

# Annual Report 2016

## Editors

Karen Bennetts

Megan Tyne

## Contributing Authors

Sandra Allen

Debra Avery

Karen Bennetts

Sara Brady

Bill Conway

Rebecca Dallam

Katie Denzin

Christine Harrison

Roelie Hartwig

Julia Hilson

Anne Kelly

Amy Kirkham

Victoria Marshall-Cerins

Pamela Nunn

Lesley Payne

Megan Tyne

## Graphic Design

Terri Marzullo

ISBN 978-0-646-96744-8

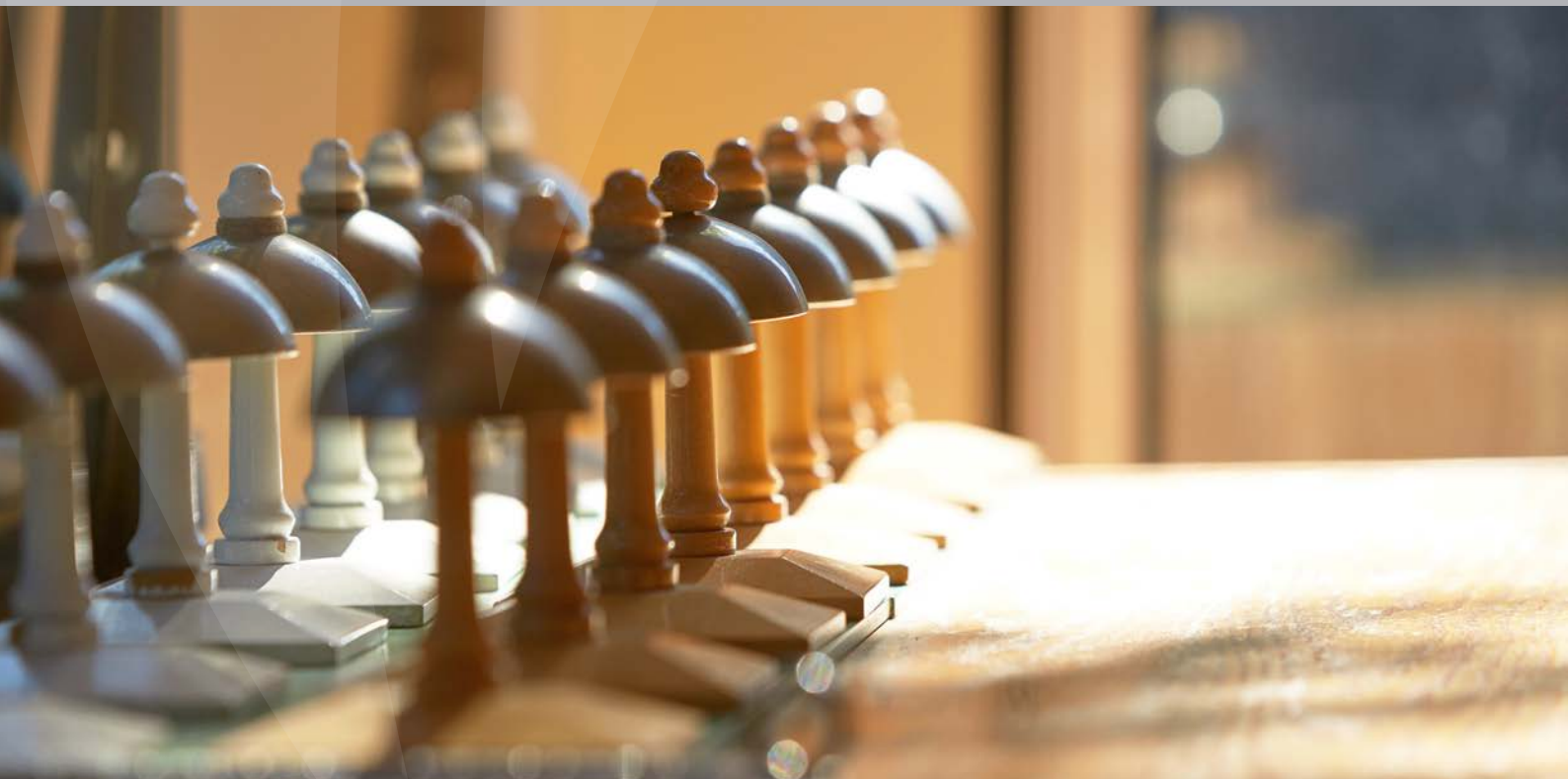


# Contents

Introduction	5
Montessori Australia at a Glance	7
<b>Education Services</b>	
Education Services Introduction	10
Montessori Quality Assurance Programme	12
Montessori Early Childhood Australia	16
Montessori Centre Management Australia	19
Montessori Independent Schools Australia	20
Montessori Public Schools Australia	22
Montessori Family Day Care Australia	25
<b>Community Services</b>	
Community Services Introduction	28
Montessori Children's Foundation	30
Parent Resources	37
Montessori Ageing Support Services	38
International Outreach	40
<b>Training and Professional Development Services</b>	
Training and Professional Development Services Introduction	46
Australian Centre for Montessori Studies	48
Montessori Institute	54
Montessori Professional Learning Series	57
Events	58
<b>Resource Services</b>	
Resource Services Introduction	64
Websites	66
Social Media	68
AMI Digital	71
Online Shop	73
iObserve Montessori Student Record Keeping System	74
Publications	76
Sponsors and Commercial Partners	79
In the News	80
Board, Trainers, Staff and MQAC	85
Association Montessori Internationale	93
Financial Overview	96
2017 Priorities	100
Glossary	102
Contact Details	106

## **Montessori Australia's Founding Goal 2007**

Our goal is that in 50 years  
(2057) Montessori will be a  
self-regulating system educating  
15% of all children in Australia.





# Introduction



Welcome to our second Annual Report. The Annual Report aims to capture the major work undertaken in the preceding year to further the mission, vision and objectives of Montessori Australia.

The year 2016 brought many successes and some challenges, as we continued to increase our capacity and services. In Education Services, we supported schools and centres through quality assurance and a comprehensive calendar of professional development events. This included the National Summit, a collaborative and strategic event to plan the way forward for Montessori independent schools, and a new forum for directors of Early Childhood Education and Care centres. We also continued to strengthen our relationships with government and external education bodies, communicating with ACARA, ACECQA, ISCA, AHISA, state Associations of Independent Schools, state school regulatory bodies and others.

We are proud of the continued work of the Montessori Children's Foundation and Montessori Ageing Support Services. These enterprises operate on a self-funded basis, yet add so much to our collective work, highlighting the significant role Montessori

can play in addressing social reform and supporting the development of the human being. There was a lot of activity in Montessori Indigenous programmes including the opening of the new Kuunchi Kakan (Families Together) centre in Lockhart River in Queensland and the launch of the Strait Start YouTube Channel for Torres Strait families. The Montessori work in aged care shows great promise and we are pleased to extend our quality assurance work into this field.

Montessori training opportunities continued to expand during the year and AMI courses are now being planned across five states. The new AMI 3-6 training centre in Riverwood, NSW was opened. The Australian AMI Directors of Training travelled to Amsterdam to take part in the 2016 international trainers' meeting. We were delighted to announce that ACECQA has recognised the AMI Montessori Diploma (3-6) as an approved diploma level qualification for early childhood educators. During the year we sadly lost one of our most significant Montessori pioneers, Beth Alcorn, former Australasian Coordinator and Educational Director of the Montessori World Education Institute (now the Montessori Institute). Yet we see a new generation of young Montessorians taking up the baton right across the Montessori movement to take us forward strongly and in new directions.

With a focussed effort on sustainability, we moved to a virtual office enabling us to develop and implement additional green policies. We also consolidated our new divisional structure. The Resource Services Division released its Resources Catalogue paving the way for a new approach to providing materials and services to schools, centres and the general public. The first

**...continuing  
to build on  
the enduring  
strengths  
of the  
Montessori  
approach.**

**‘... the child who stands before us with his arms held open, beckoning humanity to follow.’**

stage of the new Montessori Australia website was launched and development of this platform will be ongoing in the coming year. While there remain many challenges, we are seeing strong growth in demand for Montessori programmes. We also observed an increased awareness of the benefits of Montessori education in the media.

In 2017, Montessori Australia reaches its ten-year milestone and we celebrate 110 years of the global Montessori movement. We can look back on the long road behind us and see what has been achieved through holding a steady course and continuing to build on the enduring strengths of the Montessori approach. Montessori Australia has welcomed the opportunity to play a significant role, often behind the scenes, in the consolidation and spread of the Montessori movement in our country and beyond. We greatly value our connection to our close Asian neighbours and this year we responded to interest in MQAP from China, and attended the Fifth Educateurs sans Frontières Assembly in Hyderabad, India. Likewise, Montessori Australia offers its assistance to AMI and other AMI affiliates, including supporting planning for the 2017 International Montessori Congress in Prague and associated Montessori Study Tour.

We have approached our task with a deliberate vision of building through collaboration and the contributions of many, maintaining a coordinated strategy yet offering targeted services to each sector. We aim to be responsive to the many challenges facing a national body within today's education environment. Given current world circumstances, the importance of our work has never felt greater and we continue to seek inspiration from ‘... the child who stands before us with his arms held open, beckoning humanity to follow.’ *Maria Montessori, Education and Peace, p. 119.*

We hope you enjoy reading Montessori Australia's 2016 Annual Report. The report illustrates the extensive work and key achievements within each division during the year. It recognises the efforts of our very conscientious staff and committee members, many of whom contribute on a voluntary basis, and the commitment and contribution made by so many Montessorians in the wider community. We look forward to further collaboration in the coming year as we continue our collective journey to support human development through the Montessori approach.

**Megan Tyne**

Group Executive Director

# Montessori Australia at a Glance 2016

## Schools and Centres

- 41 Montessori independent schools
- 12 Montessori programmes in public schools
- 62 Montessori pre-schools
- 120 Montessori long day care centres
- 150 locations offering 0-3
- 227 locations offering 3-6
- 42 locations offering 6-9, 9-12 and/or 6-12
- 13 locations offering 12-15, 15-18 and/or 12-18

## Subscribers

**188** individual subscribers,  
up by 76% from 2015

### Website

Website sessions for 2016

- Montessori Australia website (old and new) over **277,000**
- ACMS website nearly **77,000**
- MASS website nearly **15,000**
- Pregnancy to Parenting website over **30,000**

### Products

- 3,444** products sold
- 604** product orders
- 2,153** individual products for sale
- 18,136** mailing-list recipients
- 376** books sold
- 1,497** language cards sold
- 3,621** average views of MPLS videos

### Professional Development

#### 32 events held

- 2 conferences • 10 forums
- 2 parent talks • 18 workshops

### Training

- 3** AMI Montessori Diploma courses
- 5** AMI Montessori Certificate courses
- 53** new students in AMI Montessori Diploma courses
- 81** new students in AMI Montessori Certificate courses

#### 5 AMI Directors of Training

- 2** AMI Directors of Training (0-3)
- 2** AMI Directors of Training (3-6)
- 1** AMI Director of Training (6-12)

#### 3 AMI Trainers in Training

- 2** AMI Trainers in Training (3-6)
- 1** AMI Trainer in Training (6-12)



## Social Media

- **3,013 Facebook engagements** (Dec 2016, up 271% from Dec 2015)
- **66,719 reaches on Facebook posts** (Dec 2016, up 116% from Dec 2015)
- 6 April – most popular ACMS Facebook post: **3,329 Reach and 203 Likes.**
- **17,400 total Likes** received for ACMS page in 2016

## Publications

5 desktop publications with 319 pages of content (up 50% from 2015) with new blogs and MailChimp emails introduced









# Education Services

# Education Services

**During 2016, Education Services has continued to represent the interests of Montessori schools and centres at both state and national levels...**



The Education Services division of Montessori Australia consists of six sub-divisions that relate to the support of quality Montessori education across all of the diverse sectors in Australia. In this division are MQAP, MECA, MCMA, MISA, MPSA AND MFDCA.

During 2016, Education Services has continued to represent the interests of Montessori schools and centres at both state and national levels and always works to achieve further recognition of the Montessori approach. We seek out opportunities to compile submissions and work with the Community Services (MCF) and Training Services (ACMS) divisions. We also enjoy a positive working relationship with the Montessori Institute (MI). Our state Montessori liaison officers are invaluable in guiding input as they are well respected, long standing principals, who take an active role in their state education communities.

With changes in federal and state governments and therefore education ministers, we ensure that all new policies and regulations are reviewed and, where appropriate, make representations on issues relating to Montessori and children.

As ACECQA continues to guide the implementation and administration of the NQF, and to monitor and promote national

consistency, Montessori Australia works to maintain its close relationship with ACECQA at the highest level. The Education Services division ensures ACECQA remains briefed on how we can assist with providing quality education and care, and how we can serve all children from birth. Our vision, taken from the beginning of Montessori's Education for a New World, is of 'a new path, seeking the release of human potentialities'. With the retirement of ACECQA's inaugural CEO, Ms Karen Curtis, we look forward to building a strong relationship with ACECQA's new incoming CEO, Ms Gabrielle Sinclair, during 2017. We were delighted to be invited to the official farewell function for Karen and pass on the thanks and best wishes of the Montessori community.

Montessori Australia welcomed the new Executive Director of ISCA, Colette Colman, during the year. Although we already had a strong relationship with Colette from her previous role at ISCA, we met with her and the Deputy Executive Director, Barry Wallett, to brief them on the work of the Education Services and other divisions. We attended all National Consultative Group meetings of ISCA, as well as ACECQA Forums and workshops during 2016.

Liaison with the Australian Curriculum, Assessment and Reporting Authority (ACARA) concerning recognition of the Montessori National Curriculum (MNC) and the implementation of NAPLAN and changes to the MySchool website, has continued. Montessori Australia was involved with several meetings, correspondence and submissions during the year.

As the early childhood sector continues to grow and in particular interest in Montessori centre-based education and care, MECA is an important element of the Education Services division. Numbers of attendees at our annual Montessori ECEC Conference

continue to exceed our expectations and it is firmly on the Montessori educator's calendar. Of course the annual Montessori Whole School Refresher in Sydney is still a great opportunity for Montessori educators at all levels to further their professional learning and networking.

Montessori Australia is pleased to see a large increase in participation in the MQAP during 2016. More schools and centres now recognise the benefit of being Montessori Registered™. With the launch of our new website and a planned marketing programme for MQAP, we can feel confident that we are achieving our objective of ensuring a high level of Montessori experience in a manner that is relevant to the wide cross section of Montessori educational environments.

Continuing on from the success of the inaugural MPSA Forum in 2015, this event was held again during April 2016, with almost every public school programme in Australia represented.

Every year, one event stands out as special

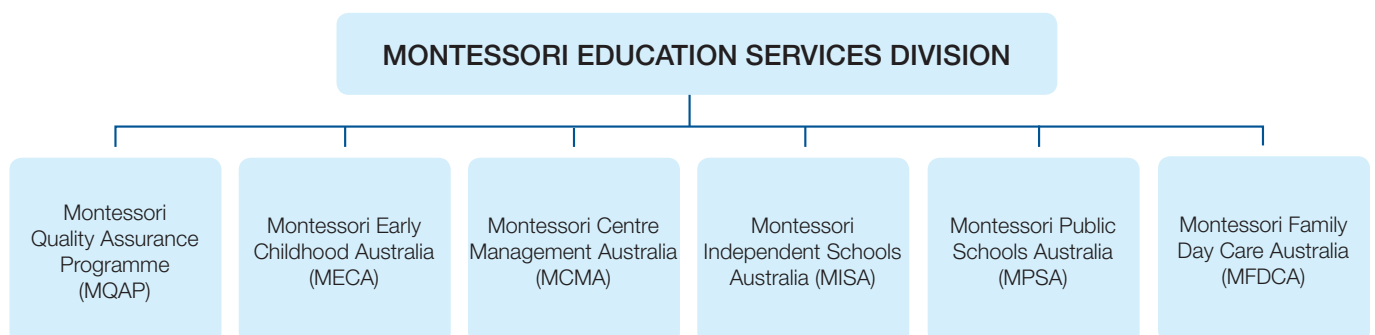
in some way and during 2016, the inaugural MISA National Summit held in Uluru, was such an event. The summit was effective in bringing together independent school leaders to collaborate in determining future directions for MISA during a time of funding uncertainty, increasing accountability and high parent expectations.

During 2016, MFDCA has been working on a strategy to assist family day care educators who are either already implementing or planning to implement Montessori principles and practices into their services. A support package will be launched during 2017.

Montessori Australia and the Education Services division continue to be a strong voice across the education sector to ensure that Montessori is represented at the very highest level.

### **Christine Harrison**

Managing Director  
Education Services Division





# Montessori Quality Assurance Programme



It was noted in last year's Annual Report that the foundations had been laid for the consolidation and growth of MQAP into 2016 and beyond. One key indicator of the growth and recognition of the programme's quality was the invitation extended by the AMI China Affiliate to attend the MQAP Consultation Forum in China from 29 January to 1 February 2016. Megan Tyne, Christine Harrison and Debra Avery attended the Forum (all costs funded by China) and outlined the goals, aims and implementation of the MQAP in Australia. They also assisted in the process of mapping the Montessori Quality Standards to reflect the early childhood and school educational practices and regulations in China.

During 2016 MQAP continued to develop its practices and procedures to support schools. This year has seen the introduction of the:

- MQAP Registration Visit Booking Forms to ensure that there is a formal record of when a MQAP Registration Visit is to occur.
- MQAP Registration Status Review Policy to ensure there is a transparent process for a school or centre that wishes to query the outcome of their MQAP registration visit.
- MQAP Registered Leaflet that informs parents 'What is Montessori Registered™?', 'What is MQAP?' and 'What is the MQAP Process?'.

Another major achievement was the trademarking of the term 'Montessori Registered™'. This will provide an import future safeguard to ensure that quality Montessori programmes can be encouraged and supported.

The MQAP Registration visits that occurred throughout the year saw the implementation of the new MQAP Registration Report Form. Feedback from schools indicates that they welcome the detailed report

they receive following their registration visit and actively reflect on and aim to meet the recommendations of the MQAP Assessment Team.

The introduction of the MQAP Orientation and Induction has been well received and has succeeded in giving schools and centres a clear outline of the process they need to follow to prepare for a registration visit. This has resulted in schools and centres feeling more confident about engaging in the MQAP Registration Process and appears to be reducing the time from when schools apply to be part of MQAP, to the time of their MQAP Registration visit. The number of MQAP 'Applied' schools and centres now proactively contacting the MQAP Coordinator to organise a MQAP Orientation and Induction visit has also increased.

Schools and centres are actively engaging in MQAP through joining the programme, holding an Orientation and Induction session or receiving a Registration Visit. This is occurring across states in long day care environments, single classroom Montessori centres and independent and public Montessori schools.

This forward planning by schools and centres into the next school year is a new development and is an indication that involvement in MQAP is now actively being included within school and centre calendars.

**...involvement in MQAP is now actively being included in the forward planning within schools and centres.**



## MQAP Data

School or Centre Name	State	MQAP Status
Canberra Montessori School	ACT	Registered
Barrenjoey Montessori School	NSW	Registered
Elonera Montessori School	NSW	Registered
Hills Montessori School	NSW	Registered
Inner Sydney Montessori School	NSW	Registered
Karuna Montessori Preschool	NSW	Registered
Kotara Montessori Children's Centre	NSW	Registered
Montessori East	NSW	Registered
The Children's House Montessori School	NSW	Registered
Caboolture Montessori School	QLD	Registered
Kenmore and District Montessori Children's House	QLD	Registered
Montessori House	SA	Registered
Southern Montessori School	SA	Registered
The Hills Montessori School	SA	Registered
Kalker Montessori Centre	VIC	Registered
Melbourne Montessori School	VIC	Registered
Mitcham Primary School	VIC	Registered
Montessori Early Education Centre	VIC	Registered
Our Kids Montessori Centre	VIC	Registered
Plenty Valley International Montessori School	VIC	Registered
Blue Gum Montessori School	WA	Registered
Margaret River Montessori School	WA	Registered
Riverlands Montessori School	WA	Registered
Rockingham Montessori School	WA	Registered
The Montessori School	WA	Registered
Bond Street Montessori Early Learning Centre	NSW	Participating
Elizabeth Macarthur Montessori Preschool	NSW	Participating
Headland Montessori Early Learning Centre	NSW	Participating
Lindfield Montessori Preschool	NSW	Participating
Southside Montessori School	NSW	Participating
Brisbane Montessori School	QLD	Participating
Karingal Primary School	VIC	Participating
Maroondah Montessori Preschool	VIC	Participating
Southbank Montessori	WA	Participating
Bankstown Montessori Preschool	NSW	Applied
CA Montessori Children's Centre	NSW	Applied
Cameragal Montessori School	NSW	Applied
Castlecrag Montessori School	NSW	Applied
Forestville Montessori School	NSW	Applied
Montessori Children's House	QLD	Applied
Montessori International College	QLD	Applied
Northwest Montessori Preschool	VIC	Applied
Southern Cross Montessori School	VIC	Applied
Templestowe College	VIC	Applied

MQAP Status	Schools and Centres
Montessori Registered™	25
Participating	9
Applied	10
<b>Total</b>	<b>44</b>

...this quality assurance process is an essential component, a reassuring element and something to be valued and strengthened.



*Elonera Montessori School in NSW receives Registered status*

### MQAP Comments

The Montessori Quality Assurance Programme has already proven to be a worthwhile tool for Montessori East. Firstly, we had an engaging experience reflecting as a school community on the MQAP standards and determining improvement goals. Secondly, we have had numerous inquiries about Montessori schools and which ones are 'good' outside our area. We now quickly refer them to the Montessori Australia website and ask that they be guided by the MQAP symbols on the school listings. This is a wonderful service to the community and helps parents to understand how important it is to know there can be a difference between one Montessori school and another.

*Bill Conway, Principal  
Montessori East, NSW*

Inner Sydney Montessori School was approached to trial the new MQAP and as a school wanting to review its Montessori pedagogy and general practices, this request came at a very opportune time. The process required of us an internal audit of all that we do, especially within classrooms and within the general management and communication practices of the school. The school has grown substantially in recent years, so this was a very helpful exercise that was further strengthened during the full day visit by the seven inspectors from the MQAC. The process has further developed our connection with Montessori Australia. It has encouraged confidence in our standards and in our application of values and principles to our classroom and general school practices. For Montessori institutions that place Montessori life and pedagogical standards at the centre of all that they do, this quality assurance process is an essential component, a reassuring element and something to be valued and strengthened.

*Dr William McKeith AM, Principal  
Inner Sydney Montessori School, NSW*

The Montessori Quality Assurance Programme makes certain that we as directors are committed to providing an authentic Montessori programme. As a teacher the MQAP provides a framework for self-reflection, guidelines for ongoing professional development and ensures we maintain an environment that is in service of the development of the child.

*Teacher, Inner Sydney Montessori School, NSW*

As a parent, it is reassuring to know the Montessori school our children attend are actively involved in a national programme that not only sets high standards for the quality of education to be delivered, but also promotes the benefits and value of Montessori to the wider Australian education sector and the public in general.

