

Student Handbook



Montessori World Educational Institute (Australia) Inc.

Copyright © Montessori Institute
No part of this book may be photocopied or reproduced
in any form or by any means without permission
in writing from the Montessori Institute.

CONTENTS

1. STUDENT SUPPORT SERVICES	13
2. CODE OF ETHICS AND CONDUCT	14
<i>STUDENT CODE OF CONDUCT</i>	<i>15</i>
ENROLMENT	16
PRIVACY AND CONFIDENTIALITY POLICY	19
WELLBEING AND SAFE ENVIRONMENT	24
P033.....	24
<i>PART ONE: HARASSMENT & DISCRIMINATION</i>	<i>24</i>
WELLBEING AND SAFE ENVIRONMENT	27
033.....	27
<i>PART TWO: SERIOUS MISCONDUCT</i>	<i>27</i>
P040.....	33
3.....	38
ACADEMIC INTEGRITY AND PLAGIARISM	39
ACADEMIC INTEGRITY.....	39
024.....	41
4. ASSESSMENT POLICIES AND PROCEDURES	43
P020	44
ASSESSMENT.....	44
P022	52
5. CREDIT FOR PRIOR LEARNING AND FEE POLICIES	54
011.....	54
CREDIT FOR PRIOR LEARNING.....	54
6. COMPLAINTS AND GRIEVANCES.....	59
P026.....	59
STUDENT ACADEMIC AND NON-ACADEMIC COMPLAINTS AND GRIEVANCES.....	59
COMPLAINTS / APPEALS FORM	62

1. STUDENT SUPPORT SERVICES

The following table indicates the means of access to the range of student services offered by the Montessori Institute.

	Central Office	Faculty	Schools	University Libraries	IT & Web Resources
Course Advice	Student Administrator Educational Director	By phone & email			Web Page
Mentoring	Student Liaison Officer Professional Experience Coordinator	By phone & email (all students will have one key tutor for this purpose)	Mentor Teachers in Schools		Peers Chat Page Networking Facebook
Appeals & Grievances	National Director				Study Guide Information
Updated Information	Student Liaison Officer				Emails LMS News Posts
Course Materials/ Books etc.	Student Liaison Officer				Web Page Some on-line
Practicum's	Professional Experience Coordinator	Educational Director	Placements for Practicum's		Forms on LMS
Library Resources	Institute Library Online Data Bases University access organised by office			Community Membership	On-line access to articles and data bases through Web Page

2. CODE OF ETHICS AND CONDUCT

This Code of Ethics and Conduct is a public statement of the ethical principles, values and behaviours expected from members and students of the Montessori Institute.

It is based on three fundamental ethical principles:

- * The Principle of Justice
- * The Principle of Respect for Others
- * The Principle of Responsible Care

Justice requires that people are fairly treated and not discriminated against, abused or exploited.

Respect for Others, requires that people be treated as individuals with rights that are to be honoured and defended. To be a member of a community means that individuals not only have rights but that they also have duties and responsibilities to others.

Responsible Care is the belief that people have a primary moral obligation to do good and not to do harm to others. This also involves efficient stewardship of assets, resources and the environment and emphasises the duty of care staff have to students.

Members of the Montessori Institute should strive to achieve high professional and ethical standards. In particular, staff should:

- avoid situations requiring them to supervise or assess a student who is a member of their family or with whom they have, or have had, a personal or other significant relationship
- avoid situations requiring them to supervise another member of staff with whom they have or have had a relationship of the kind referred to above. (Where this is unavoidable, supervision must be openly seen to be of the highest professional standard and neither unfairly advantaging nor disadvantaging the supervisee).
- respect individuals' rights to privacy and undertake to treat in confidence all information supplied to them on that basis.
- declare any actual or potential conflict of interest in any matter under discussion by a committee or body of which he or she is a member prior to the discussion of that matter.

Harassment

The Montessori Institute strives to provide an environment that is free from all forms of harassment and its members have an obligation to:

- treat each other with respect and, in particular, to respect the beliefs and cultural mores of others;
- avoid any form of harassment based on the grounds of sex, race, age, marital status, physical or intellectual ability, sexual preference, political conviction or religious belief;
- consider the impact of their decisions on others

Sources

This document draws upon and includes material contained in the following publications:

University of New South Wales' Code of Conduct (1994)
Murdoch University Code of Ethics (2005)
WA Public Sector Code of Ethics - WA Public Sector Standards Commission (1996)

STUDENT CODE OF CONDUCT

This Code of Conduct applies to all students of the Montessori World Educational Institute (Aust) Inc.

RIGHTS	RESPONSIBILITIES
Every person has the right – to be treated with respect and dignity to hold and express an opinion to work in a positive learning environment to achieve one's personal best in all aspects of learning to work in a clean and safe environment to uphold the reputation of the Institute with pride in the community to have personal privacy and property respected	Every person has the responsibility – to treat others with respect and dignity to respect the rights of another to hold and express an opinion to contribute to a positive learning environment to aim to do one's personal best in all aspects of learning and submit only their own work for assessment to maintain a clean, safe environment to honour and enhance the reputation of the Institute in the community to respect personal privacy and property of others

The Montessori Institute encourages positive communication at all times between all members, students, staff and the Board of Management.

The Institute expects a high standard of personal presentation, punctuality, behaviour and respect to be displayed at all interactions or "face-to-face" situations.

Within the Montessori community, the Institute expects students undertaking observations, work experience, practical assignments or other visits, to represent themselves, and the Institute creditably. It is the student's responsibility to ascertain the dress code, start and finish times and any other specific requirements from the school or centre, before their appointment, so as not to cause offence in any way.

The Institute reserves the right to terminate enrolment for students deemed to have breached this Code of Conduct.

Access and Equity in Training and Employment Policy

Opportunities to undertake training and/or employment with Montessori World Educational Institute (Australia) Inc. will not be restricted on grounds of nationality, place of birth, language, age, gender or educational background.

While reserving the right to employ the person considered "best suited" to the position, Montessori World Educational Institute (Australia) Inc. is aware of issues pertaining to under-representation*, and consideration will be given to such issues during the selection process.

Montessori World Educational Institute (Australia) Inc. will ensure that training provision is culturally and didactically appropriate.

