

WHERE LEARNING IS PART OF LIFE

(Shatin Campus) Butterfly Brochure



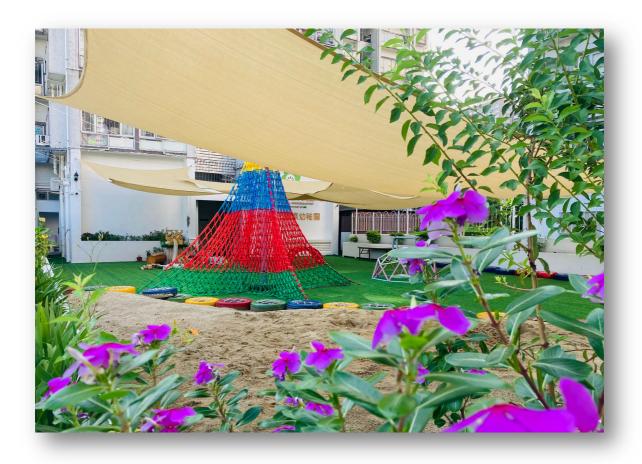
Montessori & Reggio Emilia inspired learning for children

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ABOUT US



Our first campus began in 2013 as an alliance of progressive educators and parents seeking an innovative and child-initiated form of preschool education. Out of this need, a unique programme was developed based on the collaboration between Montessori and Reggio Emilia inspired approaches. Today, Mulberry Tree International Kindergarten is a dynamic, creative, and welcoming community of inspiring young learners, active parents, and passionate educators.





From our Supervisor,

"We warmly welcome you to Mulberry Tree International Kindergarten and look forward to being part of your child's unique learning journey."

Ms. Allison Lee - Directress & Montessori Specialist



WHY MULBERRY TREE INTERNATIONAL KINDERGARTEN?

International and Multilingual

Uniquely, we offer instruction in English, Cantonese and Mandarin based on our current team of language facilitators. As new facilitators with different native languages on our team, we incorporate more languages into our curriculum. Teachers can move freely between languages depending on the given topic or child's needs. We welcome families from all over the world and celebrate the identity of all our children.

An Integrative Approach

We base our work with children on two educational philosophies, Montessori and Reggio Emilia. Both of which are inherently child-centred and holistic in their approach. Montessori educators celebrate individuality and respect the child's innate capacity for learning. We follow the Montessori Method in highlighting five main areas of learning; Practical life, Sensorial, Mathematics, Language and Cultural. The materials in our classrooms have been carefully selected to engage interest and cultivate mastery in these subjects.

Crucially, Maria Montessori emphasized the importance of mixed-age grouping as a tool for social development and peer-led learning. We have a dedicated classroom for toddlers but also create regular opportunities for children across ages to work together. Younger children benefit from being exposed to more advanced work. Older students demonstrate leadership and care toward others. Our classrooms have a free-flow quality and children can move between activities of their choosing.



Whilst Montessori provides a very strong platform, we wished to devise a curriculum that was even more ambitious and creative. By integrating the Reggio Emilia approach, we were more able to achieve this goal.

Reggio educators are mindful of the multiple ways in which children can express their understanding and creativity:

The child
is made of one hundred.
The child has
a hundred languages
a hundred hands
a hundred thoughts
a hundred ways of thinking,
of playing, of speaking.

In this respect, we offer an emergent, project-based curriculum. Art, drama, movement, woodwork; the scope for artistic expression is endless. Our campus acts as a gallery showcasing the wonder and invention of the child's mind. Learning is often extended beyond the classroom into our garden, local village and regular field trips. The environment plays a key role in stimulating discussion and ideas for learning themes.



Community

Collaboration and co-operation are central to our philosophy. Children develop a sense of self and the world around them based on their social interactions. We focus strongly on developing social skills, respect for others and a sense of fairness. At the heart of Mulberry Tree International Kindergarten lies a partnership between children, teachers and parents. We are a caring, inclusive community that nurtures and inspires young minds.

Our Framework

Our curriculum is in line with the Early Years Foundation Stage (EYFS) curriculum. In the United Kingdom, the EYFS is a statutory framework that supports children's development from birth to 5 years. It appreciates that every child is unique, capable and competent. It covers seven areas of learning including Physical Development, Personal, Social, and Emotional Development, Communication and Language, Mathematical Development, Literacy Development, Understanding of the World and Expressive Arts and Design.

Dr. Maria Montessori was one of the earliest pioneers of educational practices based on the ideas of EYFS. The central idea of Montessori education is that children have within them the power to develop themselves in prepared environments.



