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# Working from Home Handbook

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March 2020



Working from home Handbook – March 2020

Inspired by *The Learning from Home Handbook* – MST, Japan



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## Montessori's Vision of Learning



*'Our care of the child should be governed, not by the desire to make him learn things, but by the endeavor always to keep burning within him that light which is called intelligence.'*

*'Our aim is not merely to make the child understand, and still less to force him to memorize, but so to touch his imagination as to enthuse him to his innermost core.'*

*- Maria Montessori*

As we navigate this time away from the school environment, we would like to create a Montessori-based framework to support our families and students so they can keep learning from home while adapting to a different daily routine. Our aim is not to replicate our classroom environments but to support growth, development and life during these trying times.

We would like to collaborate with families to encourage the natural curiosity of the children, to satisfy their thirst for learning and to fill their need to belong and connect with their family and community. We will provide ideas and activities that match the different developmental stages of the children, keeping in mind that these should be enjoyable, challenging and rewarding at the same time.

## **How can we establish this at home?**

The Montessori method is centered on the **process**. As part of this process, we value the child's initiative, choice, way of developing the task and completion, but we do not focus on the result or it being *perfect*. As Maria Montessori said: *'The child who does not do, does not know how to do.'* So, we need to establish ways for the child to interact with the world around him/her, practice, try new ways and make his/her own discoveries. Learning then can happen within a greater context, helping the child make connections and stay engaged and interested.

It is important to us that we maintain a feeling of connectedness throughout this process. We will be in regular contact in a variety of ways during the period of closure and continued communication between teachers and families throughout the period of closure is assured

The guidelines throughout this Handbook will outline how Montessori Córdoba's teachers and administration will support our families throughout this period of 'Working from Home.'



## The Prepared Environment

One of the most important aspects of our work is preparing the space where the children will be working and playing. In the 0-6 stage of development, the adult will be in charge of doing this for the child, whereas in the 6-12, the child can take a more active role in the preparation of his/her workspace at home.

The idea is to foster the children's autonomy as much as possible. The younger the child, the more structure they need in order to orient themselves and find things with which to work. Each child has the freedom to select activities or materials and to work at his/her own pace. We seek to foster the children's autonomy as much as possible, so we need to consider a structured environment optimal for the child to orient himself.

Some ideas to consider while preparing the environment at home:



- Furniture used by the child should fit his/ her size
- Things are organized on low shelves/cupboards, readily accessible
- Each thing has designated spot
  
- Have only a few things out- for e.g. one puzzle, one tray with paper and scissors, one box with blocks... less is more! (especially younger children)
- Have things ready before settling down to work: aprons, cloths to pick up spills, brush, paint, paper, pencils, scissors, ruler, notebook, etc.
- Ask them where to set up their space (especially older children)
- Make a weekday schedule together that works for your family (include break and exercise time)
- Gather ideas for activities and projects
  
- Establishing a routine will benefit children of all ages.

We can welcome this opportunity to be creative and collaborate with one Another, teachers and the administration are here to support you through the process.



## The Uninterrupted Work Cycle and Concentration

It is essential to establish a routine that works for your family in order to create a productive learning environment for your child. Try to allow for large blocks of uninterrupted work time. Throughout this cycle, children can engage in a range of activities, some of which are chosen independently, and others which can be suggested by the adult. Allowing children time to settle into their work contributes to periods of concentration and learning. Don't expect your child to concentrate as they would at school, especially at first, be realistic and don't feel frustrated if your plans to supervise or work with your child have to change.

Maria Montessori writes: *'The fundamental help in development, especially with little children of 3 years of age, is not to interfere. Interference stops activity and stops concentration.'*



## Practical Life



Practical life is one of the key areas in any Montessori environment, from birth to adulthood. These activities help the children in many aspects of their development. They help develop purposeful life skills while at the same time instilling a sense of belonging and self-worth in children. Other benefits of practical life activities include:

- fostering coordination of movement
- developing concentration
- order, planning, sequence, logical thinking skills
- working memory, flexible thinking, self-control
- self-esteem
- autonomy
- contributing to family life

Practical life activities are purposeful tasks that children can do at all ages and stages of development. You can organize a daily checklist or chart of activities to do around the house. Planning this list with your child would be ideal.