*Five key groups noted as under-represented in employment based training:

People with disabilities
Aboriginal and Torres Strait Islander People
Language other than English spoken at home
Born in a non-English speaking country
Gender bias

PURPOSE:

To ensure that enrolments are conducted and recorded to meet the needs of Montessori World Educational Institute (Australia) Inc. and accreditation requirements.

SCOPE:

This process applies to every application for enrolment in training offered by the Montessori World Educational Institute (Australia) Inc.

DEFINITIONS:

Montessori World Educational Institute (Australia) Inc (hereafter referred to as the Montessori Institute)

Student -fee paying client enrolled in a Montessori Institute course of training

Vocational Education and Training-VET

RELATED DOCUMENTS:

Standards for Registered Training Organisations (RTOs) 2025 (the Standards)
Education Council
Freedom Information Act 2010
Age Discrimination Act 2004
Disability Discrimination Act 1992
Racial Discrimination Act 1975
Sex Discrimination Act 1984.

Montessori Institute Code of Practice P.001
Financial Management P.003
Academic Integrity P.008
Training and Record Management P.015
Conducting Assessment P.020
Administration Handbook
Montessori Institute Enrolment Form
Montessori Institute Strategic Plan

STEP #	PROCESS
1.	Enrolment Process Information about training delivery and assessment will be provided to each student prior to enrolment. All enrolments will be managed at the Montessori Institute offices (Perth) and all enquires and the registration in all courses will be conducted through this office. Fee structure including refund policy, workshop and other costs will be fully explained prior to enrolment. The Montessori Institute has a commitment to access and equity and will not discriminate on the basis of age, disability, religion, race, sex, intersex status, gender identity and sexual orientation. <u>Selection to the Diploma ECEC program</u> is dependent upon formal assessment of applicants to: • hold a CHC30121 Certificate III in Early Childhood Education and Care or • hold a CHC30113 Certificate III in Early Childhood Education and Care. • Verbal and Written Interview <u>Selection to the Certificate III program</u> is dependent upon formal assessment of applicants will require: • Australian High School Certificate (completion of Year 12, including General English minimum) or evidence of one year tertiary study in an Australian Institution. • Verbal and Written Interview <u>Selection to the Award in Montessori Studies program</u> is usually on recommendation of

	their employer but generally applicants will have: • Teaching Qualifications • Employment in Montessori educational environments Enrolment documents are sent to prospective student and details noted so that future information in relation to workshops can be mailed.
2.	Enrolment Upon receipt of enrolment application: • Check that application form and other documents [e.g. Consent Form (Freedom of Information)] are fully completed, signed and dated • Verify acceptable 'level of education' and/or literacy assessment • Receipt Money • Ensure student has provided a verified USI • Enter student details on student register and record card • Establish a folder in 'Student' section of filing system for the student to house application form and supporting documentation, correspondence, records of completion of course requirements • Enter student details on the Student Management System • Assign student to tutor or trainer • Prepare appropriate course material and send to student • Add student to 'mail out' lists
3.	Advise Tutor Send to trainer/tutor: • Copy of student's application form • Student Study Plan/Record form • Tutor's claim form
4.	Non-Acceptance into a nominated course If a student does not meet the entry requirements or the response to interview questions is unsatisfactory to enrol in the nominated course: ▪ Refer enrolment application to National Director ▪ If the Montessori Institute cannot accept the enrolment into the nominated course, offer student enrolment into one of the lesser courses as a pathway to future learning.
5.	Refunds Please see Refund policy
6.	Cancellation of Enrolment Students who are found to have breached the Academic Integrity Policy or Montessori Institute Code of Practice may have any one or a combination of the following penalties imposed against her/him. • Cancellation or deprivation of credit for any examination or other academic work, which will entail a FAIL grade being assigned to a student's academic record; • Suspension of all or any of a student's rights and privileges including, ○ suspension from attending lectures and workshops ○ suspension from attendance at or exclusion from any examination; ○ exclusion from Montessori Institute Courses for a specified period ○ refusal of re-enrolment as a student Students under investigation for academic misconduct or other breaches of discipline will not be eligible to graduate until the matter is resolved. Appeals against decisions can be made in accordance with 'Assessment Appeals'. Details of appeals will be recorded in the Appeals Register.

7.

Extension or Deferral of Course

Students must be enrolled in at least ONE unit/module per semester to maintain active enrolment in the course.

Units/Modules have end dates each Semester after which, if work is not completed, will be recorded as a fail. Students will need to re-enrol and pay the Module fee again. Any work completed to a satisfactory standard before this time, may be credited upon re-enrolment. A pass mark of 65% is required for all modules, assessments and examinations in Higher Education courses. For VET courses students must achieve competency in all assessments.

In some circumstances, enrolled students are able to request in writing an extension or deferral of up to one (1) year of the course duration. If further extension of the course is required, fees will be charged.

* **Note:** Students will be required to re-attend any training days/workshops not attended within the last four years.

AUTHORISED BY:

Board of Management
Chairperson: Samantha Leyton 6/8/2024



Samantha Leyton - Chairperson

ISSUED BY:

National Director



PURPOSE:

The Montessori Institute is committed to respecting the privacy rights of staff and students and to fair information practices. The aim of this policy is to ensure that all activities undertaken in relation to the collection, use, storage and disclosure of personal information from individuals are compliant with state and federal registration and regulation/legislation.

SCOPE:

This procedure is applicable to all Montessori World Educational Institute Inc (hereafter referred to as the Montessori Institute) staff, students and services.

DEFINITIONS:

Australian Privacy Principles (APP's)

The Montessori Institute complies with the Privacy Act 1988 including the 13 Australian Privacy Principles (APPs) as outlined in the Privacy Amendment (Enhancing Privacy Protection) Act 2012.

This Privacy Policy describes the personal information that may be collected by the Montessori Institute, the choices staff and students can make about their personal information and how the Montessori Institute protects that information.

'Personal information' means information the Montessori Institute holds about staff or students from which identity is either clear or can be reasonably determined. Protecting privacy when handling personal information is essential.

An 'authorised user' is any person granted access to institute information assets or any part of the institute Information Communication Technology environment by a person authorised to grant access.

'Business reasons' are any activities required by the institute for teaching, academic, professional or business purposes.

