



Melbourne
Montessori
College

Curriculum Information

ELP – Year 12

Why Montessori?

Celebrating Community

Melbourne Montessori College has been providing a high-quality Montessori education for children for 50 years. Our school evolved from small yet passionate beginnings into what is now a substantive, independent school that is dedicated to preparing children for the real world.

All classes are multi-age, giving each child the opportunity to learn from others and the flexibility to develop their personality at their own pace, both socially and intellectually. In the Junior School, children usually stay with the same teacher for three years. This leads to strong teacher-student bonds and a deep understanding by the teacher of individual student characteristics. In the Senior School, class sizes are small by design, offering greater flexibility and more focused teacher attention. Our students grow into compassionate and self-motivated individuals, who are internationally-minded and globally responsible citizens.

Differences between Montessori and Traditional Education:

Montessori Education	Traditional Education
Based on helping the natural development of the human being.	Based on the transfer of a national curriculum.
Children learn at their own pace and follow their own individual interest.	Children learn from a set curriculum according to a time frame that is the same for everyone.
Children teach themselves using materials specially prepared for the purpose.	Children are taught by the teacher.
Child is an active participant in learning.	Child is a passive participant in learning.
Understanding comes through the child's own experiences via the materials and the promotion of children's ability to find things out for themselves.	Learning is based on subjects and is limited to what is given.
Learning is based on the fact that physical exploration and cognition are linked.	Children sit at desks and learn from a whiteboard and worksheets.
Child can work where he/she is comfortable, move around and talk at will while not disturbing others.	Child is usually assigned own chair and encouraged to sit still and listen during group sessions.
The teacher works in collaboration with the children.	The class is teacher-led.
The child's individual development brings its own reward and therefore motivation.	Motivation is achieved by a system of reward and punishment.
Environment and method encourage internal self-discipline.	Teacher acts as primary enforcer of external discipline.
Child works as long as he/she wishes on chosen project.	Child generally given specific time limit for work.
Uninterrupted work cycles.	Block time, period lessons.
Mixed age groups.	Same age groups.
Working and learning matched to the social development of the child.	Working and learning without emphasis on the social development of the child.
Shared emphasis on intellectual, social, emotional and spiritual development.	Main emphasis on intellectual development.
Shared focus on the acquisition of academic, social, practical and life skills.	Main focus on academics.

Montessori education can offer your child:

- The opportunity to work at their own pace in a non-competitive environment.
- Holistic and immersive learning experiences based on physical, hands-on interactions.
- The opportunity to follow their natural curiosity and learning, both independently and collaboratively.
- Education in the real world for the real world.

Our History

The first Montessori Cycle 1 classroom in Victoria was established in 1974 at the current Brighton Campus. The success of the program generated demand for a Montessori primary class which was established in 1976. In 1979, land was purchased in Roselea Street, Caulfield to provide a permanent home for the primary classes forming Caulfield Montessori School. In 2005, Caulfield Montessori School and Brighton Montessori School combined to become Melbourne Montessori School (MMS) with more than 250 students across both campuses. MMS became an independent preschool and primary school for children from 3 to 12 years of age. Montessori Parent and Toddler Groups and an Early Learners Program was established in 2007 for children 18 months to 3 years of age.

In late 2013, MMS purchased the Brighton campus and surrounding grounds, supporting the expansion of the Junior School and allowing the establishment of the Senior School. The Senior School delivers the Montessori Adolescent Program, Montessori Careers Program (MCP) and the International Baccalaureate (IB) Diploma Programme. It continues to grow, year by year with the first Year 12 cohort graduating at the end of 2020.



Our first Montessori Classroom was established in 1974.

In 2024 Melbourne Montessori School celebrated its 50 year anniversary and re-branded to Melbourne Montessori College (MMC).

Well-Known Montessorians

Montessori Education has a worldwide tradition of over 100 years. The following are just some of the famous students who have attended Montessori schools:

- Jeffery Bezos, Founder of Amazon.com
- Sergey Brin, Co-Founder of Google
- Larry Page, Co-Founder of Google
- Jimmy Wales, Founder of Wikipedia
- Joshua Bell, Violinist
- Elizabeth Berridge, Actress
- T. Berry Brazelton, Paediatrician and Author
- Julia Child, Chef, TV Cooking Show Star and Author

- George Clooney, Academy Award Winning Actor
- Prof. Peter Drucker, Writer, Management Consultant, Social Ecologist
- Anne Frank, Author of The Diary of Anne Frank
- Katharine Graham, Owner/Editor of the Washington Post
- Freidensreich Hundertwasser, Austrian Painter and Architect
- Helen Hunt, Academy Award Winning Actress
- Gabriel Garcia Marquez, Nobel Prize Winner for Literature
- Jaqueline Bouvier Kennedy Onassis, Editor, Former First Lady
- Taylor Swift, Global Singing Sensation
- Prince William, Prince Harry and Prince George

Many famous people choose Montessori Schools for their own children including the following:

- Cate Blanchett, Actress
- Cher Bono, Singer and Actress
- John Bradshaw, Psychologist and Author
- Yul Brynner, Actor
- Bill and Hilary Clinton, Former President and New York Senator
- Michael Douglas, Actor
- The Hon. Alexander Downer and Nicky Downer, former Foreign Minister
- Jennifer Granholm and Daniel Mulhern, Governor of Michigan
- Yo Yo Ma, Cellist
- Gordon Ramsay OBE, Chef, TV Presenter and Restaurateur (his wife is a Montessori Teacher)
- Jane Reilly, Television Presenter
- Natasha Stott Despoja, Former Leader of the Australian Democrats
- Willie Nelson, Musician, has a Montessori School on his ranch

Other famous people connected to Montessori include:

- Alexander Graham Bell (inventor) and his wife Mabel founded the Montessori Education Association in 1913. They also provided financial support directly to Dr Maria Montessori and helped establish the first Montessori class in Canada and one of the first in the United States of America.
- Thomas Edison, scientist and inventor, helped found a Montessori school
- Erik Erikson, noted anthropologist/author, had a Montessori teaching certificate
- Jean Piaget, noted Swiss psychologist, made his first observations of children in a Montessori school. He was also head of the Swiss Montessori society for many years.
- President Woodrow Wilson's daughter trained as a Montessori teacher. There was a Montessori classroom in the basement of the White House during Wilson's presidency.

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Brighton Campus

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Results and Pathways

Celebrating Achievement

We are extremely proud of our 2024 Year 12 cohort, who have demonstrated resilience, dedication, and an unwavering commitment to their learning journey. At MMC, we believe in reimagining education for a rapidly evolving world. Our approach fosters adaptability, academic excellence, and holistic development to prepare students for the exciting future ahead.