How do we implement the Montessori Pedagogy and Reggio-**Emilia Approach into our Curriclum?**

Reggio-Emilia	Project-based and emergent curriculum	Sees the child as capable, confident and curious with 100 ways to discover, learn and express	The facilitator observes the child and asks thought- provoking questions to help children think and	engage in their own learning Tasks and activities encourage problem-solving while sparking their creativity	Focuses on being functional citizens of the world	The environment acts as the third teacher with tasks and activities that	Children work as a group on activities and projects that interest them
×		Child-centred learning	Emphasis on learning through play	Positive relationships	Prepared environment	Hands-on learning	
Montessori	Mixed-Age Group	Teaches leadership and life skills	Work Periods (academic focus but the child works at his/her own pace.	The absorbent mind - The child makes sense of the world by absorbing information through his/her senses	The classroom is prepared by the facilitator who guides and demonstrates	The role of the facilitator is to inspire and encourage children to educate themselves	Emphasis on deep focus, independent learning and autonomy

Encourages open-ended play

Respect for the child without judgement



- IMAGE OF THE CHILD -

Children are capable.

Children can discover and do things by themselves.

Children discover things in their own time.

Children own their emotions; they have the right to feel whatever they feel.

Children move at different paces.

Children are naturally curious.

They ask questions and formulate answers to questions. They don't need to know the answer from us right now.

Children are unbiased.

Children are decision makers.

Children can be trusted.

They are worthy of our respect.

Children are creators.

Children are scientists, and play is their research.

Children construct their own knowledge.

Children are independent and strong.



Our Values



- Compassion
- Diversity
- Individuality
- Integrity

- Respect
- Resilience
- Responsibilities
- Self-Reflection
- Learning



WEEKDAY PROGRAMME SCHEDULE

Butterfly Class

(Mixed-Aged Class - children aged 3 to 6)

Schedule				
08:45-10:30	Welcoming/SnackMorning meeting			
10:30-11:00				
11:00-11:45				
11:45-12:00				

Remarks:

- This routine is a general guideline. The actual timetable would depend on how our children are engaged in the environment/weather conditions.
- © Extra-curricular activities are available after school hours, please contact the school for more information.



A Montessori Work Period is a block of time given to children to engage in our prepared environment and explore materials of their own choosing. The goals of a work period are to help children strengthen their ability to focus, become more

independent and find deep satisfaction with their work.

During a work period (also known as a 'work cycle'), there is always a combination of children working independently while facilitators give individual or small group lessons to allow for deeper learning. Children are given opportunities to engage in activities involving music and movement, S.T.E.M (Science, Technology, Engineering and Mathematics), Art & Expression and Gardening etc.

Students will be collaborating as they work on tasks and class projects together. Writing journals, learning missions, art pieces, monthly learning summaries will be used to document their learning experiences during their work period.

Regardless of the level, the work period gives children a chance to develop autonomy, be responsible for their own learning and find genuine joy in the work that they choose.



Work Period in Action



Working with our Curriculum



Learning Practical
Life skills



Working in the English Zone



Working in the Mathematics Zone



Working in the Chinese Zone



Working in the Nature Zone



Working in our theme-based Home Corner (class project)



Working in the Arts
& Crafts zone



Working with Open-Ended materials





Reading (guided, shared or independently)



Music & Movement



Nature/ STEM/Gardening

Extra-curricular activities are available after school hours, please contact the school for more information.



WEEKLY SCHOOL FIELDTRIPS

(WED 09:00AM-12:00PM)

- The purpose of the field trip is to carry out research for on-going projects and explorations in the classroom. It takes place in public facilities or nature. Our fieldtrips are held on Wednesdays from 09:00am-12:00pm for the whole school. Please note that the gathering/ dismissal point will be at Mulberry Tree International Kindergarten.
- Pack a light snack and a water bottle for the fieldtrips. No lunch provided on field trip days.
- A coach will be arranged for students (and parents/caregivers) for sites that are not accessible on foot. The cost of each trip is \$40 (to and back) per person and will be included in your monthly invoice one month in advance. Strictly ONE parent per child only
- Drop-off only for Butterfly students. Parents may be invited to serve as parent volunteers for the duration of one term.
- Parents will be informed by 08:00am (on Wednesday) if a fieldtrip needs to be cancelled due to poor weather. Please check StoryPark for alternative arrangements.









FAMILY OUTINGS AND PICNICS

Family outings and picnics are scheduled all year round. Apart from providing fun for all, our family outings and picnics help enhance communication as well as strengthen the ties between the school community.











