



## MONTESSORI QUALITY: AUTHENTIC PRACTICE (MQ:AP) MONTESSORI AUTHENTIC PRACTICE GUIDE TRAINING SEMINAR SCHEDULE

At the start of a Montessori education service's Montessori Quality: Authentic Practice (MQ:AP) journey, they select a staff member to become their nominated Montessori Authentic Practice (MAP) Guide. All MAP Guides will undertake training for their role. The following schedule is the second MAP Guide training, a total of 4 seminar sessions to be held live via Zoom.

FEES: \$265 members (for 2 registrations, one registration being complimentary) or \$385 per person non-members.

BOOKINGS: <https://mqap.eventbrite.com.au>

Seminar Number & Title	Seminar Application	Elements	Competencies	Date/Time Trainer
<b>Session 1</b> <b>Manage innovation continuous improvement</b>	This seminar describes the skills and knowledge required to sustain and develop an environment in which continuous improvement, innovation and learning are promoted and celebrated.	Systems thinking Integrated Improvement Theory of Change Audits vs Self-assessment Steps for Self-Assessment Evaluation Montessori Standards and Guidelines Schematic	Implement and develop systems to engage and guide staff to opt into a continuous quality improvement process that support high-fidelity Montessori programs at all levels that allows for the uniqueness of each service considering their local ethos, culture, history, vision and values.	29 March 2022 3:30pm – 5:00pm Sydney time (AEDT) 1.5 hours  Elizabeth Goor
<b>Session 2</b> <b>Leading Improvement with Specific Strategies: Guide capabilities</b>	This seminar describes the role, skills and knowledge required by facilitators to foster, develop and enhance an integrated continuous quality program in an education service.	Understands the Role of the MAP Guide. Develop capabilities to become a MAP Guide with five elements. Vision, mission Engage and develop others Personal growth Customer/Stakeholder Feedback loop Values	Implement and develop systems to engage and guide staff to opt into a continuous quality improvement process that support high-fidelity Montessori programs at all levels that allows for the uniqueness of each service considering their local ethos, culture, history, vision and values. (1b;3c)	5 April 2022 3:30pm – 5:00pm Sydney time (AEDT) 1.5 hours  Elizabeth Goor

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<b>Session 3</b>  <b>Guiding Improvement</b>	This seminar briefly describes the Montessori Principles to better understand the underpinnings of the Montessori Standards and Guidelines. We explore the Montessori National Curriculum in a very broad sense.	The Spiritual Preparation of the Adult Classroom Management Techniques Indicators of quality regarding the prepared adult Risk management Montessori Early Year Learning Program for the First Plane of Development from birth to six Years; for the Second Plane of Development from six to twelve years; Framework for the Adolescent Program from ages twelve to eighteen including Occupations	Demonstrate an understanding of Montessori philosophy, methodology, and educational practice and how to review the indicators of quality improvement in the standards relating to the child, the prepared adult, the prepared environment and the Montessori National curriculum.	3 May 2022 3:30pm – 5:00pm Sydney time (AEDT) 1.5 hours  Elizabeth Goor
<b>Session 4</b> <b>Leadership and Partnerships</b>  <b>Reflect Critically using Five Principles</b>	This seminar describes the standards, guidelines and indicators of quality in Montessori leadership in the context of stakeholder engagement. This seminar describes how teaching practice can be changed or guided by reflecting on the values and beliefs that drive our practice as an educator. We use the 'Neurological Levels' model developed by Dilts (1995) to focus on critical reflection.	ACNC best practice standards for Governing bodies. Indicators of quality Risk Management Stakeholder engagement policy development Understand how to use a tool to assist others to think about how to make a personal change (if identified as needed) when reflecting on the 'art of teaching' by adopting the five principles of identity, beliefs and values, capabilities, behaviours, and environment as their focus on principles, values and beliefs.	Demonstrate knowledge of the different types of education and care governance and the role of leader or an administrator. Engage and cultivate relationships with community members, partners and families to enhance the education and care service climate and culture.  Identifies how core beliefs can shape and influence teaching practice and can use activity sheets and notes to lead staff in critical reflection and documentation. Explores the five principles in a team situation and solicits feedback from participants. Engage in personal and professional growth to support staff and student success.	10 May 2022 3:30pm – 5:00pm Sydney time (AEDT) 1.5 hours  Elizabeth Goor