



**MONTESORI
QUALITY ASSURANCE
PROGRAMME**



The Montessori Quality Assurance Programme (MQAP) has been developed to partner with and support all schools and early childhood centres providing Montessori environments. It will assist schools and centres to engage in a process of review, improvement and maintenance to ensure the highest level of Montessori experiences for children and young persons.

The emphasis for the MQAP is on continuous improvement rather than just registration. It highlights Montessori indicators for quality practice and supports these with a model of mentoring and professional development. The Montessori Quality Assurance Council (MQAC) through the Montessori Australia Foundation (MAF) administers the MQAP. All schools and early childhood services are eligible to participate. The MQAP website (montessori.org.au) will list all services participating in the MQAP and accepted as Registered.

WHY SHOULD MY SCHOOL OR CENTRE PARTICIPATE?

- To promote and increase confidence in the provision of high quality Montessori environments for current and prospective families.
- To inform families of quality practice and delivery of Montessori environments.
- To assist staff with the development of a culture of continuous reflection and improvement leading to maintenance of quality outcomes for consumers.
- To promote and increase the profile and outcomes of Montessori environments with State and Federal Governments leading to the validation and recognition of Montessori models.
- To enable services to fit within and to support services to meet State and Federal Government requirements for improvement of standards, quality teaching and learning, accountability and professionalism.
- To assist with linking the national Montessori standards with international Montessori standards.
- To increase awareness of the Montessori approach to education and care and Montessori philosophy in the wider Australian community.





THE MQAP PROCESS

1. Orientation and Induction
2. Self Evaluation Reports
3. Sign and Commit to the Charter
4. Annual Progress Reporting
5. Option A: Mentoring Programme followed by Assessment Visit
6. Option B: Immediate Assessment Visit

THE MQAP LEVELS

APPLIED – Have completed steps 1, 2 and 3.

PARTICIPATING – Have completed steps 1, 2, 3, 4 and are participating in the mentoring phase of step 5.

REGISTERED – Have had an assessment visit and been assessed to be meeting the majority of the Quality Standards.

THE PROCESS IN MORE DETAIL:

- a. Apply to join the programme and pay the fee. Schools and centres must be MAF subscribers to be eligible to join MQAP as the programme is essentially a subscriber benefit with any additional costs kept to an absolute minimum.
- b. Staff to be given an orientation and induction session with assistance from an MQAP Coordinator (onsite or remotely), followed by reflective activities.



- c. Complete and return the self-evaluation forms.
- d. Sign a copy of the MQAP Charter to be displayed at the school or centre.
- e. School or centre is listed on the MAF website as "Applied" after completing these steps.
- f. Self evaluation forms are reviewed by Montessori Quality Assurance Council and the school or centre will be advised whether to choose Option A: Mentoring Programme followed by Assessment Visit or Option B: Immediate Assessment Visit.
- g. If Option A, a mentor is assigned to the school or centre. A mentor visit will be arranged and the mentor will work with the school or centre on developing a plan to enable the school or centre to meet the Quality Standards. During this phase the school or centre will be listed on the website as "Participating". When the mentor and school or centre agrees they are ready an Assessment Visit will be organised.
- h. When an Assessment Visit is indicated an Assessor will be assigned and a time arranged to visit the school or centre to conduct the assessment review. The centre will be assessed on the Indicators of the Quality Standards and given a full report. If a percentage score of 60% or greater is achieved the school or centre will be deemed to have achieved sufficient Quality Standards to be granted "Registered" status. Registration status will be granted for three years for a percentage score of 60 to 79% and registration status granted for five years for percentage score of 80 to 100%. If a score of under 60% is achieved then the school or centre will be advised to undergo more mentoring until ready for another Assessment visit.
- i. Once "Registered" the school or centre will be required to have an assessment visit every three or five years to maintain registration or when significant changes occur at the school or centre that may affect the school or centre continuing to meet the Quality Standards. Reregistration will also involve completing a new set of self-evaluation forms.
- j. All schools and centres must submit an annual progress report.



PROMOTION AND WEBSITE

- All schools or centres enrolled in the MQAP will be listed at the top of the Schools and Centres directory on the MAF website with the MQAP “Applied”, “Participating” or “Registered” logo as applicable.
- All schools, services or centres enrolled in the MQAP will be able to display the applicable MQAP logo on their website and promotion material.
- MAF will promote and advertise the Montessori Quality Assurance Programme to the general public, encouraging families to seek schools and centres that are part of the MQAP.