RELATED DOCUMENTS:

Standards for Registered Training Organisations (RTOs) 2025 (the Standards)
Privacy Amendment (Notifiable Data Breaches) Act 2017
Education Council
Montessori Institute Business and Operational Plan
Montessori Institute Risk Management Plan

Montessori Institute Strategic Plan
Code of Practice P.001
Risk Management & Reporting P.004
Student Academic and Non-Academic Complaint and Grievance P.026
Staff and Client Complaints and Grievances P.031
Staff Recruitment P.027
Staff Induction P.028
Acceptable use policy P.041
Cyber security P.042

STEP #	PROCESS
1.	Responsibility The National Director will be responsible for the implementation of this policy
2.	Australian Privacy Principle 1 – Open and transparent management of personal information The Montessori Institute may collect personal information from staff and students when they: • Complete an application form • Converse with the Montessori Institute by telephone • Converse with the Montessori Institute by e-mail • Visit the website

	The following types of personal information are generally collected, depending on the need for service delivery: - Contact details - Dates of birth - Nationality details - Employment details - Educational background - Demographic Information - Next of kin/emergency contacts - Course enrolment, progress and achievement information - Financial billing information - Business details e.g. ABN, Business Name Registration etc. The following types of sensitive information may also be collected and held: - Identity details - Complaint or issue information - Disability status & other individual needs - Indigenous status - National Criminal Checks or Working with Children Checks
3.	How the Montessori Institute collects and holds personal information Generally, the Montessori Institute will collect personal information directly from staff and students, and only to the extent necessary to provide our service or to carry out our internal administrative operations. The Montessori Institute will collect personal information from staff and students by lawful and fair means and not in an unreasonably intrusive way. This may include the use of forms such as registration forms, enrolment forms or service delivery records. In some cases, where it makes sense and is lawful, students or staff can interact with the Montessori Institute anonymously or by using a pseudonym (an alias). The Montessori Institute uses safe storage and security measures at all times. Information is stored in secure, password protected systems and monitored for appropriate authorised use at all times. Virus protection, backup procedures and ongoing access monitoring procedures are in place.
4.	Management of Information assets in the ICT environment. 4.1 Systems and Services The National Director will ensure suitability of services and agreements relating to ICT software and service, as well as ensuring there are robust systems and processes in place to ensure efficient delivery of services. Additions to, or expansions of, the ICT environment will be done in consultation with the National Director; Specialist advice and/or information will be sought to assist with identified risks or concerns about information assets.

	4.2 Authorised Users and Accounts Accounts of authorised users must not be shared or accessed by anyone other than the authorised user. Password, accounts and procedures for access must be secured. Authorised users who suspect their account may have been compromised in anyway must immediately report this to the National Director. As far as is reasonable and practical institute approved systems must be used for storage of information assets and reasonable steps should be taken to maintain the security of confidential or sensitive data. Authorised users with access to information assets are required to appropriately manage and protect information assets and the ICT environment. Authorised users who have access to institute information remotely or on a personal device must do so in accordance with information security and technology procedures (policy to be created). Where institute information has been stored on a personal device it must be password protected and kept secure. Confidential/sensitive information should be transferred to an institute system as soon as reasonable and practical.
5.	The purposes for which the Montessori Institute collects, holds, uses and discloses personal information The personal information staff or students provide is used only for purposes consistent with the reason they provided it, or for a directly related purpose. Personal information may be used where required or permitted by law. Information may also be used where staff or students have provided express or implied consent.
6.	How an individual may access personal information about the individual, that is held by the Montessori Institute and seek the correction of such information. Staff and students have the right to request access to the personal information held about them and request its correction at any time. In order to request access to personal records, individuals are to make contact with: The National Director
7.	How an individual may complain about a breach of the Australian Privacy Principles that binds the Montessori Institute and how the Montessori Institute will deal with such a complaint. The Montessori Institute employs appropriate technical and administrative procedures to protect personal information from unauthorised disclosure, loss, misuse or alteration. The Montessori Institute limits access to personal information to individuals with a business need consistent with the reason the information was provided. The Montessori Institute keeps personal information only for as long as it is required for business purposes or by the law. If an individual feels that the Montessori Institute may have breached one of the Australian Privacy Principles a formal complaint may be submitted to: The National Director The staff or students can expect an initial response within 30 days from receipt of the complaint. If the matter needs further investigation, the Montessori Institute will keep the applicant informed of the progress of the complaint. Should the subject of any complaint be found to be substantiated, the Montessori Institute will act to ensure the situation is fully resolved.
8.	Whether the Montessori Institute is likely to disclose personal information The Montessori Institute has a strict duty to maintain the privacy of all personal information held about staff/students. However, certain exceptions do apply. For example, where disclosure of your personal information is: • Authorised or required by law (e.g. disclosure to various government departments and agencies such as the Australian Taxation Office, CentreLink, Child Support Agency, or disclosure to courts under subpoena) • In the public interest (e.g. where a crime, fraud or misdemeanour is committed or suspected and disclosure against the client's rights to confidentiality is justified) • With consent – staff/student consent may be implied or expressed and it may also be verbal or written. The Montessori Institute will not disclose personal information to overseas recipients.

9.	Availability of APP Privacy Policy The Montessori Institute Privacy Policy is available free of charge on request, as soon as possible after the request is received, including in any particular format requested by the individual as is reasonably practical. You can obtain further general information about your privacy rights and privacy law from the Office of the Australian Information Commissioner by: • Calling their Privacy Hotline on 1300 363 992 • Visiting their web site at http://www.oaic.gov.au • Writing to: The Australian Information Commissioner GPO Box 5218 Sydney NSW 1042
10	Australian Privacy Principle 2 – Anonymity and pseudonymity The Montessori Institute provides individuals with the option of not identifying themselves, or of using a pseudonym, when dealing with us in relation to a particular matter, whenever practical. This includes providing options for anonymous dealings in cases of general course enquiries or other situations in which an individuals' information is not required to complete a request. Individuals are advised of their opportunity to deal anonymously or by pseudonym with us where these options are possible.
11.	Australian Privacy Principle 3 — Collection of solicited personal information The Montessori Institute only collects personal information that is reasonably necessary for our business activities. The Montessori Institute only collects sensitive information in cases where the individual consents to the sensitive information being collected, except in cases where we are required to collect this information by law. All information we collect is collected only by lawful and fair means
12.	Australian Privacy Principle 4 – Dealing with unsolicited personal information The Montessori Institute may from time to time receive unsolicited personal information. Where this occurs The Montessori Institute promptly reviews the information to decide whether or not The Montessori Institute could have collected the information for the purpose of business activities. Where this is the case, The Montessori Institute may hold, use and disclose the information appropriately as per the practices outlined in this policy. Where the Montessori Institute could not have collected this information (by law or for a valid business purpose) we immediately destroy or de-identify the information (unless it would be unlawful to do so).
13.	Australian Privacy Principle 5 – Notification of the collection of personal information Whenever the Montessori Institute collects personal information about an individual, it takes reasonable steps to notify the individual of the details of the information collection or otherwise ensure the individual is aware of those matters. This notification occurs at or before the time of collection, or as soon as practicable afterwards. Collection from third parties Where the Montessori Institute collects personal information from another organisation we: • Confirm whether the other organisation has provided the relevant notice above to the individual or • Ensure the individual was otherwise aware of these details at the time of collection and • If this has not occurred, The Montessori Institute will undertake this notice to ensure the individual is fully informed of the information collection.
14.	Australian Privacy Principle 6 – Use or disclosure of personal information The Montessori Institute only uses or discloses personal information it holds about an individual for the particular primary purposes for which the information was collected, or secondary purposes in cases where: • An individual consented to a secondary use or disclosure • An individual would reasonably expect the secondary use or disclosure, and where it is directly related to the primary purpose of collection or • Using or disclosing the information is required or authorised by law.

