



## **MASERU ENGLISH MEDIUM PREPARATORY SCHOOL**

**M.E.M.P.S.,  
Caldwell Road,  
Maseru West,  
Lesotho.**

**Tel/Fax: 00(266)-22-312276  
E-mail: [office@maseruprep.co.ls](mailto:office@maseruprep.co.ls)  
E-mail: [headteacher@maseruprep.co.ls](mailto:headteacher@maseruprep.co.ls)  
Website: [www.maseruprep.co.ls](http://www.maseruprep.co.ls)**

**M.E.M.P.S.,  
P.O. Box 34,  
Maseru 100,  
Lesotho.**



### **PROSPECTUS**

**2009-2010**



Welcome to Maseru English Medium Preparatory School. If you haven't already arranged to visit us we would be delighted to show you around our school. We hope that you will be impressed with what we have to offer. We are clear in our own minds about our purpose (mission), what is important to us (philosophy), our goals (objectives) and what we want our school to be (vision). Please take a little time to read the following paragraphs. We hope that you will want to entrust your children's education to us so that we can undertake this journey together.

Richard Free – Head Teacher – 26/08/2009

## **MISSION STATEMENT**

We acknowledge and accept that each child is a separate individual who is endowed with unique and varying abilities. We recognize and nurture the value of multiple intelligences within our school community and encourage an appreciation of, and respect for, cultural diversity. Our mission is to pursue the best education for each child in partnership with parents and the entire school community through the IBO PYP programme.

## **PHILOSOPHY**

Maseru English Medium Preparatory School is an International School accredited by the Council of International Schools and incorporating the best practices from around the world. The school is committed to education the whole child and developing students who will be life long learners. We aim to utilize creative teaching strategies in which the educational environment is learner centred. We believe that children learn best in an inquiry-based programme where they are encouraged to ask questions and, once they are provided with resources, seek their own answers.

The curriculum is based not only on the acquisition of knowledge but also on the development of problem solving and critical thinking skills. The strategies employed to deliver the curriculum expose our students to a wide range of learning experiences from which they can construct knowledge and gain skills by both working individually and in cooperation with others. We aim to enable students to develop as thinkers, communicators, risk-takers and inquirers; to become knowledgeable, principled, caring, tolerant, well balanced and reflective and to provide opportunities for them to put these qualities into practice.

## EDUCATIONAL OBJECTIVES

In accordance with, and guided by, our school philosophy, the school is committed to maintaining the following objectives. We aim to:

1. Develop a curriculum that challenges and encourages students in intellectual, aesthetic, physical and social interactions grounded in an environment of mutual respect and individual integrity
2. Encourage and nurture a sense of self worth among our students and to enhance self esteem
3. Enable students to integrate acquired knowledge and experience in order to construct meaning, make inferences and draw conclusions from content
4. facilitate the students' growth and development towards recognizing and solving problems in order to develop independent thought and decision making
5. Develop students' communication skills through the acquisition and mastery of language
6. Recognize, appreciate and celebrate cultural diversity
7. Provide extra-curricular programmes that will enhance the values, personal qualities and attitudes that are commensurate with 'good sportsmanship'
8. Integrate Information Technology in our curriculum as a tool for attaining learning outcomes
9. Ensure that the required learning outcomes stated in our philosophy are reflected in our curriculum and assessment procedures
10. Follow a 'balanced assessment' model appropriate to different learning styles and developmental models
11. Facilitate the development of aesthetic appreciation through experiences in the arts and music
12. Utilize the philosophy of 'Parents as Partners' which entails clear and regular communication links between the teacher and the parent



## GOVERNANCE

The school is governed by a Board of seven parents elected annually at an A.G.M. held each October. A teacher representative, P.T.A. representative and the Head Teacher also serve on the Board, which has powers of co-option. The Board is regulated by a constitution, appoints the Head Teacher and takes a strategic overview of the organizational and financial well being of the school. In so doing the Board subscribes to standards required by I.B.O.

## MANAGEMENT

The school is managed by the Head Teacher with the assistance of a management team that includes the Senior Teachers (Curriculum & Organization) and on occasion for financial management, the Bursar. Any parental concerns or suggestions should be expressed in the first instance to individual teachers, and only if that fails to provide satisfaction, to an appropriate member of the management team and finally the Head Teacher. Should parents wish to raise a matter with the Board they should do so through the Head Teacher.

