



## MAF Presentation NCG Meeting

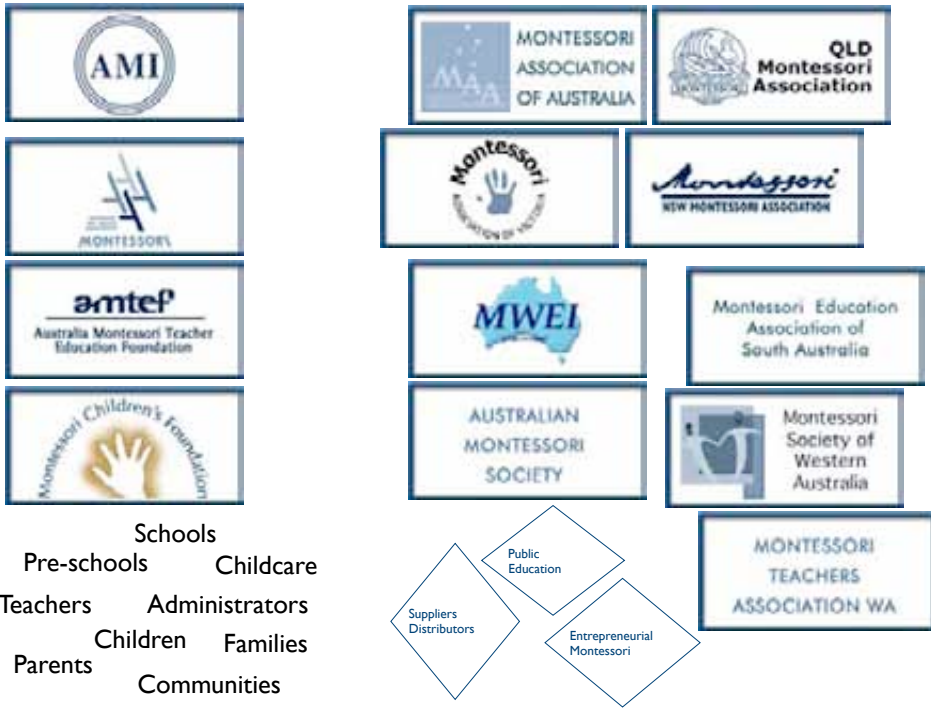
### What do we do?

- Work to make Montessori principles and practices available to more children
- 50 year goal to become a self regulating system of education serving 15% of Australia's children
- Support the natural development of the human being from birth to maturity enabling children to become the transforming elements of society leading to a harmonious and peaceful world
- Establishment of MAF in 2007 marked a new era for Montessori in Australia

### Overview

- MAF and Montessori in Australia
- Historical and International Context
- Celebrating 100 Years in Australia
- What is Montessori?
- Infrastructure Development
- International Work
- Montessori in Indigenous Communities





# Montessori in Australia

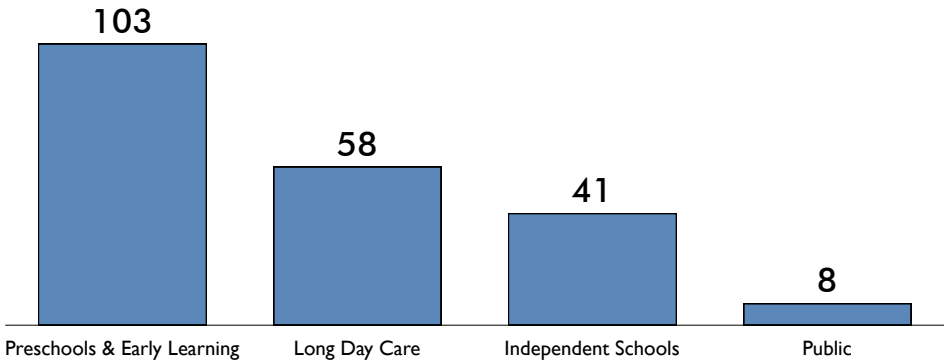
National Peak Body

National Charity

Training Centres

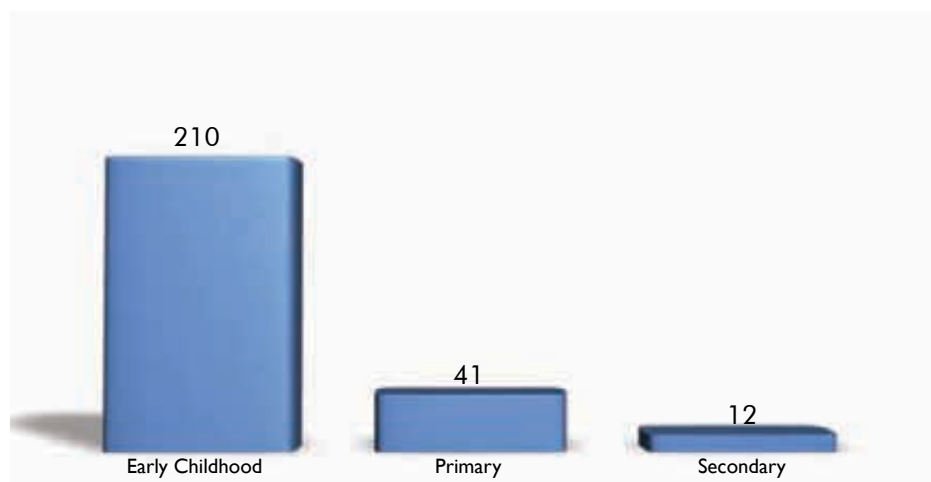


# Montessori in Australia - Settings



210 Schools and Centres

## Montessori in Australia - Age Range



## MAF Board, Staff and Structure

### Board

Christine Harrison  
Pamela Nunn  
Fran Reed  
Pam Staton

### Staff

Sandra Allen  
Alison Birdsall  
Kay Boulden  
Roelie Hartwig  
Christine Harrison  
Amy Kirkham  
Dana Joldic  
Soula Lerantges  
Terri Marzullo  
Megan Tyne

### Positions

Office Manager  
Office Assistant  
Government & Community Liaison  
Event Coordinator  
Government & Community Liaison  
Programme Coordinator  
Accounts  
Customer Service  
Graphic Designer  
Executive Director

- Not an association of schools
- Self-perpetuating board
- Service provision organisation with subscribers
- Affiliated to the international authority on Montessori education - Association Montessori Internationale

## MAF Committees

### Prenatal Parent Education Consultative Group

Kay Boulden  
Sara Brady  
Victoria Cerins Marshall  
Katie Denzin  
Christine Harrison  
Julia Hilson  
Pam Nunn  
Aleksandra Zajac

### MQAC

Susan Harris Evans  
Amy Kirkham  
Pamela Nunn  
Lesley Payne

### Thailand

Chitra Achar  
Sue Birdsall  
Kannekar Butt  
Pam Staton  
Maxine Swenson  
Jenny Williams

### MQAP Mentors

Chitra Achar  
Debra Avery  
Deirdre Carroll  
Rebecca Dallam  
Peter Erskine  
Naomi Stuckey

### National Curriculum

Bobbie Beasley  
Sue Birdsall  
Rebecca Dallam  
Susan Feez  
Chiray Fitton  
Susan Harris Evans  
Amy Kirkham  
Ineke Oliver  
Fran Reed  
Rhonda Sheehan  
Steven Wallis

### Research

Kay Boulden  
Nicky Chisnall  
Peter Erskine  
Susan Feez  
Amy Kirkham  
Lesley Payne

### Advisory Group

Karen Bennetts  
Chiray Fitton  
Elizabeth Goor  
Cathy France  
Ineke Oliver  
Fran Reed  
Jack Rice

### ECEC Taskforce

Christine Harrison  
Amy Kirkham  
Barb Langford

## Scope of Montessori

- Montessori Education from birth to 18 years
- School and Centre based services
- Training and ongoing professional development
- Parent support services including prenatal education
- Montessori for aged care and dementia
- Religious education - Catechesis of the Good Shepherd
- Social reform and advocacy for rights of the child
- Montessori in Indigenous communities

## Income Base

- School Centre subscription fee \$46 per child per annum
- 20 - 25 conferences and workshops each year
- Distribute Montessori materials
- Montessori books, DVDs and resources
- Publications and media
- Consulting services