WHO IS THE MONTESSORI QUALITY ASSURANCE COUNCIL (MQAC)?

The MQAC consists of Montessori trainers from across Australia. This committee sits under the Montessori Australia Foundation and has been responsible for developing the Montessori Quality Assurance Programme.

WHO ARE THE MQAP COORDINATORS?

MAF has employed professional staff to assist with coordination of the Montessori Quality Assurance Programme. MQAP Coordinators will have completed mentoring training and have experience working in and supporting Montessori programmes. They will work closely with the Montessori Quality Assurance Council and the MAF office to coordinate the administration of the MQAP and provide ongoing communication with schools and centres enrolled in MQAP.

WHO ARE THE MENTORS?

The role of the mentor is crucial to the success of the Montessori Quality Assurance Programme. All mentors are qualified and experienced in Montessori implementation and are committed to supporting and enhancing the quality of Montessori education and mentoring in Australia. They have undertaken intensive mentor training and are committed to ensuring that the process is a supportive and positive experience for everyone involved. The aim of the mentoring partnership is to develop a confidential and trusting relationship with staff in schools and centres.

MENTOR VISITS

The mentor assigned to a school or centre will contact the Principal, CEO or Director or appropriate staff member to discuss the self-evaluation forms and schedule a visit. During the visit the mentor will meet with the management team and nominated staff, observe and discuss the self-evaluation forms and



goals. The mentor will prepare a written report of the visit that will be sent to the school or centre and to the MQAC with two months. The mentor will make follow up telephone contact with those involved in the process and will be a partner with the school or centre in its MQAP journey. The mentor will work with the school or centre on a pathway to meet the quality standards and help determine readiness for an Assessment Visit. The mentor will be able to recommend training, consulting services and professional development.

WHO ARE THE ASSESSORS?

MQAP Assessors work under the direction and guidance of the Montessori Quality Assurance Council and are trained to provide consistent assessment of Montessori programmes. Assessors have extensive experience in training, mentoring and working in Montessori environments. Regular internal review and monitoring processes ensure continuing reflection on the Quality Areas and Standards, assessment procedures and consistent assessment practices.

FEES

An initial application fee is payable to cover the costs of a MQAP Coordinator facilitating an Orientation and Induction session.

Application Fee \$440

Annual application fees are payable according to the number of full-time equivalent children attending the school or centre.

Up to 30 children	\$110
30 to 60	\$220
60 to 100	\$330
100 to 200	\$550
200+	\$770

Mentor Visits: \$660 per day plus expenses

Assessment Visit: \$660 per day plus expenses

All fees include GST

For more information on the Montessori Quality Assurance Programme, please visit the MQAP section on the MAF website montessori.org.au

ASSESSOR VISITS

The Assessor will be assigned by the Montessori Quality Assurance Council. A minimum of one month's notice will be given prior to an assessment visit. The Assessor will make contact beforehand to go over the schedule for the visit and forward and guidelines or documentation required. The length of the visit will depend on the size of the facility. A full assessment report will be provided within two months of the visit.





PARENTS' GUIDE

Choosing the right Montessori environment for your child is important. Each school or centre is run independently and is either privately owned or run by a non-profit association.

"Montessori" is not trademarked so it is possible for any school or centre to include the word "Montessori" in their name. Most "Montessori" schools or centres aim to offer a quality Montessori programme.

A national Montessori Quality Assurance Programme has been established to identify the Quality Standards for Montessori programmes and to support schools and centres in maintaining these standards. As a parent you can be assured that a school or centre that is part of the Montessori Quality Assurance Programme is committed to providing authentic Montessori programmes.

The Montessori Quality Assurance Programme is a supportive and positive means of continuous improvement by which schools and centres strive to ensure quality and best practice. The programme has three levels.

APPLIED – Have applied to the programme and committed to the Montessori Charter.

PARTICIPATING – Are participating in a mentoring programme to support implementation of the Quality Standards in preparation for an assessment visit.

REGISTERED – Have had an assessment visit and been assessed to be meeting the majority of Quality Standards.

A signed Charter should be displayed which says the school or centre believes:

- All children have the right to an environment that is carefully prepared so that it meets and nurtures the developmental needs of each child.
- The child is an active participant in the learning process.
- Multi-age groups aligned with developmental planes provide for optimal social, emotional and cognitive learning.
- Self-discovery and exploration are important parts of the learning process.
- A non-competitive approach and the use of self-correcting materials promotes independence and self-confidence.
- The culturally diverse backgrounds of families and their active involvement in the centre enrich and foster a community that embraces tolerance and cooperation.