ADMISSION PROCESS

We understand that each child is unique and we see the parent as a teaching partner. For this reason, we ask that parents attend our school tour to better understand our philosophy and approach.

If you wish to enrol your child, please fill up an application form and submit all documents to us in person, by email, or by WhatsApp (see 'Application Procedures' on the following page). If your child's application is successful, a 'placement offer letter' will be sent to you along with the invoice, policy agreements, consent forms etc.

The invoice will indicate the details of your payment as well as banking details. In order for us to secure your child's place on the course, all fees and deposits must be paid within a week (7 days) of the date stated on the invoice. All consent forms, policy agreements and liability waivers must also be signed and returned us at the same time.

Please refer to the "Application Procedures" on the following page.



Application Procedures

School tour

Fill in application form with your child's recent photo I.D. and submit a copy of your child's vaccination record and birth certificate via email or WhatsApp.



Successful applicants will receive a 'Placement Offer Letter'

Enrolment

Parents/ Guardins will receive our Covid-19 handbook, Mulberry Tree Guidelines for Parents/Guardians, School Policies (policy agreement form, waivers and consent form) and an invoice.



Payment & Policy Agreement

To confirm your child's place at Mulberry Tree, all fees indicated on the invoice must be settled by bank transfer within seven (7) days of the 'Placement Offer Letter'. Submit a copy of the deposit slip <u>and</u> the completed Policy Agreement form, waivers and consent form sent to us via WhatsApp.



School Information Pack

An information pack will be sent to parents via WhatsApp. This will include IMPORTANT information like what to bring, what we expect from parents, instructions on how to use StoryPark etc. Please watch the Parent Orientation video.



First Day of School

Return original application forms, policy agreement form, waiver and consent form to the school office. Uniform, school bag, hat etc. will be distributed on the first day of school.



CLASS DETAILS SUMMARY AND TUITION FEES

Class Name	Butterfly		
Age Group	3 - 6 years old		
Drop-off time	08:45AM		
Attendance	5 days per week		
Pick up time	12:00PM		
Lunch	No lunch, only packed snacks during school time.		
Settling-in period	Drop-off only		
Facilitator : Child ratio	1 : 10		
Monthly Tuition Fee	Please contact the school directly for school fees.		

- No make-up classes/discounts/deductions for tuition for bad weather, sick/vacation leave, holidays, term breaks and mandatory school closures.
- Admission Fees: Please contact the school directly for more information.
 School tours are available to prospective parents.



Leaves, Holidays and Absences

Leave	Holidays	
Please inform the school	School is closed for all public	
via StoryPark if your child	holidays and for 5 Term Breaks:	
will be absent for any	Fall, Winter, Chinese New Year,	
reason.	Spring & Summer	
	👰 Tuition is calculated per month	
	for the whole year.	
	We are closed on public holidays.	

Sick leave: must provide a doctor's certificate specifying the illness. The child must remain absent for the entirety of the infectious period for any and all infectious diseases. Please see Appendix 13 of Guidelines on Prevention of Communicable Diseases in Schools / Kindergartens / Kindergartens-cum-Child Care Centres / Child Care Centres provided herewith, for information on sick leave duration for common childhood infections. For more information, please visit the website of the Centre for Health Protection (http://www.chp.gov.hk).

Withdrawal Policy

Class/Programme	Terms & Conditions	
Weekday	The deposit will be deducted from the final	
Programme	month's tuition fee provided that the last day	
	of attendance is no less than 12 months from	
	the child's date of commencement at Mulberry	
	Tree International Kindergarten. Please note	
	that a one-month's withdrawal notice must be	
	given in writing.	



FAQs

Why did Mulberry Tree Group of Schools create a unique "Mulberry Tree Approach" by combining the Montessori method and Reggio approach?

The Reggio approach and Montessori method share many of the same common beliefs and are both committed to proactive learning and educating all-round developed children. The Reggio approach focuses on learning within a social context whereas the Montessori approach focuses on the carefully prepared learning environment. The combination of the two allows for children to be capable individuals with a sense of autonomy, able to also work within a group and society as a whole.

We need a highly adaptable approach to support our children to be able to thrive in any environment in their own future. That's why at Mulberry Tree International Kindergarten, we created our unique approach that combines the best techniques and methods available in education.

How does the "Mulberry Tree Approach" work?

