A photograph of two students sitting on a stone ledge under a large, leafy tree. The student on the left is a girl with a headband, wearing a blue and white jacket, holding an open book. The student on the right is a boy wearing a pink shirt, holding a laptop. The background is a soft-focus view of a green lawn and more trees.

# Education for the real world



Melbourne  
Montessori  
School  
Senior School





Let the student  
be the guide.

## Message from the Principal

Our children are living in the most intensely stimulating period in the history of the Earth. At Melbourne Montessori School we provide broad opportunities for young people to become excited by the world around them; we cater for their different interests and skill levels and take students further. We surround them with passionate teachers who can light that essential spark to ask more and expect more. We encourage students to push the boundaries and start creating their own path in life in a secure and supportive environment.

We look beyond the traditional measures of student achievement to develop and apply a holistic measure of student excellence, fulfilment and potential. We believe education should focus on preparing our students for the exciting future that lies ahead of them, equipping them with the skills and knowledge they will need to thrive in a fast-changing world.

Montessori secondary education is education for the real world, in the real world. It is education for tomorrow and beyond.



**Gay Wales**  
Principal

“One could dream of a very well-prepared school, in which there are no year groups, no rivalries, where students can prepare for different paths in life. To do this, they must solve problems, the most important of which is the ability to work independently.”

**Maria Montessori**



## Adolescence and beyond – What does the journey look like?

Adolescence is the transition into adulthood. Challenging and transformative, it is characterised by significant physical, emotional and social growth as young people mature and seek to understand their place in society.

### A time of great change and development

Maria Montessori explained that the third plane of development, from 12 to 18 years, is a time when there is an explosion of social influence, when adolescents strive to understand the world and their place within it and when they search to understand the big issues of social and moral justice.


At Melbourne Montessori School, the design of our learning environment sets adolescents up for success by combining creativity with choice, collaboration and social development, and by creating personalised opportunities to study and work.

We want our students to see that their own lives, other cultures, society and

nature itself are all interwoven, so that they feel connected to the world.

We want them to know they can be heard, are important contributors, young emerging adults who have ownership over their actions, have found direction in life and are ready to take on their senior years of school and beyond.

We should all expect this from education.

A photograph of four adolescents (two boys and two girls) hiking up a grassy mountain trail. They are walking towards the camera, with jagged mountain peaks in the background. The scene is bathed in the warm, golden light of a setting or rising sun, creating a hazy, atmospheric effect. The adolescents are dressed in casual outdoor attire like t-shirts, shorts, and jackets. The overall mood is one of adventure and exploration.

Living the  
journey toward  
adulthood





# Delivering a meaningful education

## Montessori secondary education is education for tomorrow and beyond

Melbourne Montessori School has been delivering outstanding Montessori education programs since 1974 and is the largest Montessori school in Australia. We guide our students to become inquiring and knowledgeable, as well as caring young people who are well-equipped for their life journey.

### Montessori Adolescent Program – Years 7-10

As students enter the secondary phase of their life's journey, it is important that they are supported, yet challenged and inspired.

Our Adolescent Program provides a unique framework of academic rigour that encourages students to embrace and understand connections between traditional disciplines and the real world in a way that is both relevant and stimulating. It enables them to evolve their knowledge, identity

and direction in life, to engage in purposeful and meaningful work, and prepare for adult life.

Small classes and individual attention help nurture students as they transition into adulthood.

The Montessori National Curriculum\* is delivered through connection to a farm, local organisations and businesses. All subjects taught are assessed against the Australian Curriculum Standards.

#### Subjects include:

English  
Mathematics  
Microeconomy  
Language and Arts  
Humanities  
Science  
Physical Education/  
Expression and Camps  
Creative Expression  
Digital Technology

### International Baccalaureate – Years 11-12

Sharing core values and an educational philosophy similar to Montessori, the International Baccalaureate (IB) Diploma Programme offers a holistic approach to education and encourages students to pursue rigorous study, become active and compassionate lifelong learners and foster greater global understanding.

The Diploma Programme (DP) curriculum is made up of six subject groups and the DP core. Students select subjects from areas such as Language and Literature, Business Management, Humanities, the Experimental Sciences, Mathematics, Film and the Arts. Through the Diploma Programme core

components, students learn to reflect on the nature of knowledge; complete independent research and undertake projects that involve service to the community and experiential learning.

Learn more about the IB at:  
[www.ibo.org](http://www.ibo.org)

### Montessori Careers Program – Years 11-12

The options available to our students as they finish their secondary education are wide-ranging and diverse. The Montessori Careers Program, available to all Year 11 and 12 students, provides hands-on vocational learning options which help prepare students for professional life through an applied learning program.