Due to our small class sizes and personalised teaching methods, students who may have otherwise found traditional settings more of a challenge, have found an environment where they can truly thrive. The Montessori approach allows for deep, individualised learning, empowering students to reach their full potential in ways that extend beyond standard academic measures.

While academic results reflect the perseverance and effort of our students, they are just one measure of success. True achievement lies in the skills, passions, and individual potential each student cultivates during their time with us. As a community, we celebrate these diverse talents and strive to unlock the unique abilities of every learner.

Every student in our 2024 cohort was accepted into a course aligned with their interests and aspirations, a testament to their hard work and the support of our dedicated educators. Additionally, 40% of our students achieved an ATAR equivalent of 80 and above, positioning them among the top 20% of students nationwide.

We are excited to see our graduates embark on their next chapter, equipped with the knowledge, creativity, and adaptability to thrive.



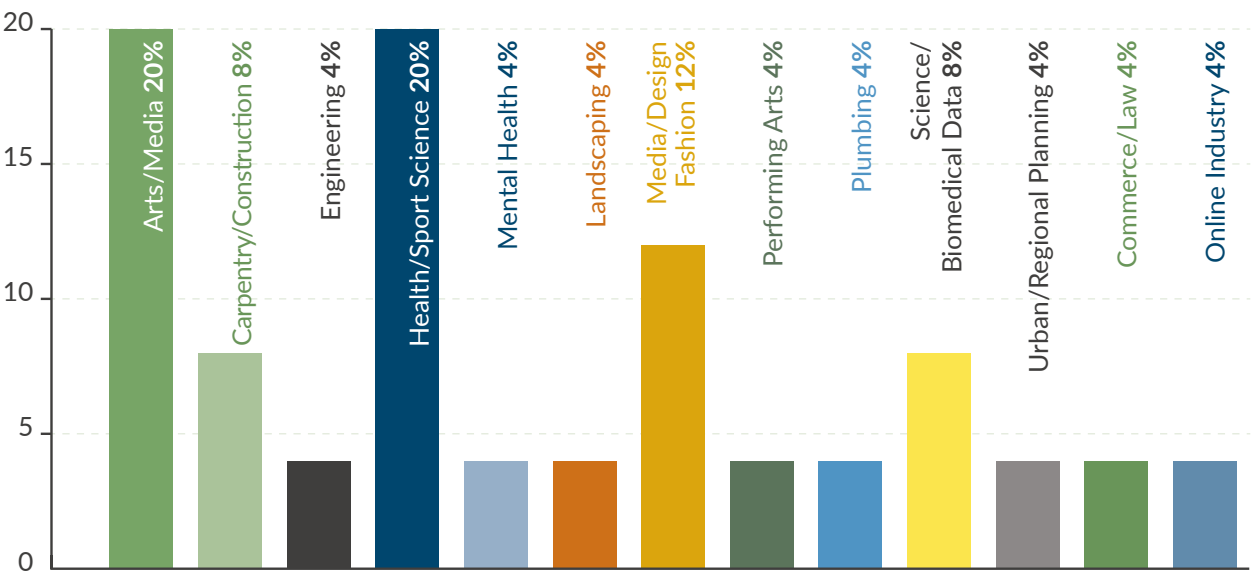
Daniel Thomas

Daniel Thomas
Principal

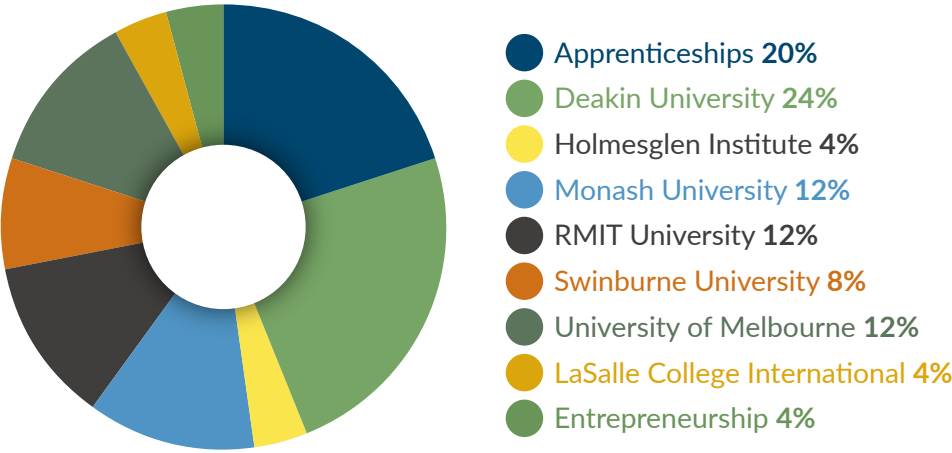


Whether they pursued the VCE Vocational Major (VM) or the International Baccalaureate (IB) Diploma Programme, each student has forged a meaningful path toward their aspirations. This snapshot reflects the choices of all known MMC Senior School graduating students since its inception:

Industry Choices



Pathway Choices



Our students' diverse career aspirations reflect the breadth of opportunities available to them, whether through university, vocational pathways, or direct entry into industries they are passionate about. Their choices are a testament to the strength of a Montessori education—one that fosters independence, critical thinking, and lifelong learning.

Congratulations to our graduates! We look forward to seeing the incredible contributions you will make to the world.

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Parents and Toddler Group

18 Months to 2 Years of Age

The aim of our Parent and Toddler Group is to nurture the child's growing need for purposeful activity, independence, order, movement and language. It is also to increase the parent's awareness of their child's capabilities and needs, and understanding of their child's work.

The children enjoy both familiar ideas and new ideas through exploration of the environment. They enjoy singing and reading stories and begin to learn the simple concepts of mathematics and language.

The Prepared Environment

The Prepared Environment in the classroom reflects order, beauty and simplicity and is set up to allow the child's growing need for activity and independence. Adults learn to respect their children's choices in a safe and nurturing setting.

The Parent and Toddler Room is dedicated to the children, with child-sized furnishings and interesting activities; everything is in its place and within the child's reach. This environment makes children feel safe and facilitates their independence. The children learn that everything can be found in its own place, and it is helpful to others if things are put back again in the same place. They learn without being rewarded or punished, and they are given liberty to follow their own interests, guided by the environment. This is what we call the 'Prepared Environment'.

The Prepared Environment is set up in a way that allows children to choose and use the materials with minimal adult assistance.

There is a wide range of age-appropriate activities, the environment is nurturing, and the atmosphere is positive, supportive and non-competitive.