Some examples might include:

- sweeping the floor
- cleaning windows
- setting up/cleaning up the table
- preparing a snack
- tidying up rooms
- organizing cupboard/closet
- watering plants
- taking care of pets
- planting seeds
- repairing a bicycle

As a child contributes to the family and grows older, he/she naturally feels the urge to contribute to the broader community and society.

Let them help with tasks around the house and give them the time they need to complete things at their own pace.



## Ownership, Responsibility and Contribution to the Community/Family

As members of our community, you know that Montessori Córdoba believes in a child-centered approach to learning. The child follows his/her own unique pace and interests, makes choices and takes responsibilities accordingly. This self-directed learning gives the child a sense of ownership for everything he/she does. Guides help children take responsibility for themselves and their environment from a very early age. Children learn the three golden rules: take care of themselves, take care of others and take care of the environment.

We look forward to collaborating with you to help your child experience your home environment as even more conducive to their learning and working in the coming weeks of school closure. We are sure that they will enjoy the opportunity to spend this time showing you what new skills, knowledge and concepts they have developed at school.

We understand that each family will live through this time in different circumstances and we want to support each family individually in the challenges this time may pose for them. While our 0-6 year old children's families can feel free to include as much or as little of our recommendations as you feel is compatible with your child, your home life, and your plans; our 6-12 year olds are required by the state to engage in at home learning during this period.

### The Nest (6 -18 months)





**Suggested Daily Schedule: The Nest is set up to follow each baby's individual routines, at home please try to stick to your normal weekend routine during these weeks. We are confident that you know how to cover the needs of your child.**

**Parents are encouraged to:**

- Consider your child's growing independence
- Allow your child time to play without interruption
- Take the time with your child to get dressed, have breakfast, brush teeth calmly and develop this as a daily routine
- Avoid screen time
- Talk to your child, ask questions and encourage them to communicate with you in their own way
- Set up a safe space at home where your child can freely move around safely
- Babies need lots of unstructured floor time, let them explore their developing gross motor skills without interfering

**The Nest guides will:**

- Provide group support and regular communication
- Offer tips and suggestions based on our practice.
- Share group suggestions for activities for gross and fine motor skills, providing pictures, videos, materials for parent viewing
- Share videos of teachers singing and performing hand actions to songs that are popular in our class
- Share titles of books in order to support your child's language learning
- Give suggestions for Practical Life activities at home
- Be available for parent questions and are happy to provide guidance

## **The Baby's Prepared Environment**

The most important aspect of a prepared Montessori environment for babies is freedom of movement, opportunities for sensorial exploration and safety. Prepare safe spaces where your child can explore household objects safely, move freely and feel secure. This also helps parents feel calm in the environment which influences the child's feelings about his time there.

- Don't put out too many toys and books at one time. Those being used by your child at the moment are sufficient. Rotating is a good idea – taking out those books and toys that have not been chosen lately and removing them to storage for a time. Children grow and change, and they need help to keep their environment uncluttered and peaceful.
- If you have boxes or baskets fill them with interesting and safe objects of a variety of materials that babies can explore freely. Rotate the objects every few days.
- Play relaxing background music and enjoy this time with your baby.
- Model a relaxed, calm and confident attitude in your care for your child.
- Name things in both indoor and outdoor environments. Look out of the window, talk about what you can see.
- Empty the bottom drawers in the kitchen and fill them with baby friendly kitchen objects for them to explore while you prepare food.
- Read to your child let your child choose the books, talk about how the characters might be feeling and wonder together what will happen next. Reading with your child teaches more than literacy and language skills. He that you love him and enjoy being close to him. Studies show that lifelong readers are those who, as children, simply found reading a pleasurable experience.
- Singing songs and do finger- plays
- Talk them through care routines: “Now I'm unfastening your nappy”
- Narrate what you do as you go through your daily routines: This helps your child connect words with objects and actions. “I'm washing the dishes. I'm squeezing the yellow dish soap into the warm water.”



