



Hills Montessori

Our Philosophy

A lifelong love of learning is instilled in children through an environment that caters to each child's unique strengths, interests, abilities and potential. To facilitate this we follow and abide by the principles of Dr Maria Montessori's method to create authentic Montessori programs for children ranging from infants to 6 years old in our community. We also follow the National Approved Learning Frameworks – Belonging, Being and Becoming: The Early Years Learning Framework for Australia (ELYF) V2.0 2022 and My Time, Our Place: Framework for School Aged Care in Australia V2.0 2022. Both learning frameworks outline principles, practices and learning outcomes that guide us in our curriculum decision-making, and assist us in planning, delivering and evaluating quality programs in early childhood and school age settings.

Our child centred approach enables children to develop cognitively, socially, emotionally, physically and creatively to become successful, competent and capable individuals. Peaceful and aesthetically pleasing prepared environments are established using our philosophy expertise and genuine Montessori materials. This enables children to develop their critical thinking skills, problem solving abilities, build self-esteem and grow pro-social and emotional intelligence that will prepare them for future learning and life success. The rights of each child are recognised and we actively deliver inclusive programs for all.

As teachers and educators, we observe and interpret children's experiences and use assessment practices to plan for and present Montessori lessons based upon individual learning styles, strengths and dispositions. Our experienced, dedicated and loyal teachers and educators hold Montessori and Early Childhood qualifications and continually update their professional knowledge, proficiency and skills.

We embrace the sociocultural values of our families and affirm the rich diversity of our community. We respect and acknowledge all religious beliefs, cultures, diversity and family structures in all their forms. Strong partnerships with families are made through open communication and information sharing which further enhances children's learning and achievement. Families endorse our efforts to actively transition children smoothly as they progress between age-appropriate programs.

We understand our responsibilities and statutory duty of care to comply with both the child safe standards and the reportable conduct scheme to build our capacity as an organisation to prevent and respond to allegations of child abuse.

We acknowledge the Dharug people as the traditional custodians of our local area and show respect for the Aboriginal and Torres Strait Island communities by embedding their cultural heritage and customs into our program and professional practice to teach children Indigenous perspectives and our shared history.

Our natural outdoor learning environments afford children the capacity to grow their understanding of sustainability with our many interconnected living systems by engaging in the care for the environment through practical life work and scientific exploration. The welcoming open spaces encourage physical activities that promote psychological wellbeing and a healthy lifestyle. The outdoor environment is an extension of the indoor classroom.

The School understands high quality early childhood education and promotes superior educational outcomes for children. Our national "Meeting" rating is underpinned by embracing best practice and adhering to the high standards set by three official governing bodies, which makes us unique leaders in our field.