15	Australian Privacy Principle 7 – Direct marketing the Montessori Institute does not use or disclose the personal information that it holds about an individual for the purpose of direct marketing.
16	Australian Privacy Principle 8 – Cross-border disclosure of personal information The Montessori Institute does not disclose personal information about an individual to any overseas recipient.
17	Australian Privacy Principle 9 – Adoption, use or disclosure of government related identifiers The Montessori Institute does not adopt, use or disclose any government related identifier related to an individual except: • In situations required by Australian law or other legal requirements • Where reasonably necessary to verify the identity of the individual • Where reasonably necessary to fulfil obligations to an agency or a State or Territory authority or as prescribed by regulations
18	Australian Privacy Principle 10 – Quality of personal information The Montessori Institute takes reasonable steps to ensure that the personal information it collects is accurate, up-to-date and complete.
19	Australian Privacy Principle 11 – Security of personal information The Montessori Institute takes reasonable steps to protect the information from misuse, interference and loss, as well as unauthorised access, modification or disclosure. The Montessori Institute destroys or de-identifies personal information held once the information is no longer required for any purpose for which the information may be legally used or disclosed. Storage of paper-based information and records is maintained in an appropriately secure place to which only authorised individuals have access. Staff training is conducted on privacy issues, relative to how the APPs apply to our practices, procedures and systems.
20	Australian Privacy Principle 12 – Access to personal information Where the Montessori Institute holds personal information about an individual, it provides that individual access to the information on their request. The Montessori Institute ensures through confirmation of identity that the request is made by the individual concerned, or by another person who is authorised to make a request on their behalf within 30 calendar days, by giving access to the personal information that is requested in the manner in which it was requested. Information access is provided free of charge.
21	If an individual feels that the Montessori Institute has breached its obligations in the handling, use or disclosure of their personal information, they may raise a complaint. Individuals are encouraged to discuss the situation with the National Director before making a complaint.
22.	Implementing Strategies Strategies developed are implemented into the workplace by the National Director (see Step 1).

AUTHORISED BY:

Board of Management
Chairperson Rachel Walker
01/11/2022


ISSUED BY:

National Director



PART ONE: HARASSMENT & DISCRIMINATION

PURPOSE:

To provide a workplace and inclusive learning environment free from all forms of harassment and discrimination (including vilification, antisemitism, islamophobia, victimisation and bullying) and one that provides cultural safety so that staff and students feel valued, respected and are treated fairly.

SCOPE:

This procedure is applicable to all Montessori World Educational Institute Inc (hereafter referred to as the Montessori Institute) staff, students and services.

RELATED DOCUMENTS:

2025 Standards for Registered Training Organisations (RTO's) specifically Standard 2.5.
Equal Opportunity Act 1984 (WA)
Industrial Relations Act 1979 (WA)
Occupational Safety and Health Act 1984 (WA)
Racial Discrimination Act 1975 (Cth)
Disability Discrimination Amendment (Education Standards) Act 2005 (Cth)
Fair Work Act 2009 (Cth)
Human Rights and Equal Opportunity Act 1986 (Cth)
Equal Opportunity for women in the workplace Act 1999 Cth)
Age Discrimination Act 2004 (Cth)
Sex Discrimination Act 1984
Western Australia Equal Opportunity Act 1984 (WA)
Special Envoy's Plan to combat antisemitism 2026

Montessori Institute Code of Practice P.001
Continuous Improvement P.007
Review and Evaluation P.018
Staff and Client Complaints and Grievances P.031
Student Handbook
Lecturer, Trainer & Assessor's Handbook

Montessori Institute is committed to:

- providing a non-threatening, inclusive workplace and learning environment free of harassment and discrimination, including vilification, antisemitism, islamophobia, victimisation and bullying
- ensure that all staff and students understand their roles and responsibilities in creating such a workplace and learning environment
- ensure students are offered reasonable flexibility to meet their cultural obligations
- enrolment policies and practices, training environment, activities and materials, assessment processes, and wellbeing support services are culturally appropriate and
- staff able to adapt their delivery methods to suit the characteristics of students from various backgrounds
- raising staff awareness of any unconscious bias, racism and discrimination
- ensure all staff and students are aware of the processes and procedures for addressing any form of harassment or discrimination.