All everyday objects (plates, cups, vases) are made of glass and lots of our materials contain small parts. These features may potentially present a hazard, however, they are 'real' and they motivate the children to be careful and responsible. Breakage is an opportunity for the child to learn about cause and effect, and also to learn that an incident like this is part of life and it can be cleaned up with a dustpan and brush.



A Typical Session

Each morning starts with children putting their hat / jacket into the basket located near the front door. This simple act starts the sequencing of their routine in Parent Toddler. They know what to do, and they can relax and enjoy the environment. Activities are first introduced / presented by an adult, who has a 'turn'. Adults learn the importance of allowing their children to complete and repeat tasks without interruption or interference.

Duration and Availability

Frequency: Once per week (Monday or Tuesday)

Session Times: 2 hours, 9.30 am to 11.30 am

Location: Brighton Campus (Term 3). Moving to Caulfield Campus from Term 4, 2024

Parent and Toddler (PT) enrolments operate termly. Please let us know before the end of each term if you wish to continue PT or commence the Early Learners (EL) program. EL is available for children 27 months and older.



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Early Learners

2 to 3 Years of Age

Trust and a sense of safety and confidence are the foundation for all learning. Every part of the program is important - from the physical arrangement and the details of each activity to the emotional climate and groundwork of deep respect. The nature of the classroom environment provides the child with a strong base from which to thrive and grow in all areas of learning and life.

From being able to get their own glass of water and wash their dishes, to drawing and painting, singing and dancing, puzzles and beads – each of the over 50 activities in the room is carefully designed to meet the needs of the toddler's development.

A Typical Session

In a typical session, after arriving and hanging up their bag, most of the time is spent choosing activities to work with from the shelves, learning to do one thing at a time and then returning it to the shelf. Many activities are introduced or 'presented' to the child by the teacher on an individual basis. Snack time is scheduled in the middle of the session and music and movement in the last 15-20 minutes. Then it's time to go home again. This two hour 'work cycle' is perfect for the toddler to develop their concentration, independence, skills, understandings, connections, language, confidence and everything else they need to be themselves in the world.

Curriculum and Development

This program introduces Practical Life lessons as the link between a child's home environment and the classroom. These encompass: control of movement, care of self, care for the environment and the lessons of grace and courtesy. The children enjoy both familiar ideas and new ideas through exploration of the seasons, gardening and cooking. They enjoy painting, singing and listening to stories, and begin to learn the simple concepts of mathematics and language. Maria Montessori believed that during the first three years of life, when the child's intelligence is formed, is the time the child acquires the culture and language into which he or she is born. It is the period when the core of personality, social being and the essence of spiritual life are developed.



Transition

Initially, one or both parents and their child meets with the teacher in the classroom, outside of class time, to give everyone the opportunity to become acquainted with each other and the classroom before the child's first session. It is usual to have two short sessions before the child stays for the full two hours once they show they are comfortable. When the child turns three and is ready to move up, there is an individualised transition to one of our Cycle 1 (3-6 Year Old) classrooms. Children in this program learn to work independently from their parent or caregiver and start to develop the understandings and work habits necessary for when they move into the Cycle 1 environment.

Duration and Availability

Frequency: Twice per week

Session Times:

Morning; 2 hours, 9.15 am to 11.15 am

Afternoon; 2 hours, 12.45 pm to 2.45 pm

Location: Caulfield Campus

Please note that enrolments operate termly, and we will contact you in approximately Week 6 of each term to see how you are positioned for continuation in the following term.



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Cycle One

3 and 4-year-old Kinder and Prep

The foundation of a child's learning and creativity is developed within this cycle. Montessori philosophy recognises the way all humans naturally learn and allows each child to develop at their own pace and in their own style.

Each Cycle 1 classroom is a happy mix of kindergarten and Prep-aged children in the 3 - 6 year-old age group, and every classroom is spacious, airy and naturally lit. There is a sense of calm and order as the children engage enthusiastically in a huge range of activities.

The classroom is purposefully prepared to allow children to be self-sufficient and to work at their own pace with developmentally appropriate activities, to advance their capacity to concentrate and engage.

The Montessori trained teachers guide children through careful observation, presenting materials following each child's interests and developmental needs.

The Montessori materials and activities are designed to support self-directed discovery and foster a love of learning.

The children learn best through real-life activities that support independence and self-efficacy; manipulation of objects to provide concrete sensorial experience, and openended exploration leading to the refinement of their movements, sensory perceptions, language and the development of their intellect.

Children in the 3-6 year-old age group develop through the Montessori Five Pillars of Learning: Practical Life, Sensorial, Mathematics, Language and Cultural Studies.

Practical Life

The Practical Life activities are purposeful and involved in everyday life skills which develop independence and social skills.

The teacher will invite the children to explore different materials and begin to give them jobs (lessons) so that they can start their life of learning for themselves. Every job is educational in purpose so that a Practical Life job like 'washing the table' is not only a useful skill – handling water, suds, bucket, sponge, determination to persist and complete the task – but it is a pre-reading activity which teaches the child about top to bottom, left to right and lateralisation across the centre line of the body.

Montessori children begin to learn about world maps as a rich exploration of the different cultures of the world, people, terrain and animals.

These learning experiences broaden the children's awareness of the world.

Our Cycle 1 specialist lessons have been integrated into the 3-6 classroom program and introduce French, performing arts, Perceptual Motor Program and sports.



The Practical Life component of the Montessori approach is the link between the child's home environment and the classroom.

Practical Life purposeful activities develop motor control and coordination, and develop independence, concentration and a sense of responsibility.

Language

Maria Montessori did not believe that reading, writing, spelling and language should be taught as separate entities. Pre-primary children are immersed in the dynamics of their own language development and the Montessori approach provides a carefully thought-out program to facilitate this process. Oral language acquired since birth is further elaborated and refined through a variety of activities such as songs, games, poems, stories and classified language cards.

Indirect preparation for writing begins with the practical life exercises and sensorial training. Muscular movement and fine motor skills are developed along with the ability of the child to distinguish the sounds which make up language. With this spoken language background, the Montessori teacher begins to present the alphabet symbols to the child. Not only can children hear and see sounds, but they can feel them by tracing the sandpaper letters.

When a number of letters have been learned the Movable Alphabet is introduced. These wooden letters enable the child to reproduce his or her own words, then phrases, sentences and finally stories. Creativity is encouraged and the child grows in appreciation of the mystery and power of language. Other materials follow which present the intricacies of non-phonetic spelling and grammar. Because children know what they have written, they soon discover they can read back their stories.

Reading books both to themselves and others soon follows.

