

Philosophy, Educational Program and Practice Policy

NQS

QA1	1.1.1	Approved learning framework – Curriculum decision-making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
	1.1.2	Child-centred – Each child’s current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
	1.1.3	Program learning opportunities – All aspects of the program, including routines, are organised in ways that maximise opportunities for each child’s learning.
	1.2.1	Intentional teaching – Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
	1.2.2	Responsive teaching and scaffolding – Educators respond to children’s ideas and play and extend children’s learning through open-ended questions, interactions and feedback.
	1.2.3	Child directed learning – Each child’s agency is promoted, enabling them to make choices and decisions that influence events and their world.
	1.3.1	Assessment and planning cycle – Each child’s learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
	1.3.2	Critical reflection – Critical reflection on children’s learning and development, both as individuals and in groups, drives program planning and implementation.
	1.3.3	Information for families – Families are informed about the program and their child’s progress.

QA4	4.2.2	Professional standards – Professional standards guide practice, interactions and relationships.
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QA6	6.2.2	Access and participation – Effective partnerships support children’s access, inclusion and participation in the program.
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QA7	7.1.1	Service philosophy and purpose – A statement of philosophy guides all aspects of the service’s operations.
	7.2.1	Continuous improvement – There is an effective self-assessment and quality improvement process in place.
	7.2.2	Educational leadership – The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
	7.2.3	Development of professionals – Educators, co-ordinators and staff members’ performance is regularly evaluated and individual plans are in place to support learning and development.

National Regulations

Regs	73	Educational program
	74	Documenting of child assessments or evaluations for delivery of educational program
	75	Information about educational program to be kept available
	76	Information about educational program to be given to parents
	118	Educational leader
	173	Prescribed information to be displayed
	177	Prescribed enrolment and other documents to be kept by approved provider

EYLF

LO1	Children feel safe, secure and supported
	Children develop their emerging autonomy, inter-dependence, resilience and agency
	Children develop knowledgeable, confident self-identities and a positive sense of self-worth
LO2	Children develop a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
	Children develop a range of learning and thinking skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating
	Children resource their own learning through connecting with people, place, technologies and natural and processed materials
LO3	Children become strong in their physical learning and wellbeing
	Children are aware of and develop strategies to support their own mental and physical health and personal safety
LO4	Children resource their own learning through connecting with people, place, technologies and natural and processed materials

Aim

The aim is to maintain a high standard of personal care for each child whilst allowing the child to experience a Montessori education which will encourage the child's love of learning, support their natural potential, and build a foundation for lifelong learning.

Related Documents

The Montessori Philosophy

Educational Program, Kindergarten Program, Montessori Program

Welcome to the Montessori Journey

Centre Practice Procedure

Educational Program and Practices Procedure

Inclusion Policy

Implementation

Centre's Guidelines - the Montessori Journey philosophy

- The Montessori Journey views the parents as primary in the education process. The centre ensures we employ the most suitably qualified educators and staff who will have ethical, respectful practices and committed to working in partnership with you. We value the educator's views, strengths, professional experiences, and diversity. Management, educators, and staff have a collaborative relationship, so we can ensure a meaningful experience for your child.
- The Montessori Journey views each child and their family as unique individuals and one to be respected for that uniqueness, their circumstances, culture, family structure, customs, language, beliefs, and kinship systems. We believe in building on children's prior and current experiences helping children to feel secure, confident, and connected to familiar people, places, events, and understandings.
- Our program is flexible and responsive to each child's individual needs and interests. We let the child construct themselves through work and their own natural laws of development. We will support the children's love of learning. Montessori is an education for independence, preparing not just for school but for Life.
- The relationship between management and educators are built on respect. A partnership within the team, we utilise educator's knowledge, their diversity, culture, and professional experience to enhance our program daily.
- The Montessori Journey acknowledges the traditional custodians of this land are the Quandamooka people, we pay our respects to the elders both past, present, and future for they hold the memories, the traditions, the culture and hopes of Aboriginal Australia. We always remember that under the concrete and asphalt this land will always be traditional Aboriginal Land.

Educational program, kindergarten program, Montessori program

A statement of principles and planning procedures. Building a foundation for lifelong learning

- The Montessori Journey educational program has a deep respect for the Montessori principles and the Early Years Learning Framework. Our centre philosophy is to maintain a high standard of personal care for each child whilst allowing the child to experience a Montessori education which will encourage the child's love of learning, support their natural potential, and build a foundation for lifelong learning.
- The Montessori Journey is also approved to run the kindergarten program within a Montessori environment. We follow the kindergarten guidelines as set out by the Office of Early Childhood Education and Care.
- We believe in providing the child with a carefully prepared environment and curriculum, that has developmentally appropriate activities which is based on the child's individual needs and a routine that is flexible both inside and outside which allows the natural unfolding of the child, physically, emotionally, intellectually, and socially.
- The Montessori Journey's broader vision is to reinforce the child's learning. The self-correcting material helps children to achieve the result without adult interference and in the process assists in building the concentration while they work. On their own, children choose to practise things they were trying to master repeatedly - "The love of repetition".
- We will support children's freedom of choice as children like to choose things they do. Montessori classrooms are set out for children, so the children have easy access to the materials they would like to work with. Children will choose, take, and replace items without the need of adult assistance. Montessori children are supported to make choices, accept challenges, manage change and cope with frustration. We use a prepared classroom to inspire children to achieve the best outcome for independent learning discoveries. Children learn through hands-on experiences. Dr. Montessori found that young children have a natural inclination for organisation and orderliness.