As a result of these beliefs, the school or centre strives to implement the Montessori Quality Standards.

For further information and a list of participating schools and centres, please visit the website montessori.org.au.





MONTESSORI QUALITY ASSURANCE PROGRAMME CHARTER

OUR SCHOOL OR CENTRE BELIEVES:

- All children have the right to an environment that is carefully prepared so that it meets and nurtures the developmental needs of each child.
- The child is an active participant in the learning process.
- Multi-age groups aligned with developmental planes provide for optimal social, emotional and cognitive learning.
- Self-discovery and exploration are important parts of the learning process.
- A non-competitive approach and the use of self-correcting materials promotes independence and self-confidence.
- The culturally diverse backgrounds of families and their active involvement in the school or centre enrich and foster a community that embraces tolerance and cooperation.
- As a result of these beliefs, we strive to implement the following Montessori Quality Standards:

Montessori Prepared Adults

- Have Montessori qualifications for the levels they teach
- Undertake regular Montessori professional development to enable them to be reflective practitioners and life-long learners
- Utilise observation as a foundational tool to guide each child's learning
- Serve as role models
- Serve as facilitators for the child's natural development, learning and discovery

Montessori Prepared Learning Environment

- Has appropriate multi-age groupings aligned with the planes of developmental
- Builds in uninterrupted daily work periods, considering a minimum three hour work cycle as ideal, and integrates any speciality programmes consistent with Montessori key principles
- Is organised according to Montessori principles and offers multiple learning opportunities and indoor and outdoor learning spaces
- Offers a full complement of developmentally appropriate Montessori materials, resources and activities
- Is aesthetically pleasing, well maintained, ordered and provides enticement to activity
- Supports the child's development and encourages self-responsibility and awareness of how actions may influence others and the environment

Montessori Curriculum Planning, Implementation and Assessment

- Follows the Montessori National Curriculum, is developmentally appropriate, dynamic, purposeful, engaging and lays the foundations for further learning
- Is guided by Montessori principles in all aspects
- Encourages independence, self-direction, active learning and discovery
- Uses a process of student progress assessment and reporting that is compatible with Montessori principles

Commitment to Improvement, Leadership, Vision and Child Advocacy

- Employs a principal or educational leader who has knowledge of Montessori principles and practice
- Has policies and budgets that reflect a continuing commitment to Montessori training and professional development
- Is guided by Montessori principles in all aspects
- Utilises an admissions process that informs parents about the nature of Montessori education, the partnerships involved and the commitment required in enrolling in the school or centre
- Provides education and information programmes that promote an understanding of Montessori education as an aid to life
- Supports the broader Montessori mission and undertakes continuous development



THE MQAP QUALITY COMPONENTS

The MQAP consists of the following:

- Quality Areas
- Quality Standards
- Indicators of Quality Practice
- Cross Referencing to ECEC National Quality Standards and Elements
- Cross Referencing to the National Professional Standards for Teachers

THE QUALITY AREAS AND STANDARDS ARE:

MQA1: Montessori Prepared Adults

STANDARDS		NQS*	NPST*
MQS1.1	Montessori educators have Montessori qualifications for the levels they teach.	4.2	3.6
MQS1.2	Montessori educators undertake regular Montessori professional development to enable them to be reflective practitioners and life-long learners.	7.2	3.6 6.2 6.3 7.4
MQS1.3	Montessori educators utilise observation as a foundational tool to guide each child's learning.	1.2 7.2	3.6 6.2 6.3 7.4
MQS1.4	Montessori educators serve as role models.	4.2 5.1 5.2	1.2 1.5 2.1 4.2
MQS1.5	Montessori educators serve as facilitators for the child's natural development, learning and discovery.	1.2 3.1 3.2 4.2 5.1 5.2 7.2	1.1 1.2 1.5 2.2 4.2

* NQS National Quality Standards (ACECQA)

