

# **Montessori International College** **Information Booklet**

**ADOLESCENT COMMUNITY**  
**YEAR 7 - YEAR 12**

Adolescence is an age of great social development, critical thinking and re-evaluation, and a period of self-concern and self-assessment.



# Introduction

The Montessori program for students aged 12 to 18 years is based on the developmental characteristics of adolescence. Adolescence is an age of great social development, critical thinking and re-evaluation, and a period of self-concern and self-assessment. It is a transition from childhood to adulthood with the corresponding physical, mental and social maturation.

The Adolescent Community is still a prepared environment, but it is different to Primary as their needs need to be met in a different way. There is more external structure, more scheduling, and lessons with adults who are experts within their fields.

In Primary, there is less adult interaction so children can make their own choices and learn from their peers. In the Adolescent Community, adults need to be closer. There are more adults and they work together with students, side by side.

In the adolescent years it's about building confidence in new skills so students understand how they can contribute to their community, how they can eventually make money and leave home. They are drawn to be independent from their family.

Physical development can be swift, sometimes overnight. It's the emotional growth that takes time and requires things like having regular routines, open communication, plenty of sleep and a schedule that is manageable so the adolescent's time is prioritised and they are rested enough for school.

# An Integrated Curriculum

At MIC our adolescent program provides for hands-on learning with meaningful projects that span a broad range of disciplines as part of a fully integrated curriculum.

Dr Montessori believed that learning requires the head and hand to be interconnected, and that learning can happen anywhere as students contribute purposefully to the community they are a part of.

Human beings exist within, and are part of, an interconnected world - so it is important that adolescents experience an integrated curriculum where they are able to immerse themselves in the whole experience, and not just one aspect.

Land-based projects allow students to work on the land which connects the adolescents intellectually, physically and spiritually. This learning, although initially focused on the MIC site in the Year 7 and 8 program, expands to be applied to the broader community in Year 9 and Year 10, and globally in Year 11 and Year 12.

**“Work on the land is an introduction both to nature and to civilisation and gives a limitless field for scientific and historical studies.”**

**Dr Maria Montessori**





## Montessori Principles

The key pillars of the Adolescent Community program are the Montessori principles we value so highly here at MIC:

- + Respect for each person as an individual, identifying and working with each student's areas of interest and providing freedom within limits to pursue those interests.
- + Focusing on the whole person - not just academics - taking developmental needs into account.
- + Providing opportunities for personal growth and connection with others through meaningful work and real-world projects, and working together to solve problems.
- + Learning supported by an integrated curriculum with hands-on learning in context, using multi-disciplinary approaches rather than siloed subjects
- + Leadership and mentorship of younger peers.
- + Real work (through micro-economies).
- + Multi-age classes Year 7 and 8 couplet, Year 9 and 10 couplet, and Year 11 and 12 couplet.

## Overview of the Curriculum

Each element of the curriculum plays a key role in the development of the adolescent. Time and care has been taken to ensure there is a balance between each of these areas so that the program meets the academic, social, emotional and physical needs of the adolescent.

For example, this is an approximate breakdown of how time is allocated the Year 7 and 8 Land and Community Program:

### Land and Community Program CURRICULUM OVERVIEW

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## Overview of Curriculum



### PURPOSE OF KEY LESSONS

- + Explicitly covers Australian curriculum
- + Build skills and knowledge to be applied practically
- + Inspire and ignite curiosity

### PURPOSE OF PRACTICAL WORK

- + Connect the head and hand
- + Apply knowledge and skills to meaningful projects
- + Use their bodies and recalibrate physical skills



### PURPOSE OF MICRO-ECONOMIES, COMMUNITY LIFE AND CLUBS & TEAMS

Practical opportunities for civics, economics, business, maths, technology, the arts, health and physical education

## Overview of Curriculum

### KEY LESSONS & PRACTICAL WORK

- |               |                               |
|---------------|-------------------------------|
| + English     | + Civics & Citizenship        |
| + Mathematics | + Economics & Business        |
| + Science     | + Technology                  |
| + History     | + The Arts                    |
| + Geography   | + Health & Physical Education |

### MICRO-ECONOMIES, COMMUNITY LIFE AND CLUBS & TEAMS

- + Civics & Citizenship
- + Economics, Business & Mathematics
- + Technology & The Arts
- + Health & Physical Education



# Meeting Australian Curriculum Requirements

Our innovative curriculum meets the Australian Curriculum content through key lessons and practical work which is explicitly stated through our comprehensive mapping documents. The Australian Curriculum achievement standards are met through our innovative evaluation portfolio.

