



Melbourne  
Montessori  
College

# *Curriculum Information*

## Early Learners Program

# 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.

[melbournemontessori.vic.edu.au](http://melbournemontessori.vic.edu.au)

### Brighton Campus

741 Hawthorn Road  
Brighton East VIC 3187

### Caulfield Campus

6 Roselea Street  
Caulfield South VIC 3162

03 9131 5200

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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.



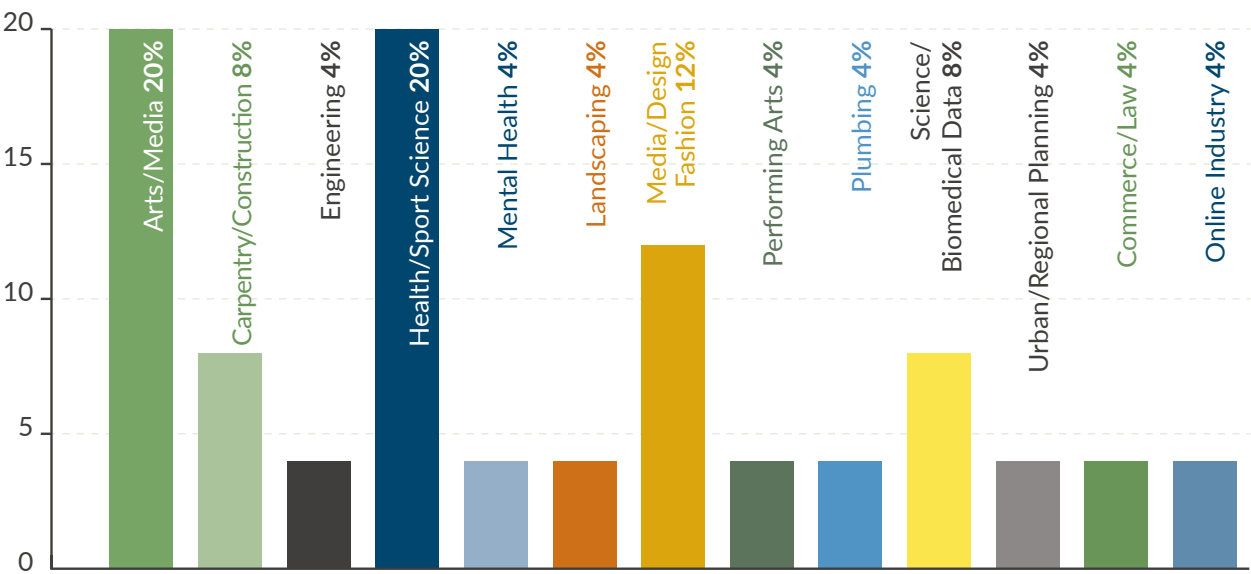
*Daniel Thomas*

**Daniel Thomas**  
Principal

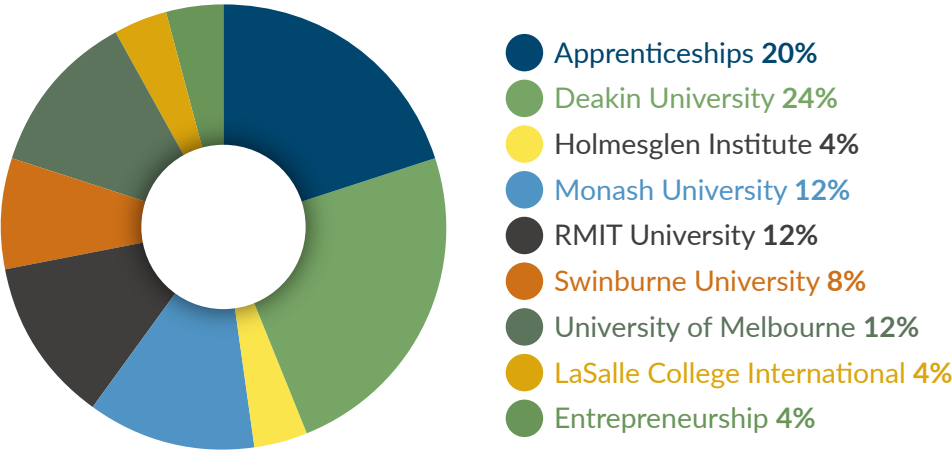


Whether they pursued the VCE Vocational Major (VM) or the International Baccalaureate (IB) Diploma Programme, each student has forged a meaningful path toward their aspirations. This snapshot reflects the choices of all known MMC Senior School graduating students since its inception:

### 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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