

## PEDAGOGICAL APPROACH POLICY

### This policy is informed by:

- **The Montessori Method of Education, developed by Italian physician Maria Montessori**
- **Montessori National Curriculum 2011**

### Statement:

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 and therefore has emerged from many decades of practice.

### Rationale:

Arguably, creativity and innovation are the requisite strengths for the modern child and at CMS we offer opportunity for child led activity where interests are followed in a carefully prepared environment. We focus on and guide student learning. By guiding students to self-motivated activity, we do not emphasise passing or failing, but emphasise working to the best of one's ability through a truly engaged love of learning.

### The following principles guide our policy:

Montessori pedagogical principles include the following aspects:

- The prepared environment
- The prepared adult (links student to the environment)
- Scientifically designed auto correcting materials (materials are limited to one of each material to promote executive function)
- Awareness of human tendencies
- Freedom of choice in a highly structured environment
- Auto-education
- Isolation of difficulty
- Concrete to abstract
- Observation of the child at work

### How we demonstrate our pedagogy:

Montessori philosophy underpins curriculum at CMS. The teachers are thoroughly trained to present the specially designed materials. Each classroom teacher retains curriculum albums (containing all lesson presentations over the continuum of a three year cycle) in their individual offices to draw on when extension lessons are required for students who seek further challenges.

Our Director of Pedagogy oversees, mentors and supports the implementation of the Montessori Philosophy within the classroom.

**Appendix**

**Montessori’s mediation of meaning: a social semiotic perspective, 2007, Feez, S.** Chapter 6, “An Overview of Montessori Pedagogy” <https://ses.library.usyd.edu.au/handle/2123/1859>

Approved by:	Date:	Next Review Date:
Principal	28/07/2020	28/07/2021

DRAFT