## Infant Community (18 months - 3 years)



### Suggested Daily Schedule. Routine and consistency are very important for a Toddler

Morning	<p>Wake up and help to make the bed. Use the bathroom, brush your teeth.</p> <p>Make breakfast with your child, eat and clean up.</p> <p>Rotate activities for about an hour, have choices for children to choose from.</p>
Mid-morning	<p>Snack Break: children can set the table, eat, and clean up.</p>
Late morning	<p>Work time (indoor or outdoor) for an hour.</p> <p>Read stories, sing songs, listen to music and singalong.</p>



Lunch	Set up for lunch and have lunch. Clean up and use the bathroom. Outside play time if the weather is appropriate, for at least 30 minutes.
Afternoon	Use the bathroom and take a nap for 2 hours. Wake up and use the bathroom.  Listen to music and look at books.

**Infant Community children are expected to:**

- Enjoy family life and be included in daily age-appropriate tasks

**Parents are encouraged to:**

- Consider your child’s growing independence
- Allow your child time to complete tasks without interruption
- Take the time with your child to get dressed, have breakfast, brush teeth and develop this as a daily routine
- Limit screen time
- Talk to your child, ask questions and encourage them to elaborate
- Encourage your child to set the table at mealtimes, tidy up their plates and anything they have used
- Let go of perfection and keep encouraging your child to practice different things

**Infant Community guides will:**

- Provide group support and regular communication
- Offer tips and suggestions based on our daily routine.
- Share group suggestions for activities for gross and fine motor skills, providing pictures, videos, materials for parent viewing
- Share videos of teachers singing and performing hand actions to songs that are popular in our class
- Share titles of books in order to support your child’s language learning
- Give suggestions for Practical Life activities at home including recipes, food preparation, household tasks and getting dressed
- Be available for parent questions and are happy to provide guidance



## Toddler Prepared Environment

“A place for everything and everything in its place” is one of the critical principles of Montessori at home. Having a place for everything, on a child-friendly scale, means that children know where to find what they need, and have a place to put things when they’re done. This is an essential tool in teaching them to be

responsible for their belongings. External order gives the children internal order and security. An ordered environment also has fewer distractions, allowing children to focus on the task at hand.

Have a place in each room for your child’s carefully chosen belongings: by the front door have a stool to sit on and a place to hang coats and keep shoes. In the living room have a place for your child’s books and toys

- neatly and attractively organized. Think out the activities and materials for all living spaces and arrange the environment to include your child’s activities.
  - Store clothing in low drawers or baskets, as well as move the rod in the closet down to eye-level so your child can reach their clothing.
  - Place step stools in both the kitchen and bathroom to enable them to wash their hands and, in the case of the kitchen, help with meal preparation.
  - Place toys, games and art supplies on low shelves where your child can easily access them, then separate these toys into various baskets, bins or shelves, so the items stay separate and are easy to find without sifting through piles of other toys.
  - Store healthy snacks down low in your refrigerator or pantry so your child can help themselves.
  - Keep beverages in small pitchers located on the lower shelf in the fridge, with child-friendly cups nearby. When your child is thirsty, allow them to help themselves — just be sure to keep a sponge/ some rags nearby, so they can clean up any messes they make.
  - Don’t put out too many toys and books at one time. Those being used by your child at the moment are sufficient. Rotating is a good idea – taking out those books and toys that have not been chosen lately and removing them to storage for a time. Children grow and change, and they need help to keep their environment uncluttered and peaceful.



## Activities for Toddlers at Home

### Practical Life

- Food Preparation
  - Preparing their own snack: cutting half of an apple (cut horizontally) using an apple slicer, squeezing orange juice, spreading cream cheese or jam on half of a bagel or bread.
  - Slicing vegetables and fruit for snack and dinner.
  - Baking: have ingredients pre-measured and in jars.
- Care of Self
  - Dressing and Undressing: give your child enough time to practice dressing and undressing by themselves.
  - Toileting: It's important to continue with the toilet learning process.
- Care of Environment
  - Mopping, sweeping, or use of a dustpan and dust brush.
  - Helping with laundry.
  - Watering plants and leaf washing.
  - Window washing, dusting, and wood polishing of large furniture in the home.
  - Taking care of pets.
  - Loading and unloading dishwasher, dishwashing by hand.