*Parent, Canberra Montessori School, ACT*

Participating in the MQAP is an invaluable experience. It gives our team of educators the opportunity to come together to reflect on our beliefs, understanding and knowledge of the Montessori Method and what this means to each one of us and how it translates to practice. It allows us to assess the quality of our programmes and based on this assessment develop our future goals which are documented in the quality improvement plan. We look forward to sharing our thoughts and ideas with the mentors assigned to us through this process.

*Staff, Kalker Montessori Centre, VIC*

We have visited a couple of them (Montessori Schools) to be able to make an informed decision for our child and there are obvious discrepancy in standards in the ones that do not have the Montessori Australia logo at all, those that had Montessori Australia but not MQAP and those that had the Montessori Australia and MQAP.

We believe the MQAP is a good thing. It is concerning that more and more schools are opening up with the name Montessori, but the principal/teachers themselves do not fully embrace and do not have a comprehensive understanding of the Montessori philosophy.

*Parent, QLD*



*MQAP Visit at The Hills Montessori School, SA*



*The Australian delegation at the MQAP Consultation Forum in China*

# Montessori Early Childhood Australia

**MECA has ensured that Montessori is recognised as a key stakeholder in the early childhood sector...**

Early childhood continues to be on the agenda of governments and in the media. More and more evidence points to the vital importance of investing in the early years and improving the quality of education and care for the youngest members of our society.

The main role of MECA is to keep abreast of current issues affecting the early childhood education and care sector to ensure that Montessori educators and services are informed and prepared for any opportunities, changes or challenges. MECA has ensured that Montessori is recognised as a key stakeholder in the early childhood sector and is represented on government reference groups including the NQF Stakeholders Advisory Group, the Universal Access Stakeholders Advisory Committee and the Reference Committee for Physical Resources and Facilities. Christine Harrison was reappointed as a member of the Second Tier Review Committee for ACECQA, enabling her to continue her close relationship with

this important agency. Experienced Montessori consultant, Barbara Langford, is a Deputy Member of the Education and Early Childhood Services Registration and Standards Board of South Australia. This appointment allows Barbara to gain a broad understanding of issues across all sectors of education.

The 2016 Montessori ECEC Conference held in Brisbane was sold out and continues to provide high-calibre local and international speakers and great opportunities for networking.

A new event in 2016, the Montessori ECEC Centre Directors Forum held in Brisbane, exceeded expectations with registrations at capacity. The format of a panel of experienced Montessori Centre Directors, Carmel Ellis, Cherry Wu and Vicki McKinnon, together with Perry Campbell, the ACECQA Deputy National Education Leader and Senior Manager, Educational Leadership, proved to be a huge success.





## MECA Programmes

	2016	2015
<b>MECA Programmes*</b>	<b>245</b>	<b>187</b>

### Subscription Status

Subscribers	115	93
Non-Subscribers	130	94

### MQAP Status

Montessori Registered™	26	6
Participating	9	0
Applied	11	9

\*Programmes are at 31 December and include those known by Montessori Australia and undertaken at school campuses, independent preschools, long day care centres, family day care centres, playgroup sites and other locations. Further details about these programmes are listed on the Montessori Australia website.



## MONTESSORI ECEC CENTRE DIRECTORS FORUM 2016

Tuesday, 18 October 2016, 10:00am - 5:00pm  
 Novotel Brisbane Airport, 6-8 The Circuit, Brisbane Airport QLD 4012  
 Price: \$270 (subscribers), \$360 (non subscribers)

Whether you're an experienced Centre Director, someone wanting to network, learn from and share with others or thinking about starting a Montessori ECEC Centre, this is the Forum you can't afford to miss.

There will be a panel of experienced and knowledgeable Centre Directors who will facilitate and guide discussion on topics such as:

- Training
- Meeting regulatory requirements
- Assessment and rating procedures
- Marketing
- Professional learning
- Staffing
- Quality assurance
- Record keeping

Perry Campbell, ACECQA's Deputy National Education Leader and Senior Manager Educational Leadership, will be available during the Forum to give us an update on the NQS and address any questions about the assessment and ratings process.

At the end of the day you can expect to come away with new ideas, collegial support and resources to assist you with running your centre.

Proudly supported by:

# MONTESSORI FOR EVERYONE

## 2017 EARLY CHILDHOOD CONFERENCE

Saturday & Sunday, 18-19 March 2017  
 Brisbane Convention & Exhibition Centre

**BOOK BEFORE 1 DEC FOR EARLY BIRD RATES**

No one who has ever done anything really great or successful, has ever done it simply because he was attracted by reward. Every victory for good, every advance in human progress, comes from some inner compulsion.

Maria Montessori



# Montessori Centre Management Australia

Montessori Centre Management Australia (MCMA) provides specialist support to early childhood education and care providers, building their capacity to deliver the highest quality Montessori early learning environment and programming.

From long day care services to preschools and parent/toddler programmes, MCMA offers a range of flexible consultancy services that reflect the diverse needs of the early childhood education and care industry.

These include:

- Centre design and establishment
- Montessori programming
- Staff training and development
- Quality assurance and continual improvement
- Operational management

The MCMA team includes a diverse range of experienced early childhood education and care administrators, trainers and practitioners. Together they provide expertise in establishing and operating high quality Montessori early childhood education and care programmes in Australia.

## 2016 Year in Review

Throughout 2016, MCMA provided consultancy services to a range of new and existing early childhood education and care programmes across Australia from the Sunshine Coast in Queensland, to Endeavour Hills, Victoria and Perth, Western Australia. The majority of the work was focused on business and centre design.

An example is Canberra's new Eucalyptus Montessori centre, on which construction has already begun. Our architect, builders and owners agree that everything is on track for an opening in May 2017. This centre, MCMA's first full service project, will offer three unique learning environments for children aged from three months to six years of age and will reflect the highest

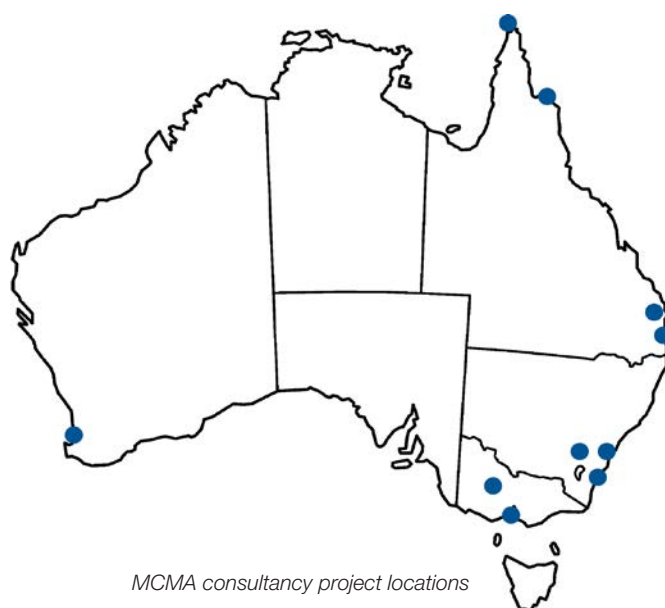
standards in early childhood environment design and programming.

## 2017 Looking Ahead

The next twelve months will be a big year for the MCMA team. The opening of Canberra's Eucalyptus Montessori, together with our work on the design of two more long day care centres in Victoria, will ensure our consultants will be busy supporting high quality Montessori early learning programming.



*MCMA draws from good environmental design principles and models*



*MCMA consultancy project locations*



# Montessori Independent Schools Australia

**MISA's work involves assisting school boards and principals with governance and operational matters.**

MISA represents a diverse group of forty-one Montessori independent schools across Australia. The largest MISA schools have several hundred children and cover early childhood, primary and secondary programmes. The smallest MISA schools are stand-alone preschools or long day care centres that are registered for the first year of schooling. MISA schools also vary in their governance structure and operational approach.

During 2016, six new schools were added to the MISA network. Three of these were small schools with existing registration that had not previously been recognised in the government data transfer for the MySchool website. Headland Montessori Early Learning Centre (NSW) gained registration as an independent school during the year. Two new primary school programmes beginning teaching in 2017 are Montessori Noosa (Qld) and The Central Coast Montessori Primary School (NSW).

MISA's work involves assisting school boards and principals with governance and operational matters. This includes strategic planning, risk management, recruitment of school leaders, professional development, coaching, confidential debriefing and general advice and support. Assistance is also given to staff and parents where appropriate. MISA increasingly responds to the needs of individual schools, but facilitates collaboration and state-based initiatives throughout the MISA network. The state-based principals meetings are an important opportunity for inter-school networking and MISA attends as many of these as possible. Information about MISA schools and celebration of their achievements is included in our publications.

MISA works closely with other Montessori Australia divisions and subdivisions to support the development of initiatives such as MQAP and the iObserve Montessori Student Record Keeping System. MISA staff

also represent the sector at international Montessori events such as the AMI AGM in Amsterdam in April each year with travel costs covered by AMI (due to AMI roles) or self-funded.

MISA undertakes an increasing amount of representation work with federal and state governments to ensure the sector's views are adequately represented in important educational matters. MISA enjoys its constructive relationships with government organisations such as ACARA and ACECQA, as well as ISCA and the state-based associations of independent schools. During 2016, MISA and ACMS undertook a successful joint project that resulted in recognition of the AMI Montessori Diploma Early Childhood (3-6) as an ACECQA-approved qualification for early childhood education and care.

During 2016, MISA hosted the National Summit in Uluru, an important strategic and collaborative event in which input was sought from schools on future directions. School leaders were invited to present information and propose pathways to address six key issues that currently affect the success of MISA schools: financial viability; growing our system; leadership and governance; training; government regulation and compliance; and marketing, public relations and parent education. These themes formed the structure of the MISA Strategic Plan 2017-2020, which has recently been released following further feedback from schools.

At the end of 2016, over 85% of MISA schools were Montessori Australia subscribers. Of these, 77% were participating in MQAP. Eighteen MISA schools have already achieved a MQAP status of 'Montessori Registered™'.



## MISA Schools

School	State
Canberra Montessori School	ACT
Barrenjoey Montessori School	NSW
Cameragal Montessori School	NSW
Castlecrag Montessori School	NSW
Elonera Montessori School	NSW
Farmhouse Montessori School	NSW
Forestville Montessori School	NSW
Headland Montessori Early Learning Centre	NSW
Hills Montessori School	NSW
Inner Sydney Montessori School	NSW
Karuna Montessori Preschool	NSW
Lindfield Montessori Preschool	NSW
Montessori East	NSW
Northside Montessori School	NSW
Southside Montessori School	NSW
Sydney Montessori School	NSW
CA Montessori Children's Centre	NSW
The Central Coast Montessori Primary School	NSW
The Children's House Montessori School	NSW
Thomas More Christian Montessori School	NSW
Brisbane Montessori School	QLD
Caboolture Montessori School	QLD
Montessori International College	QLD
Montessori Noosa	QLD
The Hills Montessori School	SA
Southern Montessori School	SA
Plenty Valley International Montessori School	VIC
Melbourne Montessori School	VIC
Gisborne Montessori School	VIC
Beechworth Montessori School	VIC
Beehive Montessori School	WA
Chrysalis Montessori School	WA
The Montessori School Kingsley	WA
Casa Mia Montessori Community School	WA
Riverlands Montessori School	WA
Banksia Montessori School	WA
Treetops Montessori School	WA
Perth Montessori School	WA
Blue Gum Montessori School	WA
Rockingham Montessori School	WA
Margaret River Montessori School	WA



Schedule & Registration



Nick Tobias (Chair, Montessori East Foundation), David Gonski AC and Bill Conway (Principal, Montessori East) at the Montessori East (NSW) Alumni Evenig.

# Montessori Public Schools Australia

**Montessori programmes have been delivered as part of the Australian public education sector for more than 20 years.**

Montessori programmes have been delivered as part of the Australian public education sector for more than 20 years. However, 2016 is the second year of Montessori Australia's focus in this area. It saw both the successful delivery of the second national forum for Montessori in public schools, and also the implementation of our first two Memoranda of Understanding with individual public schools.

## Montessori in Public Schools Forum

The Montessori in Public Schools Forum was held at Templestowe College in April 2016. Representatives from six public Montessori programmes attended, with a further two schools who were planning for programme implementation. The event was designed to enable educators and school leaders to share practice, celebrate success and identify obstacles to development.

The quality standards from our Montessori Quality Assurance Programme were used to provide a framework for considering practice and implementation. The forum programme comprised plenary sessions delivered by Montessori Australia staff as well as a number of workshop sessions facilitated by representatives from the schools. The topics for these sessions were identified via a needs analysis exercise and by participant preference. They included the Montessori National Curriculum; parent advocacy; the 3-hour work cycle; 3-6 and 'Foundation only' programmes in public Montessori settings; enrolment policy; and advocating for quality Montessori implementation. The forum also included a guided tour of Templestowe College and their Montessori Adolescent Programme. To request a copy of the full forum report, please email us at: [publicschools@montessori.org.au](mailto:publicschools@montessori.org.au).

The forum also considered drafts of promotional brochures for public Montessori in the Primary Years and public Montessori Adolescent Programmes. These brochures will be made available to schools during 2017.

## Full School Support Package

Montessori Australia's Full School Support Package is a comprehensive set of services designed to strengthen and sustain public schools on the journey to deliver programmes with high standards of Montessori integrity. The support package is delivered by Montessori Australia as the pedagogical partner working with public schools via a Memorandum of Understanding. Delivery is funded through the financial contributions and levies paid by the parents of children in the Montessori programmes with which it partners.

The Montessori Australia Full School Support Package aims to enable new Montessori programmes in public schools to achieve the highest quality Montessori programming. From 0-3 programmes through to Montessori Adolescent Programmes, the Montessori Australia Full School Support Package includes the following elements:

- Programme design and establishment
- Staff training and development
- Quality assurance and improvement
- Funds administration
- Community education and support

Montessori Australia is currently working in partnership with Kingston Heath Primary School, Cheltenham in Victoria, to support the school's proposal to commence a Montessori 6-9 programme in the school in 2018.

## Formal Learning Partnerships

At the close of 2015, Montessori Australia signed Memoranda of Understanding with two Victorian secondary schools to deliver the Full School Support Package as the schools' formal learning partner. Templestowe College and Beechworth Secondary College now each deliver Montessori Adolescent Programmes. Combined, the two programmes serve almost 60 students. In 2016, implementation of the MOUs commenced with both programmes experiencing very successful years.

## Priorities for 2017

Montessori Australia is also in touch with a number of public primary and secondary schools around Australia who are exploring the possibility of starting Montessori programmes.

The 2017 Montessori in Public Schools Forum will take place at Mitcham Primary School on Friday 28 and Saturday 29 April 2017. We look forward to meeting our friends in public Montessori education, old and new, at this next event. Amongst the anticipated outcomes for this event is an exploration of the Schools Choice agenda and its implications for education reform in Australia.



Students from Templestowe College, VIC



AMI Trainer in Training, Peter Erskine, speaks at the Montessori Public Schools Forum 2016



Attendees at the Montessori Public Schools Forum 2016



The needs of the child during his years of growth have been studied and the results of these studies have been published. Now it is for society as a whole to take over conscientiously the responsibility of education, while education in its turn will liberally compensate society by the benefits resulting from its progress. Education, so conceived, no longer matters only to children and their parents, but also to the state and to international relationships.

Maria Montessori





# Montessori Family Day Care Australia

With the launch of its new website and especially the online opportunities within the Resources Division, Montessori Australia is now well-placed to be able to provide support for the growing demand for Montessori family day care settings around Australia. Family day care is an approved form of child care of up to four children under school age, but provided in the educator's own home.

To this end, work has continued during the year to refine and develop support strategies for family day care educators which includes the completion of our web-based Montessori Professional Learning Series (MPLS), online ordering of materials and resources and professional development opportunities.

During 2017, a comprehensive support package will be launched to further support family day care educators.

Montessori Australia will also be including specific professional development options for family day care educators at its Early Childhood Education and Care conference in 2017. Open Workshops on Montessori in the Home and Supporting Language Development from 0-3 are available for those educators who are unable to attend the full conference.

Enquiries about setting up a Montessori family day care centre can be directed to the Montessori Australia office at [info@montessori.org.au](mailto:info@montessori.org.au).



...Montessori Australia is now well-placed to be able to provide support for the growing demand for Montessori family day care settings around Australia.







# Community Services



# Community Services

**The Community Services division of Montessori Australia brings the Montessori approach to a wider range of communities...**

The Community Services division of Montessori Australia brings the Montessori approach to a wider range of communities beyond those that are served through the formal structures of Montessori schools and early childhood centres. Our work in this division is increasingly broad and includes serving families transitioning from pregnancy to parenting, families within Indigenous communities and older people in aged care settings. We also have an important role to play in the international Montessori community.

During 2016, Community Services continued to work with the assistance of philanthropic and local partners to support Indigenous and remote communities through onsite educational programmes and mentoring. We are grateful for the support

of current projects being undertaken in Aurukun, Mapoon, Lockhart River and the Torres Strait Islands. In order to ensure this work continues, a strategic planning process is now underway. In mid-2017, MCF will be partnering with YUMI Education and Trinity Beach State School to host the inaugural Remote Montessori Refresher event in Cairns.

The demand from parents for information about the Montessori approach has never been higher. We value the important work of parents in giving young children the best start in life. Aside from our work in schools and centres, the Montessori approach is promoted through our Pregnancy to Parenting website (<http://www.pregnancyparenting.org.au>) and the AMI Aid to Life initiative



(<http://aidtolife.org>) and our new website and online shop (<https://montessori.org.au>).

Our work in the aged care sector is extremely promising. Aged care providers are noting the outcomes of applying a Montessori approach and we are busy expanding our capacity through training and mentoring. We were delighted to contribute to the development of the international AMI Montessori for Ageing and Dementia Practitioners Certification Course, which gained endorsement by AMI in April 2016. Nationally, we developed the Montessori Ageing Support Services Quality Assurance Programme (MASSQAP) and look forward to its launch early in 2017.

As an AMI Affiliate, we are proud to work alongside our international colleagues. During 2016, we participated in projects in Thailand, China and Timor-Leste as well as attending international AMI events, such as the AMI AGM in April. This work is either self-funded, funded by AMI or by the host country and situates the contribution of Montessori Australia into a broader context. Our trainers particularly support the international work through courses and examiner responsibilities around the world. Our participation in what is a truly global movement was highlighted in our attendance at the Fifth Assembly of Educateurs sans Frontières in Hyderabad, India, in July. This event provided an opportunity for us to think more deeply about Montessori as a pathway for social reform.

Finally, we were pleased to welcome Judith Cunningham, Executive Director, Montessori Model United Nations (MMUN) to Australia in July, to present the first ever teacher workshop for MMUN in Australia. We look forward to the expansion of the important social justice work undertaken in association with MMUN in Australia in the future.



# Montessori Children's Foundation

**We focus on Indigenous children and remote communities where the need for quality education and support is intensified...**

## General Achievements

MCF's goal is to make Montessori programmes available to children in Australia, who, for a multitude of reasons, would not otherwise be able to access them.

We currently focus on Indigenous and remote communities where the need for quality education and support is intensified by vast distances from the centres of Australian government decision-making, service-delivery and economic activity, and by histories of invasion, appropriation, and neglect. Despite this, in these communities we find a strong desire for a better future, and a deep awareness that the future lies with its children.

In 2016, MCF was proud to continue to work in partnerships that provide Montessori programmes across the Torres Strait, a programme in the Aboriginal communities of Aurukun and Lockhart River and a renewed interest from the Mapoon

Aboriginal Shire Council to introduce Montessori in their newly constructed childcare facility.

We do continue to be constrained with limitations especially with record low interest rates impacting our ability to fund projects. These challenges are not ours alone, and are faced across the charitable sector. We remain very grateful to the bequest of Bob Masterman, which ensures that the work can be sustained in perpetuity by virtue of the interest of a large endowment. We are also very grateful to the Montessori community for its ongoing support, and to all the individual Montessorians, trainers, consultants and community members, who strive to ensure the best start of life and enriched educational opportunities for children.

MCF's core area of business is early childhood and this is underpinned by the following key principles:

### Partnership

Partnering with key organisations in communities drives ownership and commitment, and connects us to the work of other organisations committed to children's wellbeing.

### Sustainability

Remote community programmes are only sustainable if the skills to manage, develop, and deliver them are located within the community. Providing Montessori training, especially in 0-3, and 3-6, and building a foundation of local knowledge and expertise, is one of MCF's two key areas of investment.

### Quality

Quality practice needs time and support, and is usually developed in a workplace where experienced professionals provide support and assistance to those at the beginning of their careers. Such a body of Montessori experience and expertise is not available in remote communities, making mentoring our second key area of investment.

### Flexibility

The complex circumstances of remote communities mean that the taken-for-granted ways of establishing and managing Montessori services and programmes, and providing training and mentoring, are not possible. Flexibility is essential in the design and delivery of training and mentoring, hand-in-hand with maintaining quality and fidelity of practice.



During the year, MCF farewelled Kay Boulden as our Community and Government Liaison. Kay decided to retire from full-time work although she is still offering her invaluable experience and knowledge to MCF pro bono. MCF is enormously grateful to Kay for the strong foundations, key learnings and relationships that she has built over many years that will enable us to continue this important work.

## MONTESSORI CHILDREN'S FOUNDATION



### Current Projects

#### Aurukun

MCF supports the Koolkan Childcare Centre Educator Support Project with an agreement being reached with Aurukun Community Services in June for their commitment to fund a number of mentor visits at the centre in the 2016/17 financial year. We are grateful to the Montessori trainers and consultants who visit Aurukun and work side by side with the centre staff and families to support the development of babies, infants and young children.

The school holiday programmes at Aurukun have been a constant since the inception of MCF's work in Cape York. The recent unrest and disruption at the school continues to affect the programme during the holiday periods but we will continue to work with the Shire Council to offer this in the future.



*Koolkan Early Childhood Centre, Aurukun*



*Koolkan Early Childhood Centre, Aurukun*

#### Mapoon Community and Family Engagement Project

A visit by MCF representatives to the Mapoon Aboriginal Shire Council to meet with community leaders and present information on Montessori in late 2016 has led to the Council working with MCF to commit funds to engage with the local community to introduce Montessori principles and practices.

It is hoped that during 2017 a series of workshops will take place that will be open to all members of the community who are interested in improving parenting skills. Through these workshops, community members can find out more about how Montessori education can enhance the lives of local children and families. An initial visit by Mapoon Shire Council members to observe Montessori programmes in the Torres Strait has been planned for February 2017.

### Lockhart River

In 2014, MCF developed a partnership with the Puuya Foundation in the Cape York community of Lockhart River. At this time, MCF was working with the Lockhart River Aboriginal Shire Council who planned to build and operate a new early childhood centre in the community. The official opening of the Kuunchi Kakana Centre was held on 23 June 2016 and now operates a Montessori babies programme amongst other activities.

During 2016, MCF was successful in obtaining a \$10,000 grant from the Renner Family Foundation to assist with providing ongoing mentoring support for the 15 members of the Lockhart River community who completed the Montessori Assistants Course. The programme plans to maximise the impact of the initial training, and the impact and growth of Montessori early childhood programmes in Lockhart River during 2016/17.