## SCHOOL ORGANIZATION

Pupils are arranged in classes of mixed ability according to their chronological age. **Full details of our admissions arrangements can be found in the accompanying document entitled Admission Information.** Criteria for placement are age, assessed ability and prior experience. However, in certain cases when initial assessment indicates that a child's performance would be enhanced, then he/she may be placed outside the peer group. Teachers arrange groups within the class according to needs and interests. These are flexible. Since classes do not exceed 25 pupils there should be no danger of individual needs being overlooked.

## TEACHING AND LEARNING

At the very heart of our work is teaching and learning. In addition to class teachers delivering core subjects and enquiry based learning in line with the Primary Years Programme (P.Y.P.) of the International Baccalaureate Organization (I.B.O.), subject specialist teachers teach P.E., Art, French (classes 5 & 6), I.C.T., Music and Sesotho. Additional support is provided for children with moderate learning difficulties or for whom English is not a strong second language. P.Y.P. offers us a truly international curriculum through which children can acquire knowledge and understanding of many cultures, including that of our host country, Lesotho. At the heart of our practice, as it is in all good primary schools, is the development of competence in mathematics, literacy and scientific ideas, and the development of confidence through creative and physical expression and social interaction. As we have said, we see children very

much as individuals. The starting point for us is always where the children are in any area of competence. Children learn in different ways. The task for the teacher is to find the level and style that is most appropriate for effective learning. We put emphasis on the acquisition of skills, concepts and a positive attitude before pure knowledge. We believe that what is important is developing understanding and knowing how to learn. Aims, objectives and programmes of study leading to the acquisition of skills, concepts, attitudes and knowledge are clearly set out in our planning and documentation. Provision is made for monitoring, evaluation, assessment and review. We are entirely supportive of child centred, activity based teaching methods taught within a clear structure of progression and understand the need to plan a 'broad, balanced, relevant and differentiated' learning path for pupils, many of whom have different strengths, needs and rates of learning.

## **ASSESSMENT, EVALUATION & REPORTING**

A variety of forms assessment and evaluation (summative and formative) are used to monitor pupil progress, plan the next steps in learning and report to parents. These commonly take the form of standardized tests and end of unit assessment. An introductory conference is held at the beginning of the school year. Progress reports are written at the end of each term. Further parent-teacher conferences take place during the year. Parents who wish to discuss pupil's progress outside these times are requested to make an appointment with the appropriate teacher.

## **SCHOOL HOURS & CALENDAR**

School hours for Rising 4's and Reception classes are 7.55 a.m. to 1.00 p.m. For Classes 1 to 6 they are 7.55 a.m. to 2.00 p.m. After school activities are held from 2.10 p.m. to 3.00 p.m. from Monday to Thursday. The school follows a Northern Hemisphere, three term calendar commencing in late August and finishing at the end of June. There are 185 working days in the school year including five days when the school is only open for staff development.

## **PASTORAL CARE**

All members of staff concern themselves with the pastoral care of children. Whilst teachers take particular responsibility for the care of the children in their classes, all members of staff, whether specifically designated for duty or not, concern themselves with the welfare of any child seeking help or observed to be in some difficulty. Children are taught to respect others and their property and to develop self discipline. When sanctions are necessary, loss of privilege and a thorough debriefing about what has gone wrong and how it can be put right, followed by apology and perhaps some form recompense, is usually sufficient. Persistent misbehaviour may result in parents being called to the school to assist in rectifying the situation. We are proactive in rewarding good behaviour, effort, kindness and consideration in the belief that this promotes acceptable norms of behaviour. Bullying is not tolerated under any circumstances.



## **MEDICAL & SECURITY**

Children are supervised at the start and end of the day, during lessons, recess and after school activities. Day guards also patrol the perimeter and secure the entrance and exit to school. All visitors should report to the School Office. Our guards will be glad to provide directions. Children being children, they may become ill during the day or have an accident in which case staff with first aid qualifications would attend to them. In the event of anything more serious parental or emergency contacts numbers would be telephoned and arrangements made that could include assistance from Thetsane Private Hospital in cases of emergency.

