



Melbourne
Montessori
College

Curriculum Information

Junior School

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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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.



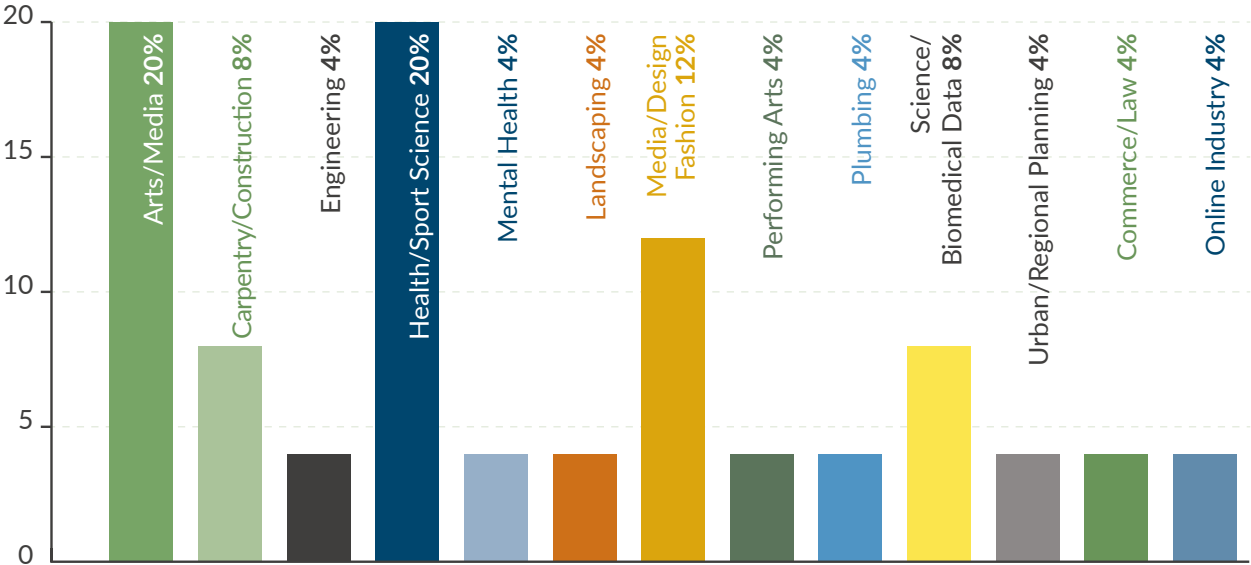
Daniel Thomas

Daniel Thomas
Principal

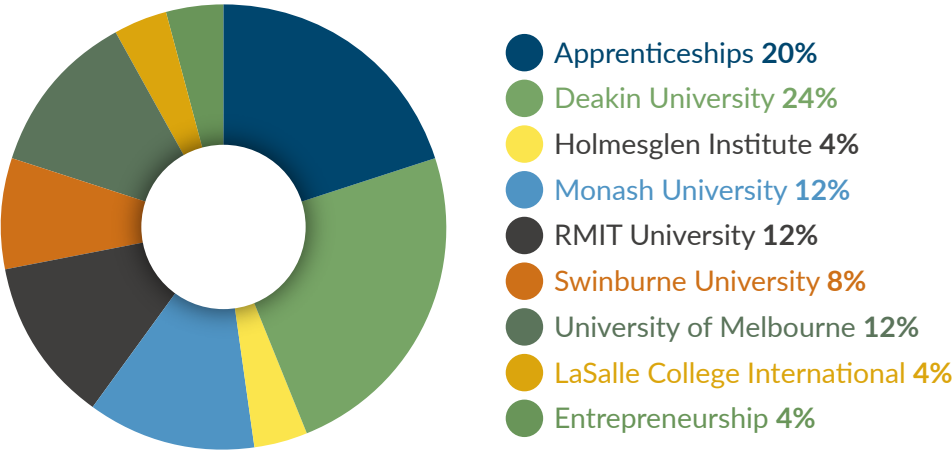


Whether they pursued the VCE Vocational Major (VM) or the International Baccalaureate (IB) Diploma Programme, each student has forged a meaningful path toward their aspirations. This snapshot reflects the choices of all known MMC Senior School graduating students since its inception:

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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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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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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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 in taking 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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