Our students are motivated and mature individuals, capable of rational and critical thought who take

responsibility for their learning, and the skills developed by our students are highly valued by employers and tertiary institutions alike.

Whether they pursue tertiary studies at a university or TAFE, undertake vocational training, seek an apprenticeship, or enter the workforce, all students work with our Careers Counsellor to develop their individual future pathway.



\* Recognised by the Australian Curriculum Assessment and Reporting Authority (ACARA)



## What makes a well-rounded individual?

Our students are the leaders, innovators, thinkers and citizens of tomorrow. Education must equip them to respond to challenges with optimism and an open mind, help them become confident in their own identities and empower them to be the best they can.

### Developing leaders and citizens of tomorrow

Our students learn to lead and engage others, they identify their own strengths and share their passion to achieve common goals.

Undertaking innovative projects in class and out, enables our students to be proactive, open to new ideas and to have the confidence to make the necessary decisions or tackle problems as they occur.

In our different environments, students learn how to think critically, to inform themselves, and to analyse and synthesise information.

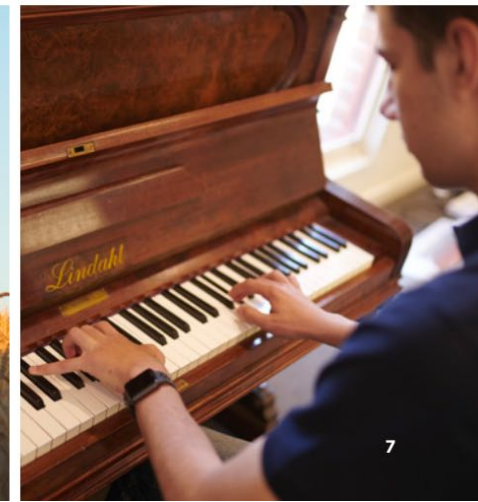
By exploring social, moral and ethical issues, students develop a sense of a global perspective on justice, empathy, social awareness and a sense of responsibility in their life and the lives of others.

Students initiate and organise activities to explore their place in local communities and develop a commitment to giving back to the community through service to others.

# Educating to inspire growth



**In our different environments, students learn how to think critically, to inquire and inform themselves, and to analyse and synthesise information.**





## Relevant and innovative education

Melbourne Montessori School is small by design. This enables us to be more responsive, to better personalise and adapt to student needs, and to create an environment where adolescents develop a sense of belonging and feel comfortable yet challenged.

### Small by design with a purposeful atmosphere

Learning at Melbourne Montessori School is personalised. Our classes are small by design, offering greater flexibility and more focussed teacher attention.

Students in Cycle 4 work across three year levels (Year 7, 8 and 9) giving them the opportunity to collaborate with like-minded peers and learn at their personal pace and skill level.

Each student has the chance to lead, to contribute and make a difference. All opportunities are open to everyone.

The environment of our Senior School can be envisaged as a friendly, inviting place with a range of appealing work-spaces: there are large, wooden tables, an intimate library, a modern computer area, and dedicated Arts and Science spaces.

The learning environment extends to the broader community where students draw on resources and opportunities available around Melbourne and further afield through camps and excursions.

Cycle 5 students have purpose-built, quiet yet collaborative study areas to pursue the deeper learning required in Years 11 and 12.

Collectively our formal and informal learning spaces create a rich, nurturing environment for all students to learn.

# Creating the right learning environment





**We use environment and location as drivers for learning and empower students to shape their world**



## A community of study, activity and work

Our students belong to a community which fosters a sense of justice, respect and personal dignity. A community where they can study and work together in a calm environment, where students receive individual care and are supported by knowledgeable teachers.

### Learning through experience and practical application

In Cycle 4, by engaging students in physical learning using hands and intellect, they are involved in a real life experience where they can see the practical application of their learning and the relevance of their studies to the world around them while connecting to others. Experiential learning is the key to engagement for adolescents. We use environment and location as drivers for learning and empower students to shape their world. Students might choose to build a bicycle to learn about dynamics and gear ratios, or encounter history face to face through site visits or re-enacting a historical event.

In the IB, students expand their skills in inquiry-based learning to seek out more abstract and theoretical concepts while relating their learning to practical applications and real life contexts. They study the nature of knowledge itself through Theory of Knowledge while at the same time, they work together on Creativity, Activity and Service to develop key personal attributes and contribute to the community.



