



Planete Montessori
INTERNATIONAL SCHOOL

DATE	REVIEWED BY/ROLE	NEXT REVIEW DATE
Last updated: January 2024	SLT/MLT Team	July 2024

CURRICULUM POLICY

Overview

This policy document was the result of a collective effort by the IB coordinators, teachers and administrators of Planete Montessori International School. In developing this comprehensive curriculum policy, the team referred to numerous IBO documents including the IB Standards and Practices, PYP framework and Montessori curriculum with IB MYP framework.

Who we are

Planete Montessori International School is the only Montessori school in Marrakesh that offers the programme of Dr. Maria Montessori from 1-12 years old and is a duly accredited IBO International school. It has also opened the College in 2022 and is presently working on opening the High School. Planete Montessori International School respects the Montessori pedagogy as well as the guidelines of the Moroccan Ministry of National Education.

Our mission and vision

We offer an international education with solid knowledge in liberal arts, science and technology. Additionally, we offer trilingual education with English as the teaching language starting from the first plane or 3-6 environment. Our mission is to foster excellence through the development of critical thinking and creativity, build resilience and character, promote responsible and comprehensive citizenship, encourage lifelong learning and train people to become international-minded. We commit to providing a stimulating and high-quality international education, which we consider important for our learners.

Our vision is that every child who walks through our doors comes out as a global citizen, confident, independent and socially responsible.

Policy Aims

This policy articulates the goals of the curriculum, emphasising its alignment with the standards and policies mandated by the International Baccalaureate Organization and Montessori education. It also explains the roles and responsibilities of various stakeholders, in developing the curriculum, in implementing effective teaching practices and in choosing appropriate assessment methods. Furthermore, it references related policy documents and explains the regular review and updates to ensure adherence to the numerous policies and documents of IBO.

Programme

As an IB World School, Planete Montessori follows the rigorous IB programme to develop internationally-minded, lifelong learners who thrive and make a difference in their communities. We also adhere to the Montessori philosophy of offering a child-centred approach aimed at providing a holistic education that guides pupils to become well-rounded individuals.

Our programme is unique since it reflects both Montessori and IB curriculums, which are internationally recognised. Pupils who go through our system develop into inquiring, knowledgeable, and caring people. They take charge of their learning, contribute to society and can adapt well to challenges in a rapidly changing world.

Our programmes are:

Toddler programme - This is part of the first plane of development, or the absorbent mind, in which children can explore with all of their senses to meet their physical, social, emotional and cognitive needs. As they explore, toddlers learn independence and follow their interests in a safe and loving atmosphere. Our specially prepared environment is open to learners from ages 1-3 years old.

Casa programme - This programme is for children between the ages of 3-6 and completes the first plane of development. The vast array of didactic materials lend themselves to independent learning. Children work in a very orderly environment where they can safely discover and explore their environment. This lays the foundation for more advanced work later on while also building the foundations for socio-emotional, moral, physical, linguistic and cognitive development.

Elementary programme - This is the second plane of development whereby elementary-aged children can typically be characterised by their curious minds, their ability to abstract and imagine, their moral and social orientation and their energy for research and exploration. They continue to build on the foundations laid in the first plane of development but now move towards abstraction and exploration outside of the school confines. Learners from the ages of 6-12 are welcome to our Agdal campus, where the classes are split into lower elementary and upper elementary groups.

Middle School programme - an educational framework designed by the International Baccalaureate (IB) for pupils aged 11 to 16. This programme fosters holistic development, focusing on academic excellence, personal growth and intercultural understanding. Through inquiry-based learning, pupils engage in a dynamic curriculum that encourages critical thinking, creativity and collaboration. The MYP at Planete Montessori International School at Agdal campus provides a nurturing environment where pupils explore their passions, develop essential skills and become responsible global citizens prepared for success in further education and beyond.

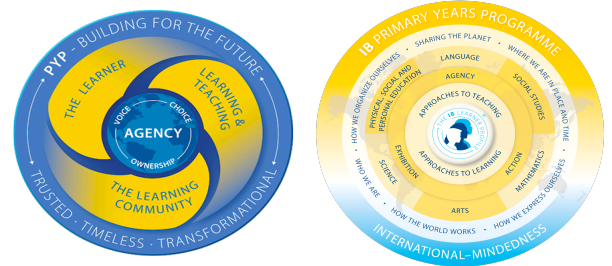
The Curriculum

This policy serves as a dynamic document, embodying the school's ethos, to ensure uniformity and excellence across its different programmes and campuses. Our curriculum promotes pupil engagement that reflects diverse experiences and perspectives, develops critical thinking and promotes international-mindedness and pupil agency to tackle local and global issues.