The micro-economies - or student-run businesses - embed the economics, business and mathematics curriculum in a purposeful way, as well as the technology and arts curriculum through the design of products.

## Meeting the Australian Curriculum

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### **CURRICULUM MAPPING DOCUMENTS**

Comprehensive Coverage  
of All Australian Curriculum  
Content Descriptors

### **PRACTICAL WORK**

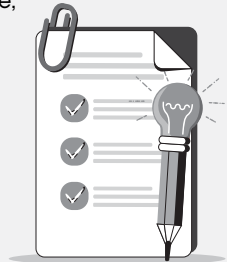
A vessel to connect the work  
of the head and the hand

### **KEY LESSONS**

Building Skills and Knowledge,  
and Inspiring Exploration,  
Discovery and Learning

### **EVALUATION PORTFOLIO**

Growth Model Learning  
Portfolio Mapped Directly  
to the Australian Curriculum  
Achievement Standards



Community Life plays an integral role in adding meaning to the civics and citizenship curriculum through seminars, community meetings, event organisation, grace and courtesies and interactions with peers.

Clubs and Teams provide opportunities for students to explore and experiment with creative and physical endeavours, as well as meet HPE points and build social skills.



The curriculum mapping documents explicitly show how each Australian Curriculum content descriptor, which is the content that must be covered, is covered by the projects over the course of two years.

So, for example, your adolescent may not cover cell biology at the exact same time as their mainstream peers, but by the end of the two-year program, they will have a deep and rich understanding of cell biology, and its applications to real-world projects.



# Example Timetable

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15am	Morning Advisory	Morning Advisory	Morning Advisory	Morning Advisory	Morning Advisory
8:30am	Key Lessons*	Community Projects	Micro-economy (Production & Exchange)	Key Lessons*	Key Lessons*
9:15am	Key Lessons*			Key Lessons*	Key Lessons*
10:00am	Morning Tea	Morning Tea	Morning Tea	Morning Tea	Morning Tea
10:15am	Key Lessons*	Key Lessons*	Community Meeting	Key Lessons*	Key Lessons*
11:00am	Key Lessons*	Key Lessons*	Community Activity/Community Lunch Preparation	Key Lessons*	Advisor Weekly Conferences
11:45am	Formal Lunch	Formal Lunch	Formal Lunch	Formal Lunch	
12:15pm	Advisory/Independent Work	Advisory/Independent Work	Advisory/Independent Work	Advisory/Independent Work	Formal Lunch
12:45pm	Play/Sport	Play/Sport	Play/Sport	Play/Sport	Play/Sport
1:30pm	Practical Work - Building on Key Lesson Knowledge	Practical Work - Building on Key Lesson Knowledge	Clubs and Teams	Practical Work - Building on Key Lesson Knowledge	Community Projects
3:00pm	Care of Environment	Care of Environment	Care of Environment	Care of Environment	Care of Environment
3:30pm - 4:30pm		Extended: Project Support Session	Extended: Clubs and Teams		

\* Key Lessons: English, Maths, Science, History, Geography, Civics, HPE, Tech, The Arts

## Couplets

### YEAR 7 AND YEAR 8

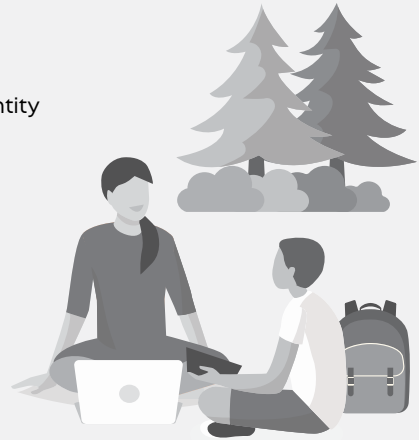
Provide a safe community for the development of their new adolescent identity

