Learning is the Work
The best of both worlds....
WALT: WE ARE LEARNING TO...

- Understand the Curriculum at Grovely.
- Understand how the Montessori Curriculum and the Australian Curriculum work together.
- Share understandings about how we are using the curriculum's.
WILF: WHAT I AM LOOKING FOR

- Understanding of how we use the curriculum’s at Grovely.
- Clarification
- Sharing of thoughts around the curriculum.
- Asking questions to clarify.
**Australian Montessori Curriculum Recognised 2012.**

2013 Aligning Cosmic Education with Learning Areas.

- Adjustments made to the timing of Science and History across cycle two and three.

**Term Two/Three 2013 mapping Montessori and Australian Curriculum documents.**
Cosmic Education: The 5 great stories engage students in a broad array of concepts. Various concepts link more strongly with particular Great Stories. Teachers are able to address appropriate content descriptors through the great stories.

To better cater for this to work we have manipulated reporting expectations and the timing of science and history learning.

We expect that the rest of the school will align with these plans.

Cycle One Remains with the current order of Science and History.
<table>
<thead>
<tr>
<th>First Story: The story of the universe</th>
<th>This story takes children through the creation of the elements and links beautifully with the Learning Area of science, in particular chemical sciences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Story: The Story of Life</td>
<td>The timeline of life. From the beginnings of life through to the appearance of human beings. The role that every living thing contributes to life on Earth. Biological sciences.</td>
</tr>
<tr>
<td>Third Story: The coming of Humans</td>
<td>Understanding early civilizations, climate, geography</td>
</tr>
<tr>
<td>Fourth Story: The Story of Language</td>
<td>The origins of language, writing and communication.</td>
</tr>
<tr>
<td>Fifth Story: The story of numbers</td>
<td>Number theory, types of number systems or base and mathematics.</td>
</tr>
</tbody>
</table>
Cycle One: Language /English curriculum

- Montessori curriculum works from sound, letter, word, clause, phrase, sentence etc.
- AC is more of a whole of text approach.
- There is a very strong focus on audience and purpose through the AC that is not addressed in the Monte language curriculum. We believe that in cycle 2/3 this comes through other learning areas as students investigate through cosmic education and create texts for particular purposes.
- Whole of text view V’s nuts and bolts.

Maths Curriculums

- Money and financial maths and statistics and probability are not seen in the Cycle One National curriculum.
WHAT WE HAVE LEARNT

Cycle Two: Language/English Curriculum

- Monte curriculum links drama and reading.
- AC expects analysing and recognising differences between types of texts.
- AC explicitly refers to Reading process and expectations of text processing strategies. (predicting, monitoring meaning, rereading, self correcting.
- Monte has moved on from letter/sound by cycle two
- AC simple sentences, compound sentences.
- Far more explicit detail in MC about recognising and knowing the function of pronouns, conjunctions etc

Maths Curriculum:

- No evidence of location or time and duration in Montessori
- Temperature in Monte Maths curriculum where as in the Science AC
- More explicit detail in the Monte curriculum
- Difference in what is identified in money and chance and data.
WHAT WE HAVE LEARNT

Cycle Three: Language/English Curriculum
- MC very strong in grammar. This is worded in an isolated way. AC has a grammar focus but more within text structures.
- MC shows more consideration of purpose in texts however still does not seem to address audience.
- MC - Nuts and bolts implies application of concepts and skills.
- AC has a focus on editing
- AC responding to literature, similarities and differences between texts, reflect upon ideas and opinions about characters, settings, events etc

Maths
- MC very thorough and logically sequenced. Implies application
- AC focus on using knowledge and skills e.g. problem solving
- AC financial maths, Chance and data
HOW WE PREPARE FOR LEARNING

- We have a systemic responsibility to report twice a year.
- We work hard to ensure that judgements of students learning is consistent.
- We begin with the end in mind.
- Identify what students need to know and do to be successful in their assessment task.
- Teachers know the students and where they are at in their learning.
- Teachers use the prepared environment to tailor learning experiences to student learning.
- Teachers monitor student learning and how students are going.
- Students who are demonstrating understanding share their learning and understandings with their peers.
WHERE TO NEXT

- Montessori National Quality Assurance: The Montessori Quality Assurance Programme (MQAP) is not an accreditation process but rather a supportive and positive means of continuous improvement by which schools and centres strive to ensure quality and best practice.
Participating schools/centres will have a signed Charter displayed which says that they believe:

- That all children have the right to an environment which is carefully prepared so that it meets and nurtures the developmental needs of each child
- The child is an active participant in the learning process
- Multi-age groups aligned with developmental planes provide for optimal social, emotional and cognitive learning
- Self discovery and exploration are important parts of the learning process
- A non-competitive approach and the use of self-correcting materials promotes independence and self confidence
- The culturally diverse backgrounds of families and their active involvement in the centre enrich and foster a community which embraces tolerance and cooperation