The Primary Years Programme (PYP) curriculum framework has three pillars: the learner, learning and teaching and the learning community. This functions as the key organiser for the curriculum, providing a comprehensive guide to achieving authentic, inquiry-based learning for PYP pupils. The goal is to make learning engaging, meaningful, challenging and relevant. Through this approach, pupils develop knowledge, conceptual understandings and skills, and embody the attributes of the IB Learner Profile. Pupils actively engage in collaborative learning and teachers guide learning using the Montessori method that drives inquiry-based learning.

The PYP curriculum framework creates authentic learning opportunities through a trans-disciplinary approach. PMIS designs its programme of inquiry to reflect the unique attributes of its diverse community. The programme is structured around six trans-disciplinary themes.

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organise ourselves
- Sharing the planet



The trans-disciplinary themes offer children opportunities to engage in authentic learning experiences where they explore real-world problems that are not confined within the traditional subject boundaries. This provides them the chance to reflect on their significant roles in shaping their community and the wider world.

The PYP curriculum framework is a concept-driven curriculum whereby pupils develop their understanding of concepts based on their experiences and prior learning. Key concepts help them develop their conceptual understanding. Concept-based learning offers limitless opportunities for pupils to deepen their breadth of knowledge or understanding and thus is accessible to every learner. These concepts are powerful, broad, abstract and timeless organising ideas that help pupils drive their inquiry into significant local and global issues.

These key concepts are: form, function, causation, change, connection, perspective and responsibility

Key concepts drive and shape learning experiences, fostering critical thinking about significant ideas within each unit of inquiry. Pupils actively explore and investigate these concepts through posing broad, open-ended questions, ensuring purposeful and concept-driven inquiry. The questions linked to key concepts lead pupils to dive further into their studies while encouraging the development of specific skills through different approaches to learning.

The Approaches to Learning (ATL) skills are categorised into five major groups: thinking skills, communication skills, research skills, social skills and self-management skills. These skills transcend subject boundaries and enable all pupils to become stronger self-regulated learners. At PMIS, we promote these skills by teaching pupils to use the tools of learning: work log, journal and weekly pupil-teacher conferences. The ATL skills, while explicitly taught, are also integrated implicitly into their explorations.

PMIS pupils, through the curriculum framework we follow, develop learner attributes that promote international-mindedness and foster pupil agency so that they become responsible, active agents in their communities. These attributes are:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

Planete Montessori International School is a pioneer in Marrakesh in offering its patrons a unique educational approach, one steeped in constructivism and social learning theory while looking at the best in educational research and practices.

The Montessori method and the International Baccalaureate complement each other in several ways:

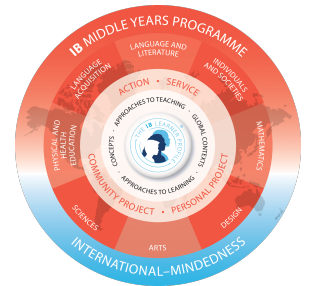
- Both emphasise a pupil-centred approach to learning to foster independent thinking, autonomy, creative thinking and holistic development.
- Both encourage the inquiry approach to learn more about the world and explore and investigate ideas. Thus, engaging in hands-on learning activities promotes critical thinking, problem-solving and a deeper understanding of concepts.
- Both value the holistic development of the child and recognise the intrinsic value of an integrated curriculum to the development of a well-rounded individual.
- Both respect cultural diversity, inclusivity and international-mindedness by promoting local and global perspective-taking and cultural understanding.
- Both encourage pupil agency by fostering self-directed learning, research skills and metacognitive strategies. Montessori classrooms also provide children with freedom within boundaries as well as choices.
- Both encourage collaboration and interaction among pupils and allow children to learn from each other.
- Both seek to connect children with their local and global communities by applying their knowledge to real situations. Montessori classrooms also incorporate practical applications through nature walks, going-out activities and interviews with resource speakers.

Middle Years Programme (MYP)

MYP is designed for pupils aged 11 to 16. It provides a framework of learning that encourages pupils to become creative, critical and reflective thinkers. The MYP emphasises intellectual challenge, encouraging pupils to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement—essential qualities for young people who are becoming global leaders. The MYP is flexible enough to accommodate most national or local curriculum requirements. It builds upon the knowledge, skills and attitudes developed in the IB Primary Years Programme (PYP) and prepares pupils to meet the academic challenges of the IB Diploma Programme (DP) and the IB Career-related Programme (CP).