DEFINITIONS:

- **Bullying** - is unwelcome and offensive behaviour that intimidates, humiliates and/or undermines a person or group. Bullying involves a persistent pattern of behaviour over a period of time and may include verbal abuse, physical assault, sexual harassment, religious harassment, unjustified criticism, sarcasm, insults, online and cyber bullying spreading false or malicious rumours about someone, isolating or ignoring a person, putting people under unnecessary pressure with overwork or impossible deadlines, and sabotaging someone's work or their ability to do their job, by not providing them with vital information and resources.
- **Confidentiality** - refers to information kept in trust and divulged only to those who need to know.
- **Discrimination** - is treating someone unfairly or unequally simply because they belong to a group or category of people. Equal opportunity laws prohibit discrimination on the grounds of sex, marital status, pregnancy, family responsibility, family status, race, religious beliefs, political conviction, gender history, impairment, age or sexual orientation. Victimisation is also treated as another ground of discrimination.
- **Vilification** - is a public act that could incite hatred, serious contempt or severe ridicule towards a person or group. Vilification because of certain characteristics is against the law.
- **Antisemitism** - is prejudice, discrimination, hostility, or hatred directed at Jews as individuals or as a group based on their religious beliefs, ethnicity, or perceived racial traits
- **Islamophobia** - dislike of or [prejudice](#) against Islam or Muslims, especially as a political force.
- **Harassment** - is any unwelcome and uninvited comment or action that results in a person being intimidated, offended, humiliated or embarrassed. Equal opportunity laws prohibit harassment on the grounds of sex and race.
- **Racial Harassment** - occurs when a person is threatened, abused, insulted or taunted in relation to their, race, descent or nationality, colour, language or ethnic origin, religion or a racial characteristic. It may include derogatory remarks, innuendo and slur, intolerance, mimicry or mockery, displays of material prejudicial to a particular race, racial jokes, allocating least favourable jobs or singling out for unfair treatment.
- **Sexual harassment** - is any verbal or physical sexual conduct that is unwelcome and uninvited. It may include kissing, embracing, patting, pinching, touching, leering or gestures, questions about a person's private or sexual life, requests for sexual favours, smutty jokes, phone calls, emails, facsimiles or messages, offensive noises or displays of sexually graphic or suggestive material.
- **Students** - refers to all fee-paying students enrolled at Montessori Institute.
- **Victimisation** - includes any unfavourable treatment of a person as a result of their involvement in an equal opportunity complaint. Unfavourable treatment could include adverse changes to the work environment, denial of access to resources and work.

GUIDELINES:

- All personnel and students have a right to work and learn in an environment free of harassment and discrimination.
- Reports of harassment and discrimination will be treated seriously, impartially and sensitively. Harassment and discrimination, including, victimisation and bullying, is unwelcome, uninvited and unacceptable behaviour that will not be tolerated.
- Managers, supervisors and teaching staff informed of any harassment or discrimination have a responsibility to take immediate and appropriate action to build awareness of the nature, history and danger of vilification, antisemitism and islamophobia.
- In dealing with complaints the rights of all individuals should be respected and confidentiality maintained.
- Wherever possible, complaints should be resolved by a process of discussion, co-operation and conciliation. The aim is to achieve an acceptable outcome while minimising any potential damage to on-going relationships.
- Both the person making the complaint, and the person against whom the complaint is made, will receive information, support and assistance in resolving the issue.
- Victimisation, vilification, antisemitism and islamophobia is unacceptable and will not be tolerated. No person making a complaint, or assisting in the investigation of a complaint, should be subject to these acts.
- Harassment or discrimination should not be confused with legitimate comment and advice (including performance feedback) given appropriately by managers and supervisors.
- Personnel and students should not make frivolous or malicious complaints. All personnel and students are expected to participate in the complaint resolution process in good faith.

PURPOSE:

To provide a workplace that is committed to providing a safe and secure environment for all its Employees, Participants and Volunteers, particularly children.

The Montessori World Educational Institute (Australia) Inc (hereby referred to as the Montessori Institute) Policy & Procedures aim to reduce the risk of abuse, assault or molestation occurring, and to ensure that a caring and appropriate response is taken should abuse occur.

SCOPE:

This policy is applicable to the Montessori World Educational Institute Inc (hereafter referred to as the Montessori Institute) community including employees, students, contractors, volunteers and all persons participating in Montessori Institute business or activities (Participants), regardless of location or mode of study, who wish to report Abuse, Assault, Sexual Assault or Molestation by students, employees and individuals engaged in Montessori Institute Related Conduct.

The Montessori Institute acknowledges that a member of the Montessori Institute Community may experience Abuse, Sexual Assault or Molestation by an individual outside the Montessori Institute Community while involved in Montessori Institute Related Conduct.

Online Environments

Abuse or Sexual Harassment that occurs on a digital environment not managed by the Montessori Institute will be subject to this policy where the alleged offender is a student or an employee.

OUTSIDE SCOPE:

The Montessori Institute will not be in a position to investigate allegations of Abuse, Sexual Assault or Molestation made against people who are not students, employees or individuals involved in Montessori Institute related conduct. The Montessori Institute will, however provide support and information to Students who disclose or report these abuses and will support them if they wish to report their experience to the police.

The Montessori Institute cannot investigate Sexual Assault as it is a criminal offence which therefore requires investigations to be undertaken by the Police. While the Montessori Institute would encourage every matter involving allegations of sexual assault to be referred to the Police, the decision for referral rests with the victim.

RELATED DOCUMENTS:

Western Australia Equal Opportunity Act 1984 (WA)
Commonwealth Sex Discrimination Act 1984
2025 Standards for Registered Training Organisations (RTO's)
Higher Education Support Act 2003
Education Council
Equal Opportunity Act 1984 (WA)
Industrial Relations Act 1979 (WA)
Occupational Safety and Health Act 1984 (WA)
Fair Work Act 2009 (Cth)
Human Rights and Equal Opportunity Act 1986 (Cth)
Equal Opportunity for women in the workplace Act 1999 Cth)
Sex Discrimination Act 1984 (Cth)

Montessori Institute Code of Practice
Student Academic and Non-Academic Complaint and Grievance P.026
Staff and Clients Complaints & Grievances P.031
Student Handbook
Lecturer, Trainer & Assessor's Handbook

DEFINITIONS:

Child: Any person under the age of 18.

Assault, Abuse or Molestation: Can consist of one or more of but is not restricted to the following:

Physical

Any non-accidental physical injury resulting from practices such as Hitting, punching, kicking (marks from belt buckles, fingers). Shaking (particularly babies). Burning (irons, cigarettes), biting, pulling out hair. Alcohol or other drug administration.

Sexual

Any sexual act or threat to perform such upon another person. It occurs when a person uses their power and authority to take advantage of another's trust to involve them in sexual activity. It does not necessarily involve genital contact but is any act which erodes the sexual boundary between two persons. It may appear consensual but the validity of consent is negated by the power differential.

Sexual Misconduct

Defined as instances of sexual harassment, assault, sexual violence, sexual abuse or sexual exploitation.

Sexual Assault

An inclusive term used to describe any sexual behaviour to which a person does not give Consent, including when they have withdrawn their Consent. This may include the following reckless indifference, rape, compelled sexual manipulation, unlawful sexual intercourse (sex with people under the age of consent), indecent assault, grooming, and stalking.

