



International Montessori School of Albania

Curriculum Policy

(For Children Aged 0–6 Years)

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1. Policy Statement

At the International Montessori School of Albania (IMSA), our curriculum is designed to foster the holistic development of every child—intellectually, socially, emotionally, and physically—within a safe, inclusive, and stimulating learning environment.

Grounded in the Montessori philosophy, the curriculum promotes independence, curiosity, and a lifelong love of learning. It provides a coherent framework that ensures progression, consistency, and alignment with both Montessori standards and Albania's national expectations for early childhood education.

2. Purpose and Scope

This policy sets out the principles, aims, and structure of the IMSA curriculum for children aged 0–6 years. It applies to all staff and informs planning, teaching, observation, and assessment practices.

The aims of the IMSA curriculum are to:

- Support each child's natural development and potential.
 - Encourage self-motivation, confidence, and respect for others.
 - Provide a broad, balanced, and purposeful learning experience.
 - Ensure consistency of practice across all classrooms.
 - Meet the expectations of Montessori accreditation and safeguarding standards.
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3. Curriculum Framework

3.1 Overview and Compliance Alignment

The curriculum at IMSA is based on the authentic Montessori Method. It aligns with the principles of high-quality early childhood education as recognized by the **Montessori Evaluation and Accreditation Board (MEAB)** and by **national early-years standards** set forth by the Albanian Ministry of Education.

It ensures a holistic approach to learning that meets children's developmental, cognitive, social, and emotional needs through a broad, balanced, and progressive framework.

The curriculum is implemented within carefully prepared environments and across seven key areas of learning, each interrelated and designed to support the development of the whole child.

3.2 Practical Life

Purpose: To support independence, self-care, concentration, and respect for the environment through purposeful, real-life activity.

Learning Goals: Care of self, care of the environment, grace and courtesy, control of movement, and order.

Outcomes: Children gain confidence, autonomy, and inner order, forming the basis for emotional stability and readiness for learning.

3.3 Sensorial Education

Purpose: To refine the senses and develop cognitive foundations for classification, logic, and abstraction.

Learning Goals: Visual, tactile, auditory, olfactory, and gustatory discrimination; classification and sequencing; language enrichment.

Outcomes: Children learn to observe, analyze differences, and make comparisons—skills that support mathematical and scientific reasoning.

3.4 Language Development

Purpose: To nurture communication, vocabulary, writing, and early reading through multisensory and phonetic experiences.

Learning Goals: Spoken language, vocabulary and grammar, phonetic awareness, writing preparation, and early reading.

Outcomes: Children communicate confidently, express ideas clearly, and develop literacy skills in a natural, joyful progression.

3.5 Mathematics

Purpose: To establish a concrete understanding of numerical and spatial concepts leading to abstract reasoning.

Learning Goals: Numeration, place value, operations, geometry, and problem-solving.

Outcomes: Children internalize mathematical principles through manipulation and repetition, gaining confidence in reasoning and calculation.

3.6 Cultural Studies (Knowledge and Understanding of the World)

Purpose: To develop awareness of the wider world, appreciation of diversity, and care for the natural environment.

Learning Goals: Geography, science, history, art, and music.

Outcomes: Children gain global awareness, curiosity, and environmental stewardship, recognizing themselves as part of a connected world community.

3.7 Grace and Courtesy (Social and Emotional Development)

Purpose: To cultivate self-regulation, empathy, and respectful social interaction.

Learning Goals: Expressing feelings, kindness, conflict resolution, responsible participation.

Outcomes: Children develop emotional maturity, self-confidence, and a deep respect for others, forming the foundation for a peaceful school culture.

3.8 Physical Development and Outdoor Learning

Purpose: To promote strength, coordination, well-being, and a lasting relationship with nature.

Learning Goals: Gross and fine motor control, outdoor exploration, and health education.

Outcomes: Children develop physical confidence and environmental awareness; outdoor learning reinforces independence and resilience.

3.9 Integration Across Areas

All curriculum areas are interrelated and support one another. Practical Life strengthens concentration for Mathematics; Language supports Cultural Studies; Outdoor exploration enriches Sensorial and Scientific learning.

Delivery occurs through individualized presentations, mixed-age peer learning, and continuous observation, ensuring each child progresses at their own pace.

4. Age Group Implementation

Nido (0–2 years): Focus on attachment, movement, and language.

Infant Community (2–3 years): Emphasis on autonomy, early communication, and social awareness.

Casa dei Bambini (3–6 years): Development of concentration, reasoning, and independence through extended work cycles.

5. Teaching and Learning Approach

Adults act as guides and observers, maintaining prepared environments that enable self-directed learning within clear limits. Mixed-age groups encourage collaboration and peer mentoring. Motivation is intrinsic, supported by calm consistency and respect.

6. Planning, Observation, and Assessment

Planning is continuous and individualized. Observation records inform next steps; assessment is qualitative and based on direct observation of mastery. Progress is documented in each child's portfolio and reviewed with parents regularly.

7. Inclusion, Equality and Diversity

The curriculum is accessible to all children. Adaptations are made for additional needs; cultural diversity is reflected in materials and celebrations. Equality of opportunity and non-discrimination are upheld at all times.

8. Partnership with Parents and Families

Parents are active partners in the educational process through meetings, progress reports, and communication via the Lillio platform. Parent education supports continuity between home and school.

9. Staff Training and Professional Development

All educators hold recognized Montessori qualifications. Ongoing professional development and reflective practice maintain high standards of curriculum delivery and safeguarding awareness.

10. Monitoring and Evaluation

The Principal and Lead Teachers monitor curriculum delivery through observations, planning reviews, and feedback. Findings are discussed in annual evaluation meetings and inform continuous improvement.

11. Curriculum Review and Evaluation Table

Curriculum Area	Monitoring Method	Frequency	Responsible Person(s)	Evidence of Review
Practical Life	Classroom observations, child records	Termly	Lead Teacher & Principal	Observation notes, planning updates
Sensorial	Material rotation review, skill progress tracking	Termly	Lead Teacher	Portfolio records, lesson plans
Language	Phonetic progress logs, oral language samples	Termly	Lead Teacher & Language Coordinator	Child portfolios, progress summaries
Mathematics	Material sequence review, child demonstrations	Termly	Lead Teacher	Assessment checklists
Cultural Studies	Thematic planning review, displays, projects	Twice yearly	Lead Teacher & Curriculum Coordinator	Planning folders, photos
Grace and Courtesy	Behavior observations, staff reflection	Ongoing & termly review	All Classroom Staff & Principal	Staff meeting minutes
Physical Development / Outdoor	Outdoor activity logs, equipment checks	Termly & seasonal	Lead Teacher & Facilities Officer	Health & safety records, photos
Inclusion and Equality	SEN support plans review, parent feedback	Annual	Principal & Inclusion Lead	Meeting notes, reports
Staff Training and Development	CPD logs and reflection forms	Annual & on appointment	Principal	CPD records, training certificates
Overall Curriculum Review	Internal evaluation meeting, parent survey feedback	Annual	Principal & All Lead Teachers	Annual Review Report and Policy Update