



## **Program Integrity** **Montessori Alternative Program**

1. The focus of the classroom is on the child's learning; building on prior knowledge and moving from simple to complex; from concrete to abstract. This sequential program builds connections between subject areas that reinforce the integration of knowledge from different subject disciplines.

2. The Alberta Program of Studies is the guiding curriculum, and students are taught using Montessori philosophy, lessons and methodology. Small group lesson presentation, independent work choices, and using diverse, developmentally appropriate Montessori learning materials support this type of instruction. Global citizenship, peace education, and ecological studies are inherent in the Montessori curriculum.

3. Classroom schedules are organized to provide large blocks of independent learning time in which students are encouraged to problem solve, observe and understand interactions and connections in knowledge and create new ideas.

4. Classrooms are, where possible, multi-aged to encourage social interaction for peer tutoring, cooperative learning and emotional development.

5. Teachers, where possible, work with the same group of students for more than one year.

6. A structured or prepared environment encourages intrinsic motivation and self directed learning.

7. Teachers are committed to ongoing training/professional development in Montessori philosophy and methodology.

8. Reporting of student progress is achieved through a combination of assessment tools and methods including the following:

- The CBE report card
- Anecdotal observations
- Student tracking sheets

9. Students are evaluated in accordance with Alberta Learning expectations in relation to grade level expectations. Students also participate in Provincial Achievement tests at Grade 3 and Grade 6.

10. Classrooms are open for observation of the program in action in order to assist parents in learning about the Montessori program.

11. Students are encouraged to become self-directed learners who are able to work responsibly as individuals and team members.





Calgary Board of Education

## **Recommendations to Maintain Quality and Consistency in the Montessori Alternative Program**

### **Recommendation 1:**

THAT Montessori programs from site to site implement the 11 quality control components of the program to ensure autonomy of program resources, philosophy, development, communication plans, beliefs and values.

### **Recommendation 2:**

THAT Montessori staff on site and from site to site work together as much as possible to implement and develop the Montessori program; this includes common professional development days and other opportunities as can be agreed upon.

### **Recommendation 3:**

THAT experienced Montessori staff work at a new Montessori site.

### **Recommendation 4:**

THAT besides common Montessori professional development days, job shadowing opportunities and event sharing occur between sites.

### **Recommendation 5:**

THAT the integrity of the program from site to site be a function and responsibility of the schools' administration and Area Directors.