interconnectedness of all things.
 - Children are able to study nature, spend varying time outdoors experiencing and engaging with nature to develop knowledge and various skills.

- Children are guided to develop many skills including, taking risks, working with real tools under supervision, climb trees, swing, pushing wheelbarrows, digging, identifying plants, take care of the environment, play with mud, take mud baths, gardening, planting vegetables, using electronic devices, all of these are just as important as traditional subjects. We ensure that both our outdoor and indoor environments are equally stimulating and important for overall development. We ensure that gross and fine motor activities are available daily.
- Time spent outdoors with nature is not considered to be only for play time, it is not an extension of our methods but a dynamic relationship between the child and nature.
- Spending time in nature assists with building healthy boundaries.
- Incorporating wildschooling strengthens communication skills, fine and gross motor development, respect for our environment and for each other.
- We take delight in the weather, we play in the soft rain, take shelter in a storm, splash in mud puddles, snuggle up with a hot drink when it's cold, developing trust and friendship.

- **A Road from the Concrete to the Abstract**

The basis of our approach is the simple observation that children learn most effectively through direct experience and the process of investigation and discovery. Most children do not learn by memorizing what they hear from their teachers or read in a text, but rather from concrete experience and direct interaction with the environment. Asking a child to sit back and watch us perform a process or experiment is like asking a one-year-old not to put everything in his mouth. Children need to manipulate and explore everything that catches their interest.

- The most important years in our children's education are not high school and college, but, instead, their first twelve years of life. This is when their character and values, self-image, basic skills and knowledge, and appreciation for culture and the arts are formed.
- It offers them the most challenging academic program that they can handle in a course of study that includes English language, creative writing, mathematics, geometry, algebra, history, geography, life skills, economics, philosophy and peace education, botany and zoology, the physical sciences, art, literature, music, drama and physical education.
- Children with difficulties cannot be forced to learn, they cannot be punished and fail a grade due to their difficulties. It is imperative to understand that we will support the growth and development of each learner however we cannot make unrealistic promises, each child is able to develop according to their abilities and capabilities. Children with severe learning difficulties cannot be expected to learn a second language if they are not yet competent in the first language, children who struggle to write cannot be forced to write between tiny lines until they are able to write adequately between bigger lines, children who struggle with print cannot be forced to write in cursive until they are capable of writing in print, unless of course a child finds cursive easier to manage. We are here to support and encourage learning not pressurize tasks that for some children may be impossible. It is thus important for parents to have open communication with us and realistic expectations.
- We cater for specific needs and identify individual learning styles.

- We respect the need for uninterrupted work, recognizing that interrupting children during learning could disturb their momentum, interest, motivation and thought process.
- Through our system of engaging the senses, we prepare the eyes to see, ears to hear, nose to smell, tongue to taste, the hands to feel. Inviting the mind and body to learn by muscle memory, rather than simply memory alone.
- Our mixed age groups encourages self-esteem through individualized, positive learning experiences. Each child works at their own pace, decreasing the comparison of progress, eliminating the feeling of ever been behind.
- Our hands on approach allows children to have concrete experience before moving to the abstract.
- We provide an alternative for children and families who feel excluded from standardized settings, who struggle with the pressure to fit “into the box” of traditional curriculums.
- We provide relief from a teacher focused approach with rigid schedules, rigid lesson plans, hours sitting at a desk, we follow a student-focused approach.
- We provide a safe space for children who find reading, writing, comprehension, spelling, memorizing, maths, social interactions and emotional difficulties challenging.
- Special attention is provided to developing long and short term memory, logical thinking, verbalization, visual and auditory memory.
- Ongoing observation based assessment ensures that children are progressing.
- Special needs in our wildschooling Montessori inspired environment means finding our way into the child’s world, rather than requiring them to find their way into ours.
- Every child has an individualized education plan completely custom to their age, abilities, personality and learning preferences. Special needs learners are never left to struggle or fall behind, they are embraced and accepted for their individuality just like the rest of our class. Their education is tailored to their needs rather than standardized expectations.
- Our unique, Montessori inspired wildschooling environment provides inclusion, nurturing and support for typical learners, remedial and special needs learners, bridging the barriers to learning.
- Our goal is to nurture each child’s intelligence and creativity.
- We use positive reinforcement whenever possible to encourage progress and acknowledge contributions, rather than focusing on the rules and the consequences for breaking them.
- We encourage and model ways to negotiate in conflict situations so that whenever possible everyone can win and at the very least everyone feels heard and that their feelings and needs are respected.
- As necessary we cue and remind learners of appropriate behaviors before they forget. When behaviour is inappropriate and a gentle reminder isn’t enough, we intervene and respectfully but firmly stop the behaviour.
- Our ultimate goal is to encourage self- discipline and self-motivation as the reasons for behaviour rather than fear or motivation from without.