### Artwork

- Coloring, painting, collage, playdough, chalk

### Language

- Naming things in both indoor and outdoor environments. Look out of the window, talk about what you can see.
- Read together: let your child choose the books, talk about how the characters might be feeling and wonder together what will happen next. Reading with your child teaches more than literacy and language skills. He is learning that you value his interests and choices, and that you love him and enjoy being close to him. Studies show that lifelong readers are those who, as children, simply found reading a pleasurable experience.
- Singing songs and do finger-plays
- Narrate what you do as you go through your daily routines: This helps your child connect words with objects and actions. "I'm washing the dishes. I'm squeezing the yellow dish soap into the warm water."

## Children's House (3 – 6 years)



### Suggested Daily Schedule.

<b>Morning</b>	<p>Set up and clean up breakfast, load dishwasher.</p> <p>Basic chores: collect dirty clothes, sort laundry, help load washing machine. Prepare morning snack (place in accessible area to be eaten later), clean up.</p>
<b>Mid-morning</b>	<p>Uninterrupted work cycle. Children should engage in activities to practice skills for practical life, sensorial work, language, or math.</p>
<b>Lunch</b>	<p>Prepare (set up, clean up) lunch.</p> <p>Quiet Time: this may include nap, reading books, handwork, reflective time. No screen time.</p>
<b>Afternoon</b>	<p>Afternoon work time. Include time for care of the environment and preparation for the next day's work.</p>



Preparations for the next day and chores can be performed throughout the day. Activities can be modified according to child's readiness and developmental needs.

**Children's House children are expected to:**

- Enjoy family life and be included in daily age-appropriate tasks

**Parents are encouraged to:**

- Be mindful of possible worries your child might have during this time of change
- Converse with your child, using open-ended questions to help him/her to expand their answers. For example, What do you think about...? How could you do it? What else do you need? Why do you think that happened? In what ways are these different? Can you tell me about...?
- Establish daily routines and expectations
- Prepare your home environment, giving your child a special workplace with everything he/she needs
- Be mindful of and allow children to enjoy uninterrupted periods of concentration
- Support your child's independence in daily life activities. Help your child with the hardest part of a task (not the whole task). Remember the process is more important than the final result and *perfection* is not the aim
- Respect your child's need to participate in the family community, so he or she feels part of it
- Provide opportunities for daily physical activity
- Limit screen time
- Value spending time engaging in free play, self-expression through art, etc.
- Write in front of your child using cursive if possible (leaving notes for family, grocery lists, etc.)
- Slowly model any new skills your child might need, breaking them down into steps and patiently repeating as many times as your child needs (skills may include threading a needle, peeling an orange, tying shoelaces, folding socks, etc.).
- Please feel free to reach out with questions, concerns or simply things you or your children would like to share with us or with the community



### **Children's House guides will:**

- Share titles of books in order to support your child's language learning
- Give suggestions for Practical Life activities at home including recipes, food preparation, household tasks and getting dressed
- Be available for parent questions and are happy to provide guidance
- Send suggestions for age appropriate household chores
- Provide guidelines and suggestions for screen time
- Give suggestions for activities developing fine motor skills, language and numeracy

### **Program-Specific Needs and Characteristics:**

- Children aged 3 - 6 thrive in environments that promote repetition, routine and purposeful activity
- Give your child several choices of activities and give the opportunity for periods of time without distractions or interruptions
- An optimal learning environment provides order, hands-on learning experiences, time to explore and meaningful work. Encourage your child to enjoy family life with developmentally appropriate contributions. For your child, 'work' and 'play' should be interchangeable - a natural, fun and exciting part of life.