In the long run, we anticipate that the body of Lockhart River Montessori trained early childhood professionals will grow to the point where peer mentoring is available. We are endeavouring to ensure that there is a programme in place to support the existing staff in the future.

In the meantime, pro bono services have been obtained to continue with a research framework that measures the impact of this work through parent interviews and other means. In the past this research has revealed overwhelmingly positive and transformational outcomes.



*Kuunchi Kakana Centre early years room ready for the daily activities*



*The Official Opening, Kuunchi Kakana Centre, Lockhart River*

**MCF is excited and proud to announce that a new Strategic Plan for 2017-2020 has been developed for Montessori education in the Torres Strait.**

## Torres Strait

MCF is excited and proud to announce that a new Strategic Plan for 2017-2020 has been developed for Montessori education in the Torres Strait. The partners to the Strategic Plan are Tagai State College, TSIREC, YUMI Education Inc. and MCF. These partners share a belief in education as preparation for a happy, healthy and fulfilling life for each human being, as an individual, as a member of a family and a community, and as a citizen of the Torres Strait nation.

Further, the partners believe that families and communities should take a lead role in making education choices for their children, facilitated by the opportunity to access a Montessori education and also the knowledge and skills to make an informed choice.

Fundamental to the realisation of this vision is the development of a sustainable model of service delivery for Montessori education. Through such a model, Montessori education programmes in the Torres Strait will:

- Be of the highest pedagogical quality
- Build on the capacity of Torres Strait Islanders to deliver Montessori education
- Inform and engage families and the local community.

Together with a new Memorandum of Understanding (MOU) for the continuation of the partnership agreement to operate a range of Montessori early years education programmes, community engagement events and professional development activities throughout Torres Strait communities, MCF believes this significantly strengthens our relationship with the Torres Strait community.

There are currently eight Strait Start programmes operating in the Torres Strait on the following Islands: Boigu, Damley, Murray, Thursday Island, Masig, Badu, Kubin and Poruma. Five Strait Start coordinators and two employees from Torres Strait childcare centres graduated from the 0-3 Diploma course run recently in Brisbane.



Ongoing support will be provided to the graduates in their workplace, as has been the case in the past. Our submission to the Fouress Foundation towards supporting the graduates was successful and this will contribute to mentoring. The two 3-6 classes on Thursday Island continue to provide beautiful Montessori early childhood programmes, although providing support for Montessori training and staff continues to be a challenge.

### Strait Start You Tube Channel

Tagai State College and YUMI Education Inc. were thrilled to announce the launch of the Strait Start YouTube channel during 2016. This channel features informative videos on parenting and early childhood development, specifically for families in the Torres Strait.

The YouTube Channel is another extension on the successful Strait Start initiative – an early years programme for families of young children, unique to the Torres Strait. The content uses the Montessori approach and familiar images to build families' confidence,

skills and capacity to create the best conditions for their children's development.

To view the channel, go to:

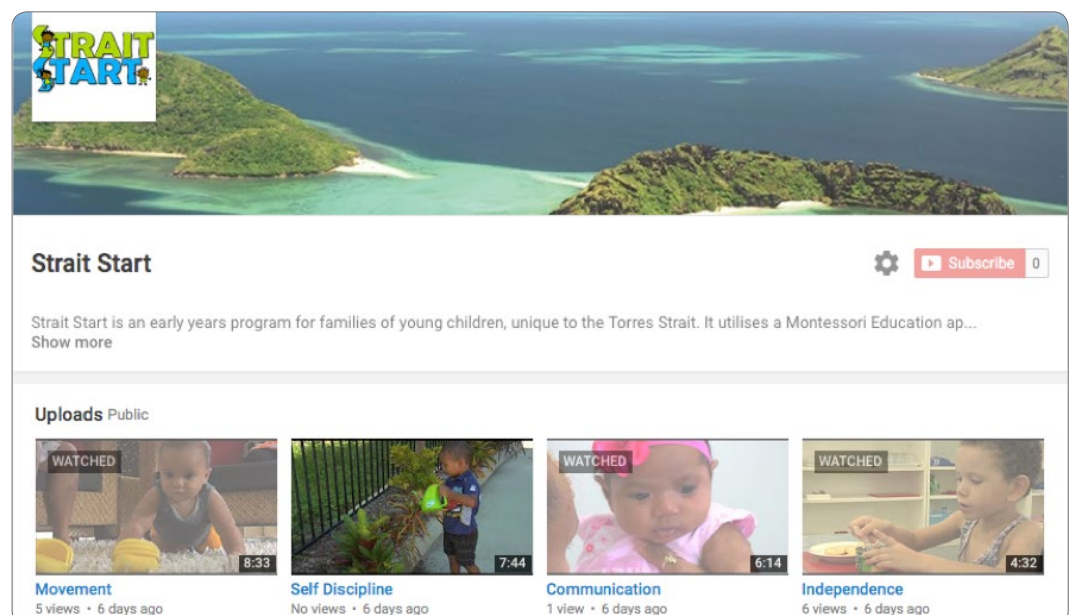
[https://www.youtube.com/channel/UCet0e7\\_GtNfB9U26KxjC0rg](https://www.youtube.com/channel/UCet0e7_GtNfB9U26KxjC0rg).

### Future Developments

MCF continues to seek opportunities as part of its mission to make the benefits of Montessori education more widely available. In 2016, an alternative trading name, the Montessori Community Foundation, was registered for MCF to expand its fundraising activities.

On 14 December 2016, the ACNC officially launched the Registered Charity Tick to the public as part of a campaign to help enhance public trust and confidence in registered charities. The tick aims to reassure the public that registered charities are transparent and accountable by highlighting their presence on the ACNC Charity Register. MCF's publications will be updated with the tick during 2017.

In mid 2017, MCF will be partnering with





*Dottie Hobson, Chair of the Puuya Foundation with Kay Boulden and Christine Harrison*



*Dr Jim Waterson, Director-General, Department of Education and Training, with Tanya Koko, Manager, Kuunchi Kakana Centre and Dame Quentin Bryce, Patron, Puuya Foundation*

YUMI Education and Trinity Beach State School to host the inaugural Remote Montessori Refresher in Cairns. The event will bring together staff from remote Indigenous communities across Australia for a unique professional development experience. Conducted by leading Montessori trainers and practitioners, the Remote Montessori Refresher will provide opportunities for Montessori educators to share common experiences, explore best practice and network with other professionals.

MCF is also embarking on a strategic planning process for future development. This process involves consultation with key partners and each MCF project and community. Montessori board members, trainers, consultants and stakeholders will also have input. The process will clarify MCF's strengths and investigate the challenges and opportunities facing MCF going forward. It is anticipated that the strategic exercise will culminate in a final Strategic Plan later in 2017.

We must develop the spiritual life of man and then organise humanity for peace. The positive aspect of peace lies in the restructuring of human society on a scientific basis. Social peace and harmony can have only one foundation: man himself.

Maria Montessori





# Parent Resources

Montessori Australia is committed to supporting parents as the child's first educators. We value the important role played by parents to support the optimal development of the young child, and in doing so create a healthy society. We also believe that when parents are supported, they become more effective in their role.

Information and support that is tailored to the context of parenting is provided through the following avenues:

## Online Platform

General advice supporting parents during the transition into parenthood and beyond is always available through our website and social media platforms. During 2016, Montessori Australia introduced new easily accessible blog posts that focus on regular sharing of parent-friendly content. The blog also highlights key news and events occurring in the Montessori community throughout the year.

Montessori Australia's new online retail store brings an extensive range of high quality products together in an easily accessible format for parents. These products have been carefully sourced to support children's education for life, promoting independence, self-esteem, choice and meaningful activity. The range incorporates both physical and digital products, and includes specialist home environment kits for birth to three years.



How to be Helpful: 3 to 4 Year Olds

22 February 2017 - 7:26pm  
We have put together some simple, yet effective ways in which adults can support the development of a child aged between 3 and 4 years. We hope that you find them helpful.



## Pregnancy to Parenting

The Pregnancy to Parenting website includes information about the baby's development in utero, healthy pregnancy lifestyle choices, options for maternity care, the birth process and what life is like with a new baby. The Pregnancy to Parenting website can be found at <http://www.pregnancyparenting.org.au>.



## Aid to Life

The AMI Aid to Life Initiative is founded on the idea that children develop optimally when they are brought up in an environment that supports their natural development. Aid to Life supports adults to connect children to purposeful activity that allows them enough time to grow and develop according to their own pace and rhythm. It aims to give parents clear, simple, straightforward advice in a format that is easy to understand and apply.

At the moment this website addresses the child between birth and three but its aim eventually is to address the needs of the child and the role of the parent with children all the way through to adolescence. The Aid to Life website can be found at <http://aidtolife.org>.



**We value the important role played by parents to support the optimal development of the young child...**

# Montessori Ageing Support Services



**Good leadership and understanding from management... are essential for the success and sustainability of Montessori initiatives.**

## Support and Learning for Life

It has been a busy year for Montessori Ageing Support Services (MASS) as we continue to build our work and reputation across the aged care sector. Many hours were spent travelling from one side of Australia to the other to reach clients and work towards developing the face of aged care one step at a time.

A major project with Blue Care, one of Australia's leading aged care providers, came to an end in October. It is hoped that the positive evaluation of this project will lead to more extensive implementation of the Montessori approach across the organisation. As Blue Care is the largest provider of aged care nationally, this is a promising new project.

Work with Catholic Homes at seven sites in Western Australia has continued this year with very positive results observed. Catholic Homes have now established their reputation as a 'go to' place to see good care outcomes using a Montessori approach.

The process of creating a Montessori environment has continued to be a struggle for some centres. Good leadership and understanding from management, and a commitment to invest time and money into training and mentoring of staff, are essential for the success and sustainability

of Montessori initiatives. Again this year, two organisations working with MASS received Better Practice Awards for their Montessori work, another testimony to the quality of life outcomes that can be achieved within a Montessori environment.

Our Montessori Ageing Support Services Quality Assurance Programme (MASSQAP) will be launched in the New Year at events in Sydney, Melbourne, Perth and Brisbane. We look forward to sharing further details with the community as they become available.

During 2016, 34 students gained competency in our nationally accredited training course in Developing Montessori Environments. The course itself was also reviewed to ensure that it meets the content requirements of the AMI Montessori for Ageing and Dementia Practitioners course. This will enable students to be certified for the AMI course, in addition to gaining competency, following successful completion of assessment tasks.





*Anne Kelly and Linda Graham at Blue Care Project Presentation Day*



*Cooking*



*Filling salt and pepper shakers*

In October, MASS farewelled Linda Graham, who had made a very positive contribution in her role as Montessori consultant. She will be sadly missed, especially by those staff with whom she has been working over the past year.

On an international level, MASS has contributed to the AMI Montessori Advisory Group for Ageing and Dementia (MAGAD). MAGAD completed the development of the AMI Montessori for Ageing and Dementia Practitioners Certification Course, which

gained endorsement by AMI in April 2016. This endorsement offers another level of certification to students in Australia who are completing the Montessori Environments competency course. The first AMI certificate to be issued in Australia is expected to be awarded in coming weeks.

The magnitude and importance of our work in aged care becomes apparent when we observe the people themselves. Recently, a resident said to us, 'Thank you for not giving up on me.'



# International Outreach

**Montessori Australia is proud to be able to work with colleagues in the wider international Montessori community.**

Montessori Australia is proud to be able to work with colleagues in the wider international Montessori community. Work is carried out in conjunction with the host country and often involves AMI who lead the way with international outreach to uphold the rights of the child in society and make known the child's importance for the progress of civilisation. Individuals volunteer their time and experience and are financially supported by the host country or AMI, or are self-funded. Regular close liaison with AMI and attendance by many Australians at the AMI AGM and Open Forum in Amsterdam enables us to continue to meet and collaborate with colleagues from all over the world who have the same commitment to children.



*Sister Eileen Savage works in Timor-Leste*

## Timor-Leste

Over the past three years, steady work has been taken to support early childhood educators in Timor-Leste. Timor-Leste is the newest nation in the world, as well as one of the poorest, still recovering from the aftermath of its epic struggle for independence following invasion by Indonesia in 1975. Its new focus on early

childhood education reflects its commitment to building a strong nation that recognises that its children are its future. Kay Boulden and AMI Director of training, Julia Hilson, have worked with both the Ministry of Education and a group of schools in the Maliana district to provide an introduction to the Montessori approach to an



*Timor-Leste*

extraordinarily motivated group of teachers from remote mountain areas. Assistance is now being provided by Sister Eileen Savage. Together they hope to secure funds and materials to ensure that high quality Montessori education becomes more widely available to Timor-Leste's youngest citizens.

Since her retirement from the Canberra Montessori School, Sister Eileen Savage has provided ongoing support to teachers in a Catholic school in Maliana. Together with the Sisters of Mercy in her community, she has been raising funds to provide materials and fund travel costs.

## Thailand

Members of the Australian Thai Montessori Supporters (ATMS) group have continued to be active in supporting the growth of Montessori throughout Thailand with 2016 being the 10th anniversary of the Montessori Association of Thailand (MAT). A visit to Sydney and Canberra Montessori schools took place during the year by 11 Thai PhD students who are members of MAT. ATMS members have assisted with mentoring a group of Thai 3-6 teachers and with implementation of a quality assurance programme and 0-3 workshops. After many years of working with AMI, Thailand now has a Trainer of Trainers programme which will ensure the sustainability of AMI training with Thai trainers and therefore the future of Montessori in Thailand. Further 3-6 and 6-12 training is planned for 2017-2018 together with the new AMI Montessori Administrators Certificate.

## China

Australia continues to play a key role through AMI in supporting teacher and now administrator training. Amy Kirkham and Sara Brady are part of the AMI China faculty participating in courses in Hangzhou and Beijing and joined by Bill Conway and Christine Harrison who in conjunction with Cathy Swan from the US are helping develop the new AMI Montessori Administrators Certificate Course. The course has been built from work carried out in Thailand and the first pilot will be delivered in Hangzhou in 2017 during the Australian school holidays.

## AMI International Training Involvement

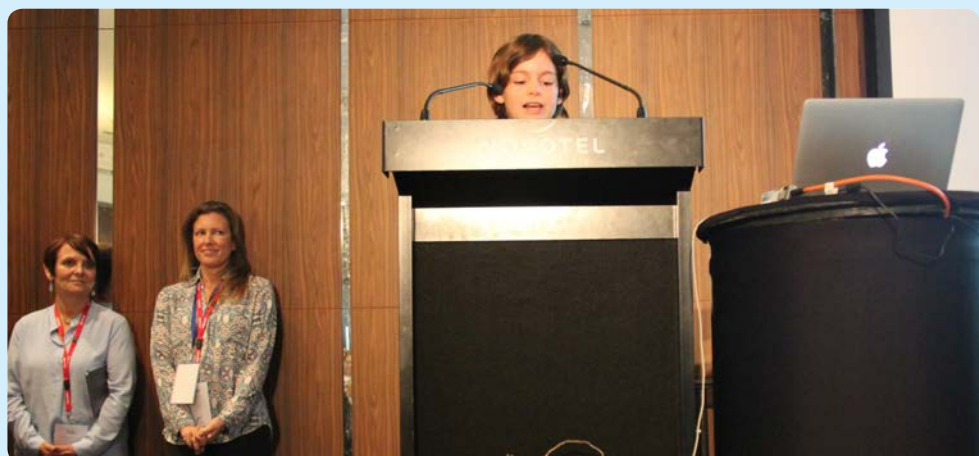
Australian AMI trainers continue to support international work through courses and examiner responsibilities throughout the world. This year, trainers travelled to New Zealand, China, Japan, UK and USA.

The Fifth Assembly of Educateurs sans Frontières was held from 30 July-13 August 2016 in Hyderabad, India. The two-week assembly combined a study and reflection of Montessori principles and practices and the historical development of EsF with a series of thought-provoking and inspiring presentations. Topics included the field of neuroscience, children's rights and how the principles of Montessori education can work with Indigenous peoples, communities in refugee situations, outreach projects in India and child-centred sustainable community development.

**Australian AMI trainers continue to support international work through courses and examiner responsibilities throughout the world.**

**MMUN** partnered with Montessori over a decade ago to create a programme that aligns with the social justice and moral sensitivities of the older primary school child and young secondary school adolescent.

MMUN students speak at the Whole School Refresher in June







*MMUN students at the UN in New York City*

## Montessori Model United Nations

Twelve students from Forestville Montessori School, Northside Montessori School and Canberra Montessori School travelled to New York City early in 2016, representing six United Nations member countries at the Montessori Model United Nations (MMUN). Guided by their directors, the children spent six months preparing for this momentous event. They read and debated their position papers on Cyber Security and The Illicit Trade of Small Arms. The last day of the conference was held in the United Nations General Assembly Hall where they presented their combined resolutions – a life-changing experience for students, directors and parents alike. Funding for the trip was made possible in part by student-led fundraising at the individual schools.

This pioneering work inspired preparations for a MMUN teacher workshop in Sydney in July. Executive Director MMUN, Judith

Cunningham, worked with Australian Montessori Teachers, Rita Savanah and Alex Bailey, who were part of the New York visit, to arrange the training. Participants learned how to effectively implement the MMUN Programme in the classroom and engage students in global issues, the workings of the United Nations, negotiation, collaborative problem solving, public speaking and resolution writing.

The model UN was originally created for older adolescents and universities to learn about the work of the UN. MMUN partnered with Montessori over a decade ago to create a programme that aligns with the social justice and moral sensitivities of the older primary school child and young secondary school adolescent. By participating in the MMUN, young people realise that their voices can change the world. The conference runs exactly like United Nations with students choosing to represent a country on a topical issue. Students experience a process of proposal, speech writing, researching and planning to table a solution.

For more information, visit:

<http://www.montessori-mun.org>.



*Graduates of the first MMUN Teacher Training course in Australia*







# Training and Professional Development



# Training and Professional Development Services

**Montessori Australia and the Training and Professional Development Services division continue to provide a strong support for the Montessori community right across the country.**

The Training and Professional Development Services division of Montessori Australia comprises:

- the Australian Centre for Montessori Studies (ACMS), a registered training organisation that delivers AMI-affiliated Montessori training courses
- the Montessori Professional Learning Series (MPLS)
- the comprehensive range of professional development events for Montessori administration and teaching staff, as well as parents and carers.

The Training and Professional Development Services division also liaises with Montessori Institute, an external TEQSA-registered higher education provider that offers quality accredited blended study courses.

During 2016, Training and Professional Development Services has continued to develop the range of courses and events on offer to Montessori professionals. A significant milestone was the approval of the ACMS AMI Montessori Diploma (3-6) by ACECQA, marking a new stage in the recognition of AMI training in Australia.



The MPLS continues to offer a training opportunity for those needing a flexible online platform. More in-depth training, networking and discussions occur at our conferences, forums and workshops throughout the year. In the future, with growing compliance requirements in schools and centres, accreditation of Montessori professional development is likely to remain a key issue. In 2017, we

look forward to building on our positive working relationship with the Montessori Institute to develop a long-term national training strategy for Montessori professionals in Australia. Montessori Australia and the Training and Professional Development Services division continue to provide a strong support for the Montessori community right across the country.



# Australian Centre for Montessori Studies

**In 2016, more Australian AMI Montessori teacher and assistant training courses commenced than in any other single year.**

## Management Report

In 2016, more Australian AMI Montessori teacher and assistant training courses commenced than in any other single year. A staff restructure delivered a dedicated Course Coordinator to support the work. Then in August we received the long worked for confirmation from ACECQA that the ACMS AMI Montessori 3-6 Diploma had been recognised as equivalent to the Diploma in Early Childhood Education and Care.

There have also been changes to ACMS's training locations in Sydney this year. In the first few months of 2016, we said goodbye to the longstanding home of our AMI 3-6 Diploma course at the ACMS Terrey Hills training centre. ACMS would like to offer our deep felt gratitude to Forestville Montessori School for all their support during the years when we called this campus home. In its stead, we welcomed the opening of two training centres in Sydney. The ACMS training centre in Riverwood is the new home for our AMI 3-6 diploma course and the ACMS training centre in the North Head Sanctuary precinct in Manly, is the new home of our AMI 0-3 Diploma. We thank Southside Montessori School and Headland Montessori Early Learning Centre for their help in setting up these new training locations.

In 2017, we will be completing our strategic review and publishing a strategic plan for the Australian Centre for Montessori Studies from 2017-2020. Included in this process will be an opportunity for our graduates to tell us about their training experiences and how ACMS might continue to support their professional development after graduation. An invitation to complete an online survey will be sent out to our alumni early in the year to this aim. We very much look forward to hearing from respondents.

## Coordinator Report

Roelie Hartwig assumed the role of ACMS Course Coordinator in June. Our most sincere thanks go to Tracy Moore for all her hard work in setting up systems and procedures for ACMS and facilitating the handover. The course coordinator manages the daily enquiries that come in from Australian and international prospective students. Information is sent out and applications are received and there is a constant flow of course documentation while handling enquiries about course eligibility, prescribed texts, where placements can be undertaken or fee payments.

The ACECQA approval of the ACMS AMI Montessori Diploma (3-6) offers the possibility to provide past ACMS AMI graduates with a new diploma transcript that is equivalent to the Diploma in Early Childhood Education and Care. ACMS is now working on a procedure for overseas AMI Diploma (3-6) holders to gain an approved qualification.

ACMS is growing, expanding, providing and delivering. We are grateful for the commitment of so many Montessori schools and centres to support ACMS courses and students. We are looking forward to offering more courses in more locations during 2017 and encourage you to visit us at <http://montessoristudies.org>.

## Trainer Reports

### Assistants to Infancy (0-3) Sara Brady, AMI Director of Training

Sara commenced a 0-3 Diploma course in Sydney in September 2016 in a weekend and evening format with occasional week blocks during school holidays. There are 11 students enrolled and one additional student auditing the course.



The students have almost completed three of the seven albums that are required for the course. They have made a great start on observations and some have completed 50 of the 250 hours needed for graduation. We have a 10-month-old girl who comes in for guided observations. We have really enjoyed preparing the environment for her, and watching her development progress. There is something new to observe each time her parents very kindly bring her in. After the observation we hold discussions on development. The students are analysing and summarising each hour of observation that they do.

The training rooms have been set up at North Head, Manly, in a heritage site in the former officer's mess. It is a beautiful building in a beautiful location. Many people contribute to the set up of the environments including Cherry Wu, Sally Connellan, Tineke Ripping, Andrea O'Halloran, Carl Birdsall and Mairi Baker. Their help is much appreciated. Sally Connellan and Philippa Alford have also helped extensively with supporting students with material making.

Sara is also conducting a 0-3 Certificate course at the same location with 17 students enrolled. It is an evening course and attended by staff from three different long day care centres in Sydney, as well as a student who commutes from Brisbane for each session and a number of parents from various schools. We have also had a guided observation with the same child from our diploma course. These students are now embarking on eight hours of observations before completing the course.

### Assistants to Infancy (0-3)

**Julia Hilson, AMI Director of Training**

The Brisbane 0-3 Diploma course completed successfully, with graduation held in June, 2016. The AMI External Examiner, Heidi Phillipart, conducted the oral exams and also reviewed written exams and other components of the course.



