



Rockingham Montessori School  
Incorporated  
ABN:68115270695

**POLICY TITLE:** Curriculum Policy

**BOARD APPROVAL DATE:** August 2021

**SIGNED BY CHAIR:**

**BOARD REVIEW DATE:** August 2024

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## **CURRICULUM POLICY**

### **PURPOSE**

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

### **SCOPE**

- A. Children
- B. Curriculum
- C. Teachers
- D. Curriculum Coordinator
- E. Literacy Program
- F. Extension Program

### **DEFINITIONS**

‘At risk’ – students who are achieving well below, or well above, the normal range of expectations for a particular area of development

LOTE – Languages other than English

G&T – Gifted and Talented

PDHPE – Personal Development, Health and Physical Education

Cultural Subjects – These include: Science, History, Geography, Biology, Creative Arts, PDHPE, Design, Creativity and Technology, Occupations, Micro Economy, Humanities.

### **A. CHILDREN**

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

## **B. CURRICULUM**

The curriculum followed at Rockingham Montessori School is the Montessori National Curriculum (MNC) which was ratified by ACARA in November 2011. The School fully embraces the MNC, and focuses on excellence in teaching, ensuring the core values of a Montessori education are strong throughout all cycles.

The Montessori National Curriculum drives the subject content, skills and focus areas for Rockingham Montessori School across all cycles. In the final years of compulsory education in senior school, the students may also follow the courses of study endorsed by ACARA, Nationally Accredited Vocational Education and Training Certificate Courses and all students work towards attainment of a comprehensive Western Australian Statement of Student Achievement (WASSA).

Rockingham Montessori School 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 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 in the **Children's House**:

The classroom teacher is responsible for:	Fundamental Life skills
	Education of the senses
	Personal Learning
	Interpersonal Development
	English
	Mathematics
	Science
	Geography
	History
	Creative Arts
	PDHPE

The following subjects are available for students in **Lower Primary** and **Upper Primary**:

The classroom teacher is responsible for:	Personal Learning
	Interpersonal Development
	English
	Mathematics

Science  
History  
Geography  
Biology  
Creative Arts  
PDHPE  
Design, Creativity and Technology

The following subjects are available for students in **Middle School**:

Specialist teachers are responsible for: Music

LOTE (Indonesian &/or French)  
Literacy Program (support & enrichment)  
Extension Program (G&T support & enrichment)  
Humanities  
Micro economy  
Occupations  
Seminars  
Language  
Physical Expression  
Learning through Internships  
Seminars

The Following opportunities are available for **Senior School** students to achieve WACE or secondary graduation:

Music  
LOTE (Indonesian &/or French)  
Literacy Program (support & enrichment)  
Extension Program (G&T support & enrichment)  
Humanities  
Micro economy  
Occupations  
Seminars  
Language  
Physical Expression  
Learning through Internships  
Seminars

Subjects are offered on a student need basis.

Course of Study –  
and availability

Vocational Education & Training (VET)  
Endorsed programs  
TLC110 – Murdoch University, Undergraduate course  
Learning through Internships

Weekly time allocations for classroom teachers:

- English - Every extended day child is to practice with a Language Material at least once a day. Teachers must introduce new Language materials upon observation and/or assessment of child readiness.
- Mathematics - Every extended day child is to practice a Math material at least once a day. Teachers must introduce new Math materials upon observation and/or assessment of child readiness.
- Cultural Subjects - These subjects are integrated with English and Mathematics and must be practiced on a daily basis. Teachers must introduce new Cultural materials upon observation and/or assessment of child readiness.

Weekly time allocations for specialist teachers in the primary classes:

- LOTE (Indonesian)- 1 hour per week  
 The Arts/Technology – 1 hour per week

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

### **C. TEACHERS**

To deliver the highest standard of Montessori education and experience requires an unyielding focus on excellence in teaching. Rockingham Montessori School 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.

On a biannual basis (end of first and second semesters) the teachers compare their observational notes and documented perceived levels of each child’s progress against the Australian Curriculum Achievement Standards and data obtained from formal assessments.

### **D. CURRICULUM COORDINATORS**

To help implement the best practice of Montessori education, the School undertakes Montessori Quality Assurance Programmes; holds annual teacher appraisal using the AITSL standards, and implements continued training of teachers, assistants and administrative staff.

The goals of the Program Coordinators, Deputy Principal and Principal are to lead the staff in a range of development areas, notably:

1. Assess Rockingham Montessori School’s current operation against the Montessori National Curriculum and identify any gaps.
2. Assess Rockingham Montessori School’s current operation against the National Quality Standards for all kindergarten children and identify any gaps.
3. Implement a system to address any gaps found in the current curriculum and the National Quality Standards.

4. Define a 3-year implementation plan to address any gaps found against the Australian National Curriculum.
5. Foster a rich environment advocating for Teacher Professional Development to ensure “Excellence in Teaching”.
6. Meet with Program Coordinators regularly to review and oversee planning and professional development.

#### **E. LITERACY SUPPORT**

Teachers additionally use Rockingham Montessori School’s Literacy Support Program. These programs are dedicated to the support of students seen as ‘at risk’ in the area of Language development. The curriculum utilised in the Literacy Support Program are taken from a wide range of support programs which focus on very specific areas of developmental need. These include: further use of Montessori Language Materials, The ABC – Cracking the Code program, The Sounds Write Program, and other established programs which help the phonological awareness of children struggling with reading.

These programs are designed to help with the social and emotional development of children who need additional support in this area.

#### **REFERENCES AND ACKNOWLEDGEMENTS:**

1. Early Years Learning Framework and National Quality Standards
2. Montessori National Curriculum
3. Australian National Curriculum
4. AITSL Professional Standards for teachers
5. Melbourne Montessori School, *Curriculum Organisation Policy*