Sensorial

The sensorial materials give the child experience to explore using their senses. Each of the materials is designed to isolate a specific defining quality such as weight, texture, shape, colour, smell, size and sound.

From an early age, children are developing a sense of order and they actively seek to sort, arrange and classify their many experiences. The sensorial component provides a key to the world, a means for growth in perception and understanding that forms the basis for abstraction in thought.

Mathematics

Mathematics is a way of looking at the world; a language for understanding and expressing measurable relationships inherent in our experience. A child is led to abstract ideas and relationships by dealing with the concrete. The child's mind has already been awakened to mathematical ideas through the sensorial experiences.

The child has seen the distinctions of distance, dimension, graduation, identity, similarity and sequence and will now be introduced to the functions and operations of numbers. Geometry, algebra and arithmetic are connected in the Montessori method as they are in life.

For instance, the Golden Bead material highlights the numerical, geometrical and dimensional relationships within the decimal system. Through concrete material the child learns to count, add, subtract, multiply and divide.

The child gradually comes to understand many abstract mathematical concepts with ease and joy.

Duration and Availability

3YO Attendance: Progressively children will stay from 8.45 am to 12.00 pm, Monday to Friday.

4YO and Prep Attendance: Children are gradually extended from 8.45 am to 3.00 pm, Monday to Friday, and this is based upon a child's readiness, not chronological age.

Transition: We have a structured transition process in place to ensure the smoothest possible start for your child. For the first two weeks of your Cycle 1 experience, your child will be attending 2 to 3 days per week for approximately 2 hours per day.

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Cycle Two

Years 1 to 3

At the core of the Montessori Method is multi-age grouping of children, providing built in motivation and inspiration as younger children learn from older children and older children reinforce their own learning by teaching concepts to younger children. This mirrors the real world where individuals collaborate and socialise with friends of all ages.

The Cycle 2 classroom supports the developmental needs of the second plane child. Between the ages of 6 - 12, children look at the world through the lens of imagination, gradually moving from earlier concrete thinking to abstract thought. This period heralds the birth of the reasoning mind, allowing for intellectual independence.

This is a time of great social growth, where children seek to know their place within their peer group, their community and the wider world. This is the time of moral development and hero worship. Children at this age look to those around them to be guided in their developing sense of justice. The mixed-age classroom supports this need by fostering an environment where children are guided by the expertise of the more experienced of the group.

The Montessori Guide

The role of the Montessori guide is to inspire the children's desire to know more about the universe and everything within it. Through storytelling we ignite interest. Through investigation the children explore further the topics that spark their curiosity. Enthusiasm becomes infectious and the students learn from their efforts and each other as well as the guide.

Through careful observation of the child's needs and interests, the guide prepares and provides compelling lessons. Children are empowered to lead their own learning through making choices about the work they do throughout the day, how long they do it for and who they do it with. Children at this age are drawn to working together. They not only learn through their academic studies but also through their social interactions including problem solving and collaborations, thus empowering their independence, sense of responsibility, connections to the group and their self-esteem. As in all levels at Melbourne Montessori College, the child experiences freedom within limits.



We call this approach to education Cosmic Education. We recognise the interconnectedness of all areas of learning. The Five Great Stories opens up the universe and everything within it. Interest in the study of mathematics, language, biology, geometry, history and geography is stimulated by the stories. Everything the child encounters throughout their Cycle 2 time has a connection to these stories. This provides the child with a strong foundation to build their skills and knowledge.

The Montessori Learning Environment

The Montessori Learning Environment is specially prepared to meet the characteristics of the child; in this case, 6 - 9 year-olds. The child entering the Cycle 2 classroom brings with them a wealth of experiences and impressions of the world formed through their sensorial exploration in Cycle 1 and the everyday world.

In Cycle 2, a typical day supports the child in their self-construction. The child begins the day by planning the work they will choose to do. Over the three years, their expertise in this grows and they become leaders to the younger children. Throughout the day you can witness children working in small groups or independently and there will be many different types of work occurring at the same time. Children constantly make choices and are responsible for creating a calm and supportive work environment for all.

We consider all members of the class as teachers as we learn from each other and everybody is equally responsible for the upkeep of the environment, which constitutes our practical life activities at this age group.

In the Montessori Cycle 2 classroom, your child will start to become more independent. They are shown how to plan their day and start to ask for lessons from the teacher. They manage their study of mathematics and language and begin research and project work.



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Cycle Three

Years 4 to 6

Children in Cycle 3 show a real thirst for knowledge and have an enormous capacity for learning about the many aspects of their world and its diverse cultures.

Children in Cycle 3 are now truly responsible for the planning of their day and continue to learn at their own pace and follow their passions. They mostly learn in small groups, working on specific projects which spark the imagination and engage the intellect.

The standard Australian curriculum is taught, but Montessori classes are quite different: they are hands-on, practical and child-centred. At this stage, learning starts to become more abstract and there is even greater emphasis on creativity, problem-solving, risk-taking, global issues and life-long learning. Year 6 students lead the school community and help those in our wider community.

The main areas in the Cycle 3 Montessori program are:

Biology

Cycle 3 students refine studies of the plant and animal kingdoms further.

They place a particular plant or animal on the charts for each kingdom according to the characteristics of the plant or animal they are studying. Classification is a very important element of their studies at this stage.

Geography

At Cycle 3 level, geography work takes on a deeper level of understanding.

Children study how various climate zones influence vegetation, how vegetation and topography affects where populations gather and why, and how land use is influenced by climate and topography. They memorise capital cities, rivers and major landforms. They study cultural differences, world religions and foods of different cultures. Their endeavour to understand the world in which they live knows no bounds at this stage of development. Their thirst for knowledge is never ending.

Children at this age are driven to understand the universe and their place in it, and they have an enormous capacity to assimilate all aspects of culture.



History

There are Five Great Stories that underpin the history curriculum in any Montessori school; the story of the universe, the story of the coming of life, the story of the coming of human beings, the story of language and the story of numbers.

Each of these stories is supported by impressionistic charts and illustrations to inspire the young mind.

Children in Cycle 3 can be observed in animated discussion about such things as the coming of dinosaurs, the beginning of transport and the study of writing. The level of detail some students can recall is often quite amazing to the adult observing this energetic pursuit, for example, what various dinosaurs are called.

Language

By Cycle 3, most language work is undertaken in abstract form, although consolidation of understandings can be made through revisiting the Montessori materials when needed.

Children are introduced to a wide range of literature, with all genres of writing being studied. Creative writing is a key feature of this age group, within which the mechanics of spelling are refined. Children are avid readers by this stage, but still love having good literature read to them. It is a time for lively discussion of quality texts and critical analysis of written and visual literature.