Sexual Harassment

Any unwelcome conduct of a sexual nature, where it is reasonable to expect that the other person would be offended, afraid or humiliated. Sexual Harassment can be verbal, non-verbal, written, graphic or physical. Examples of Sexual Harassment include:

- making remarks about a person's appearance or attractiveness;
- asking a person a question about their relationship or sexual activity;
- sending emails with sexual content;
- showing a person pornographic picture e.g. on a phone or computer;
- unnecessarily touching the person.

Emotional

The chronic attitude or behaviour of one person which is directed at another person, or, the creation of an emotional environment which erodes a child's development, self-esteem and social confidence over time. Behaviours may include: Devaluing, ignoring, rejecting, corrupting, isolating, terrorising or chronic and extreme domestic violence in the child's presence.

Neglect

Characterised by the failure to provide for the child's basic needs. Any serious omission or commission which jeopardises or impairs a person's development.

Alleged Offender

A person about whom a complaint of Sexual Assault or Sexual Harassment is made as part of a report.

Complainant

A person who makes a disclosure or a report.

Consent

Freely and voluntarily agreeing to sexual activity. It also means taking responsibility for ensuring the other person is comfortable and agrees to engage in sexual activity.

A person is taken not to have consented to sexual activity if:

- they agree because there has been force applied (this includes an express or implied threat of force to the victim or to another person) or because of a threat to denigrate, humiliate, disgrace or harass the person or another person; or
- the person was unlawfully detained at the time of the activity; or
- the activity occurred whilst the person was asleep or unconscious; or
- the activity occurred whilst the person was intoxicated to the point of being incapable of freely and voluntarily agreeing; or

- the activity occurred whilst the person was affected by a physical, mental or intellectual condition or impairment such that they were incapable of freely or voluntarily agreeing; or
- the person is unable to understand the nature of the activity; or
- the person agrees to engage in the activity with a person under a mistaken belief as to the identity of that person; or
- the person is mistaken about the nature of the activity (for example, a person is taken not to freely and voluntarily agree to sexual activity if they agree to engage in the activity in the mistaken belief that the activity is necessary for the purposes of medical diagnosis, investigation or treatment, or for the purpose of hygiene).

Consent cannot be given by a person under the age of 18 years in a case where the accused is the guardian, teacher, religious leader, or in certain other positions of authority over the alleged victim.

Disclosure

The sharing of information regarding Sexual Assault or Sexual Harassment to members of the Montessori Institute staff. Disclosures will be recorded without the identity of the Complainant or any details that may suggest the identity of any person involved in the incident/s for the purposes of the Institute's risk identification, assessment and prevention strategies.

External Report

A report to the police and/or external agency.

Procedural Fairness

The procedural requirement to ensure that a standard of fairness is applied in the investigation and adjudication of a dispute. This involves:

- fully informing a person of any allegation/s made against them;
- giving them the opportunity to state their case, provide an explanation or put forward their viewpoint;
- conducting a proper investigation of the allegations, ensuring that all parties are heard and that all relevant submissions are considered, with reasons given for any decision;
- permitting Complainants and Alleged Offenders to be accompanied to any meeting by a support person;
- acting fairly, impartially and without bias; and
- declaring any real or potential conflict of interest.

Reasonable Measures

Arrangements or adjustments that may be implemented on a case-by-case basis where a disclosure or report has been made in order to minimise the potential for harm to any person.

Report

The sharing of information regarding an incident of Sexual Assault or Sexual Harassment to the Montessori Institute for the purpose of accessing support, Reasonable Measures and initiating further action such as an investigation.

Volunteer or Student Any unpaid person over the age of 16 who is invited by an employee to assist with or undertake a task for the Montessori Institute.

Employee Any person (paid or unpaid) over the age of 18 who is responsible for the control and safety of members placed in their care whilst holding a formal position in the Montessori Institute.

Participants Any person, including students or children, who attends or participates in Montessori Institute activities, objectives or strategic plan.

The Montessori Institute is committed to:

Recognising that all members of the Montessori Institute community have the right to feel safe and secure and to be treated with respect and dignity at all times.

Zero tolerance of Abuse, Molestation, Sexual Assault or Sexual Harassment and taking all reasonable steps to prevent behaviour that does not conform with the Montessori Institute's acceptable behaviour standards.

Ensuring that all staff understand their roles and responsibilities and that where an incident is disclosed and/or formally reported all parties will be treated with fairness and respect.

Providing support and information on external support services available for students who have experienced Sexual Assault or Sexual Harassment with recognition this is integral to ensuring their wellbeing and continued participation in their education.

Carrying out its legal obligations and Duty of Care to its Employees, Students and members of the Montessori Institute community. This may take precedence over a Complainants request to maintain confidentiality.

Legislative Requirements:

Recognition that, under the Equal Opportunity Act 1984, the Commonwealth Sex Discrimination Act 1984 and Fair Work Act 2009, Sexual Harassment in employment, education, accommodation and in the provision of goods services and facilities is unlawful.

Ensuring preventative and remedial action is taken in accordance with the Western Australian Occupational Safety and Health Act 1984. This includes disclosure of necessary information, in relation to allegations of Sexual Assault or Sexual Harassment.

It may include, but is not limited to, instances where there are threats of physical harm or danger to an individual and the Montessori Institute may be in breach of its obligations in regard to duty of care to employees, or students; or there is an activity considered serious misconduct under Corruption & Crime Commission Act 2003 that the Montessori Institute is obliged to report.

Guidelines:

The safety and wellbeing of all Students is of paramount importance and members of the Montessori Institute Community will foster behaviours that enable an environment free from sexual assault and sexual harassment. These behaviours are expected in all Montessori Institute-related activities, whether physical or digital, on-site or off.

