



Montessori Journey to Excellence *Te ara ki huhuatanga*
Pilot Programme Research Report
Executive Summary
October, 2014

Ana Pickering

The Montessori Journey to Excellence Pilot Programme was a joint project between Montessori Aotearoa New Zealand and the Centre of Educational Development, Massey University and ran from March 2013 to July 2014. The pilot programme was supported online by Educa. This report details findings from this pilot and makes recommendations for the future of the Montessori Journey to Excellence for the Montessori professional community in Aotearoa New Zealand.



ISBN 978-0-473-30676-2

© Montessori Aotearoa New Zealand, 2014

Opinions expressed in this report are those of the author and do not necessarily coincide with those of Montessori Aotearoa New Zealand.

Foreword

It is with great pride and awe that I write the foreword for the Montessori Journey to Excellence *Te ara ki huhuatanga* Pilot Programme Research Report. Back in 2010 when MANZ adopted the strategic aim of “empowering MANZ member schools and centres to deliver excellent Montessori programmes” we had only a vague idea of where our destination was, and little idea of the route we would take nor the mode of transport needed to get there.

Four years later, we have identified our transport mode as one of self review and teaching as inquiry. When we look out the windows, we can see both how far we have come and also how far we have yet to go. As with any journey, it is important to constantly take stock of where we want to go, where we currently are and what we need to do to undertake the next stage of the journey.

The Montessori Journey to Excellence is itself on a journey of continuous improvement. This pilot programme research report outlines that journey so far and resets the compass for next stage. We want to keep the wind in our sails as we steer our waka onwards.

The idea of quality assurance around the delivery of Montessori programmes is one that has challenged not only Montessori in New Zealand but also further afield. As we examined the context of Montessori within Aotearoa New Zealand, we moved further away from the idea of the external assessor, expert and judge and came up with a model that empowers practitioners to reflect on Montessori quality indicators and how effective their practice is on improving outcomes for all ākonga (learners). In addition, the sharing of findings from these reviews and inquiries will allow us to build a strong evidence-base for Montessori situated both of this place and in this time. It is this approach, I believe, which highlights the potential of Montessori education to position itself not as a method of education ‘stuck in the past’ but as a future facing, innovative philosophy of education.

While we acknowledge our journey is not yet done, as we stop at this checkpoint, it is important to acknowledge the many paddlers in our waka. Firstly none of this would have been possible without the support of the MANZ community who contributed to the development of the Montessori Journey to Excellence draft criteria and also voted overwhelmingly to financially support the Montessori Journey to Excellence Pilot Programme. To the members of the working group who started out on one journey and ended up somewhere else, I thank you for the time, energy and vision you showed. Thanks to all the people who played a part on the working group during 2010-14; Cathy Wilson, Jan Gaffney, Claire Nesdale, Theresa Kiff, Tesneem Couper, Tessa McTaylor and Michela Homer.

Along the way, I admired and envied the pilot project participants and their professional learning teams who took the draft criteria from a two-dimensional map to a three-dimensional journey. The postcards you sent us along the way as you reported back to your local communities through the hui and the national community through the conference ‘bus-stops’ are not only showcasing your own journeys but are themselves revealing and inspiring others’ journeys. We were fortunate to have the Centre for Educational Development,

Massey University as navigators. Under the facilitation of Nicky Dowling and Karen McKay, we identified landmarks we might otherwise have missed.

Our thanks go to Educa for their online support which enabled regular contact between pilot participants as well as providing a forum for on-going support and guidance.

At the helm, we have been ably skippered by MANZ's Executive Officer, Ana Pickering. Her vision and oversight has led us to where we are today. In conjunction with the work for her Master's thesis, we now have this comprehensive report to guide us on the next stage of our journey.

I have been privileged to be part of the journey thus far and I look forward to seeing where the next stage of the journey takes us. I feel proud of the direction that Montessori in New Zealand has taken and believe that MANZ has the potential to lead the world on discovering the Journey to Excellence.

