



# ALTIORA

GROVE

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INTERNATIONAL SCHOOL

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DREAM • DISCOVER • DEVELOP

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PARENT PROSPECTUS

NAIROBI, KENYA

# From the Founders

Dear Parent,

Every child arrives carrying more than the eye can see: a question waiting for language, a gift waiting for courage, a way of seeing the world that belongs to them alone.

To choose a school is to decide who will meet that inner world each morning—who will notice it, protect it and call it forward. We do not take that trust lightly.

Altiora Grove grew from a conviction we share: people flourish where they are known, believed in and deliberately nurtured. As parents, we are building the school we would want for our own children: a place where love belongs in the work of learning, childhood is never hurried, and every child is seen not only for who they are today, but for all they are quietly becoming.

We are a doctor and a lawyer—partners, parents and founders. Our different callings have taught us the same lesson: what is precious must be seen, cared for and protected. We are joined by an educationist whose experience helps carry this conviction into the daily life of the classroom.

Altiora Grove begins with Montessori foundations and will grow, carefully, into a full international school. The buildings may grow. The programmes may widen.

But our promise will remain unchanged: every child at Altiora Grove will be known, loved, seen and deliberately nurtured.

We look forward to welcoming your family through our gate.

The Founders

Altiora Grove International School

# Why Altiora Grove

Altiora is Latin for “higher things.” It speaks not of standing above others, but of rising into courage, curiosity, character and the capacity to bring something good to the world.

Grove gives that aspiration a home. A grove is not one perfect tree, but many distinct lives growing in shared light—rooted, sheltered and given room to reach in their own way. Its strength is not sameness. It is relationship, belonging and care over time.

Together, Altiora Grove means a community where children are rooted well enough to reach higher: not above one another, but more fully into who they are. Our crest carries the same story—the A is rooted, its branch reaches beyond the circle, and its leaves suggest a life still unfolding.

**Our name holds the direction. Our motto holds the reason:  
For the Wonder Within Every Child.**

## WHAT WE BELIEVE

# Four convictions

Values can be printed on a wall. Convictions must be felt in a room—in the patience of an adult, the pace of a morning, the way a mistake is received and the certainty that a child belongs.

## I. First, the child

We begin on the child’s side of every decision: their height, pace, questions, freedom and need to belong.

## II. Love belongs in the method

Safety and affection make brave learning possible. A child who feels known will risk the difficult word and try again.

## III. Nurture is deliberate

We observe before we intervene, prepare before we invite, and choose challenge or support with care.

## IV. Rooted here. Open to the world.

Children stand securely in family, language and heritage while growing curious about people and places beyond their own.

# The Montessori way

Montessori begins with a radical respect: the child is not an empty vessel, but an active mind already reaching towards the world.

The guide prepares a beautiful, ordered environment, observes closely and offers the right lesson at the right moment. Then the child does the essential work: choosing, practising, persisting and discovering.

## Mixed ages

Younger children learn by watching; older children deepen learning by helping.

## Unhurried work

Protected work cycles give concentration enough time to take root.

## Hands-on materials

Purposeful materials make abstract ideas visible and memorable.

## Observant guides

Trained adults know when to help and when to protect discovery.

Altiora Grove's guides will hold recognised Montessori credentials. Every adult will be inducted into our convictions before meeting a child, because the prepared environment includes the grown-ups.

## PROGRAMME PATHWAY

# How we grow

### 6-18 MONTHS

## The Nido

A calm infant community for movement, first language, secure relationships and discovery. Feeding, rest and transition follow each child's rhythm.

### 18 MONTHS-3 YEARS

## Toddler Community

A warm first step beyond home, scaled to small hands and built for the quiet pride of doing for oneself.

### 3-6 YEARS

## Children's House

Practical life, sensorial exploration, language, mathematics and culture, with freedom held by courtesy.

### 6-12 YEARS · FUTURE PHASE

## Elementary

A more scholarly environment for individual mastery, collaboration, research and the wider world.

### CARE, SAFETY & WELLBEING

Care is part of the prepared environment. For our youngest children this includes authorised collection, individual feeding and rest rhythms, clear health and hygiene protocols, attentive supervision and close communication with families.

# The Nido

6-18 MONTHS



DESIGN SIMULATION

Nido means nest. This is the quietest room in the school: a calm field for movement, first language, secure relationships and the small triumphs of doing more for oneself.

## WHAT DEFINES THE EXPERIENCE

- A dedicated guide who knows each baby's individual rhythm
- Open floor space for protected movement and exploration
- A calm feeding area beside a separate rest zone
- Few, carefully rotated materials chosen for this stage
- Daily communication that keeps home and school closely connected

# The Toddler Community

18 MONTHS–3 YEARS



DESIGN SIMULATION

Independence begins in small acts. Here, children pour, carry, wash, choose and return. The room is scaled so that doing for oneself becomes quietly possible everywhere.

## WHAT DEFINES THE EXPERIENCE

- Low shelves for practical life, language and early sensorial work
- Accessible handwashing and simple snack preparation
- Clear space for movement and intimate group gatherings
- Warm, predictable rhythms that support secure separation
- A realistic savanna story, including gentle elephants at dawn

# The Children's House

3-6 YEARS



DESIGN SIMULATION

This room can hold an entire morning of concentration. Its beauty is an invitation to choose meaningful work, stay with it, and leave the world a little more ordered than it was found.