*Promoting ACMS at the Whole School Refresher*

**...the first Assistants to Infancy course to be conducted in Australia by an Australian-based trainer.**

This course was the first 0-3 course to be conducted in Australia by an Australian-based trainer. Included in the enrolments were seven Indigenous students from the Strait Start Programme, a parent/infant programme running in twelve island community centres in the Torres Strait. Each of the programmes incorporates Montessori principles and is run by an Indigenous Coordinator. Mentoring assistance is provided via TSIREC, the Torres Strait Islands Regional Educational Council. Additionally, a group of five students came from the Building Futures Group, responsible for running Montessori-based long day care programmes in the Brisbane region. Julia has been following up with classroom visits for students who completed the course, to provide mentoring and support. These visits are expected to extend into 2017 and beyond.

In April 2016, Julia conducted an a 0-3 Certificate course in Auckland, New Zealand, attended by 32 people from many Montessori schools from both North and South Islands. A feature of the course was the continuing awareness of Maori culture and respect. There is intense interest in

arranging an a 0-3 Diploma course for New Zealand in the near future. Julia also worked with Heidi Phillipart to commence a 0-3 Diploma course at the Maria Montessori Institute in London in July 2016.

Plenty Valley International Montessori School hosted the Melbourne 0-3 Certificate course that commenced in October. Julia ran the first five days of the course and Sara Brady completed the remainder with the course in November. There were 15 students enrolled. Planning is proceeding for an a 0-3 Diploma course in Melbourne to begin in 2018.

In between training, Julia has been pursuing her primary interest in promoting Montessori educational opportunities to children and their parents in remote Indigenous communities, returning to Lockhart River for a total of six weeks during 2016. Graduates from the 2015 Certificate course have provided a valuable foundation for the ongoing programme.

Additionally, early efforts are being made to develop an Infant Community within the day care centre at Aurukun. During 2016, Julia spent four weeks of preliminary work, building relationships with local ladies and supporting them to run an Infant Community programme at the Child Care Centre.



*ACMS AMI Montessori Diploma students undertaking supervised practice*



*The new ACMS AMI Montessori 3-6 training centre in Riverwood, NSW*

**Students consistently appreciate the value of face-to-face learning.**

## Early Childhood (3-6)

### Amy Kirkham, AMI Director of Training

As 2016 draws to a close, the Melbourne 3-6 Diploma students will consolidate their skills and knowledge in readiness for their written exams in January. With ACECQA granting the 3-6 Diploma as equivalent to the Diploma in Early Childhood Education and Care, we anticipate increased interest in the Diploma courses in the future. A 3-6 Certificate course also took place in Melbourne during the year with many of the participants expressing a strong interest in going on to do the Diploma. This is an increasing trend and of the current thirteen Diploma students, four had previously completed the Certificate course.

As in past years, there was a waiting list for the Certificate course, so we are encouraging applicants to send in their applications as early as possible.

Students consistently appreciate the value of face-to-face learning:

‘Just want to thank you for being taught by an inspirational teacher like you. I’m so happy that I didn’t choose the online course. Technology has made it easier for students

to learn with devices now, but nothing can come close to the experience of getting interaction with the teacher and the students in a Montessori environment.’

Alongside the Melbourne courses, Amy continues to work as part of the China Faculty. During 2016, 68 students completed their exams and graduated in Hangzhou and a new course began with 105 students. It is a different experience training larger groups of students such as these and both rewarding and challenging in their own ways.

The second AMI 3-6 Certificate course was held in Adelaide with Amy overseeing this course and Carol Potts (from New Zealand) visiting to give lectures. School consultations, professional development and workshops for teachers and parents, both in the training room as well as in different Montessori centres across Australia and China also continued.

As always, ACMS in Melbourne are grateful for the support of Kalker Montessori Centre, within whose premises ACMS are located. Thanks also must go to all those who so graciously hosted students on placements in Melbourne, Sydney, the Sunshine Coast and even Italy.



**It includes the training of character; it is a preparation of the spirit.**

Maria Montessori said 'We have to watch ourselves most carefully. The real preparation for education is a study of one's self. The training of the teacher who is to help life is something far more than a learning of ideas. It includes the training of character; it is a preparation of the spirit.'

### Early Childhood (3-6)

**Pamela Nunn, AMI Director of Training**

For students of the sixth 3-6 Diploma course, the year began at ACMS in Terrey Hills with successful AMI Oral Examinations in January. A most joyous graduation occurred on 21 January when family and friends joined the celebrations. The AMI graduates armed with knowledge and passion have returned to professional work with children in New South Wales, Queensland and New Zealand. Acknowledgement and thanks must be extended to Fran Reed and Forestville Montessori School for continuous generous care whilst ACMS resided at Terrey Hills amid the Australian bush. Think peacocks, alpacas, monitor lizards, plovers, laying hens amid a citrus orchard.

Relocation of ACMS in Sydney to the southern suburb of Riverwood was completed early in July only days before the commencement of the seventh 3-6 Diploma course with 21 eager Montessori students. Once again it is a delight to have a great diversity of cultures and backgrounds, ages and ideas. Grateful thanks go to Kay Urquhart, Eleanor Bachle, local AMI Montessori teachers, and the staff of Southside Montessori School, who were invaluable in assisting the Director of Training in establishing a beautiful new prepared environment. It is a treat to have a dedicated lecture space separate but adjacent to the Montessori 3-6 materials.

Since July the modular format has happily delivered Theory lectures, Practical Life

and Sensorial, and many students have been observing 3-6 children in schools. Kay Urquhart has commenced Stage 2 of the Training of Trainers Programme and has been presenting both theory lectures and practical presentations in 2016.

There were 28 students in attendance during the 3-6 Certificate course in July and August 2016. The participants read, listened, wrote, discussed, contributed, made materials and observed children with fervour and intellectual appetite. Following the Observation of Children component of the Certificate course, some comments were:

'This experience has made me a stronger, more confident and patient educator as I have a better understanding of the child's sensory learning needs and absorbent mind and thus I am able to engage more effectively. Moreover I am able to observe children in a way that helps me learn as much as I can about them without interfering in their learning experience. I am grateful for everything this course has taught me and hope to continue incorporating the Montessori philosophy in my work with young children.'

Pam thanks all Montessori schools for their ongoing support. Visits to our new Montessori Training Centre at Riverwood are welcome.

### Primary (6-12)

**Rebecca Dallam, AMI Director of Training**

The first 6-12 Diploma course given by a local trainer ran from December 2015 to July 2016, with 12 students completing the course. Graduation was held in St Patrick's Church hall on Friday 15 July and was attended by students, their families and members of the wider Sydney Montessori community. During the course we were fortunate to receive a donation of materials from Nienhuis Montessori, including a set of bells and tone bars, for which we are very thankful.

Course Assistant, Soula Lerantges, helped pack and remove all items from St Patrick's Church hall one last time and the course materials are in storage as we seek a new training location for the next 6-12 course, due to start in December 2017. Before then, Rebecca will be running two Certificate courses: January 2017 in Sydney and April 2017 in Melbourne. She is also supporting the development of deeper understanding amongst the Montessori 6-12 community in Melbourne whenever possible through workshops and parent education programmes.

In January 2016, Rebecca lectured at the NAMTA Orientation to Adolescent Studies in Queensland. She presented the Montessori Australia Whole School Refresher course in Sydney in June, and in October gave a workshop and public school parent programme in Melbourne.

Also in October, Rebecca joined with the other ACMS trainers in attending a one-week full AMI Trainers Meeting in Amsterdam. This was an opportunity to meet with colleagues from around the world and work together. The 6-12 trainers continued working on a set of 6-12 trainer's



*Australia's AMI Directors of Training: From left, Rebecca Dallam (6-12), Julia Hilson (0-3), Pamela Nunn (3-6), Amy Kirkham (3-6), Sara Brady (0-3)*

albums, as well as discussing music and geography demonstrations in relation to course delivery. After the trainer's meeting ended, Rebecca presented at the annual Nienhuis retreat in Zelem, with several of the European trainers.

When not training, Rebecca continues to direct a 6-12 classroom in Sydney at Cameragal Montessori School.

## Training Statistics 2016

Course	Location	Students
AMI Montessori Diploma Assistants to Infancy 0-3	Brisbane	15
AMI Montessori Diploma Assistants to Infancy 0-3	Sydney	12
AMI Montessori Diploma Early Childhood 3-6	Melbourne	13
AMI Montessori Diploma Early Childhood 3-6	Sydney	21
AMI Montessori Diploma Primary 6-12	Sydney	12
AMI Montessori Certificate Assistants to Infancy 0-3	Sydney	17
AMI Montessori Certificate Assistants to Infancy 0-3	Melbourne	15
AMI Montessori Certificate Early Childhood 3-6	Sydney	28
AMI Montessori Certificate Early Childhood 3-6	Melbourne	14
AMI Montessori Certificate Early Childhood 3-6	Adelaide	14
<b>Total</b>		<b>161</b>

# Montessori Institute

**The Graduate Diploma offers teacher registration for both Montessori and mainstream environments.**

## Achievements and Challenges 2016

We report on a very rewarding and productive year across all areas of the Institute's operations, including administration, accreditation, governance, enrolments, course development, resources and the educational programmes. A major focus of the past eighteen months has been on the various accreditation processes with the Tertiary Education Quality Standards Authority (TEQSA), the Teacher Registration Board of Western Australia (TRBWA) and the Australian Children's Education and Care Quality Authority (ACECQA), with staff members devoting a great deal of energy and time to ensuring courses meet the various standards and requirements.

## Accreditation

We are delighted to announce that the Institute has been re-registered with TEQSA as a Higher Education Provider and the Graduate Diploma of Education (Montessori) has been reaccredited with the Teacher Registration Board of WA and is listed on the Australian Institute for Teaching and School Leadership (AITSL) website as an accredited teaching qualification. The course is correspondingly recognised by ACECQA as an early childhood teaching qualification for those studying 3-6 Montessori curriculum.

The Diploma of Early Childhood and Primary Education (Montessori) was also successfully reaccredited with TEQSA and with ACECQA as an early childhood Diploma level qualification and, in conjunction with a teaching degree, as an early childhood teaching qualification.



*Rachael Stevens,  
National Director*



*Dr Lesley Payne,  
Educational Director*





## Courses

Both the Diploma of Early Childhood and Primary Education (Montessori) and the Graduate Diploma of Education (Montessori) continue to be popular and successful courses meeting the needs of Montessori schools and centres across Australia. As external studies courses with workshop components, they are generally completed over two years full-time and four years part-time. The new modular structure to the courses has improved completion rates and decreased the attrition rate significantly.

A Certificate in Montessori Studies Course is now offered, aiming to give an overview of the curriculum for those working in Family Day Care or as Assistants. A Certificate Course for Graduates in extended Montessori Curriculum, is a new course to be offered in 2017. The Diploma in Montessori Leadership and Practice continues to meet the needs of a small group of Montessori Leaders.

## Curriculum Development, Workshops and Resources

Resources have been acquired for curriculum and educational purposes to the value of \$27,000 and online subscriptions to educational databases continue to be added to and available through student login.

Student support is offered through a Professional Experience Coordinator and from 2017 will be further expanded with the addition of a Student Liaison Officer, to give intensive support early in a student's studies. We have had over 70 students out on professional experience over the year.

Over 2016, nine presenters have presented 62 workshops for a total of 125 days, an essential and amazing effort.



0-3 Workshop

## Training Statistics 2016

Course	Students
Graduate Diploma 3-6 yrs	34
Graduate Diploma 6-12 yrs	11
Diploma of ECPE 0-3 yrs	12
Diploma of ECPE 3-6 yrs	90
Diploma of ECPE 6-12 yrs	46
Certificate in Montessori Studies 0-5 yrs	15
Certificate for Graduates	2
Diploma of Leadership	8
<b>Total</b>	<b>218</b>

Age Range	Graduates
0-3 years	3
3-6 years	11
6-12 years	6
Certificates 0-5	5
<b>Total</b>	<b>25</b>

We thank all staff members and members of the Academic Board and Board of Management for untiring dedication and hard work. We look forward to another successful year.

It is not enough, then, to prepare  
in our Masters the scientific spirit.

We must also make ready the  
school for their observation. The  
school must permit the free, natural  
manifestations of the child if in the  
school scientific pedagogy is to be  
born. This is the essential reform.

Maria Montessori



# Montessori Professional Learning Series

The Montessori Professional Learning Series (MPLS) offers online professional learning packages that promote best practice in Montessori education.

Utilising a flexible online platform, packages allow users to customise their learning experience to suit their individual needs. Content is both engaging and informative and delivered through high quality audio-visual resources, interactive learning activities and thought-provoking discussions.

The MPLS is suitable for educators, administrators, parents and anyone wishing to know more about Montessori principles and practice.

In late 2015, Montessori Australia launched MPLS and since then the platform has provided nearly 100 early childhood education and care professional with access to a quality-assured introduction to Montessori's key theories and practices.

As we launched into the year with four modules online, we have had a very positive outcome with 173 enrollments to date and the development of all six modules which include:

1. Key Montessori Principles and Theory
2. The Prepared Environment
3. The Role of the Prepared Adult
4. Montessori Materials
5. Documenting Children's Learning
6. Montessori and the EYLF

The MPLS has also enabled Montessori Australia to better respond to the growing demand from long day care centres to deliver more flexible professional development options for untrained staff that are unable to access ACMS' existing models of training.

As an example, Montessori Australia and Precious Cargo – a company that operates multiple Montessori-branded long day care centres in South Australia – have successfully trialed a blended-delivery model

for professional development, specifically targeting the long day care market. This model includes two face-to-face training sessions and three months' enrollment in selected online modules.

## Future Online Courses

The Montessori approach is rapidly expanding across the early childhood education and care industry. Based on the success of the online learning course, Montessori Australia is also currently developing packages for family day care and new parents.

## Family Day Care

As we build our capacity to respond to the unique needs of family day care, Montessori Australia is working on a comprehensive set of strategies which will include web-based training, professional development and materials and resources that can be offered to the Montessori family day care Sector. We are excited to be able to offer such support to a distinct and specialised group of service providers in the early childhood education and care sector.

The course will provide flexible enrolment for individuals or professional teams, high quality audio-visual resources and self-paced learning activities.

## Parents

Parents too will have online access to the information available through the 'Aid to Life' Initiative.

This initiative was founded on the idea that children develop optimally when they are brought up in an environment that supports their natural development. This includes an adult who understands how to connect them to positive activity and then allows them enough time to grow and develop according to their own pace and rhythm.

With this learning tool at their fingertips, parents will be enriched by best practice in Montessori education.

**The MPLS is suitable for educators, administrators, parents and anyone wishing to know more about Montessori principles and practice.**



# Events

**...more  
than 1,400  
participants  
were  
supported  
at over 30  
professional  
development  
events around  
the country.**

A core component of Montessori Australia's work is the provision of professional development opportunities to the Montessori community. In 2016, we welcomed the return of Sandra Allen to the role of Office and Event Coordinator to lead this work. Under her guidance, more than 1,400 participants were supported at over 30 professional development events around the country.

One of the biggest events of the year was the Montessori Early Childhood Australia Conference in Brisbane, with 300 Montessori early childhood practitioners and administrators coming together to explore the theme of 'The Future of Early Childhood Education'. Leading international Montessori speakers, Laura Flores Shaw and Cathy Swan, were welcomed once again by the Australian Montessori community. We also heard from education specialists from outside the Montessori community, including Dr Michael Nagel, Associate Professor in the School of Education at the University of the Sunshine Coast and Prue Walsh, leading consultant on

external environments for early childhood. Rhonda Livingstone, National Education Leader, ACECQA, provided an update on the National Quality Framework, and Brett Rolfe, founder of The Schoolhouse Centre for Progressive Education spoke on the wider educational landscape. The second day of the conference offered breakout sessions and public workshops from Laura Flores Shaw, Cathy Swan, Amy Kirkham, AMI Director of Training (3-6) and Naomi Stuckey, who is a centre owner and operator as well as a lecturer and examiner for the Montessori Institute.

The Montessori Whole School Refresher, held every year in Sydney at the start of the Queen's Birthday long weekend in June, focused on the theme of Creativity. The conference opened with a plenary session for all participants. Heidi Philippart, Gretchen Hall, Rebecca Dallam and Katy Myers led the workshops for participants to focus on each age group. The Refresher reception at the end of the first day was a chance to unwind and mingle with colleagues.



*2016 Montessori Early Childhood Australia Conference, Brisbane*



Montessori educators were further supported in 2016 with pedagogical workshops, including Supporting Independence (0-3) with Sara Brady; Reading (3-6) with Pamela Nunn and Practical Life (3-6) with Amy Kirkham; Mathematics (6-12) with Peter Erskine Cosmic Education (6-12) with Rebecca Dallam and Writing (6-12) with Fiona Mackenzie. Montessori adolescent practitioners met at the annual Meeting in the Middle event at Templestowe College in Melbourne. This event offered training, networking and observation of a Montessori adolescent programme environment within a public school. Mentoring workshops were also conducted for Montessori practitioners of all age groups around the country. We are grateful to the presenters for sharing their expertise and to the schools and centres who generously hosted the workshops. Our thanks also go to the

schools and centres that supported the professional development of their staff, and to the participants themselves who we hope can take back deeper knowledge and understanding and practical ideas to further support the children in their care.

Montessori Australia also provided several parent education talks in different states, from experienced Montessori speakers including Amy Kirkham, Laura Flores Shaw and Greg MacDonald. Several Montessori schools, centres and organisations also supported the first national tour in Australia of internationally acclaimed educational speaker and writer, Alfie Kohn.

Montessori leaders had many opportunities to collaborate through the year, including the Montessori Leadership Network Meetings, Business Managers Forum, Governance Workshop, Montessori Public School Forum, ECEC Centre Directors Forum and the Montessori National Summit.

**The 2017 event schedule offers another year of diverse events for Montessori professionals.**

## 2017 Events

The 2017 event schedule offers another year of diverse events for Montessori professionals. A new initiative planned for 2017 is the introduction of webinars. A two-day Montessori Ageing Support Services Conference will also be held for professionals in the Montessori aged

care sector. Montessori Australia has also organised an International Montessori Study Tour in association with the 2017 International Montessori Congress in Prague. The Study Tour plans to visit significant sites relating to Dr Montessori's life and work in Italy and The Netherlands, and has already attracted attendees from many different countries.

## Event Participants

Event	2016	2015
Montessori Early Childhood Australia Conference	296	244
Whole School Refresher	200	204
Forums and Leadership Events	327	224
Workshops (0-3, 3-6, 6-12)	400	334
Parent Events	214	76
MASS Conference and Workshops	92*	325
<b>Total</b>	<b>1529</b>	<b>1397</b>

\*MASS Conference not held in 2016

Montessori Australia was proud to be involved in the organisation for Alfie Kohn's 2016 Australian tour, which was also well attended, including a full house of 340 people for his Sydney lecture.



Montessori researcher and writer, Laura Flores Shaw speaks at the Montessori Early Childhood Australia Conference in Brisbane



AMI Director of Training, Heidi Phillipart speaks at the Whole School Refresher in Sydney



## Host Schools and Centres

Event	Host School/Centre
Montessori Business Managers Forum	Melbourne Montessori School
Meeting in the Middle	Templestowe College
Montessori Public School Forum	Templestowe College
AISNSW Governance Workshop	Montessori East
Leadership Network Meeting NSW	Montessori East
Leadership Network Meeting QLD	Brisbane Montessori School
Leadership Network Meeting SA	Hills Montessori School
Leadership Network Meeting VIC	Melbourne Montessori School
Leadership Network Meeting WA	Riverlands Montessori School
Parent Talk with Laura Flores Shaw	Plenty Valley International Montessori School
Parent Talk with Greg MacDonald	Templestowe College
Parent Talk with Greg MacDonald	Plenty Valley International Montessori School
Workshop 0-3 with Sara Brady NSW	Headland Montessori Early Learning Centre
Workshop 0-3 with Sara Brady QLD	Avenues Montessori Children's House
Workshop 0-3 with Sara Brady SA	Cedars Montessori Pre-school
Workshop 0-3 with Sara Brady VIC	Plenty Valley International Montessori School
Workshop 3-6 with Pamela Nunn NSW	Forestville Montessori School
Workshop 3-6 with Pamela Nunn SA	Accademia di Montessori
Workshop 6-12 with Fiona Mackenzie NSW	Montessori East
Workshop 6-12 with Peter Erskine QLD	Caboolture Montessori School
Workshop 6-12 with Peter Erskine SA	Para Hills West Public School
Workshop 6-12 with Peter Erskine VIC	Mitcham Primary School
Workshop 6-12 with Peter Erskine WA	Rockingham Montessori School
Workshop Mentoring QLD	Chapel Hill Montessori Children's House
Workshop Mentoring SA	Hills Montessori School
Workshop Mentoring WA	Southbank Montessori



*Whole School Refresher, Sydney*







Resource Services



# Resource Services

**Our emphasis is on providing quality Montessori resources as an essential element to support quality Montessori education.**

The Resource Services division of Montessori Australia consists of an expanding array of educational resources that offer support for schools, centres, other organisations, parents and professionals. Our emphasis is on providing quality Montessori resources as an essential element to support quality Montessori education.

During 2016, our new website was launched. For our subscribers and the general public, this website is already becoming the essential platform for accessing Montessori information and services in Australia. It also offers a streamlined e-commerce functionality, to make event registration and the purchase of high quality learning materials quick and easy. Customers have access to a streamlined online shopping experience, meaning quicker processing and point of sale transaction.

Through this division, we have been able to more effectively process the supply and distribution of high quality Montessori materials and resources. As a result, our schools, centres and families have already experienced:

- Greatly reduced prices on all Nienhuis material
- A wider range of products, not previously available in Australia
- Shorter delivery timeframes for orders
- Continued savings for Montessori Australia subscribers including greater discounts for larger orders

In celebration of the new website's launch, the Resource Services division also coordinated a number of cross-media campaigns. Integrating Facebook, e-newsletters and website blogs, Montessori Australia plans to continue releasing weekly content specifically focussed on parenting and professional

learning. Our social media presence is becoming stronger as many Montessori teachers and parents turn to these resources for news, advice and inspiration.

Our publications serve everyone from school and centre leaders, to teaching and administration staff, to parents and members of the public. They are shared with government representatives, and other interested persons as part of our effort to ensure Montessori education is widely recognised and appreciated.