Gillian Somers
Montessori Journey to Excellence Working Group Chairperson
MANZ President
October 2014

E kore te tangata e pakari i runga i te wai marino
A person who remains in calm waters will never get strong

Executive Summary

Background

The Montessori Journey to Excellence *Te ara ki huhutanga* was developed by Montessori Aotearoa New Zealand (MANZ). Early work in the late 1990's had focused on the development of an accreditation system for Montessori early childhood centres and primary schools. However, influenced by the introduction of teaching as inquiry (TAI) and self review during the 2000s' in the New Zealand education system and the requirement for teachers to show evidence of professional learning using the Registered Teacher Criteria, MANZ has moved from an accreditation model to developing a co-constructed approach to building a collaborative inquiry community. In 2011 the aim was to develop a framework to "assist Montessori centres and schools in New Zealand to set goals and gain support for the continuing journey to excellence" (Montessori Journey to Excellence Working Group Minutes November, 2010). Initial work focussed on the development of essential elements and quality indicators for Montessori education with the intention that these could be used by an external mentor to support a centre or school to make changes. While the Montessori professional community was invited to be part of this process, engagement was limited. However feedback to the Montessori Journey to Excellence Working Group led to the realisation that it was essential for the Montessori Journey to Excellence to be integrated into wider centre or school processes and requirements in the New Zealand education system:

The Montessori Journey to Excellence is being developed to fit within and support the requirements for quality learning, accountability and professionalism in Montessori early childhood centres and schools. We know that Montessori teachers have many expectations to meet from the Ministry of Education, Education Review Office and New Zealand Teachers' Council in addition to their parent community and the children. Our aim for the Montessori Journey to Excellence is to support Montessori teachers in meeting these expectations, not to add an unrelated or additional workload (Montessori Aotearoa New Zealand, 2012).

Teaching as inquiry (TAI) has become an integral part of professional learning in early childhood centres and schools in New Zealand. Teaching as inquiry acknowledges the role of teachers as learners, values their voice in educational improvement and supports teachers to identify a dilemma of practice, gather data about the issue, analyse it and make

decisions about teaching changes. Teaching as inquiry has been used in primary and secondary schools since the mid-2000s and while the term 'teaching as inquiry' has not commonly been part of the terminology used in early childhood settings, teachers are urged to be reflective about teaching practice and early childhood centres are required by the Ministry of Education (1999, 2006) and the Education Review Office (2009, 2012) to show evidence of reflection through self review. In addition to TAI or self review, the New Zealand Teachers Council requires all registered teachers to critically reflect individually on their teaching practice, to gather evidence and use the RTCs as a compass for their ongoing learning and to maintain their teacher registration throughout their career (New Zealand Teachers Council, 2010).

By early 2012 the Montessori Journey to Excellence Working Group agreed it was essential to find ways for the Montessori professional community to be given meaningful ways to be involved in co-constructing the Montessori Journey to Excellence. A pilot programme was developed that aimed to gain the input of classroom-based practitioners to guide the on-going development by providing a more robust examination of the purpose, possible framework and future of the Montessori Journey to Excellence. In 2012 all MANZ member centres and schools were invited to apply to be part of the pilot programme and 29 applications were received with 12 Montessori early childhood centres and three primary classes/schools selected. The pilot programme took a blended learning approach with the four face-to-face hui and online interaction. Each professional learning team (PLT) in the selected centres and schools had two teachers representing the PLT at each hui. These PLTs were then grouped into four professional learning groups or network learning clusters (NLCs) based either geographically or New Zealand-wide.

The decision to use a TAI approach for the Montessori Journey to Excellence received a boost with the release by of the new Education Review Office (ERO) methodology for the review of early childhood services (ERO, 2013) which emphasised the requirement for all early childhood centres, including Montessori early childhood, to have robust internal self review processes to complement external review by ERO.

The pilot programme was conducted in collaboration with the Centre for Educational Development at Massey University, who developed the pilot model, facilitated the pilot hui and provided support to the pilot teachers, NLCs and PLTs. Online support was provided by Educa. Funding for the pilot programme was provided by the members of Montessori Aotearoa New Zealand.