Media studies also forms part of the curriculum at this level.

Mathematics

In Cycle 3, mathematics becomes more abstract. The concepts learned in Cycle 3 in concrete form are now applied to abstract thinking.

Whilst at Cycle 3, many mathematical computations are completed as in any other educational system, however, there are several elements that are still presented in concrete form. For example, algebra is introduced as a concrete representation in Cycle 3 using the binomial and trinomial cubes and, finally, the cubing material. This material makes algebra come alive, and gives deep meaning to what many find a mystery in later, more advanced, mathematics.

Science

Children are introduced to all aspects of science through simple experiments, research and practical experiences.

There is a gardening program in Cycle 3 that mirrors the Stephanie Alexander Kitchen Garden Program. The children at MMC grow vegetables from seed, cultivate them in their vegetable gardens and cook the produce in the kitchen facilities that are an integral part of each classroom. The sciences come alive through this program – chemistry, botany and zoology.

The other aspect of Melbourne Montessori science that is experienced on a daily basis by the children is our program dedicated to environmental science and sustainability. The school harvests rainwater, composts, maintains a worm farm and is actively involved in a sustainability program through Glen Eira City Council.

Your Child and the Cycle 3 Classroom

In the Cycle 3 classroom, the passion to learn reaches new heights as your child will plan their week and keep a diary of all they do, and hold regular conferences with the teacher.

They recognise that they are leaders in the school. Year 6 students run the school in many ways – leading assemblies, organising fundraising, making schedules for lunch play and more.

They push the boundaries further with research and give presentations to the class using their chosen methods, including digital technologies. They explore deep concepts which they select themselves from initial teachings, developing greater understanding of mathematics and number, geometry and probability, and they begin algebra.

Selected class books lead them to discuss and debate deep questions, such as science topics (eg the human body, winglets on planes), issues of today which they problem solve (eg making useful items from recycled materials, More Fundamental Needs of Man), cooking and helping hungry children through the charity EatUP, Creative Expression leading to a mid-year show, Physical Expression including inter-school sport, Italian and visual art, with many artworks displayed at the NGV or Zart Art.

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Cycle Four

Years 7 to 8

At Melbourne Montessori Senior 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.

The Montessori adolescent program is the beginning of the transition into adulthood. We surround students 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, supportive community.

Students are living in the most intensely stimulating period in the history of the Earth and adolescence is a time of immense maturing socially, mentally and physically. Hence, education needs to be flexible, relevant and innovative, so your child can find their unique place in their world.

Melbourne Montessori students are:

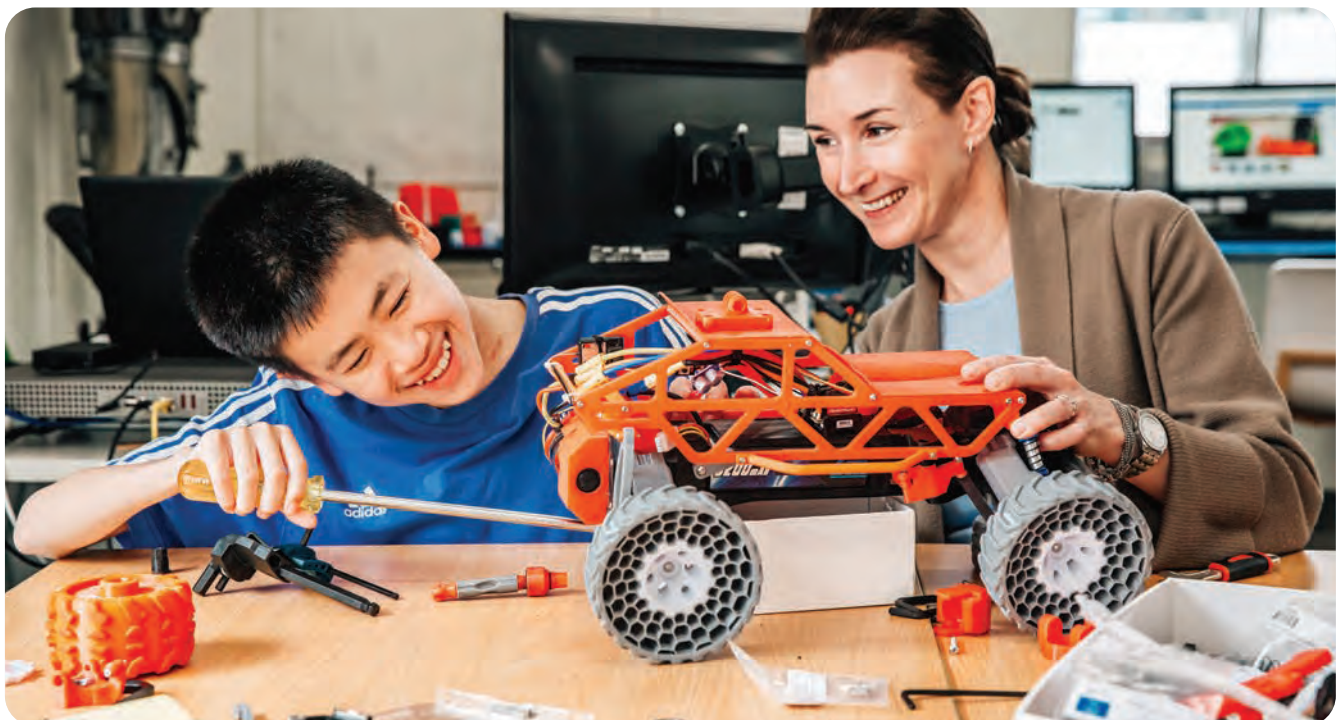
Practical Learners - Engaging Adolescents Through Experiential Learning

By engaging students in physical learning, by engaging their hands together with their intellect, students are involved in a contextualized experience where they can see the practical application of their learning and the relevance of their studies to the world around them.

Experiential learning is the point of engagement for adolescents. At our Senior School we use location as a driver 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 by making a documentary with a WWII veteran at the Shrine of Remembrance.

Independent Thinkers - Nourishing Creativity and Innovation Through Independent Thinking

Students are supported to become self-motivated and self-disciplined, able to commit to freely chosen, developmentally appropriate work within an approved broad curriculum. Subjects such as Creative Expression and Occupations additionally allow students to develop varied outlets for imagination and a deeper understanding of themselves. Students can design and create improvements to their area, develop and maintain businesses and pursue their passions further.



Citizens of the World - Empowering Students to Become the Best They Can Be

Our young people work with teachers and mentors to explore their place in local communities, help Indigenous and Montessori schools, volunteer or work in out of school contexts, and develop the confidence, knowledge and practical skills to contribute to our local and global communities.