*Montessori Early Childhood Australia Conference*

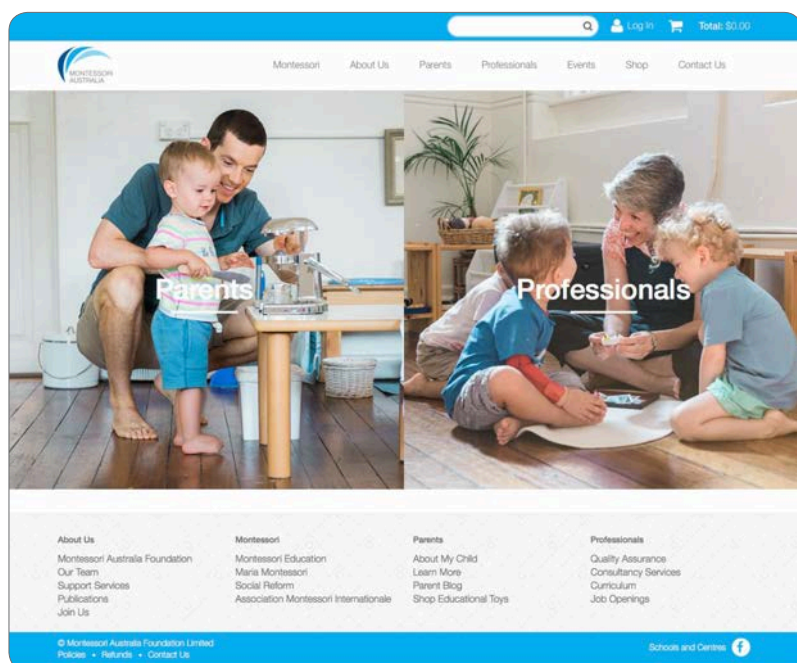
We continue to progress development of the iObserve Montessori Student Record Keeping System. This online tool promises to provide improved support for teachers recording the developmental progress of children from birth to age six in their classrooms.

Montessori Australia continues to liaise with Nienhuis and other suppliers, through meetings and correspondence to ensure the highest possible quality and availability of Montessori materials, furniture, books, DVDs, and other products. We are grateful for our many sponsors who support us throughout the year. As the Montessori sector grows in Australia, we look forward to continually improving our resource services.





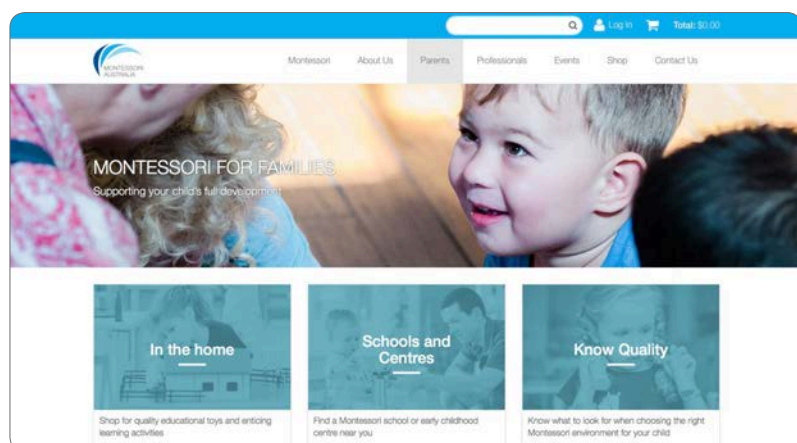
# Websites



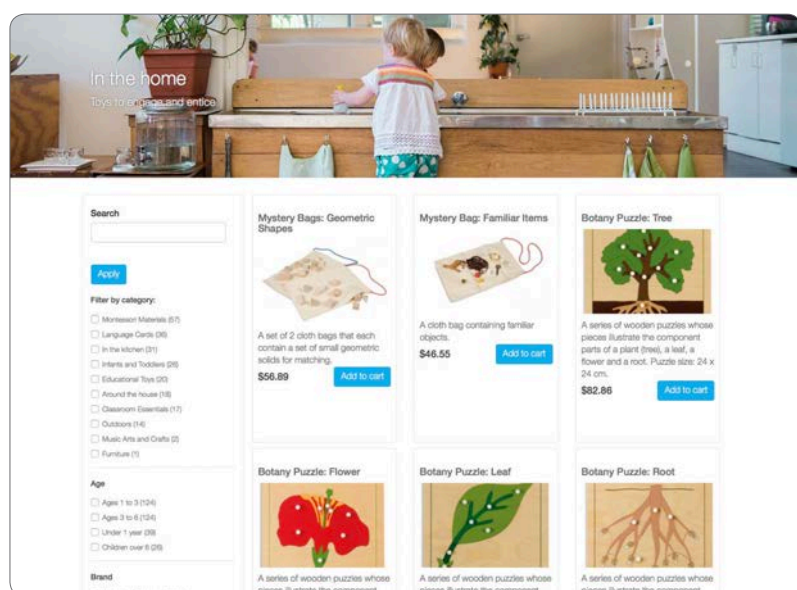
The re-engineering and migration of the Montessori Australia website proved to be one of our 2016 challenges and a major focus for behind the scenes work for Montessori Australia staff. We were delighted to launch our new look website in August with a more contemporary design, responsive theming, and a focus on parents and professionals keen to learn more about the Montessori approach.

Parents and Professionals can use the new website to:

- Register for professional development events, parent workshops and talks
- Buy Montessori materials and toys
- Access Montessori Australia subscriber benefits and discounts
- Find Montessori schools and centres
- Explore a range of professional resources
- Browse Montessori job vacancies
- Discover other Montessori Australia services



One of the major achievements in the new website is the online store. With the expansion of the Resource Services division, a comprehensive product line of Montessori materials, educational toys and activities for children, as well as books, DVDs and other resources can now be ordered online. Schools and centres continue to give us very positive feedback about how this feature of the new website has helped streamline their procurement processes.



Some of our planned changes for the new website are still a work in progress. Further development will be ongoing in the coming months in line with our vision. In the meantime, we have also initiated several new communication channels including the use of Mail Chimp email broadcasts, improving our sales and event notifications to the community. We have also created a blog section on our website (<https://montessori.org.au/blog>) featuring articles on different Montessori topics.



The most popular page on our new website is the schools and centres page, that lists all known Montessori schools and centres in Australia, designating those that are subscribers, and those that are participating in our MQAP programme. Schools that have achieved Montessori Registered™ status are listed with the accompanying logo.

## Website Pageviews

Website	2016
Montessori Australia	706,000
ACMS	77,000
MASS	15,000

Home

All Montessori schools and centres in Australia are independently owned and operated not governed by Montessori Australia. We provide a listing of Montessori programmes on our website and encourage prospective parents to contact them directly. Those with the Montessori Registered™ logo have been assessed as part of the Montessori Quality Assurance Programme as running a quality Montessori programme.

**Location Search**  
Enter your postcode to find your nearest Montessori school/centre:

10 km from

**Search**

Or refine your search by selecting:

**State** **Age Range**

Any Under Three Preschool Primary Secondary

**Type** **Quality Assurance**

- Any - - Any -

**Name**

**Search**

**Schools and Centres**  
Find a Montessori school or centre near you.

**Australian Capital Territory**

**Canberra Montessori School**  
35 Mulley Street  
Holder ACT 2611  
Australia  
02 6287 1962

**Eucalyptus Montessori**  
Summerland Circuit  
Kambah ACT 2902  
Australia

**Yarralumla Montessori**  
C/- Yarralumla Primary School Loftus Street  
Yarralumla ACT 2600  
Australia  
02 6205 6607

**New South Wales**

**Barrenjoey Montessori School**  
2 Tasman Road  
Avalon NSW 2107  
Australia

Montessori Australia manages the following websites:

Montessori Australia Foundation	<a href="https://montessoriaustralia.org.au">https://montessoriaustralia.org.au</a>
Montessori Ageing Support Services	<a href="http://massa.org.au">http://massa.org.au</a>
Australian Centre for Montessori Studies	<a href="http://www.montessoristudies.org">http://www.montessoristudies.org</a>
Pregnancy to Parenting	<a href="http://pregnancyparenting.org.au">http://pregnancyparenting.org.au</a>
Montessori Children's Foundation	<a href="https://www.montessorifoundation.org">https://www.montessorifoundation.org</a>

Montessori Australia also assists with the management of the following AMI websites:

Association Montessori Internationale	<a href="http://montessori-ami.org">http://montessori-ami.org</a> , <a href="http://ami-global.org">http://ami-global.org</a>
Educateurs sans Frontières	<a href="http://amiesf.org">http://amiesf.org</a> , <a href="http://montessori-esf.org">http://montessori-esf.org</a>
AMI Digital	<a href="https://montessoridigital.org">https://montessoridigital.org</a>
Aid to Life	<a href="http://aidtolife.org">http://aidtolife.org</a>

# Social Media

Since the launch of our new website our audience reach has increased by 181%



## Montessori Australia Facebook Page

<https://www.facebook.com/MontessoriAustralia>

The Montessori Australia Facebook page continues to grow week on week. We utilise Facebook to enable us to:

- inform the Australian community about Montessori education
- update the Montessori community about Montessori Australia's work as the peak national body
- attract parents and professionals to Montessori

- provide information and support to Montessori parents and professionals

Over the past year we have posted links to articles about Montessori education and leading thinking on education from both Australian and international sources. With the launch of our new Resource Services division in November, we have also been posting links to articles for parents on our new website, as well as special offers in our new online shop.

Since the launch of our new website our audience reach has increased by 181%. Our subscribers and partners have also shared links with us highlighting their news and events and we have enjoyed sharing information on our page.

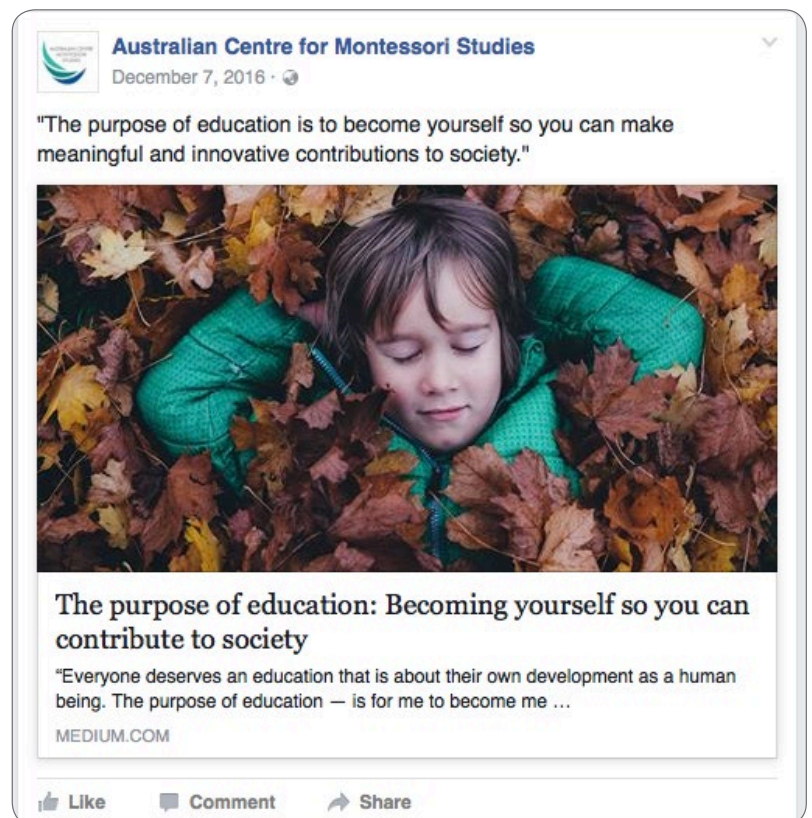
Before this report went to press, the Montessori Australia Facebook page had reached over 3000 'likers'. When a Facebook user 'Likes' our Page, they immediately connect to our Page and start to see stories from our Page in their Facebook 'News Feed'. Our Page will also appear on their profile, and the 'Liker' appears on our Page as a person who likes our Page.

A little more than half of the people who like our Facebook page are based in Australia and we gain the most 'likes' from Queensland and Western Australia. The other half of our Facebook community come from every continent of the world, but people in North America, Mexico and Vietnam 'like' it most.

Another way to interact with our Facebook page is for Facebook users to 'like' a particular post on the page and to 'share' this post on their News Feed. Our most shared post this year was the post celebrating Maria Montessori's birthday on 31 August 2016, reaching over 13,000 people.

Facebook messaging provides another opportunity for our community to contact us and we aim to respond to messages within one or two days. The most frequently asked questions via Facebook messaging concern enquiries regarding the location of Montessori schools and centres in local communities.

If you haven't already done so, we hope that you have an opportunity to visit us on Facebook this year and connect with us by 'Liking' our page. It really is a great way of staying in touch with the Australian and International Montessori communities.



## ACMS Facebook Page

<https://www.facebook.com/montessoristudies>

The ACMS Facebook page has maintained a steady growth over 2016. We post new content each day and aim to include all age groups (birth through to adulthood) across the week. Different articles, images, quotes or links aim to educate, inform and inspire current students, parents, graduates and other interested people.

There tends to be more of a focus on parents and families over weekends with different articles or images that may be more relevant to the home environment.

Links to theory, resources or supporting information for students are also placed



**The Montessori for Ageing and Dementia Facebook page is also growing each week...**

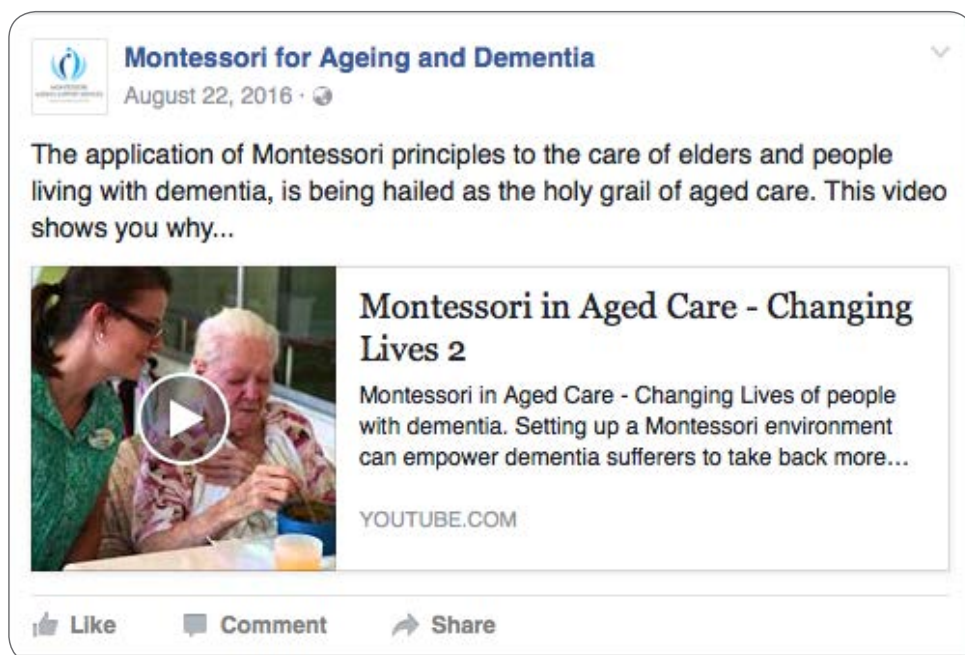
on the page according to the topics under discussion. You can also get a glimpse into some of the experiences of the students on various courses, with photos or little updates throughout the year.

As of December 2016, there were 1780 'likers' from all across the world, with between 10 to 15 new likers each week. We reach at least double this number regularly with the majority of people viewing the page through a mobile device.

The ACMS announcement that the AMI Montessori Diploma Early Childhood (3-6)

had been approved by ACECQA as a diploma level qualification for early childhood educators resulted in an overwhelmingly positive response. Some of the other more popular posts from 2016 are listed below.

We look forward to continuing to keep you informed of the happenings around the ACMS courses, as well as more generally in the wider Montessori community. We hope you enjoy the articles, links, photos and snippets and that these may in turn stimulate you to think about things in more detail, to look at things from a different perspective or inspire you to want to find out more.



## Montessori for Ageing and Dementia Facebook Page

<https://www.facebook.com/MontessoriForAgeingAndDementia>

The Montessori for Ageing and Dementia Facebook page is also growing each week and enables us to inform the Australian and international community about Montessori Australia's work for ageing and dementia. This page also attracts aged care professionals to Montessori and provides information and support to those working with older people living with dementia.

Over the past year, articles and research have been shared that explore the application of Montessori principles to aged care. Updates on professional development events and conferences that relate to Montessori programmes for ageing and dementia have also been posted regularly.

# AMI Digital



AMI Digital is an initiative of the Association Montessori Internationale (AMI) designed to make available quality and affordable resources for Montessori programmes throughout the world. AMI Digital is managed on behalf of AMI by the Montessori Australia Foundation, which oversees a team of illustrators and manages website and content development. This project is resourced through volunteer contributions, AMI funding and revenue from sales.

In 2016, final changes to the 6-12 charts were made following further pedagogical review from the 6-12 trainers. This included alternative versions of selected charts to capture some of the beauty of historical versions and to update to reflect current scientific understanding.

Classified cards were also added with more than 70 sets prepared and many more on the way. Translations have been done in Chinese, Thai, Spanish, Romanian, Russian and Vietnamese. AMI is very grateful to the volunteers who kindly provided the translations. If you are interested in volunteering to translate the cards into your language, please email [info@montessoridigital.org](mailto:info@montessoridigital.org). The classified cards are prepared ready to print in US letter and A4 paper sizes and have a choice of print, script and cursive fonts where applicable.

In the publications section, considerable work was done scanning, cataloguing and seeking the author's permission to include copies of all past issues of the AMI Journal (formerly the AMI Communications and AMI

Bulletin) dating back to 1937. These will be available for download in 2017 and will be a valuable resource for teachers, academics and researchers.

The next major focus will be on the 6-12 nomenclature, with the Botany materials already in the final stages of completion.

Further information can be found at <https://montessoridigital.org>.



It is obvious however, that the sudden and amazing changes that have taken place in the organisation of man's material environment in the last fifty years as a result of scientific discoveries have brought about such radically altered conditions in men's lives that it is now absolutely imperative to give serious thought to the human side of things in order to help men themselves change for the better.

This is the task of education.

Maria Montessori





# Online Shop

Montessori Australia aims to ensure that schools, centres and families have access to the highest quality products and quality-assured information. This year, our new online retail store has brought an extensive range of products to Montessorians across Australia. These products have been carefully sourced to support children's education for life, promote independence, self-esteem, choice and meaningful activity for older people. The range includes both physical and digital products.

The physical product range aims to include:

- AMI-endorsed Montessori Materials
- Specialised furniture and furnishings
- Specialist education products for pregnancy, 0-3 and 3-6 environments
- Specialist home environment kits for children 0-3 years
- Specialist aged-care products
- Printed AMI Digital Materials
- Montessori books and publications
- Aid to Life packages

The digital product range aims to include:

- eBooks
- AMI Digital materials
- Stock media library
- Specialised software (including Apps)

Services available for purchase through the e-commerce site will include:

- Subscriptions
- Registration for professional development events, training and courses
- Access to online learning courses

Montessori Australia strives to support the growth and development of children in Australia with quality materials and to continue to provide teachers and schools with the equipment to facilitate learning and exploration.



*Montessori Australia's online shop warehouse*



*Product meeting with Nienhuis*



*Product displays at Montessori Events*



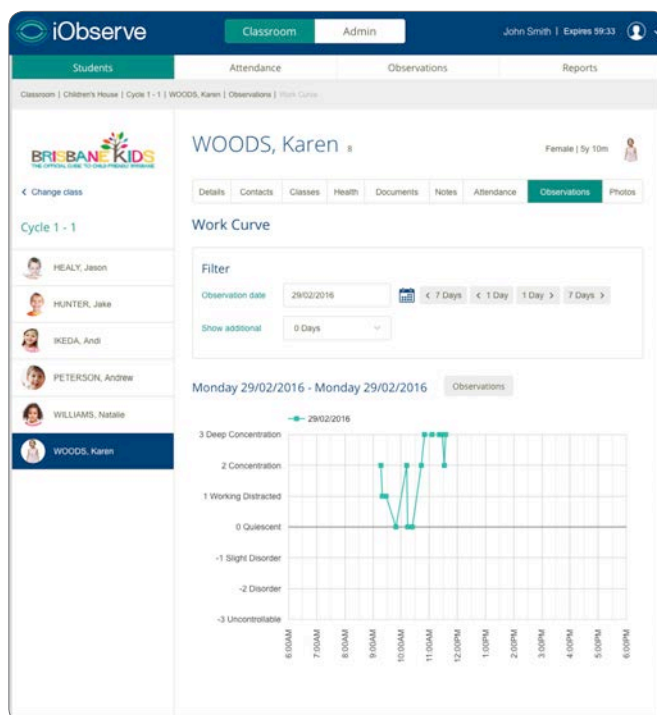
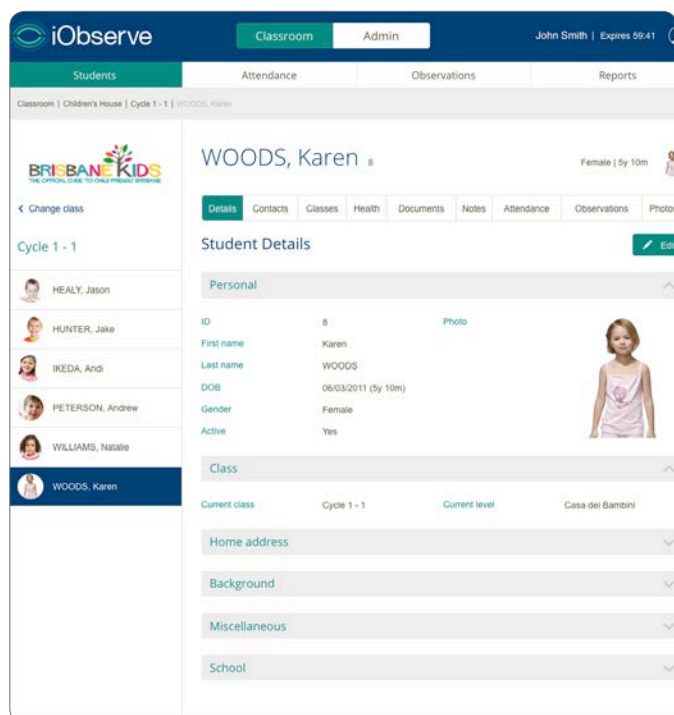
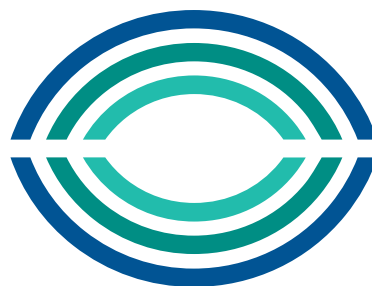
# iObserve Montessori Student Record Keeping System

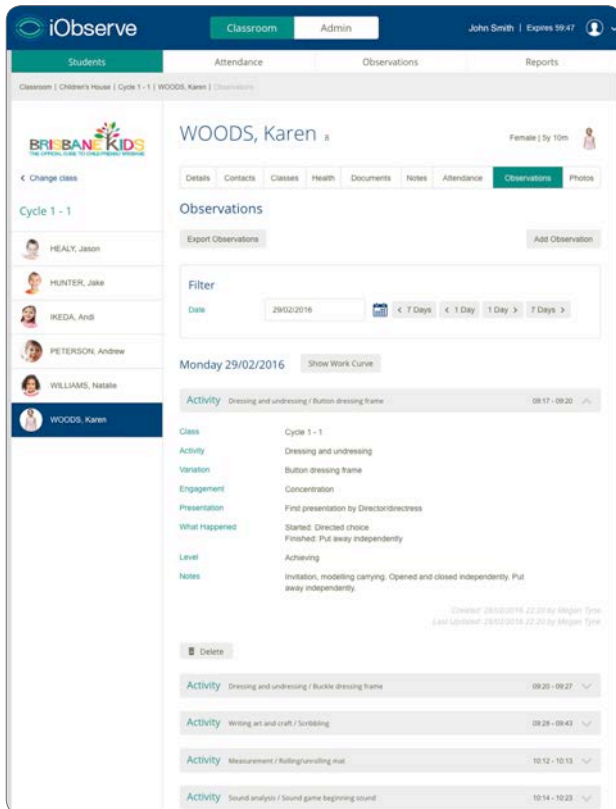
The iObserve Montessori Student Record Keeping System is an online tool for teachers to record the developmental progress of children from birth to age six in their classrooms. It harnesses the latest technology in an easy-to-use system that is wholly aligned to Montessori principles and practices. The system is uniquely designed in correlation with the Montessori National Curriculum to promote best Montessori practice across classrooms, schools and the Montessori community at large.