## **Activities for Children's House at Home**

### **Practical Life**

- Ages 3 to 4:
  - Meal or Snack Preparation: slicing vegetables, fruit, cheese, etc.
  - Baking: measuring and mixing ingredients.
  - Kitchen Care: loading and unloading the dishwasher, washing dishes by hand, sweeping floors.
  - Pet Care: walking, playing with, and grooming.
  - Dusting: the leaves of plants with a soft cloth or furniture around the house.
  - Nature walks in the yard or about the neighborhood with a list of things to find.



- Walking on the Line: make a masking tape line throughout the house and walk carefully on the line.
- Art: coloring, painting, collage, sidewalk chalk.
- Cutting and gluing - for example find and cut all of the plants in a magazine, glue into a collage.
- Sewing shapes/pictures onto napkins, hand/kitchen towels, etc.
- Ages 5 to 6 — Any of the above plus:
  - Cutting (advance searches: mammals, birds, amphibians, etc.)
  - Baking: reading, measuring and mixing simple recipes.
  - Handwork: crocheting, finger knitting, or sewing words, initials, or pictures on napkins, hand towels, etc.
  - Origami

### Sensorial

- Ages 3 to 4:
  - Exploring the home for 2 dimensional shapes (rectangles, squares, circles, etc.).
  - Exploring the home for 3 dimensional shapes (spheres, cylinders, cones, cubes, prisms).
  - Explore the home for textures that are rough or smooth.
  - Exploring sound by tapping on different objects (pot, glass, wooden cutting board, etc.) with different objects as well (tap with a metal spoon, then a wooden spoon).
- Ages 5 to 6:
  - Exploring spices and attempting to recognize them by scent.
  - Comparing the various shapes of leaves found amongst the house plants.
  - Drawing a picture that includes certain shapes i.e, 1 circle and 3 rectangles, or 1 square and 4 triangles.

### Language

- Ages 3 to 4:
  - Sound Games/I-spy: Something that begins with the sound /s/.
  - Question Game: Have a conversation using who/what/when/where/why questions.



- Singing new songs (different languages).
- Tracing shapes, letters in flour (pour flour in a cookie sheet).
- Ages 5 to 6:
  - Write/Dictate a letter to a friend or family member to mail.
  - Assist in writing list of things to do for a day or a week.

## Mathematics

- Ages 3 to 4:
  - Scavenger hunt/counting objects collected.
  - Counting objects (beans, pennies, etc.).
  - Sorting laundry.
  - Sorting silverware.
- Ages 5 to 6:
  - Hopscotch math—all operations can be done, just make your hopscotch go higher than 10.
  - Math facts with dice.



## Lower Elementary (6 – 9 years)



### Suggested Daily Schedule.

Morning	<p>Make breakfast and clean up.</p> <p>Complete chores (i.e. pet care, care of self, make bed, laundry, etc.)</p>
Mid-morning	<p>Uninterrupted work cycle. Children should engage in activities to practice skills for math, language, geometry, and geography.</p> <p>Teachers will send specific instruction. Make sure to make time for snack and movement.</p>
Lunch	<p>Make lunch and clean up.</p>
Afternoon	<p>Afternoon uninterrupted work cycle. Children should engage in activities for projects and research. Make time for at least 30 minutes of silent reading.</p>



**Lower Elementary children are expected to follow our way of working while at home:**

- Plan and organize their work as independently as possible
- Follow work plans, agreements and expectations made with class guides
- Ask for help and/or further clarification when needed

**Parents are encouraged to:**

- Set up a prepared environment at home with your child
- Create a daily work routine and schedule
- Follow the suggested activities to practice skills and concepts
- Review and reflect on your child's work with them

**Lower Elementary guides will:**

- Plan level-appropriate activities and work to do at home that encourages the progression of your child's learning process
- Regularly reach out to families and be available through email
- Provide resources for parents to support them in their role during this period
- Share a "Morning Greeting" via email
- Offer feedback to children as needed
- Collaborate with Spanish/English speaking and Enrichment Program staff to provide activities and suggestions for Spanish, English, Physical Education, Art, Theatre, Robotics, French and Music.