** NPST National Professional Standards for Teachers (AITSL)



MQA2: Montessori Prepared Learning Environment

STANDARDS		NQS*	NPST*
MQS2.1	The environment has appropriate multi-age groupings aligned with the planes of development.	1.1	2.1
		1.2	
		3.1	
		3.2	
		4.2	
		5.1	
		5.2	
MQS2.2	The programme builds in uninterrupted daily work periods, considering three-hour work cycles as ideal, and integrates any specialty programmes consistent with Montessori key principles.	1.1	1.2
		1.2	2.5
		3.1	
		3.2	
		4.2	
		5.1	
		5.2	
MQS2.3	The environment is organised according to Montessori principles and offers multiple learning opportunities and indoor and outdoor learning spaces.	1.1	4.2
		1.2	
		2.2	
		2.3	
		3.1	
		3.2	
		3.3	
		5.1	
		5.2	
MQS2.4	The environment offers a full complement of developmentally appropriate Montessori materials, resources and activities.	1.1	1.1
		1.2	1.2
		3.1	1.5
		3.2	2.2
		7.2	4.1
			4.2
MQS2.5	The environment is aesthetically pleasing, well maintained, ordered and provides enticement to activity.	1.1	4.2
		1.2	
		2.3	
		3.1	
		3.2	
		3.3	
		4.1	
		5.1	
		5.2	
MQS2.6	The environment supports the child's development and encourages self-responsibility and awareness of how actions may influence others and the environment.	1.2	
		2.3	
		3.3	
		4.2	
		5.1	
		5.2	

* NQS National Quality Standards (ACECQA)

** NPST National Professional Standards for Teachers (AITSL)



MQA3: Montessori Curriculum Planning, Implementation and Assessment

STANDARDS

		NQS*	NPST*
MQS3.1	The programme follows the Montessori National Curriculum, is developmentally appropriate, dynamic, purposeful, engaging and lays the foundations for further learning.	1.1	1.2
		1.2	1.5
		3.1	2.2
		3.2	2.5
		4.2	4.1
		5.1	7.2
		5.2	
MQS3.2	The implementation of the programme is guided by Montessori principles in all aspects.	1.1	1.5
		1.2	2.1
		3.1	3.2
		3.2	
		3.3	
		4.2	
		5.1	
5.2			
MQS3.3	Independence, self-direction, active learning and discovery are encouraged.	1.1	1.2
		1.2	1.5
		3.1	3.1
		3.2	3.2
		4.2	3.3
		5.1	4.2
		5.2	
		6.1	
		6.3	
MQS3.4	A process of student progress assessment and reporting is used that is compatible with Montessori principles.	1.2	2.1
		4.2	2.3
		5.2	2.6
		6.1	3.5
		6.3	3.6
		7.3	3.7
			4.2
			5.1
			5.3
			5.4
	5.5		
	7.1		
	7.2		
	7.3		

* NQS National Quality Standards (ACECQA)

** NPST National Professional Standards for Teachers (AITSL)



MQA4: Commitment to Improvement, Leadership, Vision and Child Advocacy

STANDARDS

		NQS*	NPST**
MQS4.1	A principal or educational leader is employed who has knowledge of Montessori principles and practice.	4.1	2.1
		4.2	6.2
		7.1	
		7.2	
MQS4.2	Policies and budgets reflect a continuing commitment to Montessori training and professional development.	4.1	
		4.2	
		7.1	
		7.2	
MQS4.3	All aspects of the school or centre are guided by Montessori principles.	7.1	6.2
		7.2	
MQS4.4	The admissions process informs parents about the nature of Montessori education, the partnerships involved and the commitment required in enrolling in the school or centre.	6.1	7.2
		6.2	7.3
		6.3	
		7.3	
MQS4.5	Montessori education and information programmes are provided that promote an understanding of Montessori education as an aid to life.	6.1	4.3
		6.2	7.3
		6.3	
		7.1	
		7.2	
MQS4.6	The school or centre supports the broader Montessori mission and undertakes continuous development.	1.1	7.4
		4.2	
		5.1	
		5.2	
		6.1	
		6.2	
		6.3	
		7.1	
		7.2	
7.3			

* NQS National Quality Standards (ACECQA)

** NPST National Professional Standards for Teachers (AITSL)



INDICATORS

MQA1: MONTESSORI PREPARED ADULTS

MQS1.1 – Montessori educators have Montessori qualifications for the levels they teach.

Indicators of Quality Practice

Teachers have Montessori qualifications for the age group they teach.

Teachers without Montessori qualifications for the age group they teach are enrolled in a Montessori course or are undertaking further Montessori professional development.

Assistants have undertaken a Montessori course or orientation

MQS1.2 – Montessori educators undertake regular Montessori professional development to enable them to be reflective practitioners and life-long learners.

Indicators of Quality Practice

Professional development programmes are in place for all educators.

Educators undertake observations in other Montessori environments.

A system of mentorship has been put into place.

MQS1.3 – Montessori educators utilise observation as a foundational tool to guide each child's learning.

