The Montessori Philosophy

Maria Montessori’s view of education was child-orientated. It was her intention to formulate a system that allowed children to develop their potential in a non-competitive, caring and carefully planned environment, free of rewards and punishment. She studied the needs of children and then proceeded to provide a way for these needs to be met.

The children work with specially prepared equipment drawn from a broad-based curriculum, and they are able to choose which activity they want to do from a range of developmentally appropriate activities. This structured freedom helps foster self-discipline, independence and initiative.

Socially the children are placed in a unique environment, as there is a three-year age range in each classroom. This allows them to learn from each other, and encourages the older children to help their younger classmates. All the children learn to respect the work of others and to respond with flexibility to new situations.

There are very few examinations at a Montessori school - the child advances as he or she masters progressively more complex skills. In a relatively short time the children develop a very positive attitude towards themselves and to their work. Perhaps this is to be expected in an education system that considers the all-round development of the child to be its primary goal.

Role of a Cycle 2 & 3 Classroom Teacher

Introduction

The following information should be read in conjunction with the Staff Handbook, which provides the detail of general policy and practices. We are a Montessori school and we follow the Montessori philosophy and implement the National Montessori curriculum.

Functions of a Montessori Teacher

The function of a teacher at the Melbourne Montessori School is to: -
  – provide the best possible Montessori learning environment and;
  – provide the best possible education for each individual student in each class, in keeping with the ethos of the Melbourne Montessori School.

The prepared environment is designed to satisfy the needs of the child in each plane of development. It is the role of the teacher to ensure that the equipment is aesthetic, clean, whole and complete.
There are several main areas to this role and they are:

1. Teaching practice
2. Pastoral care
3. Curriculum delivery and Resource development
4. Professional development
5. General record keeping, administrative and other activities

1. Teaching Practice
Teachers are expected to:
- Prepare a Montessori environment that is dynamic and inviting.
- Strive to meet the needs of each individual student.
- Be aware of curriculum requirements and responsible for the delivery of the curriculum.
- Evaluate the effectiveness of their teaching.
- Keep accurate records for: student attendance and; on-going student progress and observation and assessment.
- Maintain communication with parents concerning student progress.
- Prepare formal reports and conduct parent/teacher interviews.
- Give adequate time to planning as required.
- Liaise with appropriate support staff in the implementation of the curriculum (eg: music, drama, sport, IT, art).

2. Pastoral Care
Teachers are expected to:
- Be sensitive to students experiencing personal, social or organisational problems.
- Liaise with colleagues and parents regarding concerns.
- Attend Parent Information and Orientation meetings.
- Perform playground duties, gate duties
- Plan and supervise excursions.
- Follow the Mandatory Reporting Policy where deemed necessary.
- Teachers at Melbourne Montessori School are part of complex staff structure in which all members, whether they are teachers, administrators or maintenance workers, are regarded as having important and interdependent functions.

3. Curriculum and Resource Development
Teachers are expected to:
- Participate in the creation, development and evaluation of the curriculum
- Be aware of existing resources and, where possible, participate in the creation, development and evaluation of resources for the implementation of the curriculum.

Professional Development
Teachers are expected to:
- Keep up-to-date with curriculum and resource development.
- Display an active interest in one’s own professional development and participate in the schools Personal and Professional Annual Review process.
- Attend appropriate seminars and courses
- Participate in Montessori Conferences, Association meetings and seminars.
- Supervise student teachers and actively participate in their learning and;
- Be involved in and contribute to professional development

**General, Administrative and Other Activities**
Teachers are expected to:
- Attend School concerts and information nights when required
- Attend School and staff meetings as required and
- Undertake yard and other supervision duties as required

**V.I.T**
Teachers at Melbourne Montessori School are expected to meet the standards appropriate for registration as a teacher with the Victorian Institute of Teachers (VIT). All teachers are to have in their possession daily a current V.I.T card.

**Support from Melbourne Montessori School**
Teachers at Melbourne Montessori School are expected to attend a yearly review with the Principal to discuss successes and requirements, appropriate PD and any other issues that may arise.

**Budget/Petty Cash Responsibilities**
There are no budgetary responsibilities attached to this position. There is however petty cash disseminated each month and you are responsible for providing receipts for purchases made prior to receiving petty cash for the following month.

**Personnel Responsibilities**
1. Within the areas defined below, teachers are responsible for the students assigned to their classes
2. Teachers are responsible for the maintenance of professional relationships with other members of the staff of Melbourne Montessori School.