The purpose of this pilot research was to discover how a collaborative inquiry community of Montessori early childhood and primary teachers could be supported to effectively review the draft essential elements and quality indicators of the Montessori Journey to Excellence through a process of contextual inquiry into teacher, centre and school practice. Pilot teachers developed connections face-to-face with online interaction and facilitator support throughout the pilot programme. The PLTs were supported to integrate their findings with other systems within their own early childhood or primary school settings and contexts in a way that enhanced outcomes for learners.

This research study used a mixed method case study and data was collected from pilot teachers through online questionnaires, video from hui and documentation used and developed during the pilot.

Summary of findings

Pilot teachers were positive about their improvement in knowledge about teaching as inquiry (TAI) and at the end of the pilot the most important impact(s) of the Montessori Journey to Excellence Pilot Programme identified by pilot teachers were an improved understanding of the importance of inquiry, being able identify a focus for inquiry, developing robust inquiry processes to make evidence-based decisions, and completing the inquiry as a team. However it seems more support is needed to provide teachers with skills, knowledge and examples of how to use the teaching as inquiry model so that data collection and analysis can reduce blind spots, inform teaching actions and mostly importantly provide evidence for the outcomes of inquiry on all learners or ākonga - children, parents and teachers.

The majority of pilot teachers reported an increase in their personal reflection on Montessori philosophy and personal teaching practice during the first eight months of the pilot programme. However it was the increase in team dialogue and reflection that pilot teachers were most enthusiastic about, reporting that the inquiry had brought the team together with greater levels of willingness to engage in dialogue and to discuss Montessori philosophy and practice. The need for dialogue to co-construct a collaborative team understanding of terminology used in inquiry questions and indicators was noted by several PLTs. The pilot programme aimed to support participants to enable teacher or centre/school inquiry to move beyond comfortable collaborations to confirm existing practice and to develop new understandings about Montessori philosophy and connections centre or teaching

practice. Most pilot teachers reported that pilot programme had lead them to think differently about Montessori philosophy or their PLT teaching practice by enabling them to question personal practice and to reflect on how Montessori philosophy could be ‘implemented’ and kept at the ‘forefront’ of practice.

The draft Montessori Journey to Excellence (MJ2Ex) essential elements and quality indicators outlined in the draft handbook were used in many different ways by the pilot teachers and their PLTs – the MJ2Ex needs analysis was used to evaluate practice and to find a trigger for inquiry, the essential elements were used to articulate inquiry questions and to develop indicators for inquiry. Some PLTs used the draft essential elements and/or quality indicators to develop centre and school philosophy statements and others began work to incorporate the essential elements and quality indicators into teacher job descriptions and appraisal. In addition the essential elements and quality indicators provided valuable starting points for reflection and discussion by individual teachers and teams. The use made by pilot teachers and PLTs of the Montessori Journey to Excellence essential elements and quality indicators are shown in Figure 1.



Figure 1: Use made of Montessori Journey to Excellence essential elements and quality indicators.

In the draft Montessori Journey to Excellence Handbook the essential elements and quality indicators were grouped under three major headings – Montessori Learning Environment, Montessori Adults and Montessori Learning Community. While most pilot teachers felt that these draft essential elements and/or quality indicators were extremely useful and describing them as a ‘benchmark’, a ‘bible’ and ‘essential’ for inquiry, other pilot teachers used them as a ‘starting point’ and adapted the wording and re-organised the framework for the essential elements and/or quality indicators to make sense in their own PLT context.

During the pilot teachers began to engage with the idea of ‘backward mapping of evidence’ and using teaching as inquiry as evidence for strategic planning, professional learning, teacher appraisal, RTCs, Tātaiako and how it could be included in job descriptions. Some of the ways teaching as inquiry can provide evidence for many other requirements for teachers, centre and schools that were investigated in the pilot programme are shown in Figure 2.