- The Montessori Journey focuses on nurturing the inner conscience of children, which teaches the children to be responsible for their actions. We believe in teaching the children about a sustainable environment, to be less wasteful and more thoughtful.
- Within this safe and unique learning environment that is child-centred and adult-guided, we believe in maintaining an orderly, calm, and cheerful environment where the child can feel confident to explore and attempt new skills without fear of failure or judgement. Our teachers interact with all the children throughout the day making sure that they are happy, feel safe and content within their environment.

Routine/Outline of the program

7.30am - 8.30am:	Indoor activities
8.30am - 9.15am:	Outdoor activities (depends on each class)
9.15am - 11.45am:	Group time and morning tea incorporated in our kindergarten/Montessori session
11.45am - 12.00pm:	Clean up our room and group time
12.00pm - 1.00pm:	Lunch
1.00pm - 2.00pm:	Rest time
2.00pm - 3.00pm:	Indoor activities – Montessori, art, music, dramatic play
3.00pm - 4.30pm:	Outdoor activities – home time

Goals for educators

(Educators encourage these traits in all children)

- Montessori believed in working on the whole child, teaching children to think about their actions, to have a conscience. We can provide the child with the knowledge of right from wrong, but it is for the child to follow through when no one is around, e.g., wasting water. Looking after the animals in our environment. Not hurting others.
- We do not interfere with the child when concentration has begun. Montessori believed in letting the child concentrate on a piece of work freely chosen, repeating the activity as many times as they need to. Through repetition the child masters the movements of his/her body and mind.
- We encourage the child to use the practical life activities (washing dishes, cleaning tables, preparing food, scrubbing chairs etc.).
- We let the child be independent and do things for him/herself.
- We encourage the child to be responsible for themselves and their belongings.
- Our program is flexible and responsive to each child's individual needs and interests. We let the child construct themselves through work and their own natural laws of development.
- Educators guide the child rather than teach the child as the child has his/her own inner teacher.
- Our centre goals are to maintain a high standard of personal care to each child to satisfy the child's curiosity, physical, emotionally, social and language development.
- Educators are sensitive to the child's needs when parents/guardian have left the Centre.
- All educators are to consistently have meaningful engagements with all the children and their families. Please don't confuse this with personal socialising and forgetting supervision always comes first.

Educational program and practices procedures

- A well organised routine and carefully planned timetables will help the room run smoothly. Cleaning should be included in your planned routine. At no time should the room be a safety risk for the staff, children, or families. The program should reflect the philosophy of the centre as set down by the governing body, management, educators, children, and the parents.
- Programs and child individual development planning should contain relevant information to enable persons other than the person who developed them to interpret and implement them.
- Keep a personal progress record on every child, the documentation should include assessments or evaluations for delivery of the educational program of the child's strengths, abilities and interests which scaffolds and extends the child's learning outcomes. The assessments of the child progress must be linked against the learning outcomes of the Early Years Learning Framework and the Kindergarten Program. All documents must be dated and interlinked to validate the reason for doing the activity. The educational leader will monitor all programming and child individual development observations and planning for each room.
- The national learning frameworks outline that assessment is a process used by educators to gather information about what children know, understand, and can do. The information should come from children in a spontaneous manner and for staff to further plan intentional teaching to further the child's learning outcomes. These observations are kept in a computer file or folder to build an individual profile for each child. Focus more on competencies rather than deficiencies when writing observations. Planned activities should include both indoor and outdoor time. This should include rotation of suitable equipment and the introduction of new equipment. All activities should be safe for the children and supervised. Programming should be programmed on a child's capabilities not just age.
- The daily program must be displayed for the parents to see. Staff, parents, and other professionals work in partnership regarding programming and their child's observations. Do not put children's names on parent program for confidentiality reasons.
- Child individual development observations, program books and any other materials relating to the child are the property of the centre. All child information is confidential for anyone other than educators, parent/guardian, and management. Gathering information should not be biased and should come from different sources, parents, other educators, child's sample work and photos. For example, educators must critically reflect on children's learning and development both as individuals and in groups and is used to implement the program.
- The centre's educators will assist in gathering information from the children, parents, and our local community. All educators will monitor the compliance of our procedures and policies and bring it to the director/nominated supervisor's attention for any changes that need to be made. The centre will continuously review its process.

Plans to assist children make a positive transition to school or other learning facilities

When children are leaving our centre and moving on, please commit to sharing information about each child's knowledge and skills so educators work collaboratively with each child's new educator and other professionals to ensure a successful transition for the child.

Inclusive program

Staff are to make sure all children and families are inclusive of the kindergarten program. Willingness to make reasonable adjustments to their practices and educational program to ensure all children and families are included in the kindergarten community.

Writing observations

Imagine for a moment that we are ten, twenty or even thirty years on from today, and that young child that you are currently documenting observations about is reading your words about themselves. The photos you have taken and the messages you have relayed on that page create a picture about them as a person and indeed about you as a teacher, that extends well beyond this moment in time.

Questions to ask yourself when writing about the child:

- 1) What do we notice about how special this child is?
- 2) What do we collectively want from the children?
- 3) At what point do we notice that the child is beginning to wonder or shine or to benefit from our purpose together?
- 4) Capture the essence of celebrating a child for who they truly are.

We should focus on the questions that drive us to want an answer about the child, and not because we need to write observations on the quantity done per day, week, or month.

Ensure that sufficient information has been collected about the child to provide an accurate record of their participation in the program.

Identify children who may benefit from additional support to achieve particular learning outcomes, how the service can provide that support, or how the service can assist families to access specialist help.

Sources

National Quality Standard

Education and Care Services National Regulations (Queensland)

Early Years Learning Framework

Montessori Philosophy and Learning Framework

Review

This policy will be reviewed annually by:

- Director
- Employees
- Families
- Interested Parties

Last reviewed: October 2023

Date for next review: November 2024