## Historical and International Context



The Discovery of  
the Child

The Secret of  
Childhood

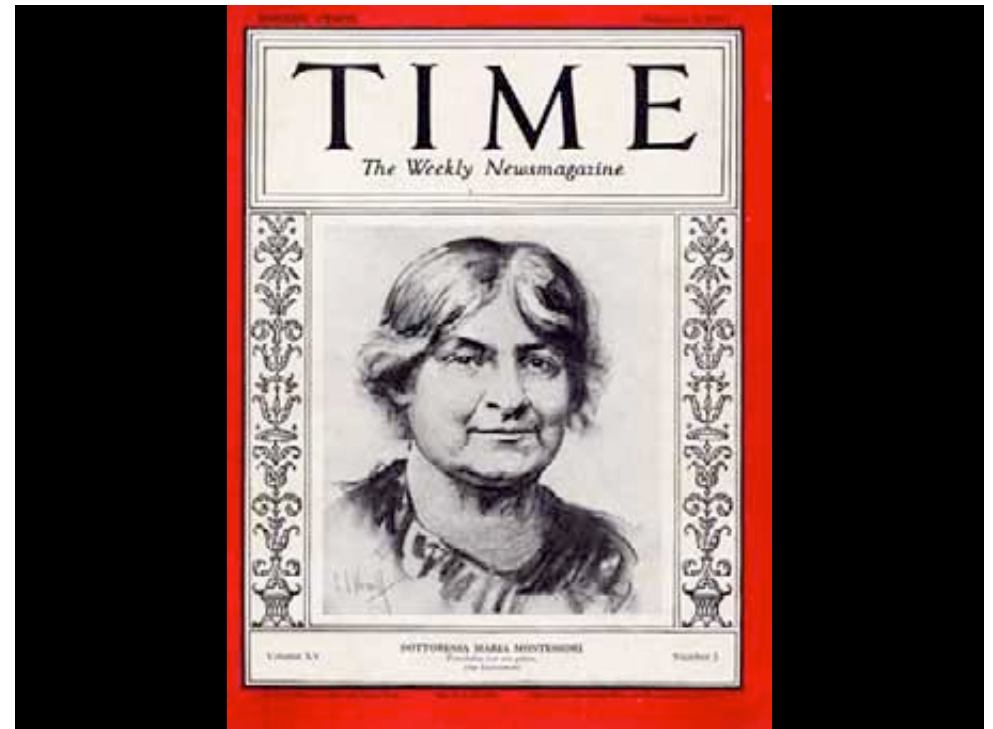




China - 1920



## Uganda



### EXCERPTS From LETTERS

#### Mahatma Gandhi :

" I had the privilege of meeting Dr. Montessori in London. I have no doubt that her coming to India cannot but be beneficial. I am glad you have been able to induce her to consent to give India six months "

#### Pandit Jawaharlal Nehru :

" I am sure that her visit will do good to the cause of Child Education in India. I shall do what I can to help her "

#### Dr. Rabindranath Tagore :

" I am glad to know that . . . you are arranging a Teachers' Training Course in Adyar " . \*

#### Mrs. Sarojini Naidu :

" I have, like the rest of the world, a great admiration for the genius of this wonderful woman "

#### Sir S. Radhakrishnan :

" I shall be glad to be associated with her visit to India "

# Il premio Nobel a Maria Montessori?

La candidatura di Maria Montessori al premio Nobel per la pace può sin da ora segnare un risultato positivo. La nostra stampa sempre finalmente una scintilla che ha fatto non comparabile a quella di nessun altro pedagogista vivente, e che ha suscitato in ogni parte del mondo ammirazioni entusiastiche e critiche osterive. Vero è che i nostri pedagogisti sembrano rimanere al di fuori di tanto interesse, ma questo è un vecchio vizio della nostra cultura ufficiale e d'altra parte ognuno sa a che base il vero siano da noi gli studi pedagogici. Né è quindi ragione di sorpresa il fatto che chiunque desideri occuparsi della Montessori o anche più semplicemente, avere una idea esatta del

auti principi e del suo metodo, debba ricorrere a fonti straniere — recedendo tanto per alcuni atteggiamenti al giornale p. Harzer S.L. —. In Francia, per fare qualche nome, nel campo nostro, dopo il «Manifesto di metodologia secondo i principi montessoriani» di una Suora di N. Signore di Namur, abbiamo avuto nel 1947, alle edizioni Spes, un volume «Il metodo Montessori» di Hélène Lobowska, e nello stesso anno il cui. André Boyer ci occupa ampiamente della Montessori nel primo volume della sua «Pedagogia cristiana».

Non è quindi colpa dei giornalisti, se, scrivendo alla Montessori, intercedo in grosse lettere come, per fare ancora un esempio, quando la lascio di

derivare da Rousseau e di togliere il peccato originale, mentre altri, scrive il Boyer, «le rimproverano la sua fedeltà alla dottrina del peccato originale e ai principi del cattolicesimo». In realtà non è facile districarsi nella ragnatela della produzione della Montessori, e dare il giusto peso a tante «e» incisioni, inquadrandole e chiarendole sulle linee maestose del suo pensiero. Ma appunto per questo sarebbe la pena che il compito fosse trattato. C'è un grosso equivoco attorno alla Montessori ed è questo: si ritiene dai più, compresi tra i più anche molti ferventi montessoriani, che il suo pensiero pedagogico sia un prodotto ormai chiuso, completo in ogni parte, tradotto intera-

mente nel materiale didattico. Nulla è più erraneo. La Montessori ha sperato innumeri sforzi che richiedano d'essere curati e approfonditi. La sua vitalità è proprio in questo: e se nella scuola educativa qualcosa potrebbe anche essere inventato, rimane una immensa ricchezza ancora da sfruttare.

Tornando al punto di partenza, al premio Nobel, ci si potrebbe chiedere per quale ragione una pedagogista possa aspirare a un premio per la pace. Eppure la ragione è molto chiara. La Montessori non solo è stata sempre contro la guerra, per la fratellanza e l'amore tra gli uomini, ma ha fatto qualcosa di più: ha sempre sostenuto che la pace potrà essere

conquistata solo con l'educazione all'amore di tutti gli uomini, nella vita età in cui tale educazione è fattibile: la insomma adottata e diffuso il principio eminentemente cristiano che la pace tra i popoli non può avervi senza la pace tra gli uomini. Non si può convertire la società al bene se non si convertono i singoli membri della società. Tale opera è stata da lei svolta in ogni parte del mondo, ovunque le si presentava occasione e possibilità di lavoro, tra bambini di ogni razza, dai piccoli del quartiere S. Lorenzo a Roma, agli infelici della sua azione, ai piccoli orfani dell'India che assistevano ormai gli ultimi anni della sua vita.

