



This report is prepared following one accreditation visit made on behalf of the Montessori Evaluation and Accreditation Board. The report does not provide any assessment of financial aspects of the school.

## **Jakarta Montessori School**

Jalan Durian No.10, Jagakarsa, Jakarta Selatan 12620 Indonesia

Dates of the accreditation visit: 19, 20 and 21 March 2012

This accreditation report relates to the provision for children aged 2 to 12 years old.

### **Description of the school:**

Jakarta Montessori School is located in a purpose-built building in a growing residential suburb of Jakarta. Each of the five classrooms provides children with a full range of learning materials with opportunities to access an outdoor learning environment. Further facilities include: a well stocked library, gym, basketball court, football pitch and well equipped playground. Food which is prepared in the school kitchen is served to both the children and staff.

The school offers a morning session for the youngest age group (18 months to 3 years), whilst the rest of the children attend on a full-time basis. The academic year is broken up into two semesters.

Jakarta Montessori is able to accommodate 140 children at any one time with development plans to expand this capacity to 300 by 2015. There are currently 110 children on roll between the ages of 18 months and 13 years. Facilities are in place to support children with SEN and children with English as an additional language. Indonesian is offered to all children from the age of 3 years.

Under the leadership of the principal the school is supported by 11 teachers who hold a Montessori qualification, 5 specialist teachers and 24 auxiliary and administration staff.

Set up as 'not for profit' organisation this establishment is led by the Principal who reports to a board of trustees. The school also benefits from the Montessori training programme offered in partnership with the Montessori Centre International.

### **Summary and conclusion**

Jakarta Montessori School provides care and education in line with Montessori philosophy and practices. The carefully prepared and maintained classrooms, caring, qualified adults and the commitment of the principal to the school's community ensure its achievements. Respect for the child, their families and each other is embedded in the ethos of this school. Daily routines are in place and are understood and followed by all. The outdoor areas are well kept and provide opportunities for children to develop gross motor skills. Extracurricular activities such as yoga, music and gym are offered to all. Adults trust children to access learning independently and spontaneously within their own classrooms. This effective practice promotes independence, co-operation, respect and high self-esteem.



**The school provides an education in accordance with the principles of the Montessori approach and environment and merits accreditation by the Montessori Evaluation and Accreditation Board. Consideration should be given to the following points for further development:**

- implement a robust measure of observation, assessment and recording that is accessible and mirrored across the whole school, clearly highlighting the growing child's development in all areas of learning;
- implement access to the outdoor areas during the work-cycle for all classrooms to encourage the promotion of a free-flow aspect to the holistic curriculum; and
- implement written policies and procedures to ensure that all stakeholders have a common understanding of the implementation of the ethos of the school.

### **Philosophy:**

Jakarta Montessori School, in line with Montessori practices and philosophy, aspires to offer care and education to all children irrespective of their needs. Its mission is to inspire and encourage children to become life-long learners. To this end children access well prepared classrooms, are supported by caring and qualified adults, and are trusted to access learning independently and spontaneously. Trust and respect for all is embedded in daily classroom practices. Children and adults work and play in co-operation and harmony.

The extended work-cycle, in all departments, promotes independence, high self-esteem and confidence, as children are trusted to work for long periods of time with their chosen task and to share experiences with peers and adults. Self-discipline is promoted through caring adults who are positive role models, well prepared classrooms, partnership with parents and the ethos of the establishment. The adults understand their roles in relation to Montessori practices and embrace this approach. They aim to provide opportunities for each child to fulfill their unique potential. For this aim to become embedded into practice consideration should be given to developing the assessment and recording of children's learning.

### **Learning and Development:**

The learning environment and curriculum, in the pre-primary and primary departments, is organized and delivered in accordance with Montessori principles. The Montessori-qualified team embrace its educational philosophy and aim to provide the children with the appropriate environment in which to flourish. The indoor classrooms, pre-primary and primary, are meticulously prepared and organized into curriculum areas. Trust is placed in the child to access learning independently, to work alone, in pairs and small groups throughout the extended work-cycle. There is a good balance between adult- and child-led activities. This ensures progression in all areas of learning. The toddler community would benefit from observations focusing on sensitive periods and ages and stages of development, and their evaluations need to be taken into consideration and used to plan the learning environments.

The large garden and smaller outdoor areas, at the back of the classrooms, are enjoyed by all. In order to maximise the learning potential of the outdoor classroom it is recommended that



these are included in the overall curriculum planning. This will promote a continuous provision between the inside and outside enabling the children to extend and make connections through a wider choice of opportunities.

Assessments and recording of children's progress is in place. However, for this to accurately reflect children's progress it is recommended that consideration be given to the manner in which recording of children's progress, in all departments, are conducted. All records should be dated and updated regularly. Observations should be implemented and information gathered must inform progression of learning. Extracurricular activities such as gym, music and drama, should be differentiated in accordance with ages and stages of development and delivered in smaller groups for the toddler and pre-primary children. This would ensure that the aims of the activities are fully met.

### **Prepared Environment: resources and materials:**

Across the school the prepared environment reflects the principles of Montessori practices. Resources, in the pre-primary and primary classrooms, are appropriate for the ages and stages of development of the children. To ensure consistency of practice across the whole school it is recommended that careful consideration be given to the activities on offer for the children under three. Reflective practice, stages of development and Montessori philosophy must inform practice. This would ensure that children make progress in relation to their starting points throughout their time in this classroom.