Figure 2: Using teaching as inquiry (TAI) as evidence

The pilot teachers also began exploring how engagement of Montessori centres and schools in the Montessori Journey to Excellence could inform centre/school strategic plans and provide evidence for the MANZ national strategic plan. While pilot teachers could see that using teaching as inquiry as evidence for a number of requirements had potential many felt they needed more support or time to become more comfortable with understanding the links and competent at putting these links into practice in their setting.

One intention of the pilot was to provide teachers with 'safe spaces' to enable collaborative relationships to develop between pilot teachers from different PLTs. Opportunities for both face-to-face and online connections between teachers isolated by time and geography were trialled in the pilot programme so that professional connections could lead to deeper sharing of ideas, robust debate and collaborative inquiry. At the end of the pilot programme teachers appeared to regard the other pilot teachers as peers to challenge and support their work in the future. However support to enable ongoing contact will be necessary to continue to build on the relationships begun during the pilot programme and to engage more Montessori PLTs and teachers in a collaborative inquiry community.

Despite centre owners, managers and principals signing a pilot programme contract and making a commitment for pilot teachers and the PLT to be given time and resources to engage in the pilot, time was still identified as the major barrier to conducting teaching as inquiry, developing tools and resources and integrating pilot learning. While pilot teachers felt that the amount of time needed may depend on the inquiry focus, all agreed that time was essential to engage meaningfully as individuals and as a team in teaching as inquiry.

One of the most important aspects of the pilot programme that pilot teachers valued and wanted to be retained in any future Montessori Journey to Excellence framework or model were the face-to-face hui. The need to have an online space to share resources and gain feedback and support from facilitators was also highly rated. It is suggested that online support may provide cost and time-efficient opportunities for teachers in different Montessori early childhood centres and schools to interact reducing the professional isolation of teachers and enabling participation in a collaborative inquiry community.

Pilot teachers identified what future participants in the Montessori Journey to Excellence could be doing, receiving and how their participation could be recognised. These ideas included;

Doing - using the MJ2Ex essential elements and quality indicators in teaching as inquiry and to guide development of strategic plans, contributing to a collective resource of inquiry documentation and being involved in Montessori focused professional learning.

Receiving - support with inquiry by facilitators, MANZ and NLCs either face-to-face and/or online. The support of centre owners and schools leaders and the need for time for inquiry was also noted.

Recognition – recognition for involvement in Montessori Journey to Excellence provided by MANZ.

Future Model for the Montessori Journey to Excellence

The Montessori Journey to Excellence Pilot Programme modelled the creation of a small collaborative inquiry community of 32 teachers from 12 Montessori centres and two Montessori primary schools from around New Zealand. From this beginning it is hoped that future support and strategies will enable more Montessori teachers to become part of this new Montessori Journey to Excellence community.

Chisnall (2011) notes that in addition to the knowledge held by an individual teachers, critical reflection on Montessori pedagogy will be enhanced by “a similar orientation in peers and mentors as they challenge and support each other in their reflections on practice” (p.339). This view was supported by Pickering (2013) who suggests that engagement with Montessori philosophy would benefit from robust teacher inquiry and sharing of ‘teacher stories’ by teachers in Montessori settings (p.103). The Montessori Journey to Excellence began as a collection of essential elements and quality indicators that could be used for evaluation of Montessori teaching practice, however the pilot model of learning face-to-face and online within a small collaborative inquiry community has broadened the scope of the Montessori Journey to Excellence. While the pilot programme revealed several different uses for the essential elements and quality indicator as these were integrated into centre and school processes and requirements, it is the pilot model that may lead the Montessori Journey to Excellence to make a long-term impact as engagement in a professional inquiry community grows to include more Montessori teachers, centres and schools. The pilot teachers and their PLTs demonstrated they were disposed to engage more deeply in reflection and to use inquiry as a tool to articulate their practice and provide evidence of learning outcomes. An important potential outcome of Montessori teachers engaging in teaching as inquiry and sharing their findings is that a strong evidence-base for Montessori education in New Zealand could be built and shared with the wider educational and parent community.