## WHAT DEFINES THE EXPERIENCE

- Complete Montessori areas for practical life, sensorial work, language, mathematics and culture
- Individual tables, shared tables and floor work rugs
- Long, uninterrupted work cycles that protect concentration
- A practical-life sink, reading corner and access to the garden
- A calm seed-to-tree story: growth revealed one stage at a time

# Elementary

6-12 YEARS · FUTURE



DESIGN SIMULATION

The room grows more scholarly, not more institutional. Children move between individual mastery, collaborative inquiry, books, maps, mathematics, science and questions that reach beyond the classroom.

## WHAT DEFINES THE EXPERIENCE

- Larger tables for individual and collaborative work
- Mathematics, language, science, culture and research
- A strong library and spaces for sustained inquiry
- Purposeful technology introduced in service of learning
- Increasing responsibility, independence and contribution

Planned growth: the Elementary community will open as Altiora Grove's founding cohorts rise. Timing, curriculum and accreditation details will be shared with families before enrolment into this phase.

# A day at Altiora Grove

Children thrive on rhythm rather than rush: the reassuring shape of a day, held lightly enough to follow concentration when it appears.

|           |                                                                                                                                                  |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| From 7:45 | Arrival and greeting. Every child is received by name, at their height, at the door.                                                             |
| 8:15      | The work cycle begins. Children choose materials and settle into concentration; guides observe and offer lessons one child, or a few, at a time. |
| 10:00     | Snack, prepared and served with the children's own hands: grace, courtesy and mathematics disguised as breakfast.                                |
| 10:30     | The protected work cycle continues. This is where concentration—a quiet form of courage—takes root.                                              |
| 11:45     | Garden, movement and song: open sky, real soil and unhurried play.                                                                               |
| 12:30     | Lunch, shared with grace and growing independence.                                                                                               |
| 1:15      | Rest for younger children; stories, quiet work and project time for older children.                                                              |
| 2:00      | Co-curricular experiences, outdoor learning, creative studios or specialist-led movement.                                                        |
| 2:45–3:00 | Closing circle, preparation for home and departures. The school programme ends at 3:00 p.m.                                                      |

For the Nido and Toddler Community, care rhythms remain individual and developmentally responsive. Feeding, sleep, movement and transition are never forced into the Children's House timetable.

THE PROMISE BENEATH THE TIMETABLE

*The day is structured enough to feel safe, and spacious enough for wonder to interrupt it.*

# More ways to become

A child may find confidence through a song, patience in a garden, courage in water or belonging on a field. Co-curricular life gives every child another doorway into themselves.

Our planned co-curricular programme will be introduced progressively according to age, readiness, enrolment and termly availability, with room for joyful participation and emerging talent.

01

## Music & movement

Singing, rhythm, instruments and creative movement build expression, listening and confidence.

02

## Art & making

Drawing, painting, clay, textiles and construction invite imagination while strengthening hand and eye.

03

## Garden & nature

Planting, caring for living things and nature walks nurture patience, responsibility and wonder.

04

## Swimming

Water confidence and swimming are planned by age and readiness, subject to qualified instruction and careful safety.

05

## Sport, dance & taekwondo

Football, creative dance, ballet and age-appropriate taekwondo develop coordination, discipline and teamwork.

06

## Chess & discovery clubs

Chess, coding, robotics and other interest-led clubs will expand for older children as Altiora Grove grows.

For our youngest children: enrichment remains sensory, musical, relational and movement-led. Structured clubs are introduced gradually. Specialist activities and termly availability will be communicated to families in advance.

# A prepared place

## The environment

Walk through our gate and the building begins to tell you what we believe. Rooms are calm enough for the children's work to remain the colour.

## Known and loved

Your child will be known here—not managed and not measured only by what can be counted. Known in their fascinations, quiet leaps and need for either a hand or room.

## Home and school

Communication stays open. You will always know how to reach us, and you will never need to wait for a problem before speaking with us.

Alongside the open door stand the fixed points of the year: a written observation of your child each term, a termly parent–teacher conference with their guide, and parent mornings when you are invited to sit in the classroom and watch the work unfold. We ask for partnership in return, because a child flourishes when home and school are one circle of confidence around them.

## JOINING US

# Admissions

Choosing a school is a meeting of convictions, not a test of a small child. Admission is based on available places and readiness for a genuine family–school partnership. Each community is intentionally limited, because being known requires time and attention.

01

## Visit us

Walk through the rooms. Ask everything. Meet the people who would spend their days with your child.

02

## Apply

Tell us about your child and family: who they are, not what they can prove.

03

## Meet

An unhurried conversation with you and your child, held at the child's pace.

04

## Welcome

An offer of place, a gentle settling-in plan and the beginning of belonging.

**NEXT STEP:** Book a visit and request the application pack. Current enrolment periods, fees, required documents and the confirmed opening sequence are shared with families at this stage.

Classroom images in this prospectus are design simulations illustrating Altiora Grove's intended atmosphere. Final room layouts and furnishings may vary.

*For the Wonder Within Every Child*



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