

MITCHELTON STATE HIGH SCHOOL

Participation | Accountability | Respect



Junior Secondary Montessori Program

Adolescents are curious and creative, questioning existing knowledge whilst trying to make sense of the world.

The Montessori classroom provides a safe and supportive space for students as they move from the concrete instruction of primary school to more abstract ways of thinking.

Montessori takes into account the student's age and level of development ensuring appropriate levels of challenge. Recognising learning as a social process, learning in the Montessori classroom reflects 'real-life' providing opportunities for students to problem solve, develop independence and build self-confidence.

Our journey so far...

Montessori began at Mitchelton in 2017 after discussions with the local primary school, parents and community revealed a need for this type of program in the local area.

We currently operate a single multi-age classroom (year 7-9) capped at 25 students who complete the core learning areas: Maths, Science, English and Humanities with the same classroom teacher. The students work in blocks of time to allow deep learning to occur in the areas they are studying. The course itself is aligned to the Australian Curriculum Achievement Standards with the Montessori principles of autonomy, curiosity and independence underpinning the way learning occurs.

To accommodate the different levels of achievement across the three year levels, units are thematically designed with opportunities for extension, support and individual inquiry built in. Over the course of three years, students are exposed to the Australian Curriculum Content Descriptors across each of the strands in each of the subject areas.

Students demonstrate their knowledge and skills through a range of assessment methods including summative, formative, diagnostic and standardised assessment.

Assessment conditions adapt many of the principles of Montessori whilst also creating exposure to the type of conditions required in the Senior Phase of learning- e.g. examinations, NAPLAN etc.

Student progress is regularly monitored with targeted support provided through small group and individual learning episodes and tutorials with feedback linked to their current and future learning needs.

Students in Montessori engage in longer cycles of learning where the timetable can accommodate this. Students combine with the rest of the student body to engage in Electives, Excellence and Rise programs. These programs align with the school vision of Inspiring Individual Excellence and as such all students engage with these learnings.

Where we are heading...

Our Montessori Teacher continues to work closely with the local primary Montessori Teachers and Head of Learning. We work closely with this school and with internal Heads of Curriculum to build a seamless and rigorous curriculum for students. She is also engaged with professional development finishing a Montessori for High School Students Certification in Melbourne at the end of 2018.

The classroom space is brand new and as a part of the learning, the students are working with the teacher to prepare and use the environment. We are continuing to provide the space with a range of equipment and resources to enable hands-on learning. Students also access spaces within the school for practical lessons in Science and Genius Hour. Vegetable gardens and an outdoor and separate indoor learning space have been designed and built by students and will continue to be developed over time.

By engaging students in the work, they connect with community, develop a sense of ownership of the space and take responsibility for their place in the school. With an emphasis on sustainable practices, the students will also continue to connect with *Samford Commons* and the *School of Sustainability*.

Inspiring Individual Excellence