One PLT summarised their experience of participating in the pilot programme for the Montessori Journey to Excellence in the following way:

Creates: a bridge of understanding

Connects: links philosophy with practice

Provides: points of reference that are measurable and identifiable

Promotes: professional discussion and reflective observation

Supports: programme outcomes, strategic planning, professional development, job descriptions, teachers appraisal.

(PLT 12; Hui Whakamahi Video Nov 2013)

A model for the future Montessori Journey to Excellence shows how teaching as inquiry (TAI) provides an evidence-base for individual centres and schools and how a Montessori Journey to Excellence inquiry community could provide and receive support from peers and facilitators. Importantly the impact that the Montessori Journey to Excellence could have on generating new knowledge to build a national evidence base that positions Montessori education as innovative is also highlighted in the model.

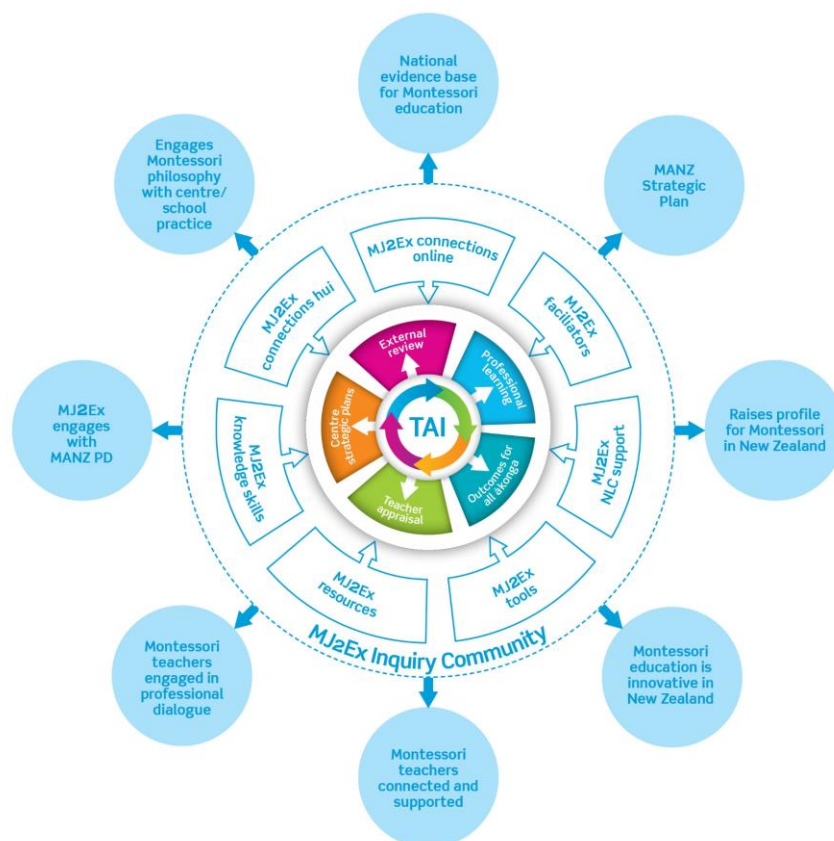


Figure 3: Model for the future Montessori Journey to Excellence inquiry community

Pickering (2013) suggests that Montessori teaching teams in New Zealand should be well-placed to engage in reflective inquiry on Montessori philosophy and practice due in part to teachers in New Zealand holding both Montessori and early childhood or primary qualifications, being familiar with self review or teaching as inquiry and working within an education sector that requires an inquiry approach to teaching. In addition, Chisnall (2011) clarifies that Dr Montessori encouraged teachers to continue experimenting once they had “grasped and trialled the fundamentals of the approach” (p. 342) and it appears that supporting more teachers to critically engage with Montessori philosophy and practice within and between centres or schools is the next challenge for the entire professional community. The notion of an ‘authentic Montessori method’ has resulted in tension and uncertainty for teachers in implementing Montessori education. This replication approach has been criticised by some educators (Beatty, 2011; Chisnall, 2011; Malm, 2001; Miltich-Conway & Openshaw, 1988) who either argue that experimentation was an integral part of Dr Montessori’s approach or that it should be part of the approach taken to Montessori education today. The teaching as inquiry approach taken in the Montessori Journey to Excellence may enable teachers to continue the Montessori tradition of experimentation and develop innovative approaches to Montessori education.