GIAMPIETRO DORE

IL "QUOTIDIANO" 28 luglio 1949



## 22,000 Schools in 110 Countries

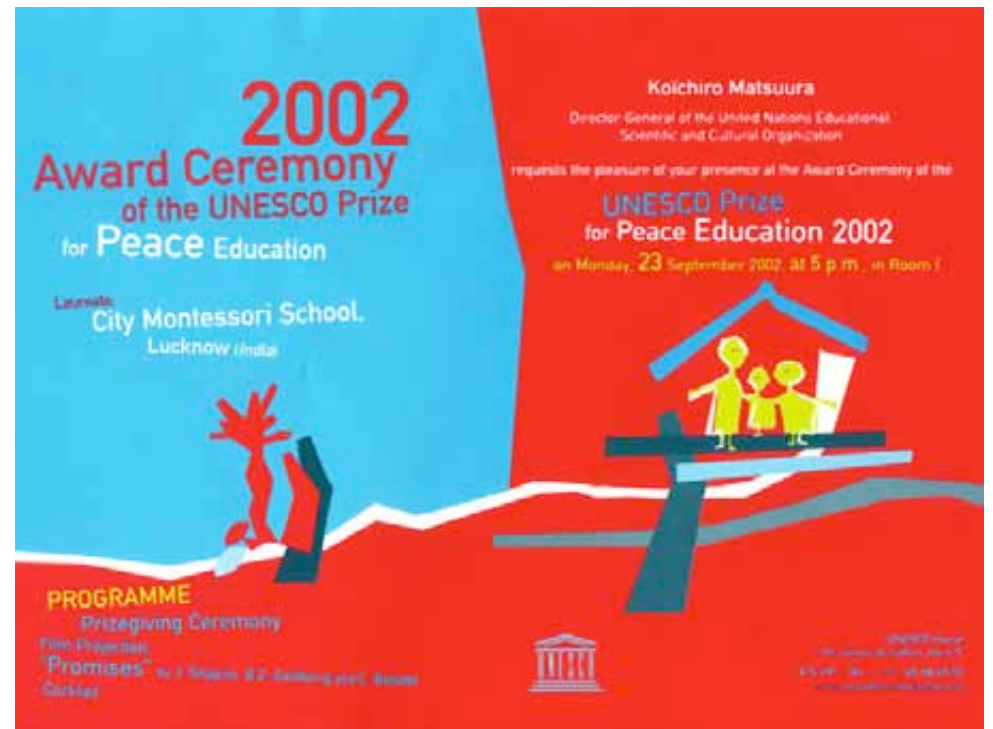


- |                    |                    |                      |                       |
|--------------------|--------------------|----------------------|-----------------------|
| Angola             | Denmark            | Kuwait               | Romania               |
| Argentina          | Dominican Republic | Laos                 | Russia                |
| Aruba              | Dubai              | Latvia               | Saudi Arabia          |
| Australia          | Ecuador            | Lebanon              | Senegal               |
| Austria            | Egypt              | Liberia              | Serbia and Montenegro |
| Bahamas            | El Salvador        | Lithuania            | Singapore             |
| Bahrain            | Estonia            | Luxemburg            | Slovakia              |
| Barbados           | Ethiopia           | Macedonia            | Slovenia              |
| Belarus            | Finland            | Malaysia             | South Africa          |
| Belgium            | France             | Malta                | Spain                 |
| Bermuda            | Germany            | Mexico               | Sri Lanka             |
| Bhutan             | Ghana              | Morocco              | Sweden                |
| Bolivia            | Greece             | Nepal                | Switzerland           |
| Botswana           | Guatemala          | Netherlands          | Taiwan                |
| Brazil             | Haiti              | Netherlands Antilles | Tanzania              |
| Bulgaria           | Honduras           | New Zealand          | Thailand              |
| Cambodia           | Hong Kong          | Nicaragua            | Trinidad and Tobago   |
| Canada             | Hungary            | Nigeria              | Tunisia               |
| Caribbean          | India              | Norway               | Turkey                |
| Cayman Islands     | Indonesia          | Oman                 | Uganda                |
| Chile              | Iran               | Pakistan             | Ukraine               |
| China              | Ireland            | Panama               | United Arab Emirates  |
| Colombia           | Israel             | Peru                 | United Kingdom        |
| Costa Rica         | Italy              | Philippines          | Uruguay               |
| Croatia            | Japan              | Poland               | USA                   |
| Cyprus             | Jordan             | Portugal             | Vietnam               |
| Czech Republic     | Kenya              | Puerto Rico          | Virgin Islands        |
| Dem. Rep. of Congo | Korea              | Qatar                | Zimbabwe              |



## Range of Montessori Schools

- Montessori independent schools
- Montessori child care centres
- Montessori public and charter schools
- Montessori Catholic Schools
- Montessori Jewish Schools
- Montessori Islamic Schools
- Montessori schools in refugee and IDP camps



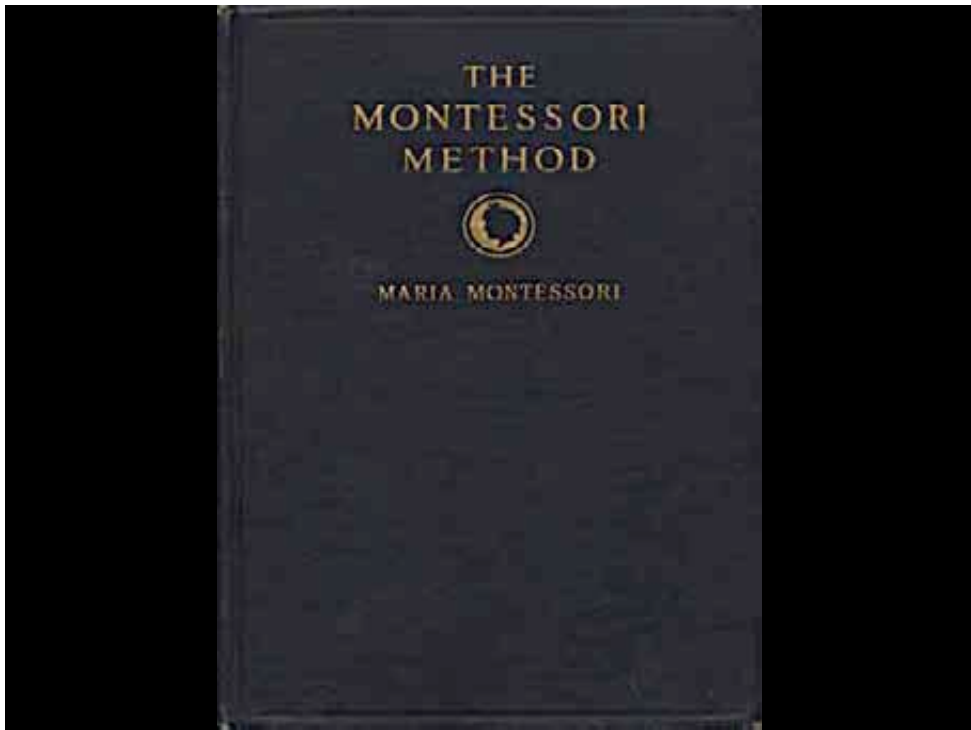






Celebrating 100 Years in  
Australia









The Australian April 8, 1968

# Women's Weekly

BRIAN AND MARI HENDERSON  
AND BABY NICOLE... page 11

- Beauty expert tells: How to be pretty though plump
- HOW TO RAISE A BRIGHTER CHILD-16-page lift-out
- 20 pages of children's autumn/winter Orton fashions

## THE MONTESSORI WAY

"Children learn best in an atmosphere of freedom and SELF-discipline."

The great success Dr. Montessori had with her slum children drew distinguished educators and visitors from many parts of the world to the "Casa dei Bambini" in the 1910s. Montessori schools sprang up and flourished, but too often the teacher-training was inadequate. The movement ran headlong into fixed educational concepts, and it quickly withered.

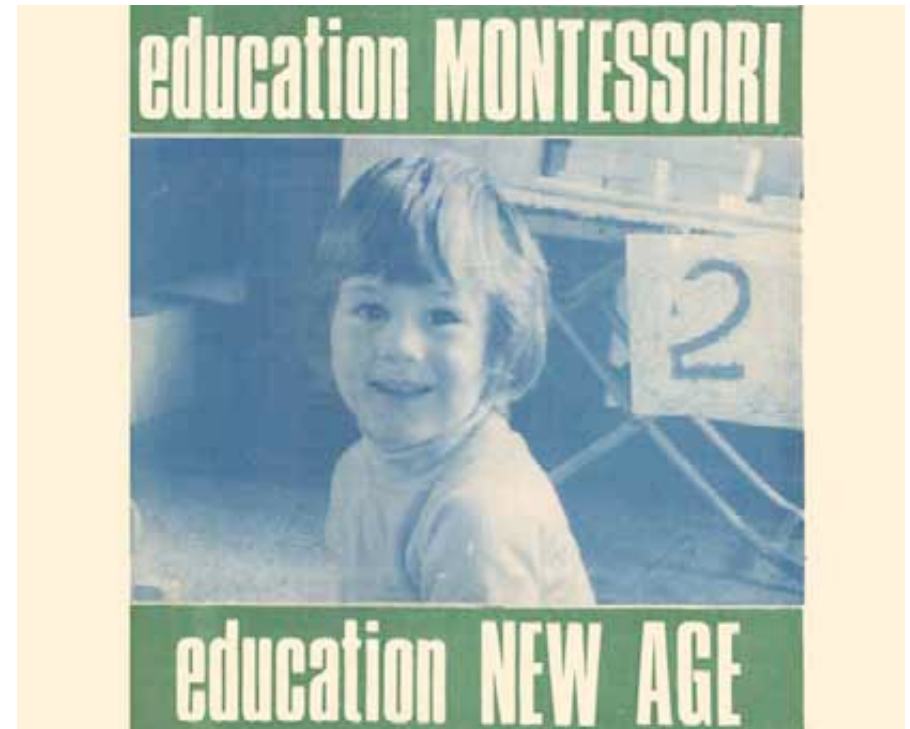
In the late 1950s interest in the Montessori method began to revive in the United States, sparked by new research into the importance of early childhood learning and into better ways of educating slum children.

