

PLANNING POLICY

PURPOSE

The purpose of this policy is to ensure that systematic planning takes place for the delivery of teaching and learning delivered at Melbourne Montessori School.

SCOPE OF THE PLANNING POLICY

1. The Curriculum Coordinator
2. Teachers

1. THE CURRICULUM COORDINATOR

The Curriculum Coordinator is responsible for the organisation of planning expectations and the organisation of professional development of the teachers so that they are aware of where to find the curriculum; to be supportive in the collaborative development of yearly, termly and weekly planning both in cycle teams and individually.

The Curriculum Coordinator is also responsible for ensuring that teachers, specialists and assistants have the requisite materials and resources to perform their jobs to ensure the delivery of excellent Montessori education.

The Curriculum Coordinator works in conjunction with teachers and Learning Differences Department to ensure that the teaching of individual children best suits their learning styles and that differentiation is practised by all teachers to deliver the most appropriate range of learning opportunities for students.

2. TEACHERS

Teachers need to develop Individual Learning Plans for each child in accordance with Montessori guidelines and differentiate each child's needs to deliver the most appropriate range of learning opportunities for students.

The teachers are responsible for attending professional development sessions which are held for the purpose of instructing them in where to find the curriculum; in attending weekly Staff Meetings and fortnightly collaborative team meetings to develop yearly, termly and weekly planning documents both in cycle teams and individually to demonstrate their use of the Montessori National Curriculum and other programs, as determined by the School which demonstrate best practice, to deliver excellent Montessori education.

Classroom teachers and specialists are required to liaise to facilitate integrating the curriculum where appropriate. Beginning with the skills and knowledge the students have, units of work are planned to extend each child at an appropriate pace. Students' abilities, backgrounds, interests and aspirations are taken into account.

Teaching of students covers a wide range of groups: students participate on an individual level, with partners, and as part of small group, class, campus or whole school activity, as appropriate. Cooperative learning skills are incorporated in the curriculum to facilitate this.

Teachers and assistants are also required to attend annual appraisal based on the AITSL teacher standards and develop goals for their own professional development for the following year. Resources appropriate to the tasks are used; Montessori concrete materials, books, real-world materials, excursions, incursions, parent speakers, World Wide Web, DVDs, CD Roms, television programs, kits, posters and so on are all components of the curriculum. Effective student learning is

facilitated by teachers with a clear purpose, the selection of appropriate resources and activities, combined with ongoing assessment, record keeping and reporting.

SOURCES

The Montessori Foundation

VCAA AusVels

Australian Institute for Teaching and School Leadership (AITSL)

REVIEWED: 2013, 2016

LINKED WITH

Curriculum Organisation Policy

Student Assessment and Reporting Policy