Indicators of Quality Practice

Observation is a high priority and used as a key tool for reflective practice and programme planning.

Observations are conducted and recorded on a regular basis.

MQS1.4 – Montessori educators serve as role models.

Indicators of Quality Practice

Adults model appropriate behaviour (voice, appearance, attitude).

Adults model grace and courtesy.

Adults model respect and thoughtfulness.



MQS1.5 – Montessori educators serve as facilitators for the child’s natural development, learning and discovery.

Indicators of Quality Practice

Adults act as facilitators in the environment with less adult directed work and more student chosen activities.

Teachers give regular focused presentations.

Concentration is protected and encouraged.

Adults give only enough information to support children to make their own discoveries.

Adults are aware of the developmental stages of children and this is reflected in interactions and programme planning.

MQA2: MONTESSORI PREPARED LEARNING ENVIRONMENT

MQS2.1 – The environment has appropriate multi-age groupings aligned with the planes of development.

Indicators of Quality Practice

Mixed age groups are aligned to the planes of development.

Age and gender balance is aimed for within each group or class.

Five day a week Montessori programme for three years and older is encouraged.

MQS2.2 – The programme builds in uninterrupted daily work periods, considering three-hour work cycles as ideal, and integrates any specialty programmes consistent with Montessori key principles.

Indicators of Quality Practice

There are extended periods of the day allowing for uninterrupted, purposeful, developmentally appropriate, engaging, self-chosen work.

Music and art are integrated in each classroom environment.

The integration of specialised instruction, including additional language preparation, support for specific learning needs, sports, music and religion etc is consistent with Montessori key principles.

When possible, special classes are scheduled outside the uninterrupted work cycle.



MQS2.3 – The environment is organised according to Montessori principles and offers multiple learning opportunities and indoor and outdoor learning spaces.

Indicators of Quality Practice

Children can work on floor mats, at tables or in other spaces as appropriate for the age group and activity.

There are spaces for individual and group work as appropriate for the age group.

There is opportunity for food preparation at all levels.

Freedom of movement is encouraged as appropriate to the age.

Freedom of communication with respect for others is paramount.

There are plants and animals to care for and natural spaces.

There is the possibility of indoor/outdoor flow.

Primary classes have a 'Going Out' programme.

Secondary classes emphasise 'Occupations' and engagement with expert adults.

MQS2.4 – The environment offers a full complement of developmentally appropriate Montessori materials, resources and activities.

Indicators of Quality Practice

There is a complete range of Montessori materials for the relevant age group.

Developmentally age appropriate materials, resources and activities provide opportunities for work in each of the major curriculum areas as outlined in the Montessori National Curriculum.

Montessori materials are in constant and regular use.





MQS2.5 – The environment is aesthetically pleasing, well maintained, ordered and provides enticement to activity.

Indicators of Quality Practice

There is an atmosphere of respect, calm and safety in each environment.

Aesthetics and beauty are key considerations.

Montessori materials are well maintained and attractively displayed.

Montessori materials are ordered and organised to be supportive of auto-education.

The environment is refreshed frequently.

MQS2.6 – The environment supports the child's development and encourages self-responsibility and awareness of how actions may influence others and the environment.

Indicators of Quality Practice

Materials are limited and offer essential keys.

Appropriate glassware, crockery, tools, materials and cultural items are used.

The environment is designed to enable children to care for it and to be responsible for their actions towards others and the natural environment.

Natural materials predominate and resources are conserved to instil an attitude of stewardship and sustainable living.

MQA3: MONTESSORI CURRICULUM PLANNING, IMPLEMENTATION AND ASSESSMENT

MQS3.1 – The programme follows the Montessori National Curriculum, is developmentally appropriate, dynamic, purposeful, engaging and lays the foundations for further learning.

Indicators of Quality Practice

The programme is planned and presented across all learning areas.

Programme activities are adaptable, dynamic and responsive so students are challenged to apply their knowledge, to solve problems and to think creatively.

Studies are integrated and there are opportunities for students to negotiate the curriculum and to undertake long-term projects.

The curriculum is broad, deep and culturally appropriate.



MQS3.2 – The implementation of the programme is guided by Montessori principles in all aspects.

Indicators of Quality Practice

Concentration is a developmental priority.

Contemplation is valued.

Presentations and materials gradually move understanding of concepts from the concrete to the abstract and from the more general whole to the more specific parts and increased detail.

Repetition is encouraged.

Whole group presentations are minimal and used age appropriately.