Montessori schools have mushroomed there since, many organised by groups of parents in university communities

dren. Her function is to prepare the environment in which a child can learn, to guide his self-teaching.

**This might be a scene in a Montessori classroom:**

- Eric walks quietly around for a few minutes. Then he pulls out a piece of rug from a cubbyhole, spreads it on the floor, and picks up a set of number rods. He begins to set up a problem in subtraction. When he has arranged the rods to his satisfaction, he gets sand-paper numerals and a minus sign to illustrate them.
- Jane, three and a half, has chosen a "practical-life" activity. Using a plastic jug, she dips water from a plastic container marked "nice, clean water."



**Centenary Conference**  
8 & 9 June 2013  
Canberra

Old Parliament House



**Centenary Gala**  
Saturday night, 8 June 2013  
Parliament House







Montessori, isn't that where the children are allowed to do whatever they want?

Montessori, they are so rigid...

## What is Montessori?

### Fundamental Elements

- Developmental approach
- Fully articulated and integrated curriculum
- Multi-age groupings
- A special set of educational materials
- Freely chosen activities in long time blocks within a prepared environment
- Inner motivation and purposeful work
- Collaboration between children
- The absence of grades and tests
- Individual and small group instruction in both academic and social skills
- Special training for educators

### Key Outcomes

- Emphasis on fostering the child's independence
- Developing concentration and executive functions
- Fostering creativity, innovation and self motivation



- Parallel
- Different types of triangles
- Straight edged geometric plane figures
- All are constructed from triangles
- Area
- Preparation for geometry
- Sides, angles, lines, midpoints, base, height, vertex, bisect
- Equivalence
- Pythagoras Theorem



- Discovery
- Independence
- Perseverance
- Repetition
- Concentration
- Patience
- Self Motivation
- Self Correction
- Problem Solving
- Creativity
- Joy of Learning
- Self Confidence

## Validation Neuroscience, Thought Leaders

- Sir Ken Robinson (Creativity)
- Daniel Pink (Drive, A Whole New Mind)
- Adele Diamond (One of the founders of the field of Developmental Cognitive Neuroscience)
- Lillard: Montessori children showed significantly stronger Executive Functioning

## Drive by Daniel H. Pink, p. 182

"Many of the key tenets of a Montessori education resonate with the principles of Motivation 3.0 – that children naturally engage in self-directed learning and independent study; that teachers should act as observers and facilitators of that learning, and not as lecturers or commanders; and that children are naturally inclined to experience periods of intense focus, concentration, and flow that adults should do their best not to interrupt."

## Harvard Business Review

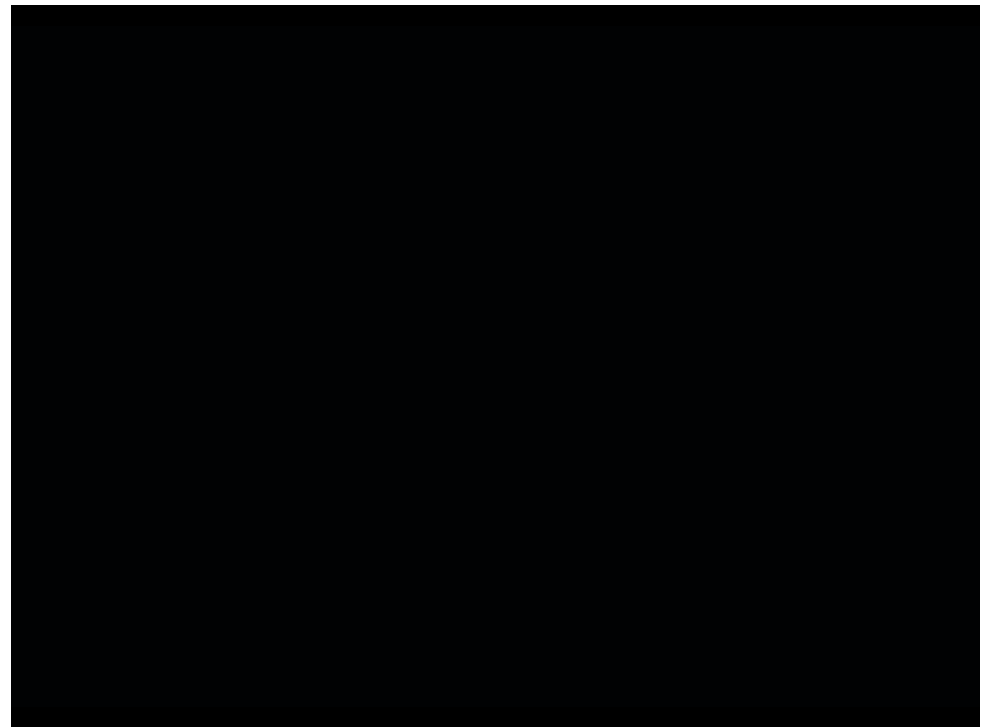
"We also believe that the most innovative entrepreneurs were very lucky to have been raised in an atmosphere where inquisitiveness was encouraged. We were struck by the stories they told about being sustained by people who cared about experimentation and exploration. Sometimes these people were relatives, but sometimes they were neighbours, teachers or other influential adults. A number of the innovative entrepreneurs also went to Montessori schools, where they learned to follow their curiosity. To paraphrase the famous Apple ad campaign, innovators not only learned early on to think different, they act different (and even talk different)."

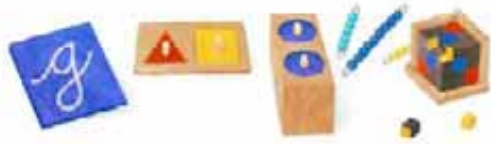
## Famous Montessori Graduates

- Google - Sergey Brin, Larry Page
- Wikipedia - Jimmy Wales
- Amazon - Jeff Bezos
- Credit Montessori as contributing to their success

## Harvard Business Review

"We also believe that the most innovative entrepreneurs were very lucky to have been raised in an atmosphere where inquisitiveness was encouraged. We were struck by the stories they told about being sustained by people who cared about experimentation and exploration. Sometimes these people were relatives, but sometimes they were neighbours, teachers or other influential adults. **A number of the innovative entrepreneurs also went to Montessori schools, where they learned to follow their curiosity.** To paraphrase the famous Apple ad campaign, innovators not only learned early on to think different, they act different (and even talk different)."





Google Search

I'm Feeling Lucky

## FOUR PLANES OF DEVELOPMENT

*The Constructive Rhythm of Life*



### FIRST PLANE

0 **INFANCY** 6





Aid to Life

You want to do the best for your child but no one ever trained you to be a parent. Sometimes the information you find in books, magazines, parent groups and websites is conflicting and overwhelming. It is difficult to know which route to take to help your child.

Aid to Life offers clear, simple, straightforward advice that is easy to understand and most importantly likely to apply.

Movement

Help me to move by myself.



Communication

Help me to communicate by myself.



Independence

Help me to do it by myself.



Self Discipline

1 Create an environment that provides a rich learning environment that is appropriate to your child's needs, at each stage of development



2 Encourage your child so that she can engage in developmental activity



3 Make time



Movement

Movement helps your child to learn with the world around her. The better through everything he sees, hears, smells, tastes and feels. Being allowed to explore the things he finds around his table, to make those very important connections in his brain. That child has been to move and helping him to move freely goes from the moment of birth to the building of his challenges.

Help me to move by myself.



Your child can do better to learn how to move freely when you follow these top priorities:

- 1 Create an environment with things that will encourage your child to move.
- 2 Put your child in touch with these things.
- 3 Allow time for him to practice moving at his own pace and rhythm.



Birth to 8 Months

You can help your baby become familiar with his body through sight, touch and taste. This will help him to move. The do not need to wait until he can crawl.

Click on the links to find out more about helping your baby to move freely.