The system will enable Montessori schools and centres to manage the enrolment and attendance details of children and caregivers attending their programmes, as well as provide a comprehensive student record keeping facility, linked to the Montessori National Curriculum.

The solution consists of two components. The first is an iPad app with offline capability, that will enable educators to use the tool

while moving around the classroom. The second is a web-based application. The iPad app will sync to the web-based application, allowing the system to provide for secure hierarchies of access for classroom team members, teachers, business managers and principals. The web-based application will also store reference data such as lesson plans and term dates.





**iObserve...is an online tool for teachers to record the developmental progress of children from birth to age six in their classrooms.**

The record keeping system will enable Montessori educators to record point-in-time observations about the children in their classrooms. This will include the capacity to make recordings of individual children's responses to presentations of Montessori material. These records will be linked to the Montessori National Curriculum, making it easy to track presentations at a glance and to include notes for follow-up presentations and lessons.

The system will also include the capacity for educators to record notes around the length and intensity of children's engagement in activity. This data can be synthesised into graphic form to create a visual representation of individual work cycles.

Report writing will be supported by the system's ability to produce six different types of report summarising key data.

Progress on the development of the iObserve Montessori Student Record Keeping System has continued throughout the year. At the beginning of 2016, Montessori Australia staff attended a training session delivered by the system developer in which the interface and structure of the prototype system were explored. The developers incorporated the team's feedback to deliver the completed Phase 1 prototype in March. The tool then underwent small scale testing in order to address any significant issues ahead of a closed trial in Australia and the UK.

We will be delivering the specification for the completion of Phase 2 to the developer in early 2017, based on the results of the closed trials, and hope to have the application classroom-ready in 2017.



# Publications

**Each of these regular publications serves a unique purpose and has developed its own character as part of the Montessori Australia communication network.**

Montessori Australia's broad activity across the nation is shared with the Montessori community through five key desktop-published publications. Each of these regular publications serves a unique purpose and has developed its own character as part of the Montessori Australia communication network.

The Publications Coordinator works closely with the Graphic Designer to ensure consistency of tone, visual coherence and to ensure high editorial standards. The desktop publications have expanded in number, frequency and size since the early days of Montessori Australia. However, increasingly Montessori Australia is responding to the market by supplementing these regular desktop publications with online content through its website and social media platforms.

## eArticle

The eArticles are professional length published articles addressing an aspect of Montessori education. They are frequently written by an AMI Director of Training and are helpful guides for Montessori teachers, assistants, parents and other education professionals. Montessori Australia publishes a new eArticle each term.

## Board Bulletin

Montessori Australia publishes a Board Bulletin each term. This publication addresses school governance and includes a welcome from Montessori Australia President, Christine Harrison, as well as articles and information related to the work of the school board. Each issue also features a contribution from an Australian Montessori independent school around a governance theme such as strategy, financial and risk management, or principal employment.

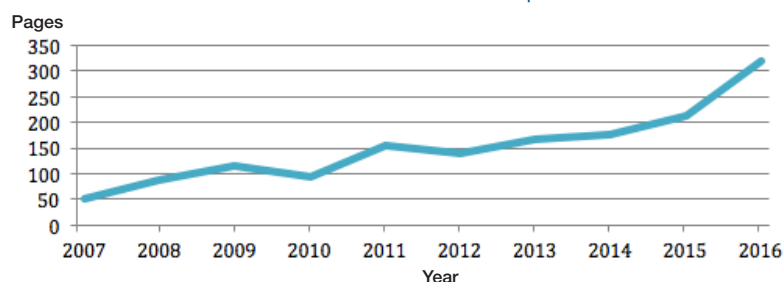
## Insights

Montessori Insights is a magazine style publication for Montessori professionals and parents. Issued annually, each publication includes a collection of articles around a special interest Montessori theme. Writers approach the theme from diverse but considered Montessori perspectives. In the past, Insights has addressed themes such as peace, adolescent programmes and practical life. In 2016, the Insights theme was Creativity and included articles from Montessori trainers, leaders and classroom teachers as well as a historic article on free expression, written by Mario Montessori.

## Annual Report

The fifth Montessori Australia publication is this Annual Report, which covers the previous year's activity. This whole community publication is a summary and

## Montessori Australia Desktop Publications



## eBulletin

The eBulletin is a whole-Montessori-community commentary covering the activities of Montessori Australia, MCF, ACMS, MASS and AMI. It is issued once each term and highlights the work in schools and centres, professional development events, courses offered and general news within the Australian and international Montessori communities. The eBulletin also includes a Calendar of Events and a Job Openings listing.

celebration of achievements and is a 'state of the nation' snapshot across Montessori Australia's broad landscape. The annual report is a public document shared within the education sector, government and industry.

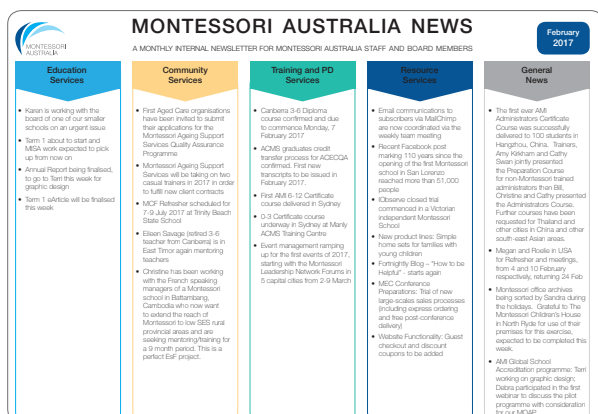
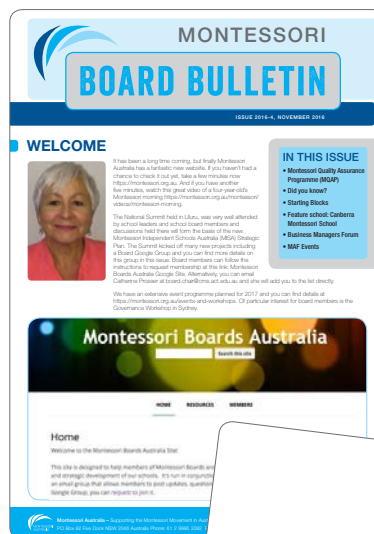
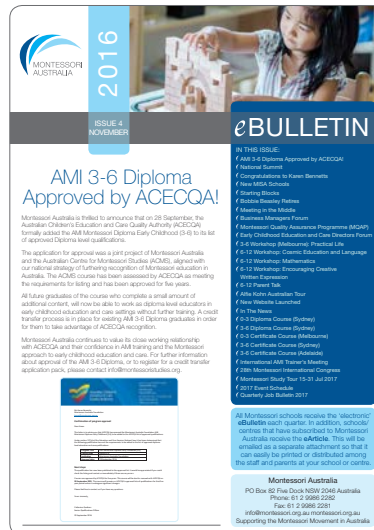
## Blogs and MailChimp

In addition to our desktop publications, Montessori Australia has used the 2016 launch of its new website to introduce easily accessible blog posts and MailChimp emails. These new online publications focus on regular sharing of parent-friendly content with ease of access and highlight key news and events occurring in the Montessori community throughout the year.

## Future Directions

As the Montessori Australia team continues to grow, we have begun to produce a monthly internal Montessori Australia news bulletin from the Executive Director that goes to all staff, trainers, trainers in training and board members.

For both internal and external publications, a challenge for editors is to stay informed about the rapidly expanding Montessori movement in Australia. However, Montessori Australia sees communication as an essential component of its overall marketing strategy and plans to continue developing the Publications area in the future.



We, who work for a single goal, are as it were, the members of the same person. Those who come after us will attain further goals, because there were those who believed and worked before them!

Maria Montessori





# Sponsors and Commercial Partners

Montessori Australia appreciates the support of its many sponsors. Some of our 2016 event sponsors included Nienhuis, NGS Super, Guild Insurance, Ezidebit, Montessori Child, Think Education Supplies, Turtle Werkz Educational Consultancy, Empty Spot Childcare, Bonkers Beat, Kept Me and Relief Ruler.

We are grateful for two special ongoing commercial partnerships with Guild Insurance and Ezidebit. Guild Insurance is the premiere insurance provider for Montessori ECEC centres and supports Montessori Australia through the payment of referral fees when Montessori centres take out a policy. Ezidebit is an easy to use Direct Debit, BPay and e-commerce business, that can take care of collecting payments. It offers reduced fees for Montessori schools and centres using their services.



Your fund.  
Your wealth.  
Your future.

Montessori Australia appreciates the support of its many sponsors.



# In the News

The Montessori approach is being featured more regularly in the media, particularly in relation to stories about school or centre openings, community events, grants, or awards. With a new level of interest in Montessori education associated with the 2015 announcement that Prince George was attending a Montessori nursery, Montessori Australia began the year fielding a rising number of media enquiries.

Articles on education were published in The Educator and the Sydney Morning Herald by Dr William (Bill) McKeith AM, Principal of Inner Sydney Montessori School and Alex Dillon, experienced Montessori early

childhood teacher. Blue Gum Montessori School in WA was recognised in The Australian for its outstanding NAPLAN achievements. The Torres News featured an article by Tagai State College Acting Executive Principal, Stephanie Savage on the development of Montessori education in partnership with the Montessori Children's Foundation and the Torres Strait Islanders Regional Education Council. Montessori is also being mentioned by others outside our sector as demonstrated in the article from Sydney's Inner West Courier.

Following are some examples of local, national and international coverage.

## Local Newspapers

Melbourne Herald-Sun:  
Montessori by George

## Herald Sun

### Montessori by George

Prince has  
sparked  
local boom

ELISSA DOHERTY

IT'S the alternative education that's fit for royalty — now Australian parents are asking if Prince George's preschool is right for their kids.

The young prince, whose every move sparks copycats, from his cute cardigans to favourite toy cars, is fuelling increased curiosity in Montessori schooling.

The Montessori Australia Foundation says it has been fielding a rising total of online inquiries and requests for information, after photos of the young prince attending his first day at a Montessori nursery in Norfolk, eastern England, were released.

MAF president Christine Harrison said it would only know if this translated into extra enrolments when school offices reopened.

"Around the world, and especially in the UK, phones kept ringing but, they didn't have enough people to answer the phones," she said. "Whether you are a monarchist or not, it's bound to have some sort of influence — people see him wearing a certain cardigan or jacket and buy it, so it has to be the same for his education."

Among the main differences of the teaching method,



This Plenty Valley Montessori pupil is having fun, just like Prince George (inset) in England. Picture: SARAH MATRAY

based on research by Italian educator Maria Montessori, are the emphasis on independence and freedom "within limits", mixed-age classrooms and learning blocks of three hours.

There's minimal testing, teachers observe rather than intervene, students can choose their own activities and they are expected to be able to dress themselves by the age of three.

Most of the toys, classroom equipment and furniture that Prince George uses are identical to those in Montessori

schools across the world. Mrs Harrison said the system was not for everyone, but the Duke and Duchess of Cambridge, George's parents, had seen the benefits.

"If the royals did their research they will know it will build self-confidence and internal discipline, which is important in the public eye."

There's a sense of positive social behaviour, and socialising with other children from quite a young age."

elissa.doherty@news.com.au  
Twitter: @ElissaDoherty



Dr William McKeith

## The Sydney Morning Herald

### Sydney Morning Herald: What are we losing with the death of handwriting?

Feb 3, 2016

There is much more to handwriting than that which meets the eye. There is a culture. A tradition. A way of thinking. Yes, it has a cost, but maybe that's a cost that a mature society should be prepared to bear, writes Dr William McKeith.

Read the article in full at:

<http://www.smh.com.au/comment/what-will-we-lose-with-the-death-of-handwriting-20160202-gmk9uh.html#ixzz3zMs8ISfk>.

## the educator

### The Educator: The Conversation We Should Be Having

Dr William McKeith, Principal of Inner Sydney Montessori School, writes about the conversation we should be having about our schools in the online publication, The Educator.

His article can be found at:

<http://www.educatoronline.com.au/news/opinion-the-conversation-we-should-be-having-about-our-schools-218734.aspx>

The Sydney Morning Herald  
NEWS SITE OF THE YEAR

Comment

SUBSCRIBE LOGIN / SIG

News Sport Business World Politics Comment Property Entertainment Lifestyle Travel Cars ...

Letters Editorials Column 8 Obituaries Peter Hartcher Ross Gittins Jessica Irvine Chart Watch View from the Str

Home / Comment

FEBRUARY 3 2016

SAVE PRINT LICENSE

### What are we losing with the death of handwriting?

There is much more to handwriting than that which meets the eye. There is a culture. A tradition. A way of thinking. Yes, it has a cost, but maybe that's a cost that a mature society should be prepared to bear, writes William McKeith.

William McKeith

Show comments

f SHARE t TWEET e MORE

I think it's fair to say that almost without exception, school leaders I speak to are anxious and cautious about the apparent general public and policy bias towards replacing handwriting with word processing, the pen with digital devices.

This school year is expected to seal policy initiatives aimed at consolidating a drift from handwriting in schools and furthering the process of replacing it in public examinations and in NAPLAN.

Del Kathryn Barton  
SIGNED LIMITED EDITIONS  
VIEW NOW

HUFFPOST AUSTRALIA

the educator

News Forum TV Business Technology

### Opinion: The conversation we should be having about our schools

by Dr William McKeith | 30 Jun 2016

If there's one message that the education system should take from this election and recent world events, it is that the key focus of schooling must be on building quality relationships one with another.

We can throw money at schools. We can improve our teacher/student ratios; put up new buildings and spend money on ever more laptops. But if the quality of our relationships is going backwards, our education will fail our young people.

Outsource your timetable  
Edval Timetables have a brand new service:  
Timetabler in Residence

SCHOOLS IN CRISIS: One-in-four new teachers 'burnt out'  
Our new teachers are overworked, over-stressed  
Calling all female principals: where are you?



## The Sydney Morning Herald

### Sydney Morning Herald: Everyday different in Montessori classroom

Mar 12, 2016

Montessori schools equip teachers with a solid base of knowledge through a rigorous training system, according to early childhood teacher Alex Dillon.

Read the article in full at:

<http://m.smh.com.au/business/workplace-relations/education-head-20160304-gnb910.html>

### Every day different in Montessori classroom

Kristie Kellahan

SHARE TWEET MORE

#### EDUCATION

Montessori schools equip teachers with a solid base of knowledge through a rigorous training system, according to early childhood teacher Alex Dillon.



Alex Dillon says Montessori teaching is 'deeply satisfying'. Photo: Supplied



### Blue Gum Montessori School NAPLAN results

Blue Gum Montessori School has been recognised for being the number one primary school in WA for NAPLAN School Improvement and third in Australia out of 6000 schools. Principal, Maree Matthews, gave special thanks to her academic team for nurturing all children's passion for learning.

'In Montessori, we don't focus on competition, but just get on with the "job" of learning. At BGMS, we always put the children first with every decision we make. Learning is our focus and nurturing every student is our goal. We love learning and genuinely care for children's well-being. We are proud of each child's individual achievement', said Maree.

## Positivity pays off



COLIN MURTY

Principal Maree Matthews with Blue Gum Montessori students

#### EMILY RITCHIE

At Blue Gum Montessori primary school in Bibra Lake, Western Australia, teachers aren't just educators, they are friends too.

During the past two years, under the direction of new principal Maree Matthews, the school has implemented a positive education program that empowers students to talk about their feelings.

"We want our students to be able to talk to teachers about their friendships, their socialisation, about anything worrying them," she says. "It's so important for children to feel safe, especially in light of the royal commission into child abuse. If children are happy, settled and secure, then they will learn."

Matthews believes this is what lies behind Blue Gum's recent NAPLAN successes. The school has ranked third in the country for most improved results for primary schools, out of the more than 6000 schools

The positive learning program has included extra professional development for teachers to ensure they are equipped to approach students about personal issues.

"We will refer children for extra help if we deem it necessary," Matthews says. "But

**'If they're happy, then they'll learn. That's our formula and it's working'**

MAREE MATTHEWS  
PRINCIPAL, BLUE GUM  
MONTESSORI

through positive education we can deal with any little issues that the child may have which otherwise may manifest and affect their learning."

Through the program, teachers are being encouraged to take more risks. "We want to empower teachers to do what they're trained to do," says Matthews. "We want them to know that they can teach children while treating them as individu-

als, and experiment with the curriculum to best meet the individual needs of the child."

Individualised learning is at the heart of the Montessori model. Learning environments are prepared by the staff, filled with objects and books that facilitate learning. In three-hour learning cycles, classrooms host students of a range of ages and capabilities, depending on desired learning outcomes.

"Montessori is the most differentiated curriculum you can have for children," Matthews says. "We profile the student and ask what sort of learner are they. Are they a kinesthetic learner? Are they visual learner? Then we can track each child individually."

Ultimately, fostering happiness is of utmost importance. "You can't just treat the academics in isolation," Matthews says. "We develop children's passions and engage them in a varied program. If they're happy, then they'll learn. That's our formula and it's working for our students and our community."

## Torres News: Montessori education in the Torres Strait

# TAGAI STATE

★ ★ ★ Celebrating 10 Years as Tagai State College ★ ★ ★

## Montessori education in the Torres Strait



by Stephanie Savage  
Acting Executive Principal

In partnership with the Montessori Children's Foundation (MCF) and Torres Strait Islanders Regional Education Council (TSIREC), Tagai State College provides Montessori education programs in nine communities of the Torres Strait.

Our Montessori offerings include Strait Start programs for children aged 0-3 years, a long day care center at Iama Kaziw Mudh and the Kaziw Mudh Pre-Prep and Prep programs on Thursday Island.

The Montessori approach to early childhood education seeks to optimise children's physical, social, emotional and cognitive development in environments which are tailored to meet their particular need.

Members of the Montessori Program Management Team include Megan Tyne, Christine Harrison, Ned David, TSIREC Chair, Katie Denzin, Business Manager, Yumi

Education Support Service, and myself. Megan Tyne, Executive Director, Montessori Children's Foundation, visited Thursday Island on Wednesday last week with Christine Harrison, President, Montessori Australia Foundation.

The visit was a key milestone in reviewing and planning for the years to come to ensure Tagai State College is positioned to maintain world class standards in Montessori education. Ms Harrison said, "We acknowledge and celebrate the hard work of the Tagai State College teachers, assistants and coordinators, whose work ensures that children of the Torres Strait have access to the highest quality Montessori education."

"The MCF is proud to be a key partner in the delivery of the Montessori programs across the Torres Strait. We are honoured to have supported the expansion of Strait Start and Kaziw Mudh programs," Ms Harrison said.

Mr David said, "We share a belief that learning is preparation for a happy, healthy and fulfilling life, as an individual, a member of a family and a community, and as a citizen of the Torres Strait nation."



Montessori Program Management Team: Megan Tyne, Katie Denzin, Ned David, Stephanie Savage and Christine Harrison at Tagai State College's Executive office on Thursday Island.

## Innovation Challenge



by Janet Lane  
Head of Teaching and Learning

The Tagai Innovation Challenge Day was held at Waybeni Koei Ngurpay Mudh on 30 August.

A group of 45 students from campuses across Tagai State College came together to participate in challenges that stretched the mind, promoted creative thinking and encouraged team work.

Students were rated on their planning and ideas generation, creativity and team work skills.

These skills have been identified as critical to today's learners to prepare them for the changing nature of the workplace.

Students from Warraber, Iama, Badu, Narupay and Saibai joined students from the two Thursday Island campuses, Waybeni

Buway Ngurpay Mudh and Waybeni Koei Ngurpay Mudh.

Each team's mission was three-fold:

**Build the tallest tower with only dry pasta, string and tape.**

**Design and build a water tower with straws and pipe-cleaners.**

**Find different ways to package an egg so that it would not break.**

The overall winner of the day was Iama's *Charlie's Angels* who managed to win 2 out of the 3 challenges on the day.

Iama Ngurpay Lag was the recipient of a Go-Pro camera kindly donated by the Secondary Campus.

All students and staff thoroughly enjoyed the day.

Au Esoua; Koeyma Eso to Waybeni Koei Ngurpay Mudh for hosting the event and to the staff and students for your fantastic support that made the day possible.



"Navigating YUMI to a Successful Future"

## INNER WEST

## Tracing route of maths problems

STUDENTS who trace certain maths problems with a finger are able to solve them more quickly and easily.

Recent University of Sydney studies involving 275 Sydney schoolchildren aged nine to 13 found that tracing over elements of maths problems enhanced how they understood and solved problems in geometry and algebra.

Teachers have used finger-tracing since the early 1900s, when Montessori got young children to trace over letters of the alphabet made from sandpaper with their index fingers.

Senior educational psychology lecturer and the research's author Paul Ginns said the findings had many implications.

"This simple, zero-cost teaching approach can enhance the effectiveness of mathematics instruction across multiple areas of the subject," Dr Ginns said.



Therefore I hold that any reform of  
education must be based on the  
personality of man.  
Man himself must become the  
centre of education.

Maria Montessori





# Board, Trainers, Staff and MQAC

## Board

During 2016, the Montessori Australia, MCF and ACMS boards comprised seven members and met three times during the course of the year. The role of the boards is to provide strategic direction to Montessori in Australia and oversee the financial and legal management of the organisations.

Services fall under one of four service areas – Education, Community, Training and Professional Development, or Resources. The Board of Directors is determined to maintain the organisation's vision and scope, and to provide service to the community in the most effective manner.

This year, the boards continued with their combined meetings and worked on the restructuring having obtained pro bono legal advice following successful grant applications. In order to better prepare for the restructured model and to better meet the needs of the Montessori community, the focus has been on strategic planning, working methodically with each division and its community seeking engagement and feedback. Following on from this process, we will be launching the next Montessori Australia Strategic Plan in 2018.

The board recognises the importance of this work and supports the diligent and visionary work of its Executive Director, Megan Tyne, and the support provided by Chief Operating Officer, Victoria Marshall-Cerins.

## Montessori Quality Assurance Council (MQAC)

The MQAC consists of Montessori trainers from across Australia, with two representatives from the Montessori Institute and two from the Australian Centre for Montessori Studies. This committee sits under the Montessori Australia Foundation and is responsible for overseeing the Montessori Quality Assurance Programme.

## Trainers

Australia is proud of its long commitment to AML training and is very grateful to the hard work and dedication of those members of our Montessori community who have become AML trainers. Australia now has five AML Trainers:

Julia Hilson, Director Training (0-3)

Sara Brady, Director of Training (0-3)

Pamela Nunn, Director of Training (3-6)

Amy Kirkham, Director of Training (3-6)

Rebecca Dallam, Director of Training (6-12)

There are also three Trainers in Training, two at 3-6 level and one at 6-12 level.

