



INTRODUCTION

The Erdkinder stage at Ayhay Christian School reflects the Montessori vision for adolescence: a time of transformation, identity formation, and purposeful contribution to society. Rooted in Christian values and real-world application, this curriculum nurtures independence, responsibility, spiritual growth, and community belonging.

Students engage in meaningful work, academic and practical, within a prepared environment that mirrors society: managing micro-economies, taking on leadership roles, and exploring their calling as stewards of God's creation.

The curriculum is flexible across three developmental stages:

- Year 1 (Ages 12–13)
- Year 2 (Ages 13–14)
- Year 3 (Ages 14–15)

Each stage is responsive to students' interests, maturity, and growth. The learning is holistic, supporting intellectual, spiritual, physical, social, and emotional development.

YEARLY THEMES & LEARNING FOCUS

Erdkinder Year 1 (Ages 12–13)

Theme: Exploring Identity and Contribution

- Focus: Who am I in God? Where do I belong?
- Practical tasks in farming, community service, and micro-business
- Reflective journaling and collaborative projects
- Basic financial literacy and local history exploration

Erdkinder Year 2 (Ages 13–14)

Theme: Building Purpose and Practice

- Focus: Applying knowledge, working in teams, and personal ethics
- Deepening academic research and problem-solving
- Community roles (e.g., garden manager, accountant, event coordinator)
- Engagement with local professionals and Christian mentors

Erdkinder Year 3 (Ages 14–15)

Theme: Leading with Integrity and Vision

- Focus: Leadership, self-discipline, and spiritual maturity
- Apprenticeship-style mentorships and capstone projects
- Preparing for upper secondary transitions
- Exploring vocation through Biblical lenses

ERDKINDER CURRICULUM TABLE

The Erdkinder class at Ayhay Christian School is a dynamic, multi-age adolescent learning community inspired by Montessori principles of purposeful work, social responsibility, and intellectual exploration. The curriculum is structured into three adaptable developmental stages: Year 1 (ages 12–13), Year 2 (ages 13–14), and Year 3 (ages 14–15). These stages offer a developmental framework - not fixed boundaries - allowing students to progress according to their readiness, curiosity, and confidence.

The Erdkinder experience emphasizes real-world learning through enterprise, community engagement, and reflective practice. Adolescents take on mature roles in collaborative projects, stewardship of shared spaces, and the leadership of their own learning paths. This flexible, hands-on approach cultivates a strong sense of identity, vocation, and contribution to society—academically, spiritually, and socially. Students are empowered to lead with integrity, serve with compassion, and learn with purpose.

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ERDKINDER CURRICULUM TABLE

SUBJECT	Description	Year 1 (12-13)	Year 2 (13-14)	Year 3 (14-15)	Home Activity
Spiritual Development	Biblical reflection, service, Christian leadership	Identity in Christ, devotional journaling	Christ-like character, spiritual disciplines	Calling & mission, leading devotions	Family devotions, mentoring talks
Practical Life: Grace & Courtesy with Civism	Manners, dignity, public life & citizenship	Personal space, greetings, public hygiene	Group dialogue, civic duties, shared spaces	Rights/responsibilities, local participation	Practice etiquette, follow news, write thank-you notes
Community & Social Life	Conflict resolution, leadership, moral reasoning	Teamwork, empathy, etiquette	Leadership roles, peer mentoring	Event planning, group mediation	Encourage service at home/community
Work & Microeconomy	Real-life productivity, business skills	Gardening, kitchen, product creation	Budgeting, marketing, team management	Running micro-enterprise or event	Track earnings/spending at home
Language & Communication	Expression, writing, speech, research	Essay writing, public speaking	Debates, presentations, persuasive writing	Research papers, interviews	Read articles, write reflections
Mathematics & Finance	Abstract math + real-world application	Algebra basics, farm math, pricing	Statistics, budgeting, profits/loss	Advanced finance, investment literacy	Handle receipts, compare costs
Science & Environment	Observational science, sustainability	Botany, soil, ecology	Chemistry in cooking/farming, physics	Applied science projects	Composting, home experiments
Cultural Studies & History	Identity, geography, economics, ethics	Malagasy roots, worldviews	Global issues, economic systems	Political history, ethics in decision-making	Watch documentaries, map explorations

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Arts & Expression	Personal and cultural expression with all types of arts (designing, sewing etc)	Visual journaling, handmade items	Theater, music composition, crafts	Exhibit curation, mural projects	Community arts, storytelling
Drama & Play	Self-expression, collaboration, performance	Skits, improvisation, role-play	Scene creation, character building	Full productions, script writing	Family role-play, storytelling games
Physical Education	Strength, health, team building	Fitness routines, body awareness	Endurance sports, sportsmanship	Peer coaching, organizing activities	Family hikes, wellness goals
French (Foreign Language)	French language communication	Basic conversation, vocabulary	Grammar, daily life phrases	Essays, role-play, cultural exchange	Label items, watch French content
Malagasy (National Language)	Literacy, cultural expression	Reading folk stories, oral tradition	Creative writing, oral presentations	Analysis, literature, cultural debate	Family interviews, proverbs
Chess	Strategy, logic, patience	Learn rules, openings, etiquette	Tactics, planning, competitive play	Chess club, tournament prep	Practice games, analyze strategy



ASSESSMENT

At Ayhay Christian School, assessment is a way to understand how each child is growing—not just academically, but spiritually, socially, and practically. We don't use tests or grades. Instead, we observe, listen, and guide children as they learn at their own pace.

We use two types of assessment: **Formative** (ongoing) and **Summative** (end-of-term).

Formative Assessment

Used every day to guide learning and help the teacher support each child in the moment.

Tools and Methods:

- **Teacher Observation:** Watching how children use materials, solve problems, and work with others
- **Work Cycle Logs:** Tracking the lessons and materials each child is practicing
- **Weekly Reports:** Sent to parents with notes on what their child did during the week
- **Portfolios:** Collecting work samples like drawings, early writing, or photos of hands-on activities
- **Grace & Courtesy Notes:** Noting progress in social behavior, independence, and classroom routines

Purpose:

To help teachers adjust lessons to each child's needs and support their individual growth.

Summative Assessment

Used at the end of each term to reflect on overall progress.

Tools and Methods:

- **Progress Report Terms:** A written summary shared with families showing the child's development in each area (spiritual, academic, emotional, etc.)
- **Demonstration of Learning:** The child shows what they've learned through simple presentations or activities
- **End-of-Term Skill Checklist:** A record of the concepts the child has been introduced to, is practicing, or has mastered
- **Parent-Teacher Conferences:** Formal meetings to discuss growth, goals, and next steps

Purpose:

To review the child's development, communicate with parents, and prepare for transitions (e.g., moving to the next year level or to elementary).

CONCLUSION

The Ayhay Christian School Erdkinder program is not just an academic model - it's a life-preparation experience. Students are equipped to engage with real-world challenges while grounded in their faith and values. Through authentic work, social contribution, and spiritual formation, they grow into courageous, creative, and compassionate young adults, ready to serve God's purpose in the world.

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