# Community – engaging and empowering





# A classroom for life

## Agency, resilience and self-determination

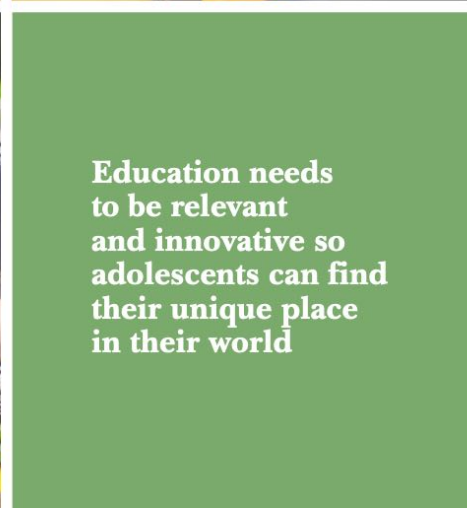
We understand that adolescents undergo an important transition from a focus on self to a more expansive focus on life and the wider world. We are there to guide them, to prepare them for their future and invite them to open their eyes to global issues and perspectives so they can step out with confidence and make the world a better place.

## Teachers guide and mentor students

Students at Melbourne Montessori School are being mentored to plan, organise and take charge of their own work from the very start of Cycle 4 to the end of Cycle 5. They are continuously supported while being expected to demonstrate the skills and attributes we know make for successful learners. Goal setting, planning, organising, a passion for acquiring knowledge and the ability to reflect on one's own achievements are only some of the skills taught that make students successful in studies and later life.

We believe a teacher's ability to connect with young adults is a critical and essential element in maximising students' potential for success. At Melbourne Montessori School, our teachers embrace the energy, the enthusiasm, even the awkwardness, of adolescence. Our programs are further enriched by input from community experts, interstate and international camps as students are supported and encouraged to pursue their interests beyond traditional academic boundaries.





Education needs to be relevant and innovative so adolescents can find their unique place in their world



## What work do adolescents enjoy?

The holistic nature of Montessori and the International Baccalaureate deliver learning experiences at Melbourne Montessori School which are more than lessons of mere knowledge and skills.

### Practical experiences

In Cycle 4, working at The Farm not only creates opportunities for social interdependence and teamwork, but it also serves as a platform for the study of science and the humanities, ethics and mathematics.

In the Montessori Careers Program, students focus on the skills of their chosen vocation, they learn through real and simulated experiences of leadership, starting businesses, regulations, marketing and more.

Our IB students enjoy a much broader education than their peers in other schools. They engage in academic research, learn a second language and take initiatives of service in their communities to develop a broad pallet of personal skills.

# Education for the real world





In great  
company

The following are just some of the prominent students who have attended Montessori schools both globally and locally.

### Global Alumni

**Joshua Bell**  
Violinist

**Elizabeth Berridge**  
Actress

**T. Berry Brazelton**  
Paediatrician and author

**Jeffrey Bezos**  
Founder of Amazon.com

**Kees Boeke**  
Dutch educator, creator  
of the Powers of Ten Metaphor

**Sergey Brin**  
Co-founder of Google

**Julia Child**  
Chef, star of many TV cooking  
shows, and author

**George Clooney**  
Academy Award winning actor

**Professor Peter Drucker**  
Writer, management consultant,  
'social ecologist'

**Erik Erikson**  
Psychologist and author

**Anne Frank**  
Author of The Diary of Anne Frank

**Gabriel García Márquez**  
Nobel Prize winner for Literature

**Katharine Graham**  
Owner/editor of The Washington  
Post

**Friedensreich Hundertwasser**  
Austrian painter and architect

**Helen Hunt**  
Academy Award winning actor

**Jacqueline Kennedy Onassis**  
Editor, former First Lady  
of the United States

**Larry Page**  
Co-founder of Google

**Jimmy Wales**  
Founder of Wikipedia

**Prince William**  
Duke of Cambridge

**Will Wright**  
Video game pioneer, creator  
of the Sims and Spore

### MMS Alumni

**Rebecca Gilbert**  
Montessori Teacher

**John Gurr**  
Barrister

**Grace Halphen**  
Author

**Jonathan Kearsley**  
Journalist

**Madeleine Kenihan**  
International Trade Officer

**Miski-Saya Krawiec**  
Business Services

**Beck Lowe**  
Permaculturist, Educator and Writer

**Alex Molnar**  
Property Investor

**Robert Molnar**  
Filmmaker and Art Director

**Amy Nisselle**  
Research Scientist, Communicator  
and Educator

**Tiziana Princi**  
Commercial Lawyer

**Max Stewart**  
Network Engineer

**Sebastian Strangio**  
Journalist and Author

**Melissa Vilé**  
Medical Practitioner

**Stephanie Watts-Williams**  
Research Scientist - Plant Biology

**Rudi Williams**  
Photographer and Artist



# Expect more from education

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