- Respect the rights of Students to privacy and confidentiality where this does not conflict with legal obligations or Duty of Care.
- Support the right of Students who have experienced Sexual Assault or Sexual Harassment to choose whether they want to make a report to the Montessori Institute or make an external report.
- Treat individuals fairly, impartially, and with compassion and empathy, while adhering to the principles of Procedural Fairness in proceedings or decisions under this policy.
- Employees must complete an application form which requests details of relevant past experience, positions held, details of two referees and permission to contact them. A Police and/or Community Services and/or Working with Children check which complies with the legislative requirements of the appropriate State will be requested and received prior to them commencing their proposed role
- Students must provide a Police and/or Community Services and/or Working with Children check which complies with the legislative requirements of the appropriate State before commencing and teaching practice or observations in schools or centres
- Volunteers will be known to the Montessori Institute for at least 6 months
- All employees, students and staff will be informed of the policy and a copy provided in the appropriate handbook
- A record will be kept of all paid and volunteer staff that carry out regulated child-related activities
- Where the Institute has identified that an applicant has previously committed a violent or sexually related offence, they cannot under any circumstances, be considered for child related activities or programs
- All staff and students will undertake relevant training as required.

REPORTING PROCEDURES:

Individuals who experience Abuse, Molestation, Sexual Assault or Sexual Harassment may disclose and/or report their experience to the police or to the Montessori Institute or to both, and may lodge such reports at the same time or at different times.

- If a report is received by the Montessori Institute, an independent person will be appointed by the Montessori Institute with the specific duty of dealing with the allegation. The appointed person's name, address and contact telephone number will be freely available. An independent person will be appointed by the Montessori Institute with the specific duty of dealing with any allegations that arise. The name, address and contact telephone number will be freely available. If there are reasonable grounds to suspect a person or child has been or is suffering assault, abuse or molestation, the Police and the Institute's Insurer will be contacted **immediately**.

Disclosure Procedure:

If a disclosure is made, the person who receives the disclosure will maintain appropriate pastoral care of the one making the disclosure. This will include:

- Treating each allegation seriously and not attempting to deny the allegation or minimise its impact on the alleged victim.
- Maintaining confidentiality, unless this conflicts with legal obligations or Duty of Care.
*Duty of Care considerations will include an assessment of the safety of people involved in the matter, and may require an Employee or Student to be relocated or adjustment of duties and reporting lines, while the matter is addressed.
- Explaining the Montessori Institute process of responding to a disclosure of Sexual Assault or Sexual Harassment and providing a copy of the policy
- Providing contact information for external services which may include:
Rape and Domestic Violence Services Australia
National Sexual Assault, Domestic Family Violence Counselling Service: 1800 RESPECT
Perth Sexual Assault Resource Centre
NSW health Sexual Assault Services
Kimberley Sexual Abuse Prevention and Support Service
Victoria Sexual Assault Crisis Line
e-Safety Commissioner
Lifeline: 13 11 14
QLife: 1800 184 527
Yogrum
Beyond Blue
Commonwealth Ombudsmen (overseas Students)
Transcultural Mental Health Centre
Mensline Australia
Mental Health Emergency Services: 1300 555 788
- Documenting promptly a de-identified record of the disclosure of alleged Sexual Assault or Sexual Harassment; providing this to the National Director so all reports of suspected assault, abuse or molestation and all details of the subsequent investigation and holding the documents in a secure location where a breach of privacy cannot occur. The National Director would inform the Board if charges were laid.
- Providing information on formal reporting options the person may wish to consider, including reporting the matter to the police, a formal report to the Montessori Institute, the Equal Opportunity Commission or the Human Rights Commission.
- Reporting to the police where indicated by Duty of Care or legal requirements and to the Montessori Institute insurer. Where possible, the Montessori Institute will respect an individual's choice not to make a report and will keep the disclosure confidential. In exceptional circumstances, where required by law or where there is a risk of significant harm to that individual's health and safety or another individual's health or safety the Institute may notify police or child protection authorities.
- Making appropriate academic accommodations, including reassigning locations for teaching practice or workshops where required, for the complainant on the basis of the disclosure

If a person is under investigation either internally or by the police for any misconduct, they will be automatically suspended from further work or duties. If found guilty of committing sexual assault, abuse or molestation either by an internal investigation or by a court, they will be automatically terminated from their employment

The Montessori Institute reserves the right to carry out disciplinary procedures in accordance with the constitution of the Institute.

ALCOHOL & DRUGS

The consumption of illegal drugs on Montessori Institute grounds or during an activity is not to be allowed or condoned. The consumption of alcohol during training or course activities is not to be allowed or condoned.

Any Employee, Student or Volunteer found to be under the influence of alcohol or illegal drugs is to be counselled and given a warning.

The Montessori Institute reserves the right to carry out disciplinary procedures in accordance with the constitution of the Institute.

INVESTIGATION BY INDEPENDENT PERSON

All parties to an investigation will be afforded procedural fairness and have the right to have a support individual with them.

Where an initial inquiry determines that an allegation does not meet the required standard of proof, no further action will be taken.

If the Montessori Institute commences an investigation and an external process is also being pursued, the Institute may continue or suspend its investigation (after consultation with the Complainant).

Third Party Reports

In instances where other sufficient evidence exists and where procedural fairness could be met, the Montessori Institute may decide to proceed with an investigation. In such cases, the individual who was directly subjected to the Sexual Misconduct has the right to be advised of the investigation and not participate.

Anonymous reports or reports of Sexual Misconduct made by a third party (someone other than the individual who was directly subjected to the Sexual Misconduct) can also be submitted to the Montessori Institute.

If the Montessori Institute is unable to proceed with an investigation involving anonymous or third party allegations, the report will be retained. It will be kept strictly confidential, and access to it will be limited.

The Montessori Institute may be unable to proceed with an investigation involving anonymous or third party allegations due to a lack of evidence from the individual who was directly subjected to the Sexual Misconduct, or where proceeding would not allow for procedural fairness.

The Montessori Institute may take other steps in the case of a lack of evidence, including an approach via the third party to see if the individual affected would consider making a report.

Discipline Procedures

If a member of the Montessori Institute community is under investigation either internally or by the police for any sexual Misconduct, they will be automatically suspended from further work or duties until further notice.

If found guilty of committing Sexual Assault or Sexual Harassment, either by an internal investigation or by a court, they will be automatically terminated from their employment.

Allegations of Sexual Assault and Sexual Harassment, if proven, will constitute staff or student misconduct.

If a complainant's allegations are found to be vexatious this will constitute staff or student misconduct.

The Montessori Institute reserves the right to carry out disciplinary procedures in accordance with the constitution of the Institute

AUTHORISED BY:

Board of Management
Chairperson Samantha Leyton
9/06/2026



Samantha Leyton - Chairperson

ISSUED BY:

National Director



PURPOSE:

To prevent and minimise unlawful discrimination on the grounds of disability or medical condition and to provide appropriate services, adjustments and supports, allowing equitable engagement in academic activities.