- **Active learning:** We promote active rather than passive learning by:
 1. Encouraging children to pursue studies in all areas of their spontaneous personal interests;
 2. Using hands-on, “experiential” learning whenever possible rather than lecture and drill, whether through concrete manipulative learning materials, experimental discovery, research, field investigation, or exploring in nature
 3. Bringing the child to a sense of closure and recognition of having reached a pre-established goal for learning.
- **Passage to abstraction:** To facilitate this process, we consistently work from a very concrete level of experience to the abstract. To aid children in learning, we begin by giving them the “big picture” , and work from this toward an increasing level of detail. This concept has created a spiraling curriculum in which skills and concepts are presented and reintroduced at increasing levels of complexity and abstraction over the years.
- **External structure:** As necessary we provide community members with sufficient external structure and support in a committed effort to ensure that their developmental needs are met. We do this in a manner that reflects our expectations and philosophy.
- **Providing a broad preparation for life,** balancing academic excellence with the development of personal and practical life skills.
- **Success:** We design our educational program to maximize each person’s academic and personal success. We strive to encourage learners to build on their strengths and personal learning styles and learn from their mistakes.
- **Academic success:** We encourage skills that support independent and successful learning, critical thinking, cooperative projects, reflective reading, problem solving, library research, use of technology, techniques for effective study and techniques for focusing attention.
- **Personal success:** We consider it equally important that our community members be successful human beings who can establish healthy relationships and achieve happiness in their personal lives. We teach our children to pay attention to and respect feelings, both their own and those of others. We help them to learn to solve conflicts effectively and fairly, and to express their feelings in a healthy manner. Group dynamics and communication skills are also prioritized.

OBJECTIVES:

We aim to ensure that all learners are provided for, accepted, supported and respected

- Feel unique and valuable
- Able to explore and discover
- Encouraged to experience appropriate risk and challenge
- Freedom of choice, initiate and drive their learning at their own pace
- Experience regular success
- Develop positive relationships with themselves and others
- Develop a strong and positive relationship with their natural world
- Nurture a sense of order and self-discipline
- Develop a positive attitude towards learning

- Self-respect and self-esteem
- Confident to take initiative
- Socially acceptable behavior
- Acquire skills required for lifelong learning
- Reach their potential
- Provide a positive, nurturing environment that encourages creative thinkers

We offer:

An eclectic approach to learning for children from age 3 years to 16.

Montessori adapted method and philosophy of teaching

Wildschooling

Nature based teachings

Think Digital caps curriculum

One on one as well as small group learning

Every child has an IEP as per Montessori principles

Learner support to meet goals at their own pace

Small classes to ensure individual support

Self-paced learning

Special educational needs support

Remedial support

Integrated learning therapy movement activities to aid neurological development

Occupational Therapy is available on site as an external service billed separately.

Integrated learning therapy is included in our fees:

Benefits:

ILT activities are specialised movements which improve:

- Developmental disorders of learning and behaviour
- Learning Readiness
- Assist with neurological development
- Assist with sensory integration
- Visual perception
- Auditory perception/processing
- Concentration
- Memory
- Posture and muscle tone
- Treats underlying weak systems in the body and Nervous System including:
Vestibular System - Interhemispheric Integration – Proprioception – Tactile System – Kinesthesia - Differentiation – Lateralisation



Integrated Learning Therapy
unravelling causes of learning and behaviour difficulties

We do not:

- Offer rigid mainstream schooling
- Use a box curriculum
- Rely solely on standardized testing methods
- Split children according to grades but rather abilities
- We do not reject the importance of learning traditional subjects and fundamental skills

- Let children run wild with no order
- We do not encourage no boundaries and order

Directress / Guide:

- The role of the teacher in our environment differs to mainstream, the teacher is known as a Directress or Guide, she guides, directs and observes the child and one of her main functions is to prepare the environment for the child.
- Our guides are qualified to offer Montessori methodology, special educational needs support and various therapies.
- Through specialized observation, offer children developmentally appropriate activities.
- Assist the children to learn the basic ground rules:
- **Respect for others:** teach the child that he may not hurt another child OR disturb another child's work. Treat others with courtesy.
- **Respect for self:** you may not do things which may endanger your safety.
- **Respect for equipment:** knowledge proceeds choice, you may only work with it if a directress has shown you how. You must use the equipment with care and return it to its place ready for someone else to use.
- The Montessori Directress has four primary goals:
 - to awaken our children's spirit and imagination,
 - to encourage their normal desire for independence and high sense of self-esteem,
 - to help them develop the kindness and self-discipline that will allow them to become full members of society, and
 - to help them learn how to observe, question, and explore ideas independently.
- The Montessori Directress is a coach, mentor, and friend.
- The objective is to intrigue the children so that they will come back on their own to work with the materials. Lessons focus on clear and simple information that is necessary for the children to be able to do the work on their own: the name of the material, its place on the shelf, the ground rules for its use, and some of the possibilities inherent within it.
- Closely monitor their children's progress, keeping the level of challenge high.

Wildlings Oak Grove Wildschooling Cottage information:

Operating hours: 7:30 – 13:00

Gates open at 7:30

Lessons begin at 8:00

Due to covid protocols parents are to collect and drop off children at the gate as we have to minimize risk.

We close at 13:00, please collect your children on time as we currently do not provide aftercare, should enough need arise we will look into onsite aftercare

(should you require immediate aftercare and transport services please enquire with Cristalla for a list of service providers in our area)

We follow the 3 term calendar of independent schools.

Termly toiletries:

Each child is to bring the following toiletries during the first week of every term:

Toiletries:

- 2 roll paper towels
- 2 rolls of toilet paper
- 2 box of tissues
- 2 packets of wetwipes
- 1 x 500ml bottle of detol
- 1 x detol liquid hand soap
- 1 Sunblock spf50 cream not spray 150ml- once a year

A toiletry fee will be invoiced to your account if toiletries are not provided by the first week of each term.

Stationery list:

- Lever arch file
- 20 plastic sleeves
- A5 hardcover lined book (please cover and label)
- A4 hardcover 72 page lined book per subject (please cover and label)

Children using the Think Digital curriculum are required to have their own laptop and headset. The school shall not be held liable for any damage or incidents, children will be assisted to take responsibility of their belongings. Parents are encouraged to ensure that laptops are insured. Children will be required to bring their laptop to school daily and take it home at the end of day.



"The teacher's task is first to nourish and assist, to watch, encourage, guide, induce, rather than to interfere, prescribe, or restrict."

-Dr Maria Montessori



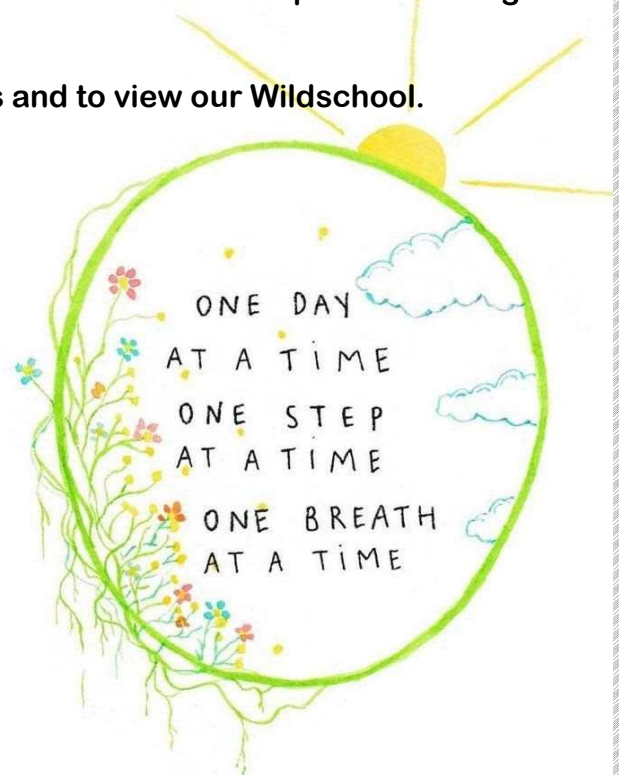
Head Directress: Cristalla Soufis-Kyriakou

Qualifications include: Montessori teaching, Special Educational Needs, Integrated Learning Therapy, Craniosacral Therapy, Psychology, Human Resource Management.