## **EVENTS**

During the year there are a number of events including an Art Exhibition, Sports Day, Science Fair, Christmas Concert, School Play, International Day, Field Trips and a Graduation Ceremony. These activities enrich our children's experiences and parents are cordially invited to attend and join in. Our P.T.A. actively supports the school through fund raising, voluntary work, providing additional equipment and organizing some of our events.



## HOME – SCHOOL PARTNERSHIP

We aim to work in partnership with our parents. Education is a joint responsibility in the sense that both home and school should be fertile environments for learning. We ask parents to associate themselves with us in stimulating their children's education. We set some homework in the Lower School to consolidate basic skills and promote a spirit of enquiry. In the Upper School regular assignments are set to a timetable. All children are issued with notebooks in which we ask parents to indicate that homework has been completed. There are guidelines for the length, amount and frequency of homework set in the Upper School. Please associate yourself with your children's homework. You will find out much about how your children learn as well as enhancing their prospects. Research indicates that children who read at home and receive parental encouragement with their school work out perform those who do not.

Regular newsletters are published to keep families informed of activity at school and as a channel for important information. Please keep your eye out for these and file them somewhere safely so that you can easily refer to them. They are also published on our website [www.maseruprep.co.ls](http://www.maseruprep.co.ls), which is an important source of information and is updated regularly.

## FACILITIES

Our teaching facilities include eighteen classrooms, a science laboratory, a library, an I.C.T. suite with a network of twenty four computers, an art studio, a drama workshop room, a music room, an Assembly Hall with stage and lighting and specialist language teaching rooms.

Sports facilities include a playing field, two all-weather tennis/netball courts, a gymnasium and a swimming pool. There is an adventure playground for younger children.



## LUNCH

Children bring a healthy snack and packed lunch with them to school. We discourage the delivery of take away food to school and ask parents to consider very carefully the content of lunches and snacks so that they provide children with sustained energy and nutrition for the whole school day.

## STAFF LIST

Richard Free	Head Teacher
Mrs Neo Mokemane	Class 6M
Teboho Khalieli	Class 6K
Rodney Edgar	Class 5E
Brad Jen	Class 5J & Senior Teacher (Organization)
Mrs. Maudline Amaka	Class 4A
Mrs. Mamokola Matlanyane	Class 4M
Mrs. Pretty Mukarati	Class 3M
Mrs. Rose Sempira	Class 3S
Mrs. Sonali Athawale	Class 2A
Ms. 'Mateboho Mochai	Class 2M
Ms. Catherine Wambua	Class 2W
Mrs. Nicole Jen	Class 1J
Mrs. Maria Mohale	Class 1Mo & Lower School Coordinator
Mrs. Danielle Muzeyi	Class 1Mu
Mrs. Victoria Thakaso	Class RT
Mrs. Lerma Fernandez	Class RF
Mrs. Amelia Leche	Rising 4s
Mrs 'Maphoka Silase	Senior Teacher (Curriculum) & Sesotho 2
Mrs. Shukipai Chivese	ESL & Learning Support
Mrs. 'Mabafokeng Kolobe	Art
Ms. Rosina Mphethi	Library
Ms. Lerato Pheko	P.E.
Mrs. Rose Makhakhe	Sesotho
Mme. Julie Sapolin	French
John-Mary Muzeyi	Music
Gareth Clark	I.C.T. Technician/Network Administrator
Ms Elizabeth Thabane	Teaching Assistant
Ms Palesa Jane	Teaching Assistant
Ms Nthabiseng	Teaching Assistant
Mrs. 'Mampo Motsusi	Bursar
Mr. Gareth Clark	I.T. Technician/Network Administrator
Mrs. 'Mpho Kanyike	Secretary
Ms. Elizabeth Thabane	Assistant Secretary

## ATTENDANCE & UNIFORM

Parents are asked to inform the school about absences anticipated in advance. Children should not be sent to school when they are ill. When they return to school they should bring an explanatory letter to that we can mark registers accordingly. **Full details of our uniform and how to obtain it can be found in the accompanying document entitled Admission Information.**

We hope that you have found this Prospectus informative and solicit your comments about it. If you have found it of interest we hope that we will be able to welcome you, and your children, to the school in the near future.