- The Low Ball
- The Green Mat
- Low Mirror
- Encouraging Movement
- Helping for Movement
- Toys for Movement
- Encourage to Help Movement
- Frequently Asked Questions about Movement in Young Babies



9 to 12 Months

Babies have natural energies that will help them to learn how to crawl and walk.

Click on the links to find out how you can support your child's natural energy and motivation to help him to crawl and walk as needed.

- Toys for Movement
- Foods for Crawling
- Encouraging Crawling
- Frequently Asked Questions about Crawling and Walking



12 to 24 Months

Once your child can walk he needs to learn to control his body as possible doing it.

Click on the links to find out how you can help your child in practice walking.

- Helping Your Child to Walk
- Frequently Asked Questions about Walking

Movement: Birth to 8 Months

Low Mirror



1 Create an environment that allows him to see how he is moving

- I provide a long, low mirror next to the movement mat so that he can look in the mirror and see the results of his efforts as he practices his new movements. Seeing what his effort produces will give him confidence in his body and encourage him to try new things.

2 Show your child how to use the mirror

- Talk to him about the movements he is making and describe the effort he is putting in. Encourage him to look in the mirror so that he starts to notice someone moving and gradually he will start to realize that the little person moving is him!

3 Allow time

- Let him play in front of the mirror for as long as he is happy to do so. Don't keep interrupting him by picking him up. Cuddles are always welcome but time to move is very important too.



Independence: Eating  
How to Help Your Child Drink Independently

1 Create an environment

- As soon as your child can reach something in his hands introduce a small glass for drinking. Offer one after his glass instead of a bottle or 'binky' cup he has to be using the 'glass' up. Putting the glass in your child's hands has been your child's first step.

- Offer a small glass which has a weight and handle in proportion to his size so that he can grip his own glass.

- Show your child how to drink from a glass
- Using your deliberate movements demonstrate how he can grip the glass with his hands and bring it to his eye to drink.
- Check he can do this you can also show him how to pour his own juice from a small jug with a small amount of juice, water or milk in it.

2 Make time

- As first your child will spill the water over the other and will spill when he pours from the jug. This is natural when he is learning a new skill. Bearing in mind that we learn more from our mistakes than our successes will help you to have a positive approach as your child learns to drink by himself.

Demonstration of pouring a drink:

- Place only a small amount of water in the jug.
- Lift the jug with one hand on the handle and the other hand under the lip.
- Carry this up over the outside of the glass and your stomach.
- Put the jug down.
- Pick up the drinking glass with two hands and take a drink.
- When carrying the jug and glass to the table, make sure that you have to very much step with two hands.



### Independence: Eating

#### Frequently Asked Questions about Eating



#### Question

**My child won't eat**

*I have always tried to give my toddler a variety of foods. I always try to make what he likes to eat, often asking what he would like to eat so I can make him something especially for him and that he is likely to eat. He has his own little table and chair that he sits at to eat which is situated in the kitchen so that I can be nearby when he is eating but he just does not seem to be very interested in food at all and he keeps getting up and walking away to play with his toys. What can I do to get him interested in eating?*

[Answer](#) [Show](#)

#### Question

**I feel that knives are too dangerous to give to small children**

*I love your ideas about helping children to prepare food and it is certainly helping to solve my little girl's eating issues but I am still very nervous about giving her a knife to cut a banana or a glass that could break if she drops it. Won't she hurt herself?*

[Answer](#) [Show](#)

#### Question

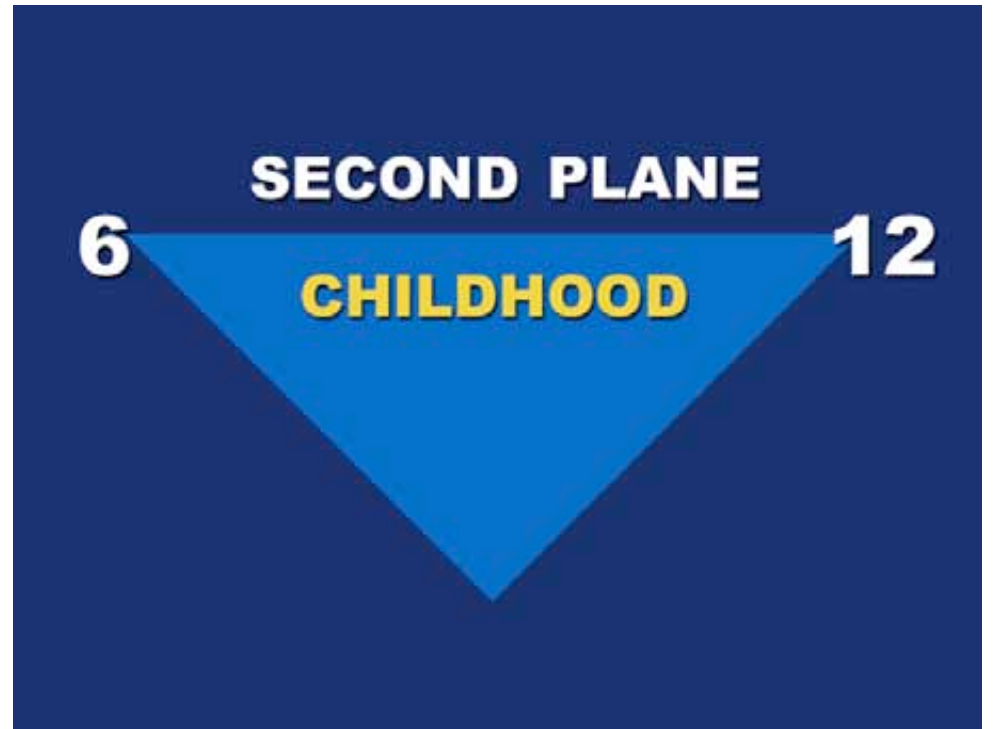
**When do I start weaning?**

*There is a myriad of conflicting advice available from books, grandmothers and the internet about when you should start to give your child something other than breast milk. What is your advice?*

[Answer](#) [Show](#)