**Program-Specific Needs and Characteristics:**

- Respect the stage of development - some students may still be at a "concrete level" and require the Montessori materials to complete certain tasks. Avoid "teaching" shortcuts for subjects such as Mathematics
- Develop ideas that allow the opportunity for Lower Elementary children to build from their interests. Examples may include projects, journals, creative writing, geometry constructions, practical life at home
- Support the need for Lower Elementary children's group work – working with a friend by video conference for some activities (if



possible) may be very well received

- Encourage socialization. Lower Elementary children are extremely social; they will need to feel connected to their friends



## Upper Elementary (9 – 12 years)

### Suggested Daily Schedule.

Morning	Make breakfast and clean up.  Complete chores (i.e. pet care, care of self, make bed, laundry, etc.)
Mid-morning	Uninterrupted work cycle. Children should engage in activities to practice skills for math, language, geometry, and geography.  Teachers will send specific instruction. Make sure to make time for snack and movement.
Lunch	Make lunch and clean up.
Afternoon	Afternoon uninterrupted work cycle. Children should engage in activities for projects and research. Make time for at least 30 minutes of silent reading.



**Upper Elementary children are expected to follow our way of working**



**while at home:**

- Plan and organize their work as independently as possible
- Follow agreements and expectations made with class guides
- Ask for help and/or further clarification when needed
- Communicate directly with teachers via email

**Parents are encouraged to:**

- Set up a prepared environment at home with your child
- Create a daily work routine and schedule
- Follow the suggested activities to practice skills and concepts
- Review and reflect on your child's work with them

**Upper Elementary guides will:**

- Plan level-appropriate activities and work to do at home that encourages the progression of your child's learning process
- Regularly reach out to families and be available through email
- Provide resources for parents to support them in their role during this period
- Share a "Morning Greeting" via email
- Offer feedback to children as needed
- Collaborate with Spanish/English speaking and Enrichment Program staff to provide activities and suggestions for Spanish, English, Physical Education, Art, Theatre, Robotics, French and Music.

**Program-Specific Needs and Characteristics:**

- Respect the stage of development - some students may still be at a "concrete level" and require the Montessori materials to complete certain tasks. Avoid "teaching" shortcuts for subjects such as Mathematics
- Develop ideas that allow the opportunity for Upper Elementary children to build from their interests. Examples may include projects, journals, creative writing, geometry constructions, practical life at home
- Support the need for Upper Elementary children's group work – working with a friend by video conference for some activities (if



possible) may be very well received

- Encourage socialization. Upper Elementary children are extremely social; they will need to feel connected to their friends

## Activities for Lower and Upper Elementary at Home

### Math Facts (Limit to 10 Minutes at a Time)

- Create flashcards of multiplication math facts 0-9.
- List all the factors of 18, 24, 36, and 54.
- Dice Rolling
- Jump rope while skip counting.

### Fractions

- Follow a recipe.
- Construct something using measurements less than one inch.
- Order fractions on a number line from least to greatest.
- Divide figures into fractional amounts and label them.

### Decimals

- Have your own “Showcase” and price household items, then add them together.
- Look for advertisements in the mail and add prices together.
- Create a shopping list and add items together.

### Language

- Make a poem book.
- Try to write a poem in an author’s style.
- Memorize a poem.
- Go on a word hunt in a novel: make a list of adjectives on a page and write an antonym and synonym for each one.
- Find sentences in your current book, identify the subject and predicate.

### Geometry

- Identify shapes around the house.
- Identify angles as either: right, acute, obtuse, or straight.



- Look for congruent and similar figures.
- Measure things in one and two dimensions.
- Find the perimeter of things.
- Find the area of rectangular figures.

### **Biology**

- Spend 15 silent minutes a day in nature and record your observations.
- Sketch plants inside or outside.
- Research an endangered animal. Why is it endangered?

### **Geography**

- Teachers will be sending home map assignments and country/state researches.

### **History**

- Make a timeline of your life.
- Make a timeline of your day and include it in your work journal.
- Interview a family member in your house or over the phone about their life.



## FAQs

### **How can I contact my child's guide/teacher?**

Email through your Montessori Compass account continues to be the best way to get in touch with your child's teacher. Guides will be checking their messages intermittently between 10:00 and 16:00 on weekdays. If you would like to speak with them on the phone, you can also set up a time for a phone call and they will call you.