### YEAR 9 AND YEAR 10

Support to find a meaningful place within the community as a leader and build academic independence

### YEAR 11 AND YEAR 12

Prepare the older adolescent to transition into adult life by building pathways to employment or further education



## Academic Approach

### YEAR 7 AND YEAR 8

*Land & Community Program*  
Integrated approach to disciplines based on project based work

### YEAR 9 AND YEAR 10

*Local integrated studies* with topics and projects based on regional issues and to include each student's interests

### YEAR 11 AND YEAR 12

Personalised learning programs developed alongside the adolescent Global Outlook, experts from the field brought in, focus on *future pathways*



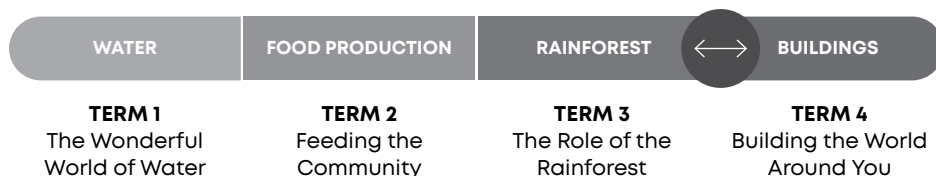
# Integrated Curriculum Topics

Each term, the curriculum is delivered through a 'theme' allowing learning to be in context allowing students to see the interconnections of their work.

## Year 7 and 8 Land and Community Program

In the Land and Community Program, the integrated curriculum is delivered through land-based projects designed around four themes (one per term):

- + Water
- + Food Production
- + Rainforest
- + Buildings



### EXAMPLE: The Wonderful World of Water

The Water theme in Term 1 is an excellent example of how a theme can be the vessel for the integration of all subject areas – both in the skills and knowledge acquired in the Key Lessons as well the practical application of that knowledge through Practical Work. This brings together all subjects with meaning and context.

- + **Maths** - volume, measurement geometry, rates of water loss in soil
- + **Science** - water cycle, ecosystems, water chemistry, classification of microorganisms
- + **History and Geography** - ancient river civilizations such as Egypt and the River Nile, China and the Yellow River
- + **English and Humanities** - Water myths and legends
- + **The Arts** - collaborative watercolour artwork
- + **Health, Physical Education and Business Studies** - swimming, surfing, water safety training, water skills and water-based jobs

## The Year 9 and 10 Local Integrated Studies Program

In the Local Integrated Studies Program, the integrated curriculum is delivered through projects designed around four themes (one per term):

- + COVID-19
- + War, Conflict and Peace
- + Personal Projects
- + Change and Uncertainty



## The Year 11 and 12 Future Pathways Program

The Future Pathways Program is designed to enable our Year 11 and 12 students to access Queensland Curriculum and Assessment Authority (QCAA) curriculum in a variety of both general and applied subjects in order to complete Queensland Certificate of Education (QCE) and Australian Tertiary Admissions Rank (ATAR) requirements.

In addition, our senior students have the opportunity to undertake TAFE vocational studies and traineeships, and to access the University of the Sunshine Coast's Headstart Program.

### ***On-campus subject offerings:***

- + Essential Mathematics
- + General Mathematics
- + Mathematics Methods
- + Biology
- + Business
- + Essential English
- + General English
- + Visual Art
- + Visual Arts in Practice
- + Sport and Recreation Studies

### ***Distance Education subject offerings (in partnership with Australian Christian College):***

- + Psychology
- + Chemistry
- + Other subjects by negotiation

### ***TAFE/Vocational Education:***

- + As per areas of interest/ local TAFE courses
- + Headstart program (University of the Sunshine Coast)

## Community (Active Citizenship)

### YEAR 7 AND YEAR 8

- + Community meetings
- + Community life and work
- + Work together to solve problems