## Staff

Montessori Australia benefits from a professional and dedicated staff who give generously of their time, expertise and commitment to further the aims of the organisation. In 2016, we welcomed back former staff member, Sandra Allen, who returned as Office and Event Coordinator. New staff member, Geraldine Whiteoak, joined us in the Resource Services division and we farewelled Tracy Moore and Linda Graham.

As the Montessori Australia team continues to grow, we have formalised some internal communications structures. This includes weekly operational staff meetings with the administrative staff that are coordinated by the Chief Operations Officer and an internal monthly Montessori Australia News bulletin from the Executive Director that goes to all staff, trainers, trainers in training and board members.



**Sandra Allen** Office and Events Coordinator

Sandra's Montessori journey began as many, being a parent to a Montessori child. Professionally, she started as course administrator at London's Maria Montessori Institute, then joined the Montessori Australia Foundation in 2007. Sandra had a busy role as Group Operations Manager for the Montessori Australia Foundation, the Australian Centre for Montessori Studies and the Montessori Children's Foundation before taking a break in 2014. Never leaving at heart, she returned to Montessori Australia in January 2016 in the role of Office and Events Coordinator. Sandra has a background in administration, hospitality and IT, holding an Associate Diploma in Hospitality Management and AMI Montessori Assistants Certificate 3-6.



**Debra Avery** Montessori Quality Assurance Coordinator

Debra has been involved in education since 1978 and Montessori education since 1988. She holds a Diploma of Teaching, Bachelor of Education and 3 Montessori Diplomas from MWEI for ages 3-6 and 6-9 years. During her years in Montessori education, Debra has taught students from the age of 18 months to 12 years. She also has had the roles of Acting Principal at Guildford Montessori School, Senior Teacher at Perth Montessori School and Deputy Principal at Melbourne Montessori School. Debra has a strong interest in literacy and has conducted workshops for Montessori and Independent schools. Debra is a tutor for MWEI and has been involved as a mentor for the Montessori Australia Quality Assurance Programme since its inception.



**Karen Bennetts**

Senior Consultant, Montessori Independent Schools Australia, Publications Coordinator

Karen Bennetts has been involved in the Australian Montessori community for over 20 years. She was the founding principal of a Montessori school for ten years and taught children of six to twelve years for eight years. Karen has completed the AMI 3-6 Diploma, the AMI Orientation to Adolescent Studies as well as two Montessori Diplomas covering the early childhood and primary years from MWEI. She is a graduate of the Company Directors Course at the Australian Institute of Company Directors and is currently completing her PhD in Montessori Leadership at Monash University. Karen was recently granted a State Fellowship Award from the Australian Council of Educational Leaders for her contribution to the field of education.



**Sarah Brady** AMI Director of Training 0-3

Sara holds AMI diplomas at both Assistants to Infancy and Children's House levels. She has a Masters in Education from Loyola College in Maryland. Since 1999 Sara has worked extensively in a variety of Montessori settings: long-day care, pre-school and Montessori in the home. She has enjoyed working in Nido and Infant Communities as well as parent-infant classes. Sara lives in Sydney, Australia with her husband and three children. Sara is qualified as an AMI Assistants to Infancy trainer.



**Bill Conway** Montessori Australia Board Member

Bill has been in the field of education for over 30 years. His career path within education has included roles in teaching, counselling, and administration within schools in the US, Colombia, New Zealand and Australia. He became interested in school reform early in his career, working on programmes which enhanced children's self-awareness and personal development. His work in South America led to a focus on bilingual education and the need to respond to the needs of children from varied cultural backgrounds. Finding Montessori education symbolised for him the most significant discovery and most precious regard for children's education and development. He has been the head of school at Montessori East in Bondi since 2007.



**Rebecca Dallam** AMI Director of Training, 6-12

Rebecca Dallam is the Director of Elementary Training at the Australian Centre for Montessori Studies. She holds the AMI 3-6 (1987) and 6-12 (1996) diplomas, a bachelor's degree in English literature from Temple University and a master's degree in education from Loyola University. Rebecca worked in Montessori public education in the U.S. before emigrating to Australia in 1998. Since then she has worked to bring AMI 6-12 training to Australia so that more children can benefit from the Montessori approach to human development. Rebecca has taught at both the 6-9 and 9-12 levels in Sydney-area schools, and currently directs a 6-9 classroom at Cameragal Montessori School. Rebecca has worked with teachers in Australia, New Zealand and Thailand and has served as a course examiner in Japan.



**Katie Denzin** Managing Director, Resource Services Division

Katie is the Managing Director of Montessori Australia's Resourcing Division and oversees the development of its online content. She also supports Montessori Australia through a variety of project management and childcare consultancy roles. Katie first became associated with Montessori in 2007 through her work in the remote communities of the Torres Strait. In partnership with MCF and the Torres Strait Islanders' Regional Education Council, she established Montessori 0-3 education programmes in 13 sites across the Far North Queensland region, including two long day care centres. Since having her daughter Lucy, Katie's passion has focused on ensuring all children in Australia have access to the highest quality Montessori education.



**Linda Graham** MASS Consultant

Linda is an experienced psychiatric and dementia care nurse with qualifications in education, hospital management, advanced dementia practice, dementia care mapping and Montessori. She has many years experience in the consulting and education areas. She discovered her passion was to be found in using Montessori Methods in dementia care and she has studied and developed both a knowledge base and depth of knowledge in this area over the past six years. Linda thoroughly enjoys working with staff to enable them to implement change and innovation into care delivery. Her aim is to apply her particular skills and expertise to a high professional standard.





**Susan Harris Evans** MQAC Member

Susan has been involved in Montessori education since 1987. She has worked at The Hills Montessori School, one of Australia's largest Montessori schools, for over ten years and currently holds the position of Assistant Principal. Susan is also chair of the Montessori Education Association of South Australia and is Regional Coordinator and senior lecturer for the Montessori World Educational Institute of Australia. Susan holds many qualifications in the field of education including a Diploma of Montessori Education and a Master of Education. She has been involved in adult education and curriculum development within the South Australian independent schools sector and has supported many schools as a consultant in Montessori education.



**Christine Harrison** Montessori Australia President, Montessori Australia and MCF Board Member, Managing Director, Education Services Division

Christine Harrison has been involved in Montessori education since 1985 and was Principal of the Canberra Montessori School for over ten years. She is the founding President of the Montessori Australia Foundation and was Chair of the Association of Independent Schools the ACT and on the Board of ISCA. Christine has been involved in policy development, compliance, student care, curriculum development and educational leadership in schools. She has a background in mediation, conflict resolution, adult education and a particular interest in governance in community organisations. She is a senior consultant for Montessori Early Childhood Australia (MECA) and Montessori Centre Management Australia (MCMA).



**Roelie Hartwig** Relationship Development Coordinator

For the past 10 years, Roelie has worked in a variety of roles for Montessori Australia. Currently she is the Course Co-ordinator for the Australian Centre for Montessori Studies (ACMS) which fills in most of her working hours. She enjoys working on the ground at Montessori Australia events across Australia, maintaining and strengthening relationships with colleagues as well as promoting ACMS courses. She holds an AMI Assistants to Infancy Diploma, an AMI 3 to 6 Diploma, a Masters in Montessori Education from Loyola College as well as a Diploma of Teaching and a Bachelor of Education. Roelie gave up city living over a decade ago and now resides and works in central western Queensland.



**Julia Hilson** AMI Director of Training 0-3

Julia's attraction to Montessori education began when she commenced studies toward her AMI Children's House Diploma in Hampstead in 1983. In the years following, she has established centres and run classes in the UK and Australia. She also completed her 6-12 Course in Bergamo, her 0-3 Course (Gold Coast) – as well as attending the inaugural Educateurs sans Frontières gathering at Citta De Castella in 1999. Following several visits to remote Indigenous communities she was asked by Montessori Children's foundation to move with her family to Thursday Island and establish the Montessori stream at Tagai State College in Torres Strait in 2009. This initiative has now grown to include three substantial Montessori Classes within the Tagai Primary School and seven Parent/Toddler Groups on separate Islands throughout the Torres Strait. Julia is an AMI 0-3 Director of Training.



**Dana Joldic** Finance Manager

Dana Joldic has a background in accounting, business and travel and tourism. She has worked in the accounting industry for over 15 years and has worked for many reputable companies. Dana holds qualifications in Business and Travel & Tourism. She has been managing finances for Montessori Australia Foundation, Montessori Children's Foundation and the Australian Centre for Montessori Studies.



**Anne Kelly** Managing Director, Montessori Ageing Support Services

Anne Kelly is a Montessori Dementia Consultant who holds postgraduate qualifications in Dementia Management, Assessment and Workplace Training and Dementia Care Mapping. She has worked extensively in dementia care both residential and community for 30 years. In 2009 she was awarded a Churchill Fellowship to study Montessori methods for Dementia Care, travelling to Greece, Canada and the USA to work alongside world experts in this area, including Professor Michelle Bourgeois and Gail Elliott at McMaster University in Canada. Anne is frequently invited to provide mentoring and training for organisations wishing to embrace the Montessori approach across Australia. Anne also leads the scientific pedagogy group for AMI. This group has been responsible for the development of Montessori standards and the AMI Montessori Practitioners Course.



**Amy Kirkham**

MCF and ACMS Board Member, AMI Director of Training, 3-6 and MQAC Member

Amy Kirkham has been involved in Early Childhood Education since 1988. In addition to the AMI 3-6 Diploma and AMI Trainer Certificate, she holds a Certificate IV in Training and Assessment, Diploma of Teaching (Early Childhood), a Bachelor of Educational Studies (Hearing Impairment) and Master of Education. Amy is the 3-6 AMI Director of Training for the Australian Centre for Montessori Studies in Melbourne. She is also on the AMI Faculty of Trainers in China. Amy is actively involved in the provision of professional development for Montessori staff as well as parent and community education.



**Soula Lerantges** Customer Service

Soula Lerantges started her journey with Montessori Education seven years ago when her first son was three years old. Currently her three sons attend the Inner Sydney Montessori School in Balmain. She holds the AMI 3-6 Diploma and AMI 6-12 Diploma and is currently working on a Masters of Teaching (Primary). Soula also holds a Bachelor of Architecture and worked in the education section of the Department of Public Works. Soula's vision is to combine her passion for Montessori Education with her love for the built environment. Soula is responsible for Montessori Australia's Nienhuis Montessori materials distribution.



### Victoria Marshall-Cerins

Chief Operations Officer, Managing Director, Montessori Public Schools Australia and Pregnancy to Parenting Australia

Victoria's professional background is not-for-profit sector management, community development and youth work. Victoria holds the AMI 0-3 Diploma. She has two adolescent children, both of whom attend Montessori programmes. Since becoming a mother in 2001 she ran a busy independent parent education practice. Victoria was instrumental in the development of the first Montessori adolescent programme in an Australian government school which commenced at Templestowe College in 2012. Victoria currently works as part of Montessori Australia's management team and is responsible for the Australian Centre for Montessori Studies, the Montessori for ageing and dementia work, Montessori in public schools and the Pregnancy to Parenting Australia project.



### Terri Marzullo

 Graphic Designer

Terri is a graphic designer and desktop publisher with over 15 years experience in the field. In 2003 she co-owned and ran a successful marketing, graphic design, desktop publishing and print management business, and in 2008 took over complete ownership. Terri now works as a full-time contractor for the Montessori Australia Foundation. She is also providing assistance for AMI's online digital website and other global parent support initiatives.



### Tracy Moore

 Customer Service and Administration

Tracy Moore has a background in recruitment and prior to starting her corporate career she completed her Early Childhood Diploma in South Africa. It was then that she was introduced to Montessori. Tracy has attended the 3-6 programme with her son and was the class parent at the local Montessori School. Tracy provides Customer Service and Administrative support for the Montessori Australia Foundation and the Australian Centre for Montessori Studies.



### Pamela Nunn

 Montessori Australia, MCF and ACMS Board Member and MQAC Member, AMI Director of Training 3-6

Pamela Nunn has worked in early childhood education for 30 years. She is an AMI 3-6 Teacher Trainer for ACMS and gained her own AMI (3-6) Diploma at the Sydney Montessori Teachers College in 1990. Pam was Directress and authorised supervisor with the Sydney Montessori Society, in Lindfield, NSW for a decade. Pam has been involved with professional development of Montessori teachers through workshops and national conferences in Australia. She has also directed courses in Vietnam and Thailand. In 2015, Pam delivered part of the AMI Diploma Course in Auckland, New Zealand. She is a Board member of the Montessori Children's Foundation and Montessori Australia Foundation. Pam is involved in Montessori Quality Assurance and mentor training in Australia. Pam has directed seven AMI 3-6 Diploma Montessori courses in Sydney and Brisbane and has been an AMI examiner in Melbourne.





**Lesley Payne** MQAC Member

Lesley is Educational Director of MWEI. She is a panel member for the re-registration of non-government schools and the review of independent public schools and has also lectured in early childhood education at Murdoch University and undertaken supervision of student teachers for Murdoch and Curtin Universities. Lesley holds an AMI Diploma 3-6 years and an MWEI Diploma 6-12 years and was Principal of a Montessori school for nearly fifteen years. In the past she has been Chairperson of the Montessori Society of WA, Chairperson of the Montessori Teachers Association of WA, Vice-Chairperson Montessori Association of Australia, and delegate to the Association of Independent Schools of WA.



**Fran Reed** Montessori Australia and ACMS Board Member

Fran Reed has been involved in Montessori education for over 30 years and has served as Principal of Forestville Montessori School since 1987. She holds the AMI Montessori 6-12 Diploma, Bergamo, Italy, a Bachelor of Science and Masters of Education, from Ohio, USA and attended the 2004 Educateurs Sans Frontières Assembly, Burgos, Spain. Fran is a frequent speaker at Montessori and other educational conferences, seminars and workshops. She serves on various Boards of Directors and educational committees. Fran is also course coordinator for the AMI 6-12 courses in Australia and an AMI 6-12 examiner.



**Megan Tyne** Group Executive Director, MCF and ACMS Board Member

Megan Tyne holds the AMI 3-6 Diploma and a BA Dip Ed and has been involved in Montessori education since 1985. She has three grown children, all of whom attended Montessori. With a professional background in computers, finance and marketing she has assisted numerous Montessori associations both in Australia and overseas. She was Chairperson of the International Montessori Centenary Committee and is website designer for several Montessori organisations including the Association Montessori Internationale. Megan also assists with Indigenous Montessori projects in Australia and attended the 2004, 2011 and 2015 Educateurs sans Frontières assemblies. She is currently Executive Director of the Montessori Children's Foundation and the Montessori Australia Foundation, CEO of the Australian Centre for Montessori Studies and Project Manager for the Association Montessori Internationale.



**Geraldine Whiteoak** Customer Service

Geraldine is an accomplished mother of four and grandmother of more. Inspired by the work of the Montessori Children's Foundation, Geraldine is committed to broadening the accessibility of high quality Montessori materials to as many Australian children and families as possible and brings a wealth of expertise and dedication to our expanded Resource Division.



## International Committees

In addition to their Montessori Australia roles, many staff also contribute to the global Montessori community through their work with the Association Montessori Internationale.

**AMI Project Manager** – Megan Tyne

**AMI Board Member** – Christine Harrison

**AMI Training Group** – Pamela Nunn

**AMI Language Development Committee** – Amy Kirkham

**AMI Project Support** – Amy Kirkham, Victoria Marshall-Cerins, Katie Denzin, Roelie Hartwig

**AMI Montessori Advisory Group for Ageing and Dementia (MAGAD)** – Anne Kelly, Pamela Nunn

**AMI MAGAD Project Support** – Megan Tyne, Christine Harrison, Victoria Marshall-Cerins



# Association Montessori Internationale

## Mission and Vision

Montessori Australia is an affiliate of the Association Montessori Internationale (AMI) whose mission is to 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.

AMI is recognised internationally as an authoritative voice regarding the unique nature of childhood, natural human development and the rights of the child. AMI is also identified and sought after nationally and internationally as the custodian and cultivator of Montessori philosophy and pedagogy.

International and national humanitarian and government authorities invite AMI to assist in addressing social and educational problem situations where positive change can be effected through the education of children.

## Fifth Educateurs sans Frontières Assembly, 2016

Educateurs sans Frontières (EsF) is a division of AMI committed to working with individuals, families, communities, organisations, and governments to find innovative solutions and build sustainable initiatives with respect to social change. In 2016, the Fifth EsF Assembly was held in Hyderabad, India. This two-week assembly combined a study and reflection of Montessori principles and practices and the historical development of EsF, with a series of thought-provoking and inspiring presentations. Topics included the field of neuroscience, children's rights and how principles of Montessori education can work with Indigenous peoples, communities in refugee situations, outreach projects, the

elderly and people living with dementia, and child-centred sustainable community development.

The EsF Assembly prepares individuals to carry out the broader social mission of the Montessori movement; deepening their understanding of the needs of humanity and the development of the child by revisiting Montessori principles and practices from the perspective of society at large. Australians have always been active supporters of EsF assemblies with three Australians



*Fifth EsF Assembly, Hyderabad, India*



*Australian EsF participants*



**AMI is recognised internationally as an authoritative voice regarding the unique nature of childhood, natural human development and the rights of the child.**

attending in 1999, seven in 2004, three in 2011, ten in 2015 and five in 2016. All participants fund their own costs, with AMI funding speakers and staff. Montessori Australia was delighted to support AMI at the Fifth Assembly through presentations, involvement in study and work groups and event recording. Further information can be found at: <http://www.montessori-esf.org>

Australian Participants 2016:

- Maxine Swensson
- Christine Harrison
- Anne Kelly
- Karen Bennetts
- Megan Tyne
- Marlene Koelmeyer also visited for two days of the Assembly.

## 28th International Montessori Congress, 2017

The International Montessori Congress is a large-scale educational congress. Ever since Dr Montessori established AMI in 1929, congresses have taken place regularly. Currently, congresses take place every four years, with each hosted in a different country, across different continents. AMI's goal is to raise awareness and understanding of Montessori education, as well as to provide a platform for Montessori professionals to connect with one another.

Since 1929, twenty-seven congresses have taken place around the world. They offer an ideal opportunity to visitors to expand their knowledge by participating in ambitious and productive activities, which include workshops, panel discussions, networking/

28th IMC Prague 27 - 30 July 2017

Useful information Programme Registration Aging Symposium Sponsors & Partners

Pathway to Peace:  
Montessori Education for Social Change

Registration NOW!

Online Registration Open

Register now for the early bird fee and save.

Join the work on world peace. We start in Prague on 27 July 2017.

Registration NOW!

exhibiting events, and keynote and research presentations. The Congress inspires and encourages growth, development and action on personal, local and global levels.

From 27-30 July 2017, AMI will host the 28th International Montessori Congress in Prague. It has been almost 16 years since the congress was last held in Europe, and its return to the Continent has created much excitement and anticipation.

The theme of the Congress is Pathway to Peace: Montessori Education for Social Change. The Congress will demonstrate that Montessori is an educational approach guided by the natural laws of human development, which enables all human beings to become agents of positive social change, which in the long term can lead to a more harmonious and peaceful world. Further information can be found at: <http://montessoricongress2017.org>.



Maria Montessori

## Montessori Study Tour

Montessori Australia takes great pleasure in organising the second Montessori Study Tour in association with the Congress. This tour plans to visit significant sites relating to Dr Maria Montessori's life and work in Italy and The Netherlands. Highlights include visiting the first Casa dei Bambini in Rome, Dr Montessori's birthplace, Gonzagarredi headquarters, training centres, Dr Montessori's study and grave, and Nienhuis headquarters. The Montessori Study Tour officially starts in Rome on Tuesday 18 July 2017 and ends in Prague on Tuesday 25 July. Further information can be found at: <https://montessori.org.au/events/montessori-study-tour>.



**SECOND MONTESSORI STUDY TOUR – EUROPE**  
15/18 July - 31 July 2017

International Montessori Congress  
Prague, Czech Republic  
27 - 30 July 2017





**ITINERARY**

Saturday 15 July	Depart Australia / New Zealand on Emirates for Rome, stopping over briefly in Dubai. Arrive Rome. Coach transfer to "COLONNA PALACE HOTEL". Free afternoon. Accommodation included.
Sunday 16 July	Breakfast included. Free day in Rome. Accommodation included.
Monday 17 July	Breakfast included. Free day in Rome. Accommodation included.
Tuesday 18 July	The journey begins: Finding Maria Montessori in Italy. Breakfast included. Own transport to visit Montessori sites (yet to be confirmed). Accommodation included.
Wednesday 19 July	Breakfast included. Coach departs 9:00am for Jesi. Coach travel, lunch, dinner, accommodation at "HOTEL FEDERICO 11" included.
Thursday 20 July	Breakfast included. Coach departs 9:00am for Chiaravalle, birth town of Maria Montessori. After lunch travel to Pegognaga. Coach travel, lunch, dinner, accommodation at "HOTEL NOVECENTO" included.
Friday 21 July	Breakfast included. Coach departs 9:00am for Gonzagarredi tour of museum and nearby sites. After lunch travel to Bergamo. Coach travel, lunch, dinner, accommodation at "HOTEL EXCELSIOR SAN MARCO" included.
Saturday 22 July	Breakfast included. Free morning. Coach departs early afternoon for Milan and flight to Amsterdam. Coach travel to airport, flight to Amsterdam, Coach transfer to "DUTCH DESIGN HOTEL ARTEMIS", dinner included.
Sunday 23 July	Finding Maria Montessori in The Netherlands. Breakfast included. Coach departs 9:00am for AMI Head Office for historical talk and tour of Dr Montessori's study and AMI office. This is followed by tour of significant sites outside Amsterdam. Coach travel, lunch, accommodation included.
Monday 24 July	Breakfast included. Coach departs 9:00am for Nienhuis tour and historical talk. Coach travel, lunch and accommodation included.
Tuesday 25 July	Breakfast included. Coach departs 9:00am for airport and flight to Prague.
<b>CONGRESS IN PRAGUE</b> AIRPORT TRANSFERS, MEALS, ACCOMMODATION AND CONGRESS REGISTRATION AT OWN COST	
Sunday 30 July/ Monday 31 July	Return flight to Australia / New Zealand included

**PLEASE NOTE:** Saturday 15 July and Sunday 30 July/Monday 31 July are for Australian and New Zealand travellers only.






This itinerary may need to change for any number of reasons. Should this happen your understanding and cooperation will be appreciated.

Montessori Australia - Supporting the Montessori Movement in Australia  
PO Box 82 Five Dock NSW 2046 Australia Phone: 61 2 9595 2292 Fax: 61 2 9595 2281 info@montessori.org.au www.montessori.org.au

# Financial Overview

Following is a financial overview of the ACNC-registered charities the Montessori Australia Foundation (Montessori Australia) and the Montessori Children's Foundation (MCF). The Australian Centre for Montessori Studies (ACMS) is a privately-run Registered Training Organisation and its financial reports are not included. All entities undergo financial audit by DFK Laurence Varney.

## Montessori Australia Foundation

Montessori Australia has a calendar-year financial period, so the following figures are provisional (but indicative) for the 2016 financial year. Audited reports will be available on the ACNC website or on request from subscriber schools and centres later in the year.