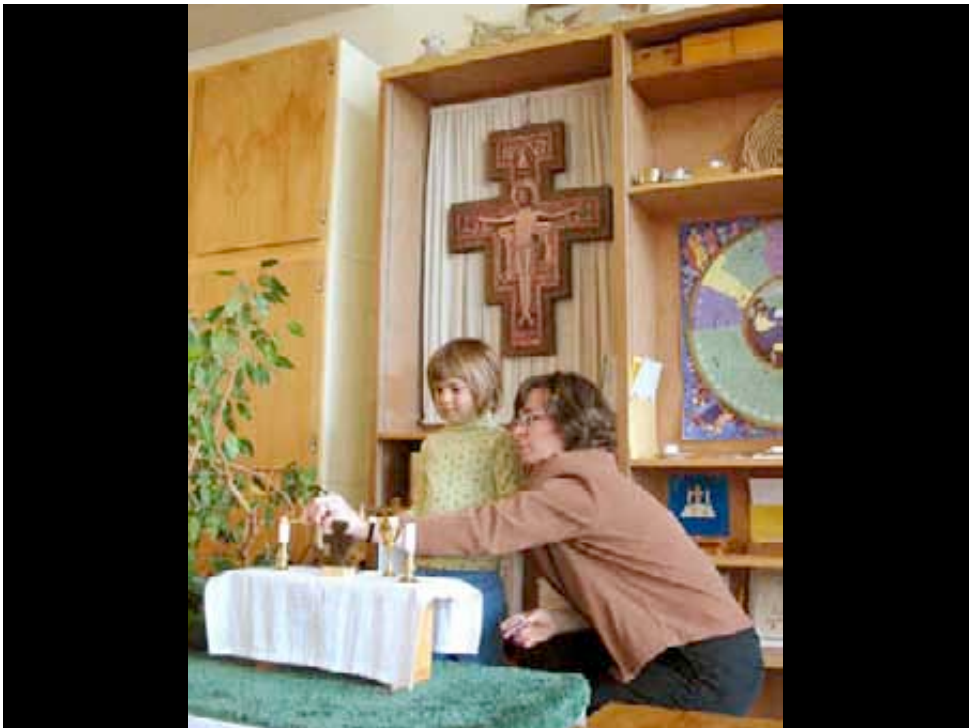


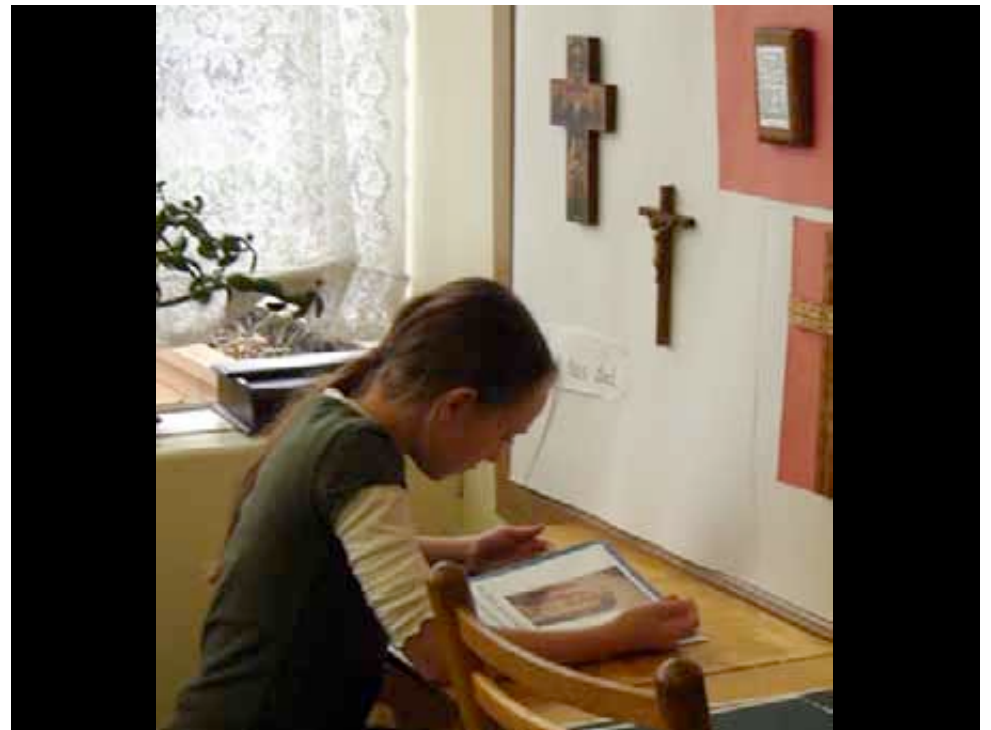






## Religious Education Catechesis of the Good Shepherd







Catechesis of the Good Shepherd

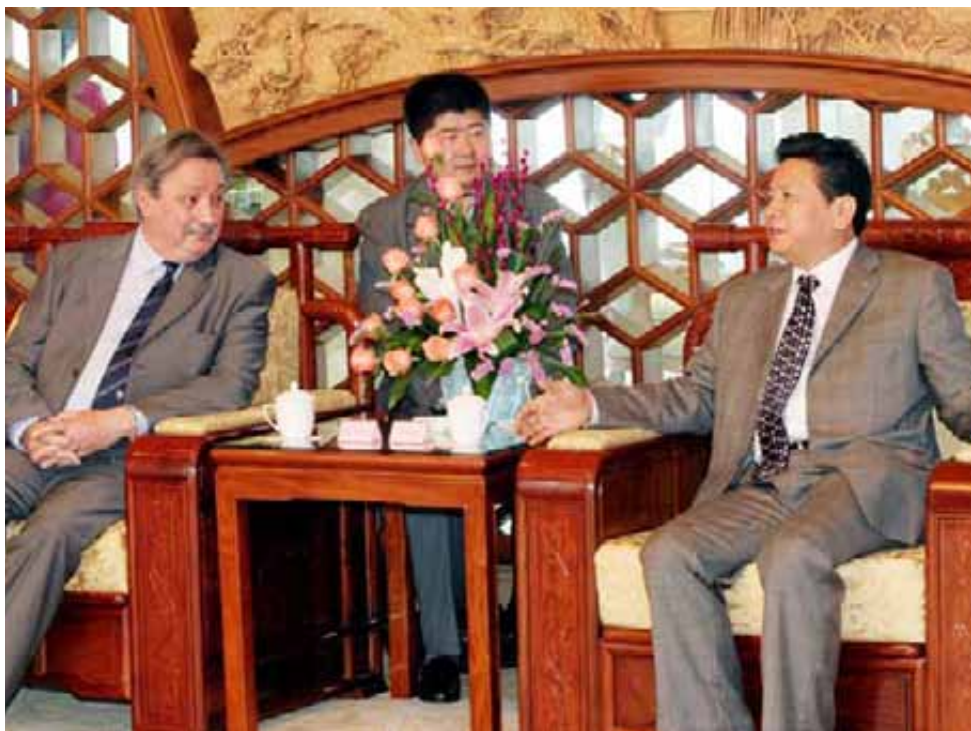
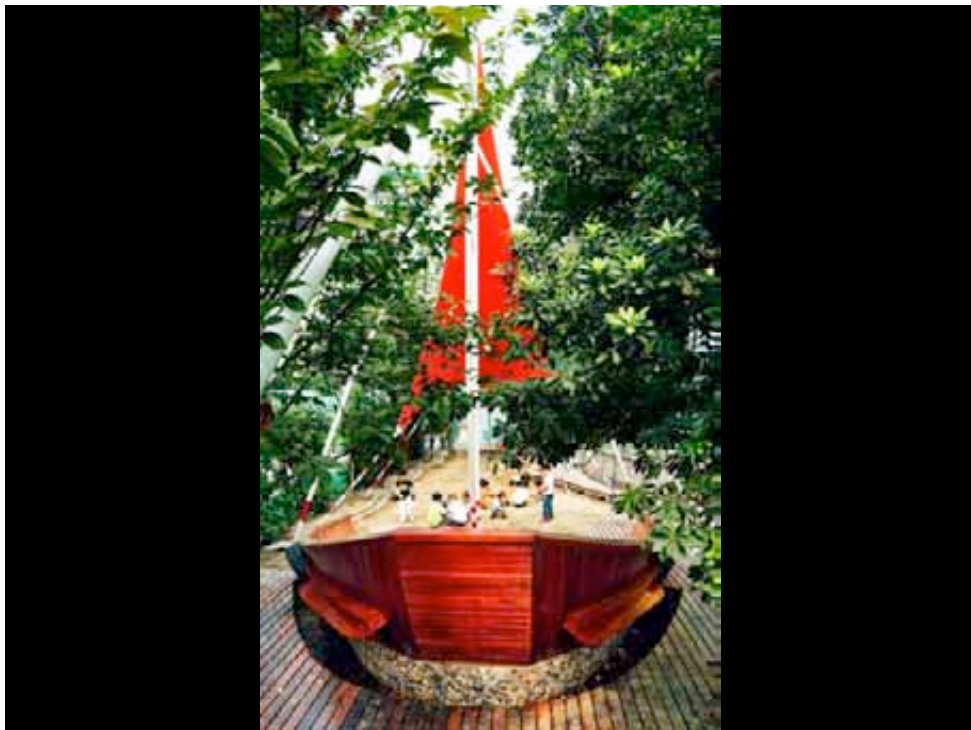
<http://cgsaust.org.au>