### YEAR 9 AND YEAR 10

- + Community meetings
- + Community projects
- + Lead and mentor younger peers

### YEAR 11 AND YEAR 12

- + Student governance/council
- + Community contribution beyond MIC
- + Lead and mentor younger peers



## Micro-economy

### YEAR 7 AND YEAR 8

- + Micro-economy employees
- + Skill acquisition focus

### YEAR 9 AND YEAR 10

- + Micro-economy employers
- + Specialising in a role
- + Leadership and management focus

### YEAR 11 AND YEAR 12

- + Students can run a start-up or Montessori+ program as part-time employment
- + Small business ownership and entrepreneurship focus



**“Preparing young people for the complexities of the future requires challenge based, and highly personalised and socialised learning. The twenty-first century calls for global citizens, who are comfortable working with ideas and abstractions as well as individuals who build relationships, adapt, collaborate, and think creatively and innovatively. MIC is committed to providing ways of working that ensure students have the skills to shape their own futures and the futures of their communities”.**

Chiray Fitton, Principal

## Creative & physical experiences

### PHYSICAL

- + Individual and team sports
- + Compete in districts and nationals
- + Everyone involved (no try outs)

*eg. surfing, volleyball, soccer, swimming, cross-country, cricket, mountain biking, rock climbing, dance*



### CREATIVE

- + Take on new roles
- + Explore new aspects of their personality
- + Build creative skills

*eg. drawing and painting, drama, music, cooking, film & TV, pottery, digital design*



### ACADEMIC

- + Apply knowledge and skills in new ways
- + Extend beyond curriculum
- + Discover new passions

*eg. robotics, chess club, book club, orienteering, debating*



## Creative & physical experiences

### YEAR 7 AND YEAR 8

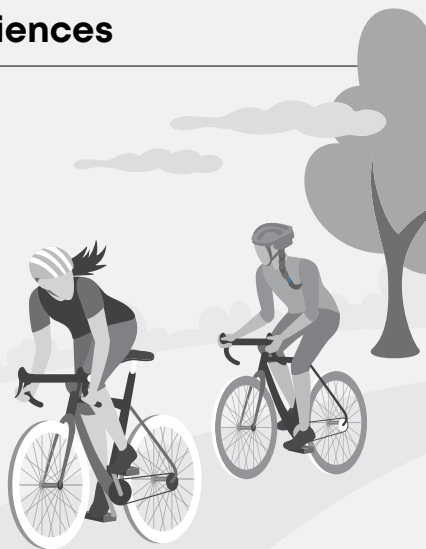
- + Explore range of clubs and teams
- + Acquire new skills
- + Participate in events

### YEAR 9 AND YEAR 10

- + Design and lead clubs and teams
- + Opportunities for self-expression
- + Organise internal events

### YEAR 11 AND YEAR 12

- + Design and delivery a Montessori+ program and earn an income
- + Creative and physical expression through exhibitions
- + Organise inter-school events



## Trips and camps

### YEAR 7 AND YEAR 8

- + Two-week Odyssey
- + First week just 7-8 couplet
- + Second week getting to know 9-10 couplet

### YEAR 9 AND YEAR 10

- + Two-week Odyssey
- + First week leadership camp
- + Second week leading 7-8 couplet

### YEAR 11 AND YEAR 12

National or international humanitarian or research experiences





# Feedback and Evaluation

Evaluation and feedback in our Adolescent Community is fundamentally different to the assessment processes often seen in secondary schools.

All feedback and evaluation is provided to the adolescent in order to promote a growth mindset and student agency over their learning.

Students constantly receive feedback throughout their work within projects as they work side-by-side with adults and peers. It is the nature of meaningful projects that adolescents soon discover whether something is successful or not so they can find ways to improve the work they have produced.

After the submission of a draft or assessment task, adolescents are provided formal written feedback via the Google classroom digital platform in order to build upon their current skills and identify areas to improve upon.