### **When can I expect a response?**

In most cases, you can expect a response to messages within 24 hours.

### **How much communication will I receive from the school?**

The school's administration will send you updates on any changes regarding the COVID-19 situation. The frequency of communication from your child's guides will vary depending on each program.

### **Can guides/teachers tutor students online?**

In most cases, no. The guides/teachers will be connecting with families on a "class level" and sharing suggestions, ideas, feedback and expectations. They may also use some video conferencing for small groups of older children.

### **How much technology will be used?**

This will vary greatly depending on the age of the children. Guides/teachers will share information via email, may invite you or your child to attend a video conference and will send further instructions in case older children (Upper Elementary) need to submit any work assignments.

### **Can the children have access to the school premises during closure?**

As per government recommendation, children are not allowed to come into school during the period of school closure.

### **Will we get a reimbursement of tuition fees?**



Montessori Córdoba is operating in accordance with local government instructions given these exceptional circumstances of a countywide, government-initiated school closure. As such, there will be no reimbursement of tuition fees offered. Guides and teachers continue to work both onsite and remotely to support families and offer the best education services we can under these challenging circumstances. As always we will offer special payment plans to families in times of financial difficulty and we will be studying any reduction in school costs incurred during this time and will consider the best way to pass these cost reductions on to our community of families.

**What support will be provided to children whose parents both work full-time?**

We understand that this sudden school closure is an inconvenience for everyone. Unfortunately, we cannot provide child-care for children since the premises cannot be open to children during this period of time. If a family finds themselves in an emergency situation, please feel free to contact us, we are your school community and we want to help.

**My child has Special Educational Needs, what support will I receive?**

Our designated SEN specialist, Clara Dobladez, will be in touch personally with each family that has a child following SEN programming to give specialist support and advice regarding your child's special circumstances. She is also available via message on the Montessori Compass platform to offer advice and support to any family who are having a specific difficulty regarding learning at home during this period.



## Resources for Families

These are just some resources; we will be sending many more.

### [101 Things Parents Can Do to Help Children](#)

#### **Audiobooks**

[BBC Sounds](#)

[Puffin Books SoundCloud](#)

[Audible](#)

#### **Podcasts**

[The Big Life Kids Podcast](#)

[Wow in the World](#)

[But Why: A Podcast for Curious Kids](#)

[Pants on Fire](#)

[Imagine This https://www.abc.net.au/kidslisten/imagine-this/](https://www.abc.net.au/kidslisten/imagine-this/)

[Tumble: A Science Podcast for Kids](#)

[Circle Round](#)

[Reading Bug Adventures](#)

[Rebel Girls](#)

[The Purple Rocket Podcast](#)

[The Past and The Curious](#)

[Myths and Legends](#)

[Peace Out](#)

[Story Time](#)

[What If World](#)

[Brains On!](#)

[Short & Curly](#)

[The Unexplainable Disappearance of Mars Patel](#)

[News Time](#)

#### **Art Activities**

[The Artful Parent](#)

[Left Brain Craft Brain](#)

## Resources for Information Regarding COVID-19 and Prevention Measures

Please keep checking the Ministry of Health, Junta de Andalucía, European Center for Disease Prevention and Control and World Health Organization websites to stay informed.

### LAVARSE LAS MANOS

PARA PROTEGERSE Y PROTEGER A LOS DEMÁS

**¿POR QUÉ?**

La correcta higiene de manos es una medida esencial para la prevención de todas las infecciones, también las provocadas por el nuevo coronavirus

**¿CUÁNDO DEBO LAVÁRMELAS?**

- Tras estornudar, toser o sonarse la nariz
- Después del contacto con alguien que estornuda o tose
- Después de usar el baño, el transporte público o tocar superficies sucias
- Antes de comer

40-60°



*‘And so, we discovered that education is not something which the teacher does, but that it is a natural process which develops spontaneously in the human being. It is not acquired by listening to words, but in virtue of experiences in which the child acts on his environment.’*

*- Maria Montessori*