Through exploring social, moral and ethical issues, students will foster a sense of justice, empathy, social awareness and a sense of responsibility in their life and the lives of others in the community.

Emotionally Balanced Learners - Our Young People Have Made Decisions and Set Goals for Themselves

After years of Montessori Primary School education, our students have learnt how to question deeply and solve problems together. They are developing skills in self-discipline, resilience and compromise. They gradually increase their respect of self and others and during adolescence, when young people can experience social and emotional flux, these traits are further nurtured to support others through life's ups and downs.

At our Senior School, students belong to a community which fosters a sense of justice, respect and personal dignity.

Life-Long Learners - Preparing for Life: Today and Tomorrow

As active participants in the learning process, students drive their education based on their needs, different abilities, interests and learning styles. They become genuine life-long learners and capable problem-solvers, ideally placed to pursue future work and study pathways. Students learn how to think critically, to inform themselves, to analyse and synthesise information, to work both independently and collaboratively, to express themselves imaginatively, to seek out experts and to become self-reliant.

Areas of Study include (but are not limited to):

English: Our students develop an understanding of language analysis, and use these techniques to inform debates and examine concepts that are relevant to the real world.

Mathematics: Our approach to mathematics is to help students develop a deep conceptual understanding, and then have them apply this in a practical, real world context.

Science: There is an opportunity to teach the National Curriculum extending this into the field of technology and robotics.

Humanities: Students study prehistoric societies, ancient empires and societies in transition, and investigate present and future challenges.

Physical Expression: Our students are provided opportunities to explore traditional and non-traditional sports, physical activities and expressions in an inclusive, student-centered manner.

Languages: Students immerse themselves in a foreign language, exploring the culture and advancing reading, writing, speaking and listening skills.



Occupations: This program builds skills that relate to a real-world occupation, whether it is making barista coffee or coding a robot. Managing student-run businesses enhances understanding of manufacturing and marketing, and develops finance and customer relations skills.

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**Melbourne
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Cycle Five

Years 9 to 10

Individual attention and a future perspective exemplify our classes in Years 9 and 10. Rigorous, academic work becomes more of a focus, although broad-based subjects ensure a holistic education for every student.

Cycle 5 offers a breadth of programs to provide every student with a suitable pathway through secondary school. Continuing the journey from Cycle 4, we start Cycle 5 in Year 9 where students embrace the learning of Australian Curriculum subjects in the context of real-world applications, while making the connection with the relevance of theoretical knowledge. The curriculum is taught through the Montessori philosophy which includes both experiential and academic learning and provides students with a high degree of agency, independence and self-direction. Students are typically engaged in a range of activities with external experts and draw on their diverse skill sets.

Years 9 and 10 prepare students for the International Baccalaureate Diploma Programme or the Montessori Careers Program (MCP). Areas of study include (but are not limited to):

English: Mastery of English is of high importance to our Cycle 5 students. They have boundless opportunities to use language in its many forms, and to celebrate its beauty, power and mystery. By comparing films and books, discussing current affairs or presenting persuasive arguments, each person develops their thinking and communication skills, hones their analytical and evaluation skills and is able to explore their feelings, and articulate concepts and points of view.

Mathematics: Like sciences, mathematics is one of the foundations for discovery and invention. A growing capacity for abstract thinking and analysis enables our students to bring the study of mathematics to life by applying mathematical principles and logic to analyse real world data and solve problems.

Science: An integrated and hands on approach to botany, biology, chemistry, geology, zoology and physics enables students to explore the inter-relationship between the science disciplines in nature. Students study and apply science using their surroundings as a natural laboratory, investigating scientific concepts including ecological and global systems, evolution, biochemical pathways, mechanics and engineering.

Humanities: Studies in humanities traverse diverse areas including history, geography, economics and sustainability. Work is brought to life by connecting students to real experiences, by unravelling the inter-connectedness of human endeavour through a diverse range of learning strategies.



Art and Design: Art and design are integrated into everything we see and do. They directly influence our perceptions of the world and how we interact with it. Through their studies, students explore activities that introduce and develop specific learning, problem solving and technical skills which they can apply during their education and beyond. Students are encouraged to develop their own artistic identity, pursue their creativity and appreciate how the elements of design interact with disciplines within the communications, industrial and environmental fields.

Language Acquisition: Students are encouraged to speak either French, Spanish or Mandarin and apply their learning in a number of situations and activities such as reading, giving instructions, telling stories, participating in conversations, performing, role-playing, singing with actions and reciting information. Learning a language contributes to the development of skills in thinking and reflection, and the development of inter-culturally aware citizens.

Critical Thinking: Students continue to be challenged to think 'outside the box' and reflect on their own learning. They question assumptions, explore social, moral and ethical issues, and further hone their critical thinking skills. In doing so they build a repertoire of strategies to choose from during learning activities and life beyond the classroom.

Community Service: Our young people show empathy, compassion and respect toward the needs and feelings of others. A genuine commitment to contribute to society makes a positive difference to the lives of others and the environment. Working with teachers and mentors, our students explore their place in local communities, volunteer with local organisations, such as aged care homes, and support environmental initiatives, all the while developing the confidence, knowledge and practical skills to contribute to our local and global communities.



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**Melbourne
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Cycle Six, International Baccalaureate

Years 11 to 12

Students extend their knowledge and passion for independent learning as they explore the disciplines offered in our two-year International Baccalaureate (IB) Diploma Programme.

The International Baccalaureate (IB) Diploma is a two-year curriculum that fosters high academic standards and international understanding. It is recognised by Australian tertiary institutions and major universities worldwide as the gold standard in university preparation.

Offering more than just academic knowledge, the learner and their personal development are central to the IB Diploma Programme. Students explore and develop their intellectual, emotional and ethical attributes with the IB Learner Profile and develop an excellent breadth and depth of academic knowledge.

The IB Diploma Programme encourages students across the globe to become active and compassionate lifelong learners. The core values and education philosophy of IB are in harmony with the Montessori philosophy; the development of engaged, empowered and independent learners.

Students completing the IB study six subjects chosen from subject areas including language, humanities, the experimental sciences, mathematics and the arts, in addition to the three core components of the programme around the Extended Essay, CAS and Theory of Knowledge.

What is an IB education?

An IB education is preparing students for higher education and active participation in a global society.

IB learners strive to become inquiring, knowledgeable and reflective thinkers, principled yet open minded communicators, balanced and caring risk-takers. These attributes represent the IB Learner Profile: a broad range of human capacities and responsibilities that go beyond intellectual development and academic success. This is the IB's educational philosophy. Students learn more than a collection of facts. The Diploma Programme prepares students for university and encourages them to ask challenging questions, learn how to learn, develop a strong sense of their own identity and culture, and develop the ability to communicate with and understand people from other countries and cultures.