Creating opportunities for professional dialogue is essential to progress the work begun over a century ago by Dr Maria Montessori. Freeman, Pickering and Dalli (n.d.) argue that for Montessori education to continue as a viable and strong philosophy of practice teachers need to be continually inquiring and reflecting on Montessori philosophy so the desired outcomes for children are relevant to their time, setting and place. Pickering (2013) proposes that reflecting deeply on Montessori philosophy, re-reading and debating Montessori texts with peers may provide some ‘nice surprises’ for teachers who discover that there is more forgotten about Montessori’s ideas than they realise and much that is relevant to their own time, place and setting. If daily practice of Montessori philosophy is recognised as an “on-going work of observation and research” (Chisnall, 2011, p.335) and reflections shared between practitioners this could lead to a new vitality in the Montessori professional community. Broadening, deepening and sharing critical inquiry into Montessori pedagogy may not only allow individual Montessori teachers to reconstruct the words and thoughts of Dr Montessori so they become meaningful in their own life and the lives of children but also enable the professional Montessori community in New Zealand and overseas to refocus on the emancipatory ideals of Dr Montessori and reposition Montessori values and beliefs as essential in enabling all children to be powerful change agents for society in the 21st century.

Key Recommendations

One of the long-term strategic aims for Montessori Aotearoa New Zealand is that ‘MANZ early childhood centres and schools are engaged in Montessori focussed inquiry enhancing the outcomes for all ākongā’ (Montessori Aotearoa New Zealand, 2014). An indicator for this strategic aim is that ‘The majority of MANZ centres and schools are recognised by MANZ as participating in the Montessori Journey to Excellence inquiry community by 2019’ (Montessori Aotearoa New Zealand, 2014).

Key priorities for engaging the wider Montessori professional community in the Montessori Journey to Excellence were identified by the pilot teachers and grouped in five categories – connections, tools, resources, knowledge-skills, accountability and recognition and profile. The following recommendations are made to build on the work begun in the Montessori Journey to Excellence Pilot Programme.

Connections

Create an MJ2Ex community that genuinely challenges and supports each other. The pilot model of an inquiry community is expanded to include all interested Montessori teachers, centres and schools. A series of regional and national MJ2EX NLCs are created. A blended approach of both face to-face and online support is retained.

Support

Facilitator and peer support is incorporated into the future MJ2EX model.

Knowledge and Skills

Professional learning and development (PLD) opportunities are provided to support future MJ2Ex participants.

Tools

Existing tools are used and new tools are created to scaffold new PLTs into the MJ2Ex inquiry community.

Resources

Resources are provided by MANZ and by MJ2Ex participants to enable the development of the MJ2Ex inquiry community, support, tools and resources.

Retain the existing MJ2Ex essential elements and quality indicators.

Develop new of MJ2Ex essential elements and quality indicators for 0-3, 6-12 and 12 plus.

Accountability – *‘MJ2Ex engagement is embedded into expected practice in all NZ Montessori centres and schools’* with timelines and accountability for NLCs, sharing of inquiries, resources and tools in the MJ2Ex community

Profile and recognition – MJ2Ex provides evidence for the MANZ strategic plan, MJ2Ex impacts and outcomes are profiled by MANZ and parents become advocates for involvement of Montessori centres and schools in the MJ2Ex community.

In addition, actions are identified for MANZ to take on behalf of its members, and for Montessori centres, schools, teachers and parents to take in order to engage with the creation of an innovative Montessori collaborative inquiry community in New Zealand (See Table 1).