In the pre-primary and primary departments the appealing materials are complete, appropriate for the number of children and accessible at all times. They relish the freedom of choice and the independence that this good practice promotes. Children work/play in harmony and help each other when help is needed. This excellent aspect of the school is testimony of the benefits of vertical grouping. Adults trust the children to work alone, in pairs, small groups and for extended periods of time with their chosen activity. This practice can be further expanded to the primary children by including opportunities of free choice of art and experimental research, thereby promoting connections between their ideas, the materials, and the use of various skills. There is a good balance between adult- and child-led activities (this is particularly noticeable in the pre-primary and primary departments).

### **Montessori practice: independence**

Independence in all classrooms is at the heart of this provision. It is fostered through an extended work cycle, a well prepared indoor environment, a balance between adult- and child-led activities and trust placed in all children to access the Montessori resources and the snack area independently. Freedom to work, rest and play is respected by the adults who understand and deliver Montessori practice. Different styles of learning are also accommodated. Children work on the floor, tables and in different areas of the classroom. The principal and her staff now need to give careful consideration to how freedom of movement can be facilitated for the toddler and pre-primary provisions between the indoor and outdoor environments. In the primary departments (6 to 11 year olds) the children have freedom of movement throughout the school.



Independence at home is promoted via informative newsletters, seminars and availability of resources in the parent's room: Montessori magazines and books. For continuity of provision and predictability of routines, work with the wider community, nannies and working families should be facilitated.

All those involved with this school show respect for each other.

### **Montessori practice: classroom management:**

Jakarta Montessori is managed by the principal and her professional team. Montessori practices are taken into consideration when planning all aspects of provision. To enhance further this good practice opportunities for wider explorations and discovery should be facilitated, in order for connections to be made across all areas of learning in the outdoor classroom. Planning for the classrooms, pre-primary and primary, take account of children's individual needs, vertical grouping, independence and styles of learning. There is a good balance between adult- and child-led activities.

In the toddler room, learning is facilitated through access to a range of resources that are frequently changed. Consideration should be given to the materials available on the low shelves and to the organisation of the classroom, and also to the position of the current nappy changing area.

In the pre-primary classrooms children access learning spontaneously through the use of Montessori materials.

In the primary classrooms children plan their own learning daily, with adult supervision, in all areas of the curriculum. This effective practice enables them to take responsibility for their learning and understanding the consequences of their actions and choices. To enhance this further the adults should now ensure that their observations and planning links to the guidance they provide by making clearer connections for the child between their choices, the materials they can use and the subsequent learning outcomes.

Classroom routines are in place. Procedures are displayed in all classrooms and adults act as positive role models. Some of the routines have a rigid element to them as children are taken in large groups to the library, gym and music sessions. Ages and stages of development should be taken into consideration when planning and delivering these activities.

Code of conduct, respect for the environment and classroom behaviour are clearly understood and followed by all indoors. For consistency of approach the team should work together to ensure that the same principles are followed through to the large garden outside.

### **Montessori Practice: links with parents**

The principal endeavours to share practice with parents via informative newsletters, seminars, information made available in the parents room and by providing a comprehensive report of progress for each child twice a year. Communication books are available in the pre-primary department and used as and when needed. This good practice particularly serves children with



additional needs as parents are regularly kept informed on how their child's needs are being met. Parent's views and concerns are taken into consideration and acted upon.

The principal and her staff understand the importance of acknowledging parents as the child's first and most enduring educators and welcome parents as active participants in their child's learning journey. Once rooted in practice this approach should provide stronger links between home and school that will work towards fulfilling each child's unique potential.

Parents welcome the comprehensive bi-annual reports as they reflect their child's successes and highlight progress across all areas of the curriculum. A copy of the report is sent to the child's next school with a letter from the principal. It is recommended that this good practice be followed when children move from one department to another within this establishment; from the toddler community to the upper primary. This would allow all those involved with the children to form a comprehensive picture of their unique development, across all the areas of learning. It is also recommended that the record of progress, observations and assessment follow the child through each transition period, toddler to pre-primary, pre-primary to lower primary and lower to upper primary. This practice would provide all teachers with the necessary knowledge to form a comprehensive picture of the child's development and therefore ensure that the next steps of learning are planned accordingly.

### **Staffing:**

There is a clear organisational structure in place that is understood and followed by all. There are good levels of communication amongst the team and those interviewed feel that their views are listened to and acted upon. The principal welcomes new members of staff and verbally introduces them to the daily routines of the school. Written policies and procedures should be in place to ensure that all stakeholders share a common understanding of the principal's expectations.

Contracts of employment and job descriptions are in place and these are differentiated according to their roles. There is evidence of teamwork within the classrooms. The principal, through regular staff meetings, training and verbal consultations supports this. The school would benefit from observing and sharing good practices across all departments. This would ensure consistency of approach in all classrooms and raise awareness of the importance of individual children's needs during time of transition and provide evidence for continued professional development.

Under the leadership of the principal the school is supported by eleven teachers who hold the Montessori qualification, five specialist teachers and twenty-four auxiliary and administration staff. All teaching staff hold a bachelors or masters degree in line with the country's requirements.

The principal is committed to the delivery of quality Montessori practice and this is mirrored in the enthusiasm and dedication of the team.

Names of Assessors: Rosie Roberts and Dawn Nasser

Date of report: 31<sup>st</sup> March 2012