## Income Sources

Montessori Australia has four main income areas.

### Memberships, Subscriptions and Partnerships

This comprises income from school and centre subscriptions, individual subscriptions, and AMI membership, and partnership income from organisations such as Guild Insurance. This income helps cover the bulk of Montessori Australia's overhead costs including salary. AMI memberships are collected on behalf of AMI with funds transferred to AMI.

### Services and Consulting

This is revenue from services and consulting provided to external organisations, schools and centres, related organisations in Australia such as ACMS or MCF, and services provided to international

organisations such as AMI. It includes MQAP fees collected in the amount of \$18,533. This income helps cover the bulk of Montessori Australia's overhead costs including salary.

### Internal Divisions

Montessori Australia is proud to offer an extensive range of Events, Resources and Montessori Ageing Support Services. These three areas are run as internal divisions with income and expenses tracked separately to each division but overheads covered centrally. These divisions therefore aim to generate a profit to help cover general overhead costs.

### External Divisions

Montessori Public Schools Australia (MPSA) and AMI Digital are external divisions with all income, expenses and overheads funded completely within the separate divisions. MPSA funds are held in trust as per the terms of the Memorandum of Understanding with partner schools. AMI Digital is an initiative of AMI. Montessori Australia receives management fees, and agreed expenses are covered, with surplus funds going to AMI to further its global humanitarian work.

## Expenses

Montessori Australia has three main expense areas.

### Overheads including salaries

#### Internal Division Expenses

#### External Division Expenses

By centralising and streamlining our capacity and overheads, Montessori Australia is able to extend the services it makes available and continue to build a dedicated team of staff to advance the cause of Montessori in Australia.



## Montessori Australia 2016 Profit and Loss Statement (Provisional)

### Income

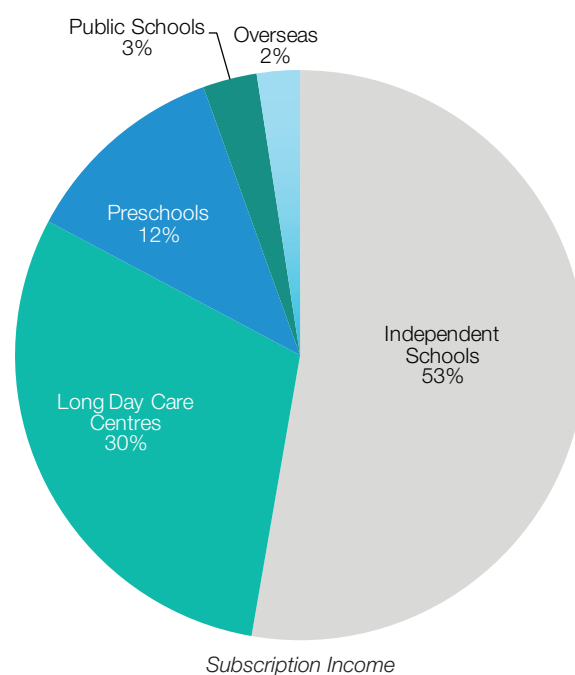
Memberships, Subscriptions, Partnerships	359,862
Services and Consulting	204,757
Events	307,042
Resources	532,631
MASS	362,820
MPSA	270,478
AMI Digital	18,950
Donations	40,000
<b>Total</b>	<b>2,096,540</b>

### Expenses

Overhead	262,153
Personnel	498,664
Events	214,620
Resources	468,213
MASS	347,698
MPSA	270,478
AMI Digital	15,884
<b>Total</b>	<b>2,077,710</b>
Profit	18,830

### Montessori Australia School and Centre Subscription Income

Independent Schools	177,652
Long Day Care Centres	101,225
Preschools	39,460
Public Schools	10,343
Overseas	8,231
<b>Total</b>	<b>336,911</b>



### Montessori Children's Foundation

MCF is a trustee for a number of trusts that serve to alleviate disadvantage and support human development through the Montessori approach. MCF is a registered charity and has Deductible Gift Recipient status.

### Montessori Indigenous Children's Trust (MICT)

MICT was established as a deductible gift recipient trust fund to facilitate fundraising and to provide support for Montessori Indigenous projects throughout Australia.

### Masterman Montessori Indigenous Children's Trust (MMICT)

MCF's work across Cape York and the Torres Strait is underpinned by the generous bequest from the estate of Leslie Charles 'Bob' Masterman. The Masterman Montessori Indigenous Children's Trust was established in 2006 in order to fulfill Bob Masterman's legacy and realise his conviction that Montessori education was a way forward to improve life opportunities for Indigenous Australians. As Trustee of MMICT, MCF focuses on developing strategic partnerships with individuals, community groups, private businesses and government agencies to ensure the success and sustainability of projects in communities from Cairns through to the Torres Strait.



## MCF 2015/2016 Profit and Loss Statement

### Montessori Children's Foundation Scholarship Fund (MCFSF)

The purpose of the MCFSF is to further the education of children and adults by providing Montessori scholarships as set out in the trust deed. MCF is at present working to establish a capital fund producing income to support scholarships in a stable and predictable manner.

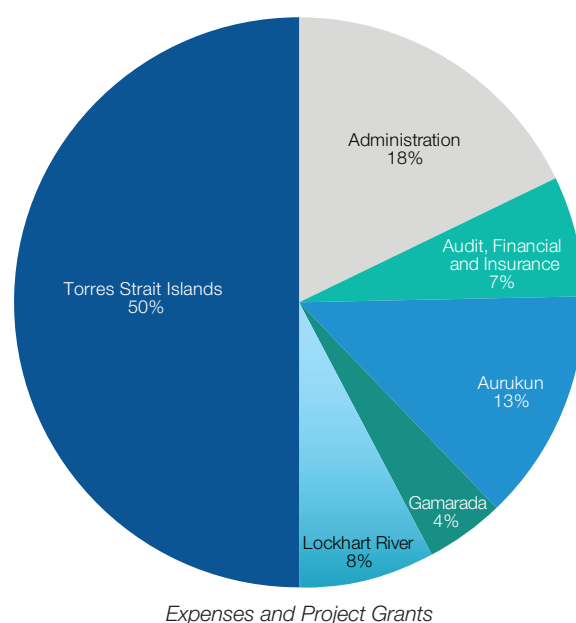
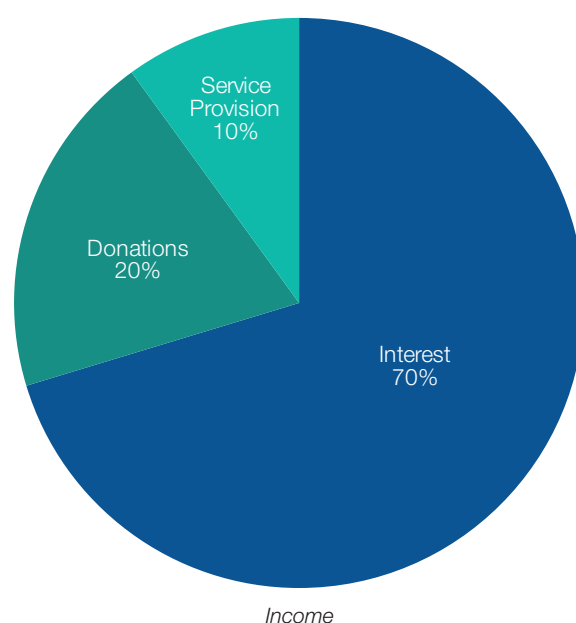
The following information presents income and expenditure highlights from the 2015/2016 financial year. Totals were summarised from the consolidated financial statements from: Montessori Children's Foundation Limited, the Montessori Indigenous Children's Trust, the Montessori Children's Foundation Scholarship Fund and the Masterman Montessori Indigenous Children's Trust.

#### Income

Interest	125,176
Donations	35,054
Service Provision	17,802
<b>Total</b>	<b>178,032</b>

#### Expenses and Project Grants

Administration	31,544
Audit, Financial and Insurance	12,101
Aurukun	23,267
Gamarada	7,915
Lockhardt River	14,501
Torres Strait	87,604
<b>Total</b>	<b>176,932</b>





# 2017 Priorities

## Vision

Our vision is that in 2057 (50 years since our inception) Montessori will be:

- a self-regulating system of education serving 15% of all school-aged children in Australia;
- a major provider in the Early Childhood Education and Care sector growing to 25% market share; and
- a key contributor in the family support, charitable and humanitarian.

We see Montessori as a force for social change, advocating the renewal of humanity through the child and recognising the dignity, contribution and interdependence of human beings at all stages of life. We hope to have made significant progress in alleviating disadvantage experienced by children and by older Australians living with dementia.

## Strategic Aims

1. Consolidate and develop the Montessori movement in Australia
2. Build on the collective strengths of all components of the Montessori movement while providing targeted services to each sector through a divisional structure
3. Support the optimal development of children and adolescents from all backgrounds
4. Support older people and persons living with dementia
5. Continue to develop as a vibrant and professional organisation
6. Provide leadership to the Montessori movement in Australia and internationally



## Mission

Montessori Australia shares the mission of the Association Montessori Internationale (AMI) and works to uphold, propagate and further the pedagogical principles and practice formulated by Dr Maria Montessori for the full development of the human being.

## Operational Priorities for 2017

- Continue to improve the user experience of the new Montessori Australia online platform
- Continue to grow the Montessori Resource division and the enhanced customer experience achieved through the online shop, growing product range and high levels of customer service
- Deliver professional development opportunities for Montessori board members, principals, business managers and educators through an extensive events programme
- Increase focus on supporting peer-to-peer collaboration and networking
- Begin implementation of the new strategic plan for Montessori Independent School Australia
- Finalise the new strategic plan for the Australian Centre for Montessori Studies
- Finalise the new strategic plan for the Montessori Children's Foundation
- Set a course for the future of Montessori in the public sector, in partnership with the Australian community of public Montessori educators
- Continue to work upon Montessori qualifications recognition and accreditation
- Bring the iObserve Montessori observation and record keeping application to market
- Continue to improve, expand and promote the Montessori Quality Assurance Programme
- Support the expansion of Montessori early childhood programmes into outer island communities in the Torres Strait and remote Indigenous communities
- Further develop public awareness and advocacy strategy
- Finalise the launch of AMI Digital
- Continue to consolidate finances, organisational structure and resources
- Continue roll out of nationally and AMI-accredited training in Montessori for Ageing and Dementia
- Launch the quality assurance programme for Montessori for Ageing and Dementia
- Strengthen cooperation with China, Pacific and ASEAN countries

# Glossary

ACARA	<p><b>Australian Curriculum, Assessment and Reporting Authority</b></p> <p>The Australian Curriculum, Assessment and Reporting Authority is an independent statutory authority that is responsible for the national curriculum (K-12) in specified learning areas; the national assessment programme aligned to the curriculum measuring student progress; and the national data collection and reporting programme.</p>
ACECQA	<p><b>Australian Children's Education and Care Quality Authority</b></p> <p>The Australian Children's Education and Care Quality Authority is an independent national authority that educates and informs the wider community about the importance of improving outcomes in children's education and care. It guides the implementation of the National Quality Framework for Early Childhood education and care nationally and ensures consistence in delivery.</p>
ACMS	<p><b>Australian Centre for Montessori Studies</b></p> <p>The Australian Centre for Montessori Studies is a national organisation committed to providing quality training to the Montessori community, and to those interested in becoming qualified in the Montessori approach. It is a Registered Training Organisation (No. 40020) offering Nationally Recognised Training and courses accredited by the Association Montessori Internationale.</p> <p>Website: <a href="http://montessoristudies.org">http://montessoristudies.org</a></p>
Aid to Life	<p><b>Aid to Life</b></p> <p>Aid to Life is an initiative of the Association Montessori Internationale and offers practical advice for parents to support their children's development through a series of websites (<a href="http://aidtolife.org">http://aidtolife.org</a>), DVDs and books.</p>
AITSL	<p><b>Australian Institute for Teaching and School Leadership</b></p> <p>The Australian Institute for Teaching and School Leadership provides national leadership for the Australian, State and Territory Governments in promoting excellence in the profession of teaching and school leadership.</p>
AMI	<p><b>Association Montessori Internationale</b></p> <p>The Association Montessori Internationale works to uphold propagate and further the pedagogical principles and practice formulated by Dr Maria Montessori for the full development of the human being.</p> <p>Website: <a href="http://ami-global.org">http://ami-global.org</a></p>
AMI Digital	<p><b>AMI Digital</b></p> <p>AMI Digital is an initiative of the Association Montessori Internationale designed to make available quality and affordable resources for Montessori programmes throughout the world. AMI Digital also enables AMI to raise funds to support its global work.</p> <p>Digital resources can be purchased and downloaded from <a href="https://montessoridigital.org">https://montessoridigital.org</a>.</p>
ATMS	<p><b>Australian Thai Montessori Supporters</b></p> <p>The Australian Thai Montessori Supporters support the growth of Montessori in Thailand.</p>
EsF	<p><b>Educateurs sans Frontières</b></p> <p>Educateurs sans Frontières (EsF) is a division of the Association Montessori Internationale (AMI) dedicated to assisting human development through the Montessori approach. EsF is Montessori without borders and is committed to working with individuals, families, communities, organisations, and governments to find innovative solutions and build sustainable initiatives.</p>
EYLF	<p><b>Early Years Learning Framework</b></p> <p>Belonging, Being and Becoming: The Early Years Learning Framework for Australia is intended to support curriculum decision making to extend and enrich children's learning from birth to five years and through the transition to school.</p>



ISCA	<b>Independent Schools Council Australia</b> The Independent Schools Council Australia represents the interests of the independent school sector at the federal level such as in relation to Australian Government funding and representation on national policy making bodies.
MAA	<b>Montessori Administrators Association</b> MAA is an AML affiliated, non-profit organisation founded by and directed by Montessori school administrators. MAA collaboratively addresses the challenges and opportunities to provide best practices for schools offering quality Montessori experiences for all children. MAA membership is open to all administrators of Montessori schools.
MAF	<b>Montessori Australia Foundation (Montessori Australia)</b> The Montessori Australia Foundation is the national peak body for Montessori. For ease of reference, and to encompass the broader activities of all our divisions and related organisations, the shortened name Montessori Australia is often used. A not-for-profit organisation, it supports Montessori schools, centres, programmes, professionals and projects and liaises with government and authorities, provides information to, parents, carers and the public, and advocates on behalf of the Montessori sector. Website: <a href="https://www.montessori.org.au">https://www.montessori.org.au</a>
MAGAD	<b>Montessori Advisory Group for Ageing and Dementia</b> The Montessori Advisory Group for Ageing and Dementia is the main advisory body to the Association Montessori Internationale (AMI) on all matters concerning the application of the Montessori approach for older people and persons living with dementia.
MASS	<b>Montessori Aged Support Services</b> Montessori Ageing Support Services, a subdivision of Montessori Australia, is the national peak body for supporting quality of life for older Australians and those living with dementia through the Montessori approach. In particular, it oversees training, consulting, promotion and endorsement of enriched Montessori environments for older people receiving care services. It promotes independence, self-esteem, choice and meaningful activity through the recognition of individual strengths, needs, interests and the establishment of expertly prepared environments. Website: <a href="http://www.massa.org.au">http://www.massa.org.au</a>
MCF	<b>Montessori Children's Foundation</b> The Montessori Children's Foundation is a charitable organisation that aims to make the benefits of Montessori education available to children and communities that would otherwise be unable to access it due to remoteness, poverty or disadvantage. Website: <a href="https://www.montessorifoundation.org">https://www.montessorifoundation.org</a>
MCF	<b>Montessori Community Foundation</b> An alternative trading name for the Montessori Children's Foundation to extend MCF's capacity to fundraise.
MCFSFT	<b>Montessori Children's Foundation Scholarship Fund Trust</b> A scholarship fund aimed at providing scholarships for children to attend Montessori programmes, adults to undertake Montessori training, and Montessori educators to undertake further training. The fund is not yet active.
MCMA	<b>Montessori Centre Management Australia</b> Through Montessori Centre Management Australia, Montessori Australia aims to support early childhood education and care providers to achieve the highest quality Montessori early learning programming. From long day care services to preschools and toddler/parent programmes, MCMA offers a range of consultancy services that reflect the diverse needs of the early childhood education and care industry. These include: centre design and establishment; Montessori learning programming; staff training and development; quality assurance and improvement; and operational management.

MECA	<b>Montessori Early Childhood Australia</b> A subdivision of Montessori Australia, Montessori Early Childhood Australia is the fundamental body supporting Montessori early childhood education.
MFDA	<b>Montessori Family Day Care Australia</b> A subdivision of Montessori Australia, Montessori Family Day Care Australia supports Montessori family day care professionals and programmes.
MI	<b>Montessori Institute</b> The Montessori Institute is a not-for-profit organisation and an accredited Higher Education Provider, founded in 1982 for the purposes of making knowledge, training, information and materials relating to the Montessori approach to education, accessible to everyone.
MICT	<b>Montessori Indigenous Children's Trust</b> A trust administered by the MCF to support Montessori initiatives in Indigenous communities in Australia.
MISA	<b>Montessori Independent Schools Australia</b> Montessori Independent Schools Australia is home for our independent schools and preschools receiving funded places to educate school aged children. Montessori Independent Schools support parents' rights to choose the method of education for their children. The Montessori movement in Australia has its historic base in these independent schools and they continue to serve as lighthouses for quality Montessori implementation.
MMICT	<b>Masterman Montessori Indigenous Children's Trust</b> A trust established through the bequest of the late Leslie Charles Masterman to Indigenous children assist children through the Montessori approach in the area of Queensland north of and including Cairns.
MNC	<b>Montessori National Curriculum</b> The Montessori National Curriculum brings together in one document the educational goals and curriculum content applied in Montessori schools throughout Australia to support the development of infants, children and young people from birth to adulthood. The Montessori National Curriculum has been recognised as an alternative national curriculum framework to be included on ACARA's Recognition Register since 2011.
MPLS	<b>Montessori Professional Learning Series</b> Montessori Professional Learning Series offers online professional development resources for the Montessori community.
MPLS: ECEC	<b>Montessori Professional Learning Series: Early Childhood Education and Care</b> The Early Childhood Education and Care Montessori Professional Learning Series is a unique professional development opportunity for the Early Childhood Education and Care sector. This package provides an introduction to key Montessori theories and practices specifically targeting the needs of professionals engaged in the early childhood education and care sector. It includes six individual modules of study: Key Montessori principles and theory; The Prepared Environment; The Role of the Prepared Adult; Montessori Materials; Documenting Children's Learning; and Montessori and the Early Years Learning Framework.

MPSA	<b>Montessori Public Schools Australia</b> Montessori Public School Australia is focused upon providing support and resources to existing Montessori programmes in Australian public schools and to promoting the up-take of Montessori in public schools across Australia. MPSA is committed to supporting public school communities to provide choice to parents in their approach to their child's education, regardless of families' socio-economic background.
MQAP	<b>Montessori Quality Assurance Programme</b> The Montessori Quality Assurance Programme has been developed to partner with and support all Montessori schools and centres to engage in a process of review, improvement and maintenance of high levels of Montessori experiences for children and families. The emphasis for the MQAP is on continuous improvement rather than accreditation and uses Montessori indicators for quality practice with a model of mentoring and professional development.
NAMTA	<b>North American Montessori Teachers Association</b> Founded in 1970, NAMTA is an affiliate of Association Montessori Internationale (AMI), Amsterdam, Netherlands. The North American Montessori Teachers' Association (NAMTA) links Montessorians with their legacy and their future. NAMTA's purpose is to maintain Montessori traditions, and at the same time, to be on the cutting edge of innovative education. Accordingly, it provides the medium for study, interpretation, and improvement of Montessori education. Its services include print publications, audio-visuals, conferences, and research. NAMTA documents Montessori in the public schools, helps teachers and administrators become more effective, furthers the advancement of Montessori concepts into mainstream education, and helps parents extend the Montessori environment into their homes. Website: <a href="http://www.montessori-namta.org">http://www.montessori-namta.org</a>
NAPLAN	<b>National Assessment Programme – Literacy and Numeracy</b> The National Assessment Programme – Literacy and Numeracy is an annual assessment for students in year 3, 5, 7 and 9 conducted since 2008. NAPLAN is made up of tests in the four areas ('domains') of reading, writing, language conventions (spelling, grammar and punctuation) and numeracy.
NQF	<b>National Quality Framework</b> The National Quality Framework raises quality and drives continuous improvement and consistency in Australian education and care services. Established in 2012, the NQF applies to most long day care, family day care, preschool/kindergarten and outside schools hours care services.
PPA	<b>Pregnancy to Parenting Australia</b> Pregnancy to Parenting Australia aims to provide quality, impartial and evidence-based information and support services for all Australian parents, which optimise their experience of the transition into parenting and their child's early development. Website: <a href="http://www.pregnancyparenting.org.au">http://www.pregnancyparenting.org.au</a>
TEQSA	<b>Tertiary Education and Quality Standards Agency</b> The Tertiary Education and Quality Standards Agency is an independent statutory authority that sits within the Education portfolio and that was established in 2011. It regulates and assures the quality of Australia's large, diverse and complex higher education sector.
TSIREC	<b>Torres Strait Islanders' Regional Education Council</b> The Torres Strait Islanders' Regional Education Council is the peak community organisation for education, training and employment in the Torres Strait. For over 30 years TSIREC has acted as the essential link between community and government, providing advice at both federal and state levels on strategic policy development and reform.



# Contact Details



## Montessori Australia Foundation (Montessori Australia)

PO Box 82  
Five Dock NSW 2046  
Phone: 02 9986 2282  
Fax: 02 9986 2281  
Email: [info@montessori.org.au](mailto:info@montessori.org.au)  
Website: <https://www.montessori.org.au>



## Australian Centre for Montessori Studies (ACMS)

PO Box 82  
Five Dock NSW 2046  
Phone: 02 9986 2282  
Fax: 02 9986 2281  
Email: [info@montessoristudies.org](mailto:info@montessoristudies.org)  
Website: <http://www.montessoristudies.org>



## Montessori Children's Foundation (MCF)

PO Box 82  
Five Dock NSW 2046  
Phone: 02 9986 2282  
Fax: 02 9986 2281  
Email: [montessorifoundation@bigpond.com](mailto:montessorifoundation@bigpond.com)  
Website: <https://www.montessorifoundation.org>



## Montessori Ageing Support Services (MASS)

PO Box 109,  
Jamison ACT 2614  
Fax: 02 9986 2281  
Email: [info@massa.org.au](mailto:info@massa.org.au)  
Website: <http://www.massa.org.au>



## Pregnancy to Parenting Australia (PPA)

PO Box 82  
Five Dock NSW 2046  
Phone: 02 9984 0000  
Email: [info@pregnancyparenting.org.au](mailto:info@pregnancyparenting.org.au)  
Website: <http://www.pregnancyparenting.org.au>



## Association Montessori Internationale (AMI)

Koninginneweg 161  
1075 CN Amsterdam  
The Netherlands  
Phone: 31 20 6798932  
Email: [info@montessori-ami.org](mailto:info@montessori-ami.org)  
Website: <http://ami-global.org>







ISBN 978-0-646-96744-8