The Middle Years Programme:

- addresses holistically pupils' intellectual, social, emotional and physical well-being
- provides pupils with opportunities to develop the knowledge, attitudes and skills they need to manage complexity and take responsible action for the future
- ensures breadth and depth of understanding through study in eight subject groups
- requires the study of at least two languages (language of instruction and additional language of choice) to support pupils in understanding their own cultures and those of others
- empowers pupils to participate in service within the community
- helps to prepare pupils for further education, the workplace and a lifetime of learning.

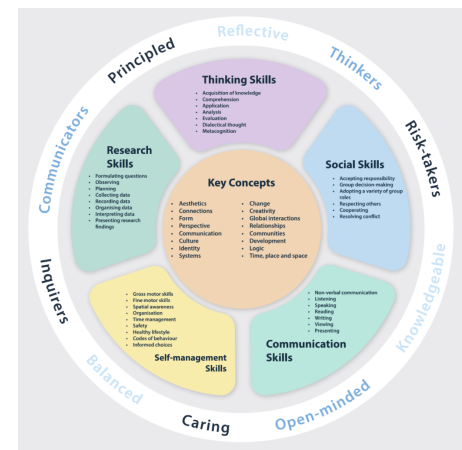


MYP Curriculum

The MYP consists of eight subject groups: language acquisition, language and literature, individuals and societies, sciences, mathematics, arts, physical and health education and design. Pupil study is supported by a minimum of 50 hours of instruction per subject group in each academic year. In years 4 and 5, pupils have the option to take courses from six of the eight subject groups, which provides greater flexibility.

The MYP: a unique approach, relevant to a global society

The MYP aims to help pupils develop their understanding, their emerging sense of self, and responsibility in their community. MYP teachers organise the curriculum with appropriate attention to:



Teaching and learning in context

Pupils learn best when their learning experiences have context and are connected to their lives and the world that they have experienced. Using global contexts, MYP pupils explore human identity, global challenges and what it means to be internationally minded.

Conceptual understanding

Concepts are big ideas that have relevance within specific disciplines and across subject areas. MYP pupils use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically.

Approaches to learning (ATL)

A unifying thread throughout all MYP subject groups, approaches to learning provide the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts. Developing and applying these skills helps pupils learn how to learn.

Service as action (community service)

Action (learning by doing and experiencing) and service have always been shared values of the IB community. Pupils take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of the community who demonstrate a commitment to service—making a positive difference to the lives of others and to the environment. Service as action is an integral part of the programme, especially in the MYP community project.

Language and identity

MYP pupils are required to learn at least two languages. Learning to communicate in a variety of ways is fundamental to their development of intercultural understanding and crucial to their identity affirmation.

Roles and Responsibilities

To ensure the successful implementation of an IB curriculum, all stakeholders must have a clear understanding of their roles in the development, delivery, review and enhancement of the programme. Furthermore, it is equally important that a curriculum body convenes to assess the alignment of the Montessori curriculum with the IB framework, and for stakeholders to understand that delivering quality education means accessibility and equity for all learners. This involves ensuring that educational materials, presentations, teaching approaches and assessment tools are accessible to every pupil.

PMIS shall periodically convene to review, align and improve upon the vertical and horizontal articulation of its most recent curriculum. The members of the governing body shall involve the pedagogical director, coordinators and teaching faculty. Moreover, the pedagogical director and coordinators shall ensure that the policy is implemented and that training and workshops are arranged to empower teachers in their delivery of the programme.

Inclusion

Montessori education is widely known for its philosophy of providing a prepared environment suitable for all learners, its inclusivity and diversity. At PMIS, we provide a safe and nurturing environment while promoting respect for self, others, and the environment. We foster an environment where intercultural understanding is commonplace and even highly valued. Our multi-aged classroom is a microcosm of society where children build a community with others, share ideas, and collaborate while remaining respectful, inquisitive and joyful learners. Our democratic approach helps children understand that their ideas are valued and they are co-constructors of their learning environment to motivate lifelong learners; it is the perfect balance of freedom and responsibility. We encourage inquiry, curiosity and autonomy to develop pupil agents who have an awareness of local and global issues and work towards sustainable solutions. Similarly, we respect neurodiversity and follow developmental characteristics to plan individual lessons unique to the needs of each child. We offer differentiated activities and lessons based on teacher observations to meet the various needs of our pupils. Furthermore, we provide additional services to support pupils' academic progress and English proficiency. Further information can be found in our Inclusion and SEN policy. We foster an inclusive environment where barriers are removed to ensure that all learners have access to the curriculum and equity is established following these:

- They foster a positive school culture to encourage pupil participation and engagement.
- They regularly convene with parents or caregivers to engage in collaborative planning sessions to learn more about the pupils.
- They recognise each learner's profile to support instructional planning.
- The guides engage in child studies to observe and analyse the developmental needs and characteristics of each individual child. They leverage this information to tailor lesson plans that align with the specific needs of each child.
- They differentiate lessons and assessments to meet the needs of each child.
- They organise regular community meetings to ensure that pupils' voices are heard and perspectives are acknowledged.
- They plan and meet with other colleagues to gain a holistic profile of each pupil's growth and development.

Differentiation is inherent in Montessori environments. The vast array of Montessori materials means the pupils can choose what to work on. Aside from that, the guides also steer pupil interests in activities and projects so that they reach fruition. Children have the opportunity to independently organise and pursue activities that align with their interests and curiosities with adult guidance. The uninterrupted work cycle enables pupils to engage in activities for an extended duration, fostering a state of deep concentration and flow.

At Planete Montessori International School within the IB Primary Years Programme (PYP), we integrate Montessori principles of differentiation alongside the IB framework to ensure personalised learning experiences for each pupil.

Flexible Learning Environment: Similar to the Montessori approach, our classrooms are designed to provide a variety of materials and resources that cater to different learning styles and abilities. Pupils have the freedom to choose activities that align with their interests and developmental needs.

Individualised Guidance: Our educators act as guides, observing and understanding each pupil's unique strengths, challenges and interests. They provide tailored support and encouragement to help pupils progress at their own pace and in their own direction.

Inquiry-Based Learning: The IB PYP emphasises inquiry-based learning, where pupils explore real-world concepts and issues through inquiry and investigation. Teachers facilitate this process by posing open-ended questions, guiding discussions and providing opportunities for hands-on exploration.

Pupil-Centred Approaches: Differentiation at Planete Montessori International School involves empowering pupils to take ownership of their learning journey. They are encouraged to set goals, reflect on their progress and make choices about how they demonstrate their understanding.

Assessment for Learning: Assessment practices at our school focus on formative assessment, which involves ongoing feedback and reflection to support pupil growth. Teachers use a variety of assessment tools and strategies to understand individual pupil needs and adapt instruction accordingly.

By combining Montessori differentiation strategies with the IB PYP framework, Planete Montessori International School creates a dynamic and inclusive learning environment where every pupil can thrive academically, socially and emotionally.

At Planete Montessori International School, differentiation within the IB Middle Years Programme (MYP) is thoughtfully integrated to cater to the diverse needs and interests of pupils. While Montessori environments inherently promote differentiation through pupil choice and self-directed learning, our approach within the IB MYP further enhances this aspect.

Flexible Curriculum: Within the MYP framework, our curriculum is designed to be flexible, allowing pupils to explore topics of interest within each subject area. Teachers provide a range of resources and learning opportunities, allowing pupils to choose projects or activities that align with their passions and strengths.

Individualised Support: Our educators act as guides, providing personalised support to pupils based on their learning styles, abilities and interests. They offer assistance and scaffolding as needed, ensuring that each pupil is challenged appropriately and supported in their academic journey.

Varied Assessment Methods: Assessment within the IB MYP at Planete Montessori International School is diverse and multifaceted. We employ a range of assessment methods, including projects, presentations, essays and practical demonstrations, allowing pupils to demonstrate their understanding in ways that suit their individual strengths and preferences.

Inquiry-Based Learning: The MYP encourages inquiry-based learning, where pupils are encouraged to ask questions, explore topics deeply and make connections across disciplines. This approach allows for differentiation as pupils can pursue inquiries that resonate with them, leading to deeper engagement and understanding.

Collaborative Learning: Collaborative projects and group activities are also integral to our differentiation strategy. By working together, pupils can leverage each other's strengths and support one another's learning, fostering a sense of community and shared achievement.

Overall, differentiation at Planete Montessori International School within the IB MYP involves creating a learning environment where pupils feel empowered to explore their interests, supported in their individual learning journeys, and challenged to reach their full potential. Through a combination of pupil choice, personalised support, varied assessment methods, inquiry-based learning and collaboration, we strive to meet the diverse needs of all learners within our community.

Assessment

Refer to Assessment Policy

Related Policies

1. Inclusion and SEN Policy
2. Admission Policy
3. Assessment Policy
4. Academic Integrity Policy
5. Language and ESL Policy