International Work  
China









Launch of the  
research project at  
the Peoples' Great  
Hall Beijing

The Integration of  
Montessori and  
Chinese Culture



International Work  
Thailand

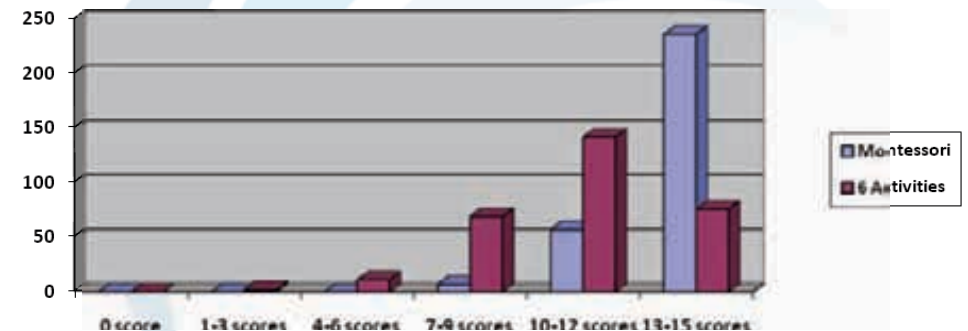




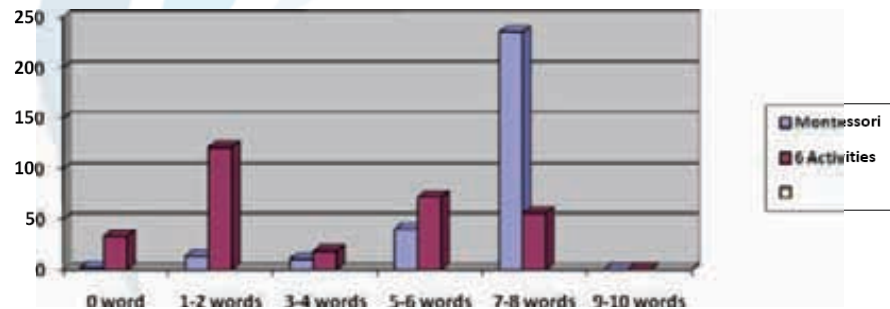


Internal quality assurance was conducted by the government evaluating 600 kindergarten children, aged 5 years old:  
 300 children Montessori  
 300 children 6 Groups Activities Technique

Overall ability to choose correctly the associated pictures in quantities, numerals, sequences, order, contrast, shapes, tastes, smells, and logical thinking



The scores on language development showed Montessori children could write the names associated to the picture correctly with the highest score of 7-8 words (78.3%) and every child could write. The children who were developed by the 6 Group Activities Techniques, 40.3 % scored at 1-2 words and 33 children could not write (11%).

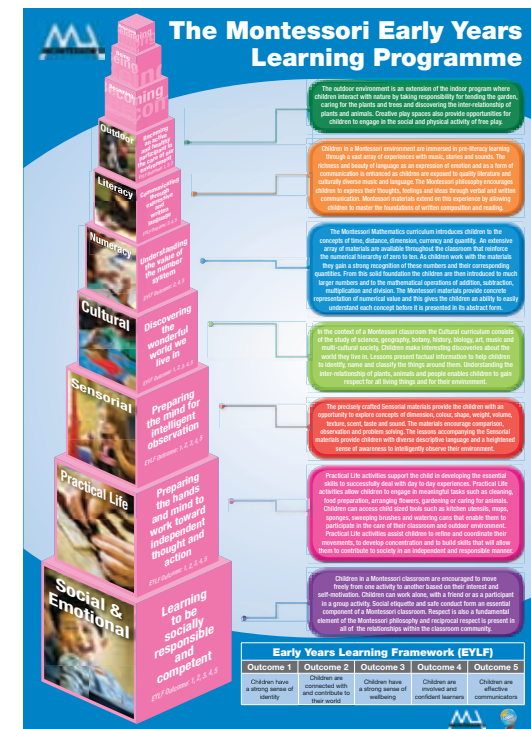


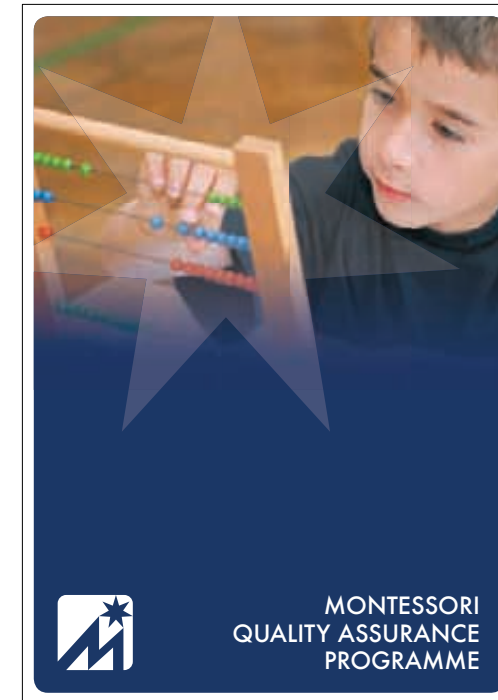


# Infrastructure Development

- Montessori National Curriculum
- Montessori Early Years Learning Programme
- Montessori Quality Assurance Programme
- Montessori Observation and Record Keeping

# Infrastructure Development





## Montessori Quality Assurance Programme

- 4 quality areas
- 21 quality standards
- 93 indicators/contra indicators mapped to NQS elements
- Each year, participating schools/centres will need to do a quality improvement plan for each quality area
- Every three years participate in mentor visit and assessment
- Supportive process to assist schools/centres with quality implementation



### Montessori Quality Assurance Programme - Components

## Indicators and National Standards

### Quality Area 1: Montessori Prepared Adult

Quality Standard	Indicators	NQS
<b>Serve as role models</b> <b>MQ1.4</b>	Adults model appropriate behaviour (voice, appearance)	4.3
	Adults model grace and courtesy	4.3 5.1.1 5.3.2
	Adults affirm the dignity of the child in all interactions	4.3 5.3.1
	Adults work at child's level	5.3.1
	Adults model respect and other universal values and virtues	4.3



Montessori Quality Assurance Programme - Components

## Quality Improvement Plans

Standard / Indicators	Goal and Priority	Strategies	Evidence/Deliverables	Target Date
Have Montessori qualifications for the levels they teach MQ1.1				
Undertake regular Montessori professional development MQ1.2				
Utilise observation as a key tool for reflection and programme planning MQ1.3				

## Montessori Schools in Australia

Please note: The Montessori Australia Foundation does not currently accredit Montessori schools and makes no recommendations regarding the Montessori programme at any of the schools listed. The purpose of the list is simply to provide contact details for Montessori schools in Australia. See [Choosing a School](#) for more information.

Search Results (Search Again) — Displaying 177 schools found in search for

	Carbena Montessori School	35 Mulley Street Holder ACT 2611	02 6287 1062
	Montessori House of Learning	3 Wootton Crescent Gordon ACT 2906	02 6294 0578
	Bamejway Montessori School	2 Tasman Rd Avalon NSW 2107	02 9973 1422
	Blue Gum Montessori Children's House	95 Wentworth Street Blackheath NSW 2785	02 4767 5075
	CA Montessori Children's Centre	CA (Pacific) Pty. Ltd 6 Eden Park Drive North Ryde NSW 2113	02 8998 2940
	Camargel Montessori School	Forsyth Park, Montpelier Street Marrick NSW 2204	02 9029 4801

Montessori Observation - Login

**MONTESSORI OBSERVATION & RECORD KEEPING**

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**User Registration**

If you are a new user, please go to the [registration page](#).

If you are a registered user, please enter your username and password to login.

Username:

Password:

**Login**

Montessori Observation - Curriculum Area

**MONTESSORI OBSERVATION & RECORD KEEPING**

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**Montessori National Curriculum**

**General**

- How to Use
- Introduction
- Human Tendencies
- Phases of Development
- Prepared Environment
- Montessori Pedagogy
- Assessment & Evaluation
- Montessori Vision
- References
- First Plane of Development
- First Plane Environments

**Skills**

- Musical
- Language
- Independence

**Infant Community**

- Musical
- Language
- Independence
- Sensory
- Mathematics
- Cultural

**Casa del Bambini**

- Practical Life
- Sensory
- Language

**Montessori Pedagogy**

The principles that underpin Montessori pedagogy have emerged from observing children's activity and monitoring teaching practice in Montessori learning environments in many parts of the world for more than a century. In other words, the theory has emerged from many decades of practice.

In recent decades a growing body of research has begun to articulate the principles behind Montessori pedagogy in terms recognizable to contemporary educators. This literature includes comparisons of Montessori principles with recent insights into child development and with the characteristics of quality teaching, as well as comparisons of Montessori educational outcomes with national and international benchmarks of educational achievement.

