



TAURANGA
MONTESSORI
EDUCATION TRUST

Tauranga Montessori Education Trust (TMET) administers and governs two Montessori Primary School units, Montessori@Arataki and Montessori@Bellevue.

The Statement of Purpose of TMET is to promote and provide an education, inspired by the Montessori philosophy, which nurtures in the child a lifelong love of learning through self-discovery.

Montessori@Bellevue was established in 2002, and Montessori@Arataki in 2016, to provide Montessori Primary education for children aged from six to twelve years.

Our teachers deliver an education based on the Montessori philosophy that meets the requirements of Arataki and Bellevue Schools, the New Zealand Curriculum and National Standards for Primary Schools.





Join a community committed to helping students learn to experience success with grace and respond to failure with perseverance, as they grow into lives of their own choosing.


“There is a great sense of community within the Montessori classroom, where children of differing ages work together in an atmosphere of cooperation rather than competitiveness. There is respect for the environment and for the individuals within it, which comes through experience of freedom within the community.” *Maria Montessori*

A simple desire for a peaceful and harmonious world is the foundation of the Montessori philosophy. So peace and harmony are central themes to the Montessori pedagogy that prepares our children to build, and be an integral part of, that world.

A Montessori classroom community atmosphere allows for collaboration, role modelling and the learning of both social and moral behaviour.

Children are respectful and learn that their kindness makes a real difference to others. They develop a strong sense of empathy and justice for those around them and they grow in their courage to be leaders, rather than followers, and this tends to drive more conscientious decisions.

By providing assistance, or receiving assistance from others, children learn to work together in harmony and often experience greater success as a result.



“It is not in human nature for all men to tread the same path of development, as animals do of a single species.”

Maria Montessori

The Montessori philosophy affords our children the scope to decide what areas to focus on. This self-led approach to education creates motivated learners.

Dr Montessori speaks of four planes of development spanning six years for each. Within each plane she notes periods of intense learning before a consolidation phase in preparation for the next plane.

The plane spanning six to twelve years is the “Construction of Intelligence” and is characterised by reasoning with imagination and logic. There is an intense thirst for knowledge, which is so great that, if allowed, the child will seek exposure to many things that may otherwise be introduced much later in traditional schooling.

“If education is always to be conceived along the same antiquated lines of a mere transmission of knowledge, there is little to be hoped from it in the bettering of man’s future.”

Maria Montessori

Young children learn through direct experiences in their immediate environment. They become intensely curious about the world beyond themselves. At around six years of age, children begin to wonder about the world beyond their home and school community. Where did everything come from? How did the world begin? Why am I here? How long ago were dinosaurs on earth? How big is a trillion trillion? How many stars are in the night sky?

Dr Montessori said that we must give six to twelve year olds the universe. To stimulate the child’s rich imagination and intense curiosity, she felt that the seeds of the learning and understanding must be planted in the childhood years, before puberty.

Pickering, A. (2008).





Primary aged students have enormous potential for the acquisition of academic content. Lessons in the six to twelve classes are often given in small groups giving each student ample opportunity to express interests, ask questions and make meaningful contributions, thus developing a sense of educational responsibility. Children in these classes play a part in what they learn, which leads to a much greater engagement in school and learning.

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

Maria Montessori

“Scientific observation then has established that education is not what the teacher gives; education is a natural process spontaneously carried out by the human individual, and is acquired not by listening to words but by experiences upon the environment.”

Maria Montessori





“It is true that we cannot make a genius. We can only give to each child the chance to fulfil his potential possibilities.”

Maria Montessori



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