

CURRICULUM ORGANISATION POLICY

PURPOSE

The purpose of this policy is to specify processes in place to ensure that the teaching and learning of students at Melbourne Montessori School is planned in a methodical manner, guided by teachers employing current best practice and implementing the National Montessori Curriculum across the School.

SCOPE

1. Students
2. Curriculum
3. Teachers
4. Curriculum Coordinator
5. Learning Differences Unit

DEFINITIONS

'At risk' – students who are achieving well below the normal range of expectations for a particular area of development

L.O.T.E. – Languages other than English

P.M.P.- Perceptual Motor Program which is designed to enhance children's gross motor skills, vestibular and proprioception senses etc.

1. Students

"To consider the school as a place where instruction is given is one point of view. But to consider the school as a preparation for life is another. In the latter case, the school must satisfy all the needs of life." – Maria Montessori

The Montessori approach offers a broad vision of education as an "aid to life". It is designed to help students grow from childhood to maturity. It succeeds because it draws its principles from the natural development of the student. Its flexibility provides a matrix within which each individual student's inner directives freely guide the student toward wholesome growth.¹ Teaching begins with very young children in the Parent and Toddler Group and teachers follow the curriculum through all year levels to Year 10.

2. Curriculum

The curriculum followed at MMS is the Montessori National Curriculum which was ratified by ACARA in November 2011. The School fully embraces the National Montessori curriculum, and focuses on excellence in teaching, ensuring the core values of a Montessori education are strong throughout all cycles. The National Montessori Curriculum drives the subject content, skills and focus areas for MMS across Cycles 1, 2, 3, 4 and including Year 10.

MMS aims to provide excellence in Montessori education encompassing all aspects of child development including appropriate focus on the creative arts (art, music, drama) physical education, and technology as well as the traditional academic focus areas of language, mathematics, sciences and humanities.

The integrated curriculum using the Montessori National Curriculum has been designed to take advantage of the methods developed by Dr Maria Montessori – methods which are regularly being affirmed by neuroscience research; Montessori techniques and resources and

¹ Extract from Montessori Approach on Montessori Australia website (montessori.org.au)

modern best practice. The instruction is individual or to small, mixed-ability groups where teachers can give maximum individual care. Motivation is important, and attitude and endeavour, as well as academic achievement, are recognised and encouraged.

The following subjects are available for students from 3 year old kindergarten to Prep:

The classroom teacher is responsible for:

English	Personal Learning
Mathematics	Interpersonal Development
Science	Design, Creativity and Technology
Humanities	Civics and Citizenship
Thinking processes	

Specialist teachers are responsible for:

LOTE (Italian)
PE
Performing Arts
PMP
Learning Differences Unit (Providing support and enrichment)

The following subjects are available for students from Year 1 to Year 6:

The classroom teacher is responsible for:

English	Personal Learning
Mathematics	Interpersonal Development
Science	Design, Creativity and Technology
Humanities	Civics and Citizenship
ICT	Business
Economics	

Specialist teachers are responsible for:

Art
LOTE (Italian)
PE
Performing Arts (class music, recorder and ukulele program)
Outdoor Education (A camping programme runs for Years 2 – 6)
Learning Differences Unit (Providing support and enrichment)

Weekly time allocations for classroom teachers:

Mathematics – minimum five hours
English – minimum ten hours including spelling, comprehension etc
Humanities/Health/Science/Technology/Civics and Citizenship integrated with English and Mathematics – minimum five hours
Bounce Back resiliency program – one hour

Weekly time allocations for specialist teachers:

Art – 2 hours (Grades 1-6)
LOTE – 1 hour (Years 1-6) ½ hour (3 year old kinder to Prep)
Performing Arts – 2 hours (Years 1-6) 1 hour (3 year old kinder to Prep)
PE - 2 hours (Years 1-6) 1 hour (3 year old kinder to Prep)
PMP - 30 minutes (3 year old kinder to Prep)

All teachers are also expected to teach areas such as building social relationships and developing thinking and communication skills.

The following subjects are available for students from Year 7 to Year 10:

The specialist teachers are responsible for:

English	Mathematics
Science	History
Health	Geography
Civics and Citizenship	Digital Technologies
Economics	Business

Drama

Including:

Critical and creative thinking
Personal and social capabilities
Intercultural understanding
Ethical behaviour

The Arts

Design and technologies

LOTE (Italian or Mandarin)

PE

Outdoor Education (A camping programme runs for Years 7-10)

Learning Differences Unit (Providing support and enrichment)

Weekly time allocations

Mathematics	minimum 4 hours (one hour embedded)
English	minimum 4 hours (minimum two hours embedded)
Science	minimum 4 hours
Geography	minimum 2 hours
History	minimum 2 hours
Integrated subjects:	Civics and Citizenship/Business/Economics/ Health/Science/Geography/History/Design Technologies (subjects embedded with English and Maths)
The Arts	minimum 2 hours
LOTE	minimum 2 hours
Music	minimum 2 hours
PE	minimum 2 hours
Design Technology	minimum 2 hours

3. Teachers

To deliver the highest standard of Montessori education and experience requires an unyielding focus on excellence in teaching. MMS strives to employ the best trained, most experienced Montessori teachers available, and further strives to enhance the learning of all existing staff by investing in regular professional development. They also need to hold state approved qualifications and VIT registration.

4. Curriculum Coordinator

To help implement the best practice of Montessori education, the School has enrolled in the [Montessori Quality Assurance Programme](#); we hold annual teacher appraisal using the AITSL standards, and implement continued training of teachers and assistants.

The goals of the Curriculum Coordinator are to lead the staff in a range of development areas, notably:

- Assess MMS's current operation against the Montessori National Curriculum and identify any gaps.
- Assess MMS's current operation against the National Quality Framework for all kindergarten children and identify any gaps.

- Implement a system to address any gaps found in the current curriculum and the National Quality Framework.
- Define a 3-year implementation plan to address any gaps found against the Australian National Curriculum.
- Develop a Teacher Professional Development program that ensures “Excellence in Teaching”.
- Meet with Cycle Coordinators regularly to review and oversee planning and professional development.

5. Learning Differences Unit

Teachers additionally have the support of the Learning Differences Unit (LDU). This department is dedicated to the support of students seen as ‘at risk’ and the extension of students who would benefit from additional opportunities with like ability students.

The curriculum used by LDU is taken from a wide range of support programs which focus on very specific areas of developmental need eg. FastForWord, which helps the phonological awareness of children struggling with reading.

They also help with the social and emotional development of children who need additional support in this area.

SOURCES

The Montessori Foundation – Montessori National Curriculum November 2011.
Australian Institute for Teaching and School Leadership (AITSL)

REVIEWED: 2017

Linked with:

Planning Policy

Student Assessment and Reporting Policy

Learning Differences Policy