

Basisstufe – in Short

Method of education	A child is driven by his/her curiosity and strong desire for autonomy. The Montessori and the LIP pedagogy use these two key aspects as a base for their method of education.		
Basisstufe	The Basisstufe, for children from about three years of age, the LIP middle school and the LIP secondary school level form an integrated pedagogical whole. This allows a child to build up competences which are beneficial for their personal school and life career at an early age.		
Manager Basisstufe	Monika Hasler primary school teachers with Montessori education		
Team	Competent, committed specialist staff		
General principals	Erika Plattner, Andrea Beerli, LIPSCHULE, Seestrasse 561, 8038 Zürich		
Funding body	LIPSCHULE Basisstufe GmbH		
Schooling offer	Basisstufe	from 3 years up to the 3 rd class of Primary school (age of 9)	
	High German	from 3 years of age	
	English	from 3 years of age	
	Chinese	from 3 years of age - optional	
Opening hours	07.30 – 18.00h		
	Child care is permanently provided by specialist staff.		
School holidays	The holiday dates generally correspond with those of the schools in the City of Zurich.		
Location	Renggerstrasse 49, 8038 Zürich-Wollishofen (behind the post office building)		
School fees	Classes / child care	full-time 9.00 until 16.00h	CHF 1800.-/month
	Classes	in the mornings 9.00 until 12.00h	CHF 1200.-/month
	Child care	7.30 to 8.45	CHF 200.-/month
		16.00 to 18.00	CHF 200.-/month
	Holiday child care	by arrangement	CHF 500.-/week
	Catering		CHF 13.- / day
	Additional costs for excursions, public transport, entry fees etc. will be charged separately.		
Contact details	044 480 08 80 – basisstufe@lipschule.ch – www.lipschule.ch		

Basisstufe – Target Clientele

Children who	<ul style="list-style-type: none">ask themselves a hundred questions.want to seek the answers themselves.want to let their urge to research and develop run free.are looking for a companion who makes independent action and experience possible.
Parents who	<ul style="list-style-type: none">foster the natural talents of their child.support the thirst for knowledge with the help of experts.wish for culture and educationare aware of the linguistic abilities of their child.combine day care and education.strive for coaching on independence.keep the cognitive skills alive.appreciate a sensitive counselling.
Admission procedure	<p>The current situation on our planet makes us foresee that in the future, the ones who will have an influence on what is happening will be the individuals who are flexible and tolerant. Accompanying children on this way demands great attentiveness and responsibility from everybody involved. These basic requirements are the best preconditions for accompanying a child.</p> <p>The first step to a child's independence needs to be taken cooperatively and with care. A personal meeting with the school heads clarifies what the parents are looking for and conveys a picture of the contents and the working methods of the LIP SCHOOL. A succeeding trial week is almost always the case.</p>

Basisstufe – Learning Culture

Cultures	Intercultural contacts are becoming more and more natural. Understanding the different views of the world, encountering them with tolerance and being able to cope with the different ways of thinking are skills which enable anybody to cultivate positive exchange. Languages are a key competence for communication in this world.
German	High German is the main language. Careful attention to the use of the German language shall make it more accessible to the child since, although strongly related to Swiss German, it is still a foreign language.
English	Learning by hearing. Through English songs, rhymes and easy instructions, the children take the language in unconsciously. At this age, a child absorbs the new language in a most advantageous way. In a later phase, vocabulary is built up specifically and the child is gently introduced to the written language.
Chinese	The first contact is established in a playful manner. The Chinese language has considerable potential for addressing all the senses. The peculiarity of accentuation trains the musical attentiveness and refines one's perception. The child assesses the symbols as pictures. By contemplating them carefully, he/she simultaneously learns how to detect differences within the wide range of symbols. Fine motor functions are trained by painting and drawing the characters.
Teachers	The teachers at the LIP SCHOOL all have a corresponding cultural background.