Why the IB Diploma Programme?

The IB Diploma is an exciting and challenging internationally recognised programme.

Its philosophy and mission statement align very well with Montessori principles. Offering more than just academic knowledge, the learner and their development are central to the programme.

Research suggests that there are many benefits to choosing the Diploma Programme. The programme aims to develop students who have excellent breadth and depth of knowledge – students who flourish physically, intellectually, emotionally and ethically.

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Reasons that students take the IB Diploma:

1. It offers the breadth and depth required to develop excellent pre-tertiary skills.
2. Encourages students to be critical and independent thinkers who feel ready for life after school.
3. Students drive their own learning and develop excellent time management skills to become autonomous lifelong learners.
4. Creates balanced and well rounded individuals through Theory of Knowledge (TOK) and Creativity, Activity, Service (CAS).
5. Provides the best preparation for university by developing metacognition and critical thinking skills.
6. It assesses more than just examination skills.
7. Provides a qualification recognised by universities around the world.

Pathway Selection

Students at Melbourne Montessori College choose their pathway in the first semester of Year 10; either the Montessori Careers Program or the IB Diploma Programme. We encourage every student to choose the pathway that suits their personality and will bring out their personal best.

The pathway selection process will include tasks and activities for students to present their preferred choice and provide 'evidence' that demonstrates they are well prepared for the programme.

Success is highly dependent on the student's commitment towards their choice and their ability to self-manage their school-life balance. In the second semester of Year 10, students can further demonstrate their readiness for their choice of program and subjects will focus on the prior knowledge required for the chosen program.



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**Melbourne
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Cycle Six, Montessori Careers Program

Years 11 to 12

Students prepare themselves for professional life through an applied learning program based in Montessori philosophy and incorporating VCE VM and VET. At Melbourne Montessori College, we aim to achieve success for all our students. What defines success is specific to the student and their family. The Montessori Careers Program (MCP) is more than just VCE VM and VET; it offers vocational studies embedded in the Montessori way of learning.

In Years 11 and 12, Melbourne Montessori College students will have the choice between either the IB Diploma Programme or the Montessori Careers Program.

The Montessori Careers Program fosters creativity, critical thinking, and motivation for knowledge expansion through vocational learning options. This program, available to Year 11 and 12 students, prepares them for the workplace with practical, hands-on experiences. It equips students with high-level employment-related skills and broadens their personal development, paving the way for their professional futures.

Based in the Montessori philosophy, the Montessori Careers Program incorporates studies in the Victorian Certificate of Education Vocational Major (VCE VM) and Vocational Education and Training (VET). The program is designed to equip them with the skills and knowledge that they will need to succeed and thrive.

Students will participate in collaborative projects, work placements, community service and physical expression activities that provide practical, hands-on experience and develop well-balanced adults ready to take on the next stage of their learning journey.

MMC is proud to provide a broad range of opportunities to empower our students as they step into adulthood. In the ever-changing world of today, with an unknown workplace future, we are here to help them navigate Years 11 and 12.

The options available to all MMC students as they finish their Secondary Education will be wide-ranging and diverse. Whether they wish to pursue tertiary studies at a university, TAFE or independent training organisation; engage in vocational training; seek an apprenticeship, cadetship or traineeship; undertake a GAP year or enter the workforce, MMC is excited to offer a selection of pathways to help students achieve their goals.



At completion of the Montessori Careers Program, students will receive the following certification: an MMC Graduation Certificate, Victorian Certificate of Education Vocational Major (VCE VM) and Vocational Education and Training (VET) for specific courses.

Montessori Careers Program with VCE VM and VET

The Montessori Careers Program offers a program based in Montessori philosophy which incorporates VCE VM and VET.

The core of the Montessori Careers Program will continue to inspire creativity, develop critical thinking and motivate students to expand their knowledge.

Students will work with MMC staff to develop their individual Careers Program Learning Pathway and pursue vocational studies which develop both work-related skills and broad personal skills.

Victorian Education Certificate Vocational Major (VCE VM)

VCE VM is a recognised senior secondary qualification which focuses on 'hands-on learning'.

The flexibility of VCE VM allows students to design a study program that suits their interests and learning needs. They complete units from the following subject areas either at intermediate or senior level:

1. Literacy and Numeracy Skills
2. Personal Development Skills
3. Work Related Skills
4. Industry Specific Skills

Melbourne Montessori College will deliver all required units in Literacy and Numeracy, Personal Development and Work Related Skills from our Brighton campus. Industry Specific Skills will be delivered off-site through VET.

Vocational Education and Training (VET)

VET enables students to gain hands-on experience within a chosen industry such as business, allied health services, hospitality, building and construction and more. They obtain a nationally recognised / accredited qualification that will increase career prospects by combining secondary school studies with a VET program.

The program focuses on providing skills for the workplace which provide high-level employment related skills and knowledge.

As a registered member of the Inner Melbourne VET Cluster, our students are offered an extensive choice of programs.

Year 10 Entry

We offer entry for Year 10 students. Students are able to engage with P.E., Occupations, Camp and Work Cycle, alongside the other Year 10 students at our school. They are also able to do work experience on Fridays and access the Personal Development Skills, Work Related Skills, and Literacy and Numeracy subjects at a Year 10 level.

This program is a great opportunity for our students who don't wish to pursue the International Baccalaureate, to get an early start in following their career.

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Languages

Celebrating Culture

Language acquisition is also an important aspect of international mindedness and intercultural understanding as every language comes with its own culture. Students at Melbourne Montessori College have the opportunity to begin or continue to advance their ability in a language of choice.

Language Opportunities in the Junior School

In Junior School our Cycle 1 to Cycle 3 students enjoy French. We start with a very gentle introduction to a second language (French) in Cycle 1 with games, artefacts and songs. Our French teacher enjoys finding natural, spontaneous opportunities to invite the interest of our youngest learners as a fun way of gradually introducing French words into conversation.

In Cycle 2 French, students begin to understand and use French within the world of their own experience and imagination, with some topics drawn from other areas of learning, including exchanging simple personal information and opinions, and creating and performing short skits in the language. They start to recognise, read and locate items of information in short texts and write short sentences and paragraphs.

In Cycle 3, students now learn French. They make logical attempts to find meaning from written and spoken material and begin to use resources such as bi-lingual dictionaries. They learn strategies for retaining language information for later use in new applications and develop an understanding of how parts of the language system work. They are not only learning another language but also discovering cultural differences associated with a language other than English. Students are encouraged to speak in French and apply their learning in a number of situations and activities, such as instructions, reading, stories, role-playing, dialogue, performance, singing with actions, reciting and games.