## Feedback

- + Ongoing Feedback through the nature of Projects Design
- + Written feedback via Google Classroom digital platform
- + Regular advisory conferencing with adolescents to reflect upon evaluations and determine learning goals

## Evaluation

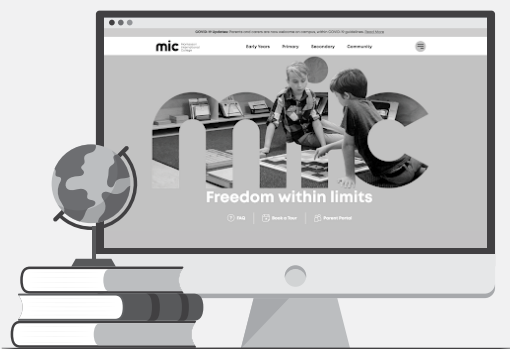
- + Each assessment item completed contributes to an average evaluation for the relevant subject areas and achievement standards
- + This evaluation is recorded via the Evaluation Portfolio

There is also regular advisor conferencing with the adolescents so they can reflect upon evaluations and set learning goals. These conferences allow adolescents to see how they are progressing so they can determine any areas that need more focus for the well-rounded development of skills and understanding.

## Evaluation Portfolio

In other settings, education, learning, assessment and evaluations are often fixed and permanent, and based on predetermined modes of assessment, allowing little acknowledgement of growth or development.

In contrast, the Evaluation Portfolio we use in the Adolescent Community at MIC is designed to share the curriculum achievement standard set in the Australian Curriculum with the adolescents to provide them with the agency to identify their strengths and seek innovative ways to demonstrate their knowledge and understanding of the curriculum content.



- + Over the course of two years
- + Collect evidence of their achievement across all Australian Curriculum standards
- + Evaluated on a 5 point scale
- + Recorded via their Evaluation Portfolio
- + Emphasis on growth and the ability to improve on previous samples of work through new learning and re-demonstration of knowledge and understanding

Over the course of two years, students and their advisor collect evidence of their achievement across all Australian Curriculum standards and record them in the digital portfolio. The portfolio is a living document with an emphasis on growth, as students have the ability to improve on previous samples of work through new learning and demonstration of new knowledge and understanding.

Students have the opportunity to present their knowledge and understanding in an almost limitless number of ways, including through written pieces, oral presentations, and creative endeavours. These are just some examples of the types of evaluation formats students may elect to use:

### **Multi-modal/Creative**

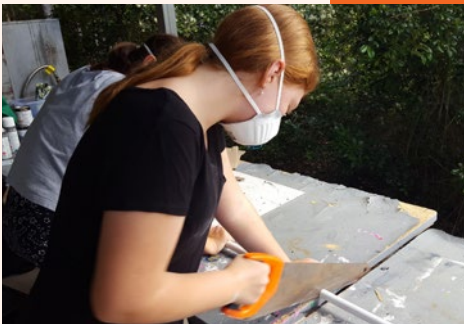
- + Presentation of Knowledge
- + Musical Performances
- + Films & Short Videos
- + Models & Diagrams
- + Animations, Comics, Storyboards
- + Discovery Boxes
- + Art Exhibitions
- + Game Design & Creation
- + Advertisements & brochures

### **Written**

- + Essays
- + Experimental Scientific Reports
- + Book Analysis
- + Historical Studies
- + Examinations
- + Script Writing
- + Source Analysis
- + Short Stories
- + Blogs, Magazines and Editorials

### **Oral/Physical**

- + Persuasive Speeches
- + Debates
- + Sports Evaluations
- + Poetry Cafes
- + Dramatic Performances
- + Director's Commentary
- + Role-plays
- + Seminars
- + Construction projects



**Learning is not stagnant – it is ever evolving and growing and our assessment and evaluation process at MIC reflects that.**

**School days are**

Monday to Friday: 8.15am - 3.15pm

**The college office is open**

Monday to Friday: 8.00am – 4.00pm

**For general school information contact Administration**

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**Please visit our website for more information**

[www.mic.qld.edu.au](http://www.mic.qld.edu.au)

**Find us at Montessori International College**