Practical Life activities, including Grace and Courtesy, are emphasised at all levels.

Peer teaching and self-reflection are valued.

MQS3.3 – Independence, self-direction, active learning and discovery are encouraged.

Indicators of Quality Practice

A focus upon reality and 'keys' to the world is the basis of curriculum choices (tools of the hand for younger children, imagination for older children and peer engagement for young adults).

The balance between adult directed and individually chosen work is appropriate for the age group and individuals.

The programme incorporates guided discovery.

Self-created challenge and self-directed learning is present.

Variations in material use by the child is possible.

Only what is necessary to aid exploration, discovery and independence is given.

Opportunities for developmentally appropriate work are provided according to child's interests and needs.

The primary curriculum is designed to spark the imagination and foster 'Great Work'.

The secondary curriculum gives a central role to 'Occupations' that are meaningful to the student, physically and intellectually challenging, and valued in the wider community, economy, society and culture.



MQS3.4 – A process of student progress assessment and reporting is used that is compatible with Montessori principles.

Indicators of Quality Practice

Regular recorded observations form the basis of planning and assessment.

Teachers undertake dedicated and recorded observations regularly in their own classroom.

Teachers keep comprehensive records of student's progress and development with articulated anticipated outcomes for each individual.

Assessment tools are authentic and used to inform future practice.

Teachers have strategies to meet individual needs if students exceed or fall short of anticipated outcomes and make use of observation and diagnostic tools to assist their understanding of students' learning and development.

Teachers have access to a support system for children falling outside of anticipated outcomes.

Reporting meets state requirements, remains consistent with Montessori principles, and is meaningful to parents.

Student self-assessment and reflection is encouraged.

MQA4: COMMITMENT TO IMPROVEMENT, LEADERSHIP, VISION AND CHILD ADVOCACY

MQS4.1 – A principal or educational leader is employed who has knowledge of Montessori principles and practice.

Indicators of Quality Practice

The school or centre employs a Montessori qualified principal or educational leader.

Non-Montessori qualified principals or educational leaders undertake ongoing Montessori professional development.

Appropriate professional development is provided for leadership staff.

The principal or educational leader participates in MAF Heads of Schools or ECEC events.





MQS4.2 – Policies and budgets reflect a continuing commitment to Montessori training and professional development.

Indicators of Quality Practice

The goal of financially supporting Montessori teacher training is embedded in school or centre policy and budgets.

Educators are supported to regularly attend MAF events.

Experienced and qualified Montessori consultants provide professional Montessori in-service.

MQS4.3 – All aspects of the school or centre are guided by Montessori principles.

Indicators of Quality Practice

Montessori principles are embedded in the foundational documents of the school or centre.

Everyday practice in the school or centre reflects the MQAP Charter.

The MQAP Charter is predominately displayed within the school or centre.

MQS4.4 – The admissions process informs parents about the nature of Montessori education, the partnerships involved and the commitment required in enrolling in the school or centre.

Indicators of Quality Practice

Admission process informs parents of the nature of the Montessori approach and commitment expected.

Written policies are transparent and exist for all areas of school or centre operation and management.

MQS4.5 – Montessori education and information programmes are provided that promote an understanding of Montessori education as an aid to life.

Indicators of Quality Practice

Parent education programmes are effective and reach most parents.

There is regular and effective communication with parents.

Adults see communication with parents and families as highly desirable, aiding their task of championing the optimal development of each individual.



MQS4.6 – The school or centre supports the broader Montessori mission and undertakes continuous development.

Indicators of Quality Practice

The school or centre is a subscriber of the Montessori Australia Foundation.

The school or centre promotes accurate informed understanding of the Montessori approach in the wider community.

There is an emphasis on civic and global responsibility throughout the school or centre.

The school or centre supports the Montessori Children's Foundation or other charitable foundations.

Links are made with the wider environment and community and include service opportunities.

The programme includes an emphasis on values and actively celebrates diversity, peace and the interdependence of all life.

Staff are supported to engage in the wider Montessori and educational community.

Teachers are active in the Montessori community and generally as advocates for children and adolescents.

There is a whole school or centre quality improvement plan.

The school or centre undertakes long-term reviews and strategic planning.





FURTHER INFORMATION

Visit the Montessori Australia Foundation website at www.montessori.org.au

REFERENCES

MAF Montessori National Curriculum

Montessori Early Years Learning Programme

National Quality Framework and Standard for Early Childhood Education and Care

National Professional Standards for Teachers (AITSL)