Language Opportunities in the Senior School

In Senior School, there are a variety of languages available. From Cycle 4 onwards, our Senior School students can choose from Spanish, French or Mandarin. This is integrated into the classroom environment and taught and studied independently using a range of online resources and materials. Students immerse themselves in a foreign language, exploring the culture and advancing reading, writing, speaking and listening skills.

In Mandarin, for example, our Cycles 4 and 5 are provided with learning activities for the students to get a better understanding of the Chinese culture by:

- Learning how to use basic Chinese language used in daily life.
- Participating in a variety of fun and engaging activities.
- Developing overall language skills in listening, speaking, reading and writing.
- Opening up new pathways and opportunities that will support them later in life.

The intention of our Senior School language programs is:

- To enable students to communicate in the target language, in a range of contexts and for a variety of purposes.
- To provide a platform for students to explore, in greater depth, the culture of the language and its people.
- To reflect on how language is constructed and manipulated in order to achieve the intended outcome.
- To equip students with language that will allow them to engage in conversation.
- To provide students with an insight into the culture of the language.
- To reflect on how language is constructed and compare it to that of the learner.

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**Melbourne
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Physical Expression

Celebrating Movement

To support the physical expression of our students, we focus on building awareness of our bodies and physical movement to help our students develop their motor skills, knowledge and behaviours for physical activity and physical fitness. By doing so, we provide our students with the ability and confidence to be physically active for a lifetime.

The Importance of Physical Expression

The importance of Physical Expression is to help our students develop their motor skills, knowledge and behaviours for physical activity and physical fitness.

This provides our students with the ability and confidence to be physically active for a lifetime.

Physical Expression should also help our students to:

- Increase their level of physical activity
- Stay on-task in the classroom
- Navigate complex social situations and nurture their emotional development
- Relieve stress and anxiety.

Physical Expression in the Junior School

In Junior School, the sports program is designed to motivate children to be active, healthy, fit and focused. Our objective is to give children the opportunity to have a ball, enjoy exercise and be exposed to our wide range of sports: basketball, baseball, cricket, football, hockey, netball, tennis, volleyball and soccer.

We don't just teach sport to children, we use sport as a mechanism to teach children about themselves.

Our classes make use of bright, exciting, kid-friendly equipment guaranteed to make learning motor skills easy and fun through activities such as throwing, catching, kicking and hitting.

Through sport, children are exposed to the wonders and benefits provided by participation, competence and a healthy, active lifestyle. We encourage active involvement from each child by making sport simple and learning fun.

Melbourne Montessori College also actively encourages families to park four or five blocks away from the school for drop-off and pick-up. This provides daily exercise, which is a well-documented health benefit for all.



Physical Expression in the Senior School

Our Senior School students are offered opportunities to explore traditional and non-traditional sports, physical activities and expressions in an inclusive, student-centred manner.

Exercise and sports provide our students with the opportunity to focus their physical energy, allowing them to challenge themselves and others, and develop skills. Activities may include rock climbing, basketball, or ultimate Frisbee. In the past, we have explored Physical Expressions such as rock climbing, sailing, bowling, ice skating, squash, badminton, stand-up paddle boarding, trampolining, dance and boxercise.

Students take on many roles during our Sport Education Units, where they train in small teams and run student lead tournaments and round-robins. Senior students take on roles including players, captains, coaches, umpires, managers, trainers, photographers, sports journalists and videographers.

Opportunities for students to form teams and join inter- school sports competitions exist, however we do not mandate these, rather support and guide interested students who are interested intaking up these opportunities.

With Senior School having a mix of students of different ages, skill levels and abilities, the lessons aim to be very inclusive to promote high levels of participation and engagement.

The students can work individually, or in small and large groups.

The primary aim of Physical Expression is to develop each student's sense of connection to the communities they belong (e.g. PE class, cycle, campus and whole school).



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Creative Expression

Celebrating Imagination

Creative Expression refers to how children use music, movement, building and play to express themselves. From a very early age, children demonstrate an interest in sounds, colours, objects and textures. This interest can flourish into creative skills with problem solving and can help to prepare our students for real-world opportunities.

Creative Expression in the Junior School

Creative Expression in our Junior School is a unique, tailored program that integrates the creative arts of drama, performing arts, music and media studies.

The Creative Expression program at Melbourne Montessori College is divided into the following areas: Cycle 1 Music, Cycle 2 Music, Cycle 3 Music, the Melbourne Montessori Choir and the Melbourne Montessori Orchestra.

Cycle 2 Music concentrates on each child learning the fundamentals of music theory through learning the recorder.

All classes participate in a one-hour lesson per week of overarching music – music appreciation, singing, research-based learning and listening to performances from peers.

A choral program is offered weekly for interested students. The Melbourne Montessori Choir performs at school events and also represents the school at local eisteddfods and inter- school competitions.

Many of our students are extremely talented musicians, having learnt an instrument for many years outside of school.

A Musical Director oversees the entire music program, ensuring continuity, setting performance opportunities and coordinating the band program. While every student participates in weekly music lessons, there are opportunities for those who are passionate about music to really develop their talent further.

At the Cycle 3 level, students have the opportunity to advance their studies undertaken in Cycle 2, and also join more advanced recorder ensembles using bass, treble and alto recorders.



Creative Expression in the Senior School

In the Australian Curriculum, the arts explores the interrelated strands of Making and Responding.

Making includes learning about and using knowledge, skills, techniques, processes, materials and technologies to make artworks that communicate ideas and intentions.

Responding includes exploring, responding to, analysing and interpreting the artworks of others. In drama, our Cycle 4 students are introduced to expressive skills such as voice, movement and gesture, face, space and transformation, as well as a range of performance conventions and the development of improvisation skills. Students develop these skills through games, activities and the creation of short scenes.

A key focus in Cycle 4 Drama is the development of character and sustaining that character within a performance. This work often culminates in a short performance on a concept of choice.

Students engage in regular journaling of their progress as part of their reflective process.

In Cycle 5 Music, students consolidate their understanding of the Elements of Music, outlined by the Australian Curriculum as: rhythm, pitch, form and structure, dynamics and expression, timbre and texture.

Students develop skills related to the elements through practical work, interacting with music the students have a real-life passion for, including aural work, listening perception and musical analysis.

Often, we culminate these units with an end-of-term Cycle 5 concert celebration that might involve creating (composing or arranging, recording or digital production), or performing (voice or instrumental, solo or ensemble).



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Inspiring our children to create a better world with their *own* two hands

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