	Recommendations	Actions by MANZ on behalf of members	Actions by Montessori centres, schools, teachers and parents
Connections	<p>Create an MJ2Ex community that genuinely challenges and supports each other.</p> <p>The pilot model of an inquiry community is expanded to include all interested Montessori teachers, centres and schools.</p> <p>A series of regional and national MJ2EX NLCs are created.</p> <p>A blended approach of both face to-face and online support is retained.</p> <p>Pilot teachers facilitate and lead the learning for future NLCs.</p>	<p>Clarify process for on-going growth of MJ2EX inquiry community</p> <p>Promote the next steps and benefits of being part of the MJ2Ex inquiry community</p> <p>Provide resources to enable the creation of an online space with increased functionality to support MJ2Ex teachers, centres and schools.</p> <p>Initiate the creation of the first regional and national MJ2EX NLCs.</p> <p>Develop process for MJ2Ex NLCs to select common or even a national inquiry focus.</p> <p>Initiate the development of an annual series of face-to-face hui for NLCs</p>	<p>Engage in the MJ2Ex inquiry community face-to face and online.</p> <p>Identify other Montessori centres, schools or teachers to form a NLC.</p> <p>Provide financial resources for centre/school to become part of the MJ2Ex.</p>
Support	<p>Facilitator and peer support is incorporated into the future MJ2EX model.</p>	<p>Provide support for pilot teachers (and others) to take on facilitator roles in MJ2Ex NLCs.</p> <p>MANZ EO role expanded to provide support online and face-to-face for participating PLTs.</p>	<p>Centres and schools provide support for teachers to engage in MJ2Ex inquiry community.</p>
Tools	<p>Existing tools are used and new tools are created to scaffold new PLTs into the MJ2Ex inquiry community.</p>	<p>Develop with feedback from pilot teachers a simple TAI model, self-evaluation tool for inquiry.</p> <p>Develop with feedback from pilot teachers a start-up tool for ‘connecting the dots’.</p> <p>Develop manageable process for sharing of</p>	<p>Share new MJ2Ex tools with NLC and MJ2EX inquiry community</p>

		inquiry tools online with functionality that enables tools to be rated/commented on by users.	
Resources	<p>Resources are provided by MANZ and by MJ2Ex participants to enable the development of the MJ2Ex inquiry community, support, tools and resources.</p> <p>Retain the existing MJ2Ex essential elements and quality indicators.</p> <p>Develop new of MJ2Ex essential elements and quality indicators for 0-3, 6-12 and 12 plus</p>	<p>Include resources for the next stage of development of MJ2Ex Online and other resources in MANZ budget 2015-19.</p> <p>Use pilot evidence to create examples of inquiry.</p> <p>Develop manageable process for sharing of inquiry resources online with functionality that enables resources to be rated/commented on by users.</p> <p>Co-ordinate the development of MJ2Ex essential elements and quality indicators are synthesized and created for 0-3, 6-12 and 12 plus.</p>	<p>Resources and time is provided to support teacher, centre and school engagement in the MJ2Ex inquiry community.</p> <p>Contribute to the creation of MJ2Ex essential elements and quality indicators for 0-3, 6-12 and 12 plus</p>
Knowledge-Skills	<p>PLD is provided to support future MJ2Ex participants.</p> <p>NLC and PLT inquires provide guidance for MANZ PLD and provide evidence of professional learning.</p>	<p>Identify and plan for PLD needs of MJ2EX participants.</p> <p>Plan for PLD to support understanding of TAI</p> <p>New PLTs are scaffolded and supported by MJ2Ex facilitators to embed inquiry into centre-school practice.</p> <p>Plan for PLD at future MANZ Conference to engage potential MJ2EX participants.</p>	Engage annually in MJ2Ex PLD workshops and seminars.
Accountability	<p><i>MJ2Ex engagement is embedded into expected practice in all NZ Montessori centres and schools' with timelines and accountability for NLCs, sharing of inquiries, knowledge-skills, resources and tools in the MJ2Ex community</i></p>	<p>Develop accountability guidelines and timelines for MANZ centres and schools who are engaged in MJ2Ex.</p> <p>Recognition given to MANZ member centres and schools engaged in the MJ2Ex inquiry community.</p>	<p>Commit to the accountability guidelines and timelines set by MANZ.</p> <p>MJ2Ex community determines organic development and on-going review of MJ2Ex.</p>