At Mulberry Tree International Kindergarten we:

- Focus on Key Physical, Emotional, and Cognitive Developmental Stages
- Create a Tailored Learning Environment that is Child-Centred and Mixed-Age: As the environment is our "Third Teacher", we provide a classroom and curriculum designed around their specific needs and abilities. This allows them to explore and learn at their own pace and on their own terms and encourages mentorship where older children can work with the younger ones. Learning comes as much from peers as it does from the facilitators.
- Facilitate Inquiry-based Learning and Inspire Creativity: Our teachers are guides who facilitate the learning experience, so they are called "Facilitators". We use invitation and provocation to foster a child's innate curiosity, support the hundred languages of children for a full expression of inner creative ability, and focus more on the process than the result. Children have rights when it comes to their learning. The child is put at the centre and is treated as a 'knowledge bearer' with an emphasis on really listening to the children and giving ample time and space to children to express themselves. They are encouraged to be 'researchers'. Most of our educational experiences take the form of projects, where children have opportunities to actively participate, explore, and question things



- Use Positive Discipline to enable Children to develop a Sense of Autonomy: Although our children are respected and given a wide range of choices, which is sometimes considered slightly out of the box and unstructured, there are still boundaries for the classroom that are constantly reinforced. In this way, the children learn to regulate their own emotions and behaviour.
- Create a Sense of Order: Some objects and activities have exact locations on the shelves in the classroom. When children are finished with an activity, they have to place those items in the same place they found them. It creates a sense of order, which has been proven that children thrive in this orderly way. When there is neatness and predictability the children can focus on the process of learning.
- Hands-on Learning and Emergent Curriculum: We focus on hands-on learning based on concrete, rather than abstract concepts. Children are allowed to explore and discover with all five senses in a supportive and rich environment where the children's interests helped determine the curriculum. All the activities they do inspire further learning in various areas of study. They are encouraged to focus on activities until they are mastered. Children are allowed to ask their own questions and discuss problems, which can lead the way for their educational journey. It gives them a sense of ownership over their own learning experience.
- Encourage Cooperative Play: Students learn to respect one another and build a sense of community as well as respect their environment.
- Focus on Relationships between the Children, Parents and Facilitators: Children benefit in being equal partners with parents and facilitators in the learning process. Everyone works together to form a spirit of cooperation and building the knowledge banks of the kids. Social collaboration is also important so that children learn how to work in groups and be part of a team. Parents are actively involved in the child's learning. There is also a very strong emphasis on the social development of children as part of a community and their relationships to other children, their families and facilitators.
- Use Documentation to Make Learning Visible: This helps facilitators assess each child's learning, develop curriculum, and show parents their child's progress. Photos of children's activities, displays of their work and even transcriptions of conversations are displayed around the classroom and posted onto StoryPark for families. Everything is displayed at eye level, so that the children can see their own work and that of others. The environment that they're in is part of the learning process.



♠ How will my child transition from Mulberry Tree International Kindergarten to a more traditional approach either at a local primary school or an international school?

Through the Mulberry Tree approach, children have a strong sense of autonomy which enables them develop into confident adults that can adapt to and excel in any environment.

Although Mulberry Tree International Kindergarten is play-based, we have a curriculum and regular assessments to ensure that learning does take place, as we support each child in their optimal development. Our curriculum is emergent and we integrate outdoor play, the arts, and other methods into learning, and thus learning is not limited to academics in the classroom. From the age of 4 our staff will gradually implement assessments according to the standards of the EDB so that by the time your child graduates, they will be best equipped to thrive whether they continue on in the local or international stream.

If outside Mulberry Tree International Kindergarten, my child does not encounter the same nurturing environment, do I need to be concerned that they will find it challenging to adapt?

Your child will graduate from Mulberry Tree International Kindergarten a confident, multilingual child who can think independently, who can and will stand up their rights or come to you for help if they need to. Our approach will put your child in a better position to handle any social or academic system or obstacle that life presents in their future. Indeed it is better to have a firm foundation at an earlier age when the child's personality, character, and mental and physical development are still forming, than none at all, or at a much later age, because it sets the tone for the rest of their life. Your child will be able to adapt to the traditional environment but still know their own mind. He will have a researching mind that will keep on seeking and keep on learning, because here at Mulberry Tree International Kindergarten, learning is part of life.

Will my child be proficient in Cantonese, English, and Mandarin?

Although we have a multilingual environment supporting more than three languages, the primary languages of our curriculum are Cantonese, Putonghua, and English. Over time, because of this exposure, our students are truly multilingual in these three primary languages. We are able to achieve this because we give the children many opportunities to listen to and speak in these languages both with the Language Facilitators and their peers.





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