Montessori principles and educational outcomes stand up well under this scrutiny, and are being shown to have articulated many educational goals, issues and understandings that are emerging as important in the twenty-first century. (See, for example, Christ and Maher 2007; Cassanova 2006, 2008; Cunningham 2000; Fraz 2006, 2010; Fuchs 2008; Hughes cited in Sijmsh 2009; He-Si, Lillard 2008; Lillard and Elise-Quest 2008; Martin 1994; Tamara and Duffin-McNicholls 2008) A review of the literature also reveals interest in the Montessori materials by designers of language technologies and digital manipulatives. (For example, Liere 2004; O'Malley and Fraser 2004; Zuckerman, Arda and Haskins 2008)

The ideas that underpin the learning outcomes, teaching and learning practices, assessment and evaluation found in Montessori learning environments have been summarized in the following *Eight Principles of Montessori Education*, identified in research published by Lillard (2008: 26):

- Movement and cognition are closely entwined, and movement can enhance thinking and learning.
- Learning and well-being are improved when people have a sense of control over their lives.
- People learn better when they are interested in what they are learning.
- Tying extrinsic rewards to an activity, like money for reading or high grades for tests, negatively impacts motivation to engage in that activity when the reward is withdrawn.
- Collaborative arrangements can be very conducive to learning.
- Learning situated in meaningful contexts is often deeper and richer than learning in abstract contexts.
- Particular forms of adult interaction are associated with more optimal child outcomes.
- Order in the environment is beneficial to children.

**Teaching and Learning Practices**

Drawing on more than one hundred years of experience and experimentation, Montessori educators identify stages of physical, psychological, intellectual and social development, and prepare learning environments and curriculum content suitable for each stage. This knowledge, combined with the teacher's observations and record keeping,



Montessori Observation - Curriculum

## MONTESSORI OBSERVATION & RECORD KEEPING

Home Curriculum Observations Reports Children Families Classes Staff Schools

### Montessori National Curriculum

**General**

- How to Use
- Introduction
- Human Transitions
- Planes of Development
- Prepared Environment
- Montessori Pedagogy
- Assessment & Evaluation
- Montessori Vision
- References
- First Plane of Development
- First Plane Environments

**Nido**

- Movement
- Language
- Independence
- Sensory
- Mathematics
- Cultural

**Infant Community**

- Movement
- Language
- Independence
- Sensory
- Mathematics
- Cultural

**Casa dei Bambini**

- Practical Life
- Sensory
- Language

### Casa dei Bambini: Mathematics

**Content Strands**

Quantities and symbols 0 to 10  
 Decimal system  
 Language of numbers larger than 10  
 Continuation of Counting  
 Operations  
 Expanding the decimal system beyond 1000  
 Memorisation  
 Geometry  
 Algebra  
 Time and sequence  
 Fractions

**Introduction**

The study of mathematics is a reflection of the human tendencies for investigation and invention, for order and classification, for reasoning and making judgements, and for calculating and measuring. In the Montessori Children's House, when mathematical concepts are first presented to children, they are embodied in concrete materials.

Mathematics in the Children's House builds on and extends the experience of practical life and the exercises of the senses, as well as the many mathematical experiences children encounter incidentally in their daily lives, including experiences with:

- visual representation of mathematical concepts
- pattern and order
- problem solving
- cardinal and ordinal numbers
- place value
- operations addition, subtraction, multiplication, division

### Geometry

**Material or Activity - Presentations**

**Folding paper**

- Fold to form a rectangle
- Fold to form a triangle
- Fold into squares
- Conversions

**Classroom furniture and objects**

- Furniture and objects in different shapes
- Other

**Montessori materials**

- Pyramid tower
- Small star
- Star cube

**Geometry cabinet and cards**

- Presentation tray
- Drawer 1 2 3 4 5 6
- Two drawers
- Multiple drawers
- Language of drawer 1 2 3 4 5 6
- Distance matching drawers 1 2 3 4 5 6
- Match to environment
- Cards for demonstration tray
- Cards filed in drawer 1 2 3 4 5 6
- Cards thick outline drawer 1 2 3 4 5 6
- Cards thin outline drawer 1 2 3 4 5 6
- All cards drawer 1 2 3 4 5 6
- Distance matching with cards
- Mixing card set game
- Children make booklets

Montessori Observation - Observations

## MONTESSORI OBSERVATION & RECORD KEEPING

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### Observations

### New Observation

Date:

Material or Activity:

Presentation:

Work Type:

Presentation Type:

Child:

Date:

Start Time:  Finish Time:  or Duration:

Start Note:

Start Video:

Engagement:  Please select 1 or more.

Level Attained:

Finish Note:

Comments:

Montessori Observation - Observation List

## MONTESSORI OBSERVATION & RECORD KEEPING

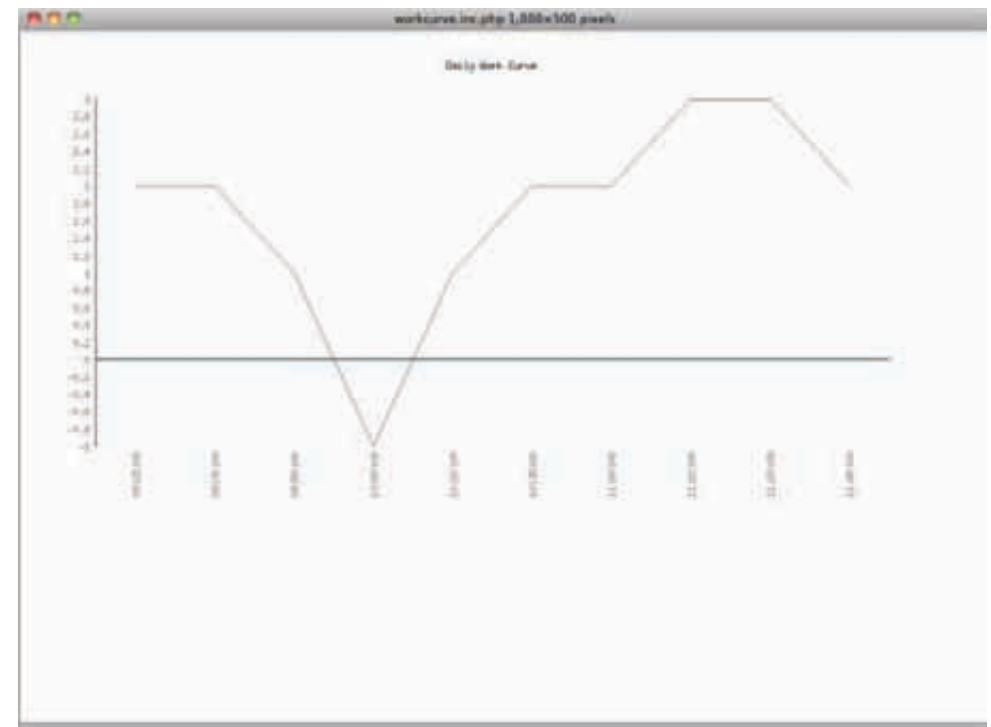
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### Observations

### Observation List

Date	Child	Material/Activity	Presentation	Engagement	Curve	Update	Delete
14/03/12	David Bruden	Constructive triangle towers	Rectangular box & blue triangles	Deep Concentration	Curve	Update	Delete
14/03/12	David Bruden	Constructive triangle towers	Rectangular box & blue triangles	Deep Concentration	Curve	Update	Delete
06/05/12	David Bruden	Constructive triangle towers	Small hexagonal box	Deep Concentration	Curve	Update	Delete
07/05/12	David Bruden	Constructive triangle towers	Small hexagonal box	Deep Concentration	Curve	Update	Delete
07/05/12	David Bruden	Constructive triangle towers	Small hexagonal box	Concentration	Curve	Update	Delete
12/02/12	David Bruden	Stamp game: addition	Stamps addition with stamps	Quietness	Curve	Update	Delete
13/02/12	David Bruden	Snake game: subtraction	Equation with subtraction beads bars	Concentration	Curve	Update	Delete
13/02/12	David Bruden	Rotary cabinet and cards	Match shapes to real leaves in the environment	Concentration	Curve	Update	Delete
15/02/12	David Bruden	Rotary cabinet and cards	Match shapes to filed in cards	Deep Concentration	Curve	Update	Delete
15/02/12	David Bruden	Classified cards of child's social environment	Transport	Deep Concentration	Curve	Update	Delete

Next (Last): Records 1 to 10 of 43





## Montessori Children's Foundation

- Established July 2005
- To raise funds and allocate them to projects that support children through the Montessori approach
- Indigenous and Remote Communities
- Pro Bono Law Firm - Corrs Chambers Westgarth
- Corporate Supporters
- RedJet, Virgin Blue selected MCF as one of its five charities in their inaugural year