			MJ2Ex NLCs and PLTs share inquiries, resources, tools regionally and nationally at conference.
Profile and recognition	MJ2Ex provides evidence for the MANZ strategic plan, MJ2Ex impacts and outcomes are profiled by MANZ and parents become advocates for involvement of Montessori centres and schools in the MJ2Ex community	<p>MANZ provides recognition for centres and schools engaged in MJ2Ex.</p> <p>MANZ takes central role in gathering evidence from MJ2Ex and profiling to educational and parent communities.</p> <p>MANZ uses evidence from MJ2Ex to inform strategic direction of Montessori in Aotearoa New Zealand..</p> <p>MANZ develops parent guide to MJ2Ex and how it supports children’s learning.</p>	<p>Promote engagement in the MJ2Ex to parent community.</p> <p>Provide evidence to MANZ via MJ2Ex that can be used to profile outcomes of Montessori education.</p> <p>Provide feedback to MANZ that can be used to promote the MJ2Ex to parents.</p> <p>Opportunities for parental engagement explored by PLTs, NLCs and nationally.</p>

Table 1: Key Recommendations and Actions

References

- Beatty, B. (2011). The dilemma of scripted instruction: comparing teacher autonomy, fidelity, and resistance in the Froebelian kindergarten, Montessori, Direct Instruction, and Success for All. *Teachers College Record Volume, 113*(3), 395-430.
- Chisnall, N. (2011). *Montessori education in Aotearoa-New Zealand: A framework for peace and social justice*. (Doctoral thesis, AUT University, Auckland, New Zealand). Retrieved from <http://hdl.handle.net/10292/4404>.
- Education Review Office. (2009). *Implementing self review in early childhood services*. Wellington, New Zealand: Author.
- Education Review Office. (2012). *Teaching as inquiry: Responding to learners*. Wellington, New Zealand: Author.
- Education Review Office. (2013). *He Pou Tātaki – How ERO reviews early childhood services*. Wellington, New Zealand: Author.
- Freeman, S., Pickering, A., & Dalli, C. (n.d.). Montessori early childhood education in New Zealand: The impact of recent policy changes. (*submitted*).
- Malm, B. (2001). *Teachers' lives and work in a cultural and historical context. Reflections based on the professional life histories of eight Montessori teachers in Sweden*. The World Education Fellowship 41st International Conference, Sun City, South Africa, 22-27 April 2001. Retrieved from <http://dspace.mah.se:8080/handle/2043/7925>.
- Miltich-Conway, B., & Openshaw, R. (1988). The Montessori method in the Wanganui Education Board District, 1911-24. *New Zealand Journal of Educational Studies, 23*(2), 189-201.
- Ministry of Education. (1999). *The quality journey: He haerenga whai hua*. Wellington, New Zealand: Learning Media.
- Ministry of Education. (2006). *Nga Arohaehae Whai Hua Self Review Guidelines for Early Childhood Education*. Wellington, NZ: Learning Media.
- Montessori Aotearoa New Zealand. (2014). *MANZ Strategic Plan Minutes October*. Wellington, New Zealand: Author.
- New Zealand Teachers Council. (2010). *Registered teacher criteria handbook. Nga paearu mo nga pouako kua rehitatia pukapuka*. Wellington, New Zealand: Author.
- Pickering, A. (2013). *Breaking the circle of one: Reflection in Montessori early childhood centres in Aotearoa New Zealand*. (Unpublished Master's thesis). Victoria University Wellington: Wellington, New Zealand. Retrieved from <http://researcharchive.vuw.ac.nz/handle/10063/3314>