Basisstufe - Concept

Goals	<p>A child shall grow into society and find his/her own personal way within by using the power of his/her own potentials. This basic support is given to the child in order for him/her to become a competitive and intelligent as well as a cooperative and helpful individual endowed with sound self-confidence.</p>
Up-to-date learning	<p>Maria Montessori laid the foundation stone of modern learning. The current knowledge of psychology and neurology has corroborated her theories. Each individual strives for autonomy built up through self-awareness. The drive to enlarge one's world lies in the nature of the human being. In order to accomplish this, an inspiring environment needs to be guaranteed, an environment that wakens the motivation to research. It is the responsibility of adults to discern the sensitive phases when a child is particularly apt to take something in and to then offer the appropriate material so that he/she can explore and understand new things.</p> <p>The contents in this learning culture are accessed individually. As a consequence, the move onto the middle school level of the primary school does not depend on the number of school years completed. Taking into account the competence scales, which correspond with the curriculum of our canton, the entry into the succeeding school level is possible at any time.</p>
Guiding and challenging	<p>We strive for a balance between guidance, challenge and self-determination. The structures are laid down by the teacher, who acts as a „real“ human being and a natural authority. These structures help the children to find their own way and show them the boundaries within which learning autonomy is possible.</p> <p>The teachers' essential task is to create a learning environment which allows a child to learn and adjust himself/herself independently. This method offers the teacher more freedom to observe, coach and encourage the learners. Time is used intensely for individual care. Trust and security are the requirements for a healthy intellectual and mental development.</p>
Tolerance	<p>The LIP SCHOOL has neither ideological nor religious sympathies. It meets foreign cultures open-mindedly and encourages mutual tolerance.</p>

Montessori Pedagogy

Fundamental principles	The Italian doctor and pedagogue Maria Montessori (1870 – 1952) developed a pedagogy which gives priority to independent activity and therefore to the development of the independence of a child. Due to the precise observation of their needs, she realized that the active examination of learning tools offers a child the possibility to absorb ideas and concepts intelligently and to process them consequently. The relation to real objects and the possibility of repetition stimulates the children's power of concentration.
„Help me do it myself!“	This is one of Montessori's upbringing principles. She drafted developing materials, by the use of which children can independently acquire and extend a broad range of experiences, skills and knowledge; the spectrum ranges from the acquisition of the cultural techniques of writing, reading and mathematics to scientific, and finally to historical, cultural and social topics.
The teachers	It is their task to observe the development and the interests of the children, to introduce them to the use of varied materials and to support them on their individual learning path. This is the reason why the lessons in a Montessori class are not controlled through the conventional way of imparting knowledge, instead, the teachers focus on a prepared environment corresponding to the needs of the particular age group and supporting the child in his/her integral and natural development to independence.
The four steps of development	Montessori has divided the development of the human being into four periods of 6 years each. In each period, the child shows different needs and different physical and psychological characteristics.
0 - 6 years	The first years of life are a creative, constructive but still unstable period in which the small child builds up the bases of intelligence and personality by absorbing the environment.
6 - 12 years	Childhood is a stable period of time characterized by steady growth. The child wants to understand the world and develops, above all, his/her intellect and his/her ability to abstract, in combination with an awareness of responsibility, of morals and of social groups.
12 - 18 years	Youth represents - as do the first years of life - a formative period of restlessness and instability. It is a difficult time marked by the obligation to develop new relationships, roles and orientations and to reposition oneself in society.
18 - 24 years	Maturity or adulthood is a stable phase since the „formation“ has come to an end. The young adult should now be able to make his/her own decisions and should know his/her chances and responsibilities and how to help himself/herself.

Sensitive phases

In the first 6 years, the development of a child is marked by „sensitive phases“. Sensitive phases are time periods of high receptivity which help to acquire certain skills. All Montessori materials have been developed in a way to suit the particular phase the children are going through. Sensitive phases are restricted in time and make the child concentrate intensively on a particular aspect, which leads to an inner structure. Important periods in the first 6 years of life are, for example, linguistic development, movement, classifying, social contacts and the development and improvement of the senses.

Prepared environment

A learning environment full of scientifically developed material enables the child to learn independently. In the house of children, these are the materials of mathematics, language and culture, practical life exercises and sensorial materials. Each learning unit focuses on exercising a particular ability or skill and comprises a check on the learner.

Further important features of a prepared environment are the furniture especially made for children as well as the age-mixed group that makes social learning possible. The teacher is an attentive observer who accompanies the child in a respectful manner and introduces him/her to the use of the materials.

Freedom and responsibility

The children are free to decide what previously introduced activities they want to participate in, and when, with which learning partner and to what extent they want to do it. The children can move around and talk to each other freely at any time, but always following the rules and respecting the boundaries so that productive cooperation can be guaranteed.

Through the self-organisation of each individual child and through the choice of the learning partner, the degree of social interaction within a class is considerably higher than in a conventionally organized lesson.