Providing a safe and nurturing space for children with difficulties is what has inspired the development of Wildlings Oak Grove Wildschooling. Struggling to find a suitable environment for my own son and recognizing the huge gap in the system for children with difficulties has been the motivating factor for creating an unconventional environment for children who do not fit in a box. I have over fifteen years teaching experience, assisting children with difficulties with learning support and therapy. Safety, acceptance and love takes precedence in our environment, without those children will not be open to learning anything.

Feel free to contact me should you have any questions and to view our Wildschool.

We offer a 2 day free trial to assess whether we are the right fit for each child.



Fee Schedule 2021

Enrolment Fee

A non-refundable enrolment fee of **R1800.00** is required. Pupils will not be accepted into the School unless this has been paid.

Re-enrolment fee for current students for 2022: R800.00

Siblings are offered a 10% discount on fees.

Families requiring payment options are to please contact Cristalla directly

School Fees:

1.1 Monthly fee of **R3800. 00 (over a 12 month period)**

1.2 Monthly fee of **R4800. 00** for children with severe learning difficulties that require a key-worker
(over a 12 month period)

1.3 Monthly fee of **R2900.00 (over a 12 month period)**

Part-time students for three times a week.

Aftercare and holiday care is not presently available however should enough need arise we will consider offering this service onsite at an additional fee.

Fees are to be paid in advance and reflect by the 1st of the month.

A full calendar month notice must be given in writing when the child intends leaving.

Our school follows a 3 term independent school calendar.

Method of Payment

For safety reasons **no cash** payments will be accepted at the school.

Please pay via direct deposit or EFT payment.

Calendar 2021

Term 1

Start: Wednesday 13 January

Close: Wednesday 14 April

Term 2

Start: Wednesday 5 May

Close: Friday 6 August

Mid-term Break: Normal time Friday 11 June Return to school Monday 21 June

Public Holidays: Wednesday 16 June (Youth day)
Monday 9 August (Woman's day)

Term 3

Start: Tuesday 7 September

Close: Friday 3 December

Mid-term Break: Normal time Thursday 21 October. Return to school Tuesday 26 October

Public Holiday: Friday 24 September (Heritage day)

Term 1, 2022 proposed date to re-open Wednesday 12th January 2022 to be confirmed

**What
parents
have to say:**

My son thrived under Cristalla's care, even though he was a prem baby and not given the best prognosis by doctors at the time. My daughter too joined the school in 2016 where she loved her days excelling and growing from strength to strength in the loving, kind and stable environment that Cristalla had worked so hard to achieve. I have found her to be meticulous, driven and hard working. She loves what she does and it shines through in all her endeavors.
-Belinda-

My Daughter was 18 Months when she started with Cristalla and there was never a day of snot and tears, Cristalla as well as her staff are always so warmly welcoming not only to their little students but I as a parent as well! I Would often get photos from Cristalla of my happy little girl and always knew and trusted that I had left her in the best care, with Oak Grove. Cristalla, knows all kids by name and from what I had seen a special bond with each of her little Tots!
-Cat-

Cristalla is a very humble person, excellent with kids and always puts their best interest first.

My daughter acquired so many skills attending the school, She is now in Grade 4 and exceeds in all areas of schooling thanks to her great foundation with Cristalla.

I still to this day ask Cristalla for advice with my 2nd born and his learning difficulties, she has always guided me and always very helpful.

Cristalla handles situations very professionally and has a beautiful tender nature.

She doesn't only teach children on a schooling level but on all levels including their emotional well-being.

-Tanita-

Having seen Cristalla give her best for the period of thirteen years, I can definitely vouch for her. Her excellent command over educating our kids and the ability to address the need of each student makes her an outstanding professional in the field of teaching. She is a driven, organized teacher who develops inspiring relationships with her students. She is highly organized in the classroom and always striving for something extra.

-M- social worker

Cristalla's motivation and determination coupled with her compassion and high values are characteristics that guarantee the success that she attains in all she does. She has been a blessing to our Home and an enormous privilege to our Children who she voluntarily took into her school and nurtured, Loved and educated whole heartedly. Toddlers that are removed by social welfare due to abuse, and neglect are severely traumatized and vulnerable. Cristalla easily connected to our Toddlers and was instrumental in their healing journey. Her empathy and sensitivity accentuate her knowledge and expertise with Children needing Special attention and care. -Ana- children's home