SCOPE:

This procedure is applicable to all Montessori World Educational Institute Inc (hereafter referred to as the Montessori Institute) staff and services.

RELATED DOCUMENTS:

Standards for Registered Training Organisations (RTOs) 2025 (the Standards)
State Government Access Guidelines for Information, Services and Facilities.
Disability Services Act 1992
Equal Opportunity Act 1984 (WA)
Industrial Relations Act 1979 (WA)
Occupational Safety and Health Act 1984 (WA)
Disability Discrimination Amendment (Education Standards) Act 2005 (Cth)
Fair Work Act 2009 (Cth)
Human Rights and Equal Opportunity Act 1986 (Cth)
Western Australia Equal Opportunity Act 1984 (WA)
United Nations Convention on the Rights of Persons with Disabilities (2006)

Montessori Institute Code of Practice P.001
Continuous Improvement P.007
Review and Evaluation P.018
Academic and Non-academic Complaints and grievances P026
Staff and Client Complaints and Grievances P.031
Teaching and Learning Policy 016
Conducting Assessment P020
Assessment Instruments 021
Assessment Moderation P023
Assessment Appeals P022
Student Handbook
Staff Handbook

DEFINITIONS:

- **Disability** – as per the Disability Discrimination Act (1992) means disability: which is attributed to an intellectual, psychiatric, cognitive, neurological, sensory, or physical impairment or a combination of those impairments:
 - which may or may not be of chronic or episodic nature; and
 - which results in a reduced capacity of the person for communication, social interaction, learning or mobility.
- "Disability" includes a disability that:
 - presently exists; or
 - previously existed but no longer exists; or
 - may exist in the future; or
 - is imputed to a person.
- **Confidentiality** - refers to information kept in trust and divulged only to those who need to know.
- **Discrimination** - is treating someone unfairly or unequally simply because they belong to a group or category of people. Equal opportunity laws prohibit discrimination on the grounds of sex, marital status, disability, pregnancy, family responsibility, family status, race, religious beliefs, political conviction, gender history, impairment, age or sexual orientation. Victimisation is also treated as another ground of discrimination.
- **Fit for work** – means that an individual is in a physical and psychological state to competently perform the tasks assigned to them in a manner that does not compromise the safety or health of themselves or others.
- **Inherent Requirement** – *fundamental requirements of a course or unit, or essential activities necessary for a job role.* The onus is on the Institute to prove objectively that inherent requirements exist in a course or job, based on substantive, defensible academic rationales not merely compulsory requirements or traditional practices

- **Institute** – means the Montessori Institute.
- **Personnel** - refers to all employees of the Montessori Institute.
- **Reasonable adjustment** - is defined and considered in this policy in accordance with the Disability Discrimination Act (1992). Adjustments are considered reasonable when they meet the needs of the student or employee without causing the Institute unjustifiable hardship. In determining "unjustifiable hardship" the factors to be considered include:
 - the nature of the benefit or detriment likely to accrue or be suffered by any persons concerned; and
 - the effect of disability of the person concerned;
 - the options there are to meet the requirements of the person with disability;
 - the estimated expenditure by the Institute; and
 - the effect (if any) on the academic integrity of a course.
- **Students** - refers to all fee-paying students enrolled at Montessori Institute.

Montessori Institute is committed to:
• Providing an equitable learning/work environment accessible to all participants. • Ensuring all staff and students have the right to equitable access to all activities and opportunities offered by the Institute. • Ensuring all staff and students are made aware of the processes and procedures for disclosing disability or medical condition.
GENERAL GUIDELINES:
1. Provisions
• The Institute will provide appropriate support, with appropriate input from the National Director/Educational Director to allow all staff and students to pursue their goals. • Where applicable, the Institute will ensure the relevant staff understand their roles and responsibilities in supporting students/staff with disability or medical condition. • Where applicable, staff will be provided with appropriate support to assist students/employees with disability and medical condition.
2. Confidentiality and Disclosure
• Staff and students are encouraged to bring requirements for disability or medical condition to the attention of the Institute to assist planning and adjustment. • The institute will not require an employee to provide information related to disability if the purpose of the request is unlawful discrimination. The Institute may require information relevant to the disability to determine reasonable adjustments, or to determine an employee's ability to perform the requirements of a position. The following conditions require separate, specific documentary evidence to ensure consistency and compliance with nationally recognised criteria: <u>Autism Spectrum Disorder:</u> 1. an ASD specific clinical diagnostic report that was completed at the age of 12 or over; or, 2. if diagnosis occurred prior to the age of 12, a letter from a registered medical/health practitioner confirming the date of diagnosis and describing the current functional impact for the student. This letter may be written by a GP, Occupational Therapist, Speech Therapist, Psychologist or other health professional with recent and relevant knowledge of the student. <u>Specific Learning Disability:</u> 1. a psychometric educational assessment report undertaken by a registered clinical psychologist or speech pathologist completed at the age of 12 or over; or, 2. evidence of a diagnostic assessment completed before the age of 12 with a letter from the student's high school confirming that learning adjustments were required throughout the student's secondary education; or, 3. a statement or letter from the relevant Certificate of Education Board, specifying the accommodations and adjustments permitted during examinations.
• Documentary evidence of disabilities and medical conditions will be stored securely. • No information about a student's disability, mental health or medical condition is passed outside the Institute without a student's consent. • Student's disability or medical information remains their private information. Only information students choose to release within the Institute goes into providing reasonable adjustment. • By providing information to staff about the impact of their disability, impairment, mental health condition or chronic health issue at Institute, it can help staff in assisting students with their studies. • Employees are expected to maintain the confidentiality of information regarding disability or medical condition provided by students, except where duty of care takes priority.

3. Awareness

- Managers and supervisors have a responsibility to be aware of legislation and policies relating to employment and provision for people with disability.
- Issues arising from this area should be referred to and dealt with by the National Director/Educational Director.

4. Physical Access

- Where reasonably possible, the Institute will ensure buildings, facilities and services are fully accessible and accept reports of obstacles to access.
- Where reasonably possible, the Institute will make alternative arrangements or adjustments to allow participation in activities.
- Permit assistance animals as defined in section 9 of the DDA, subject to the control, evidence, hygiene and health provisions set down in section 54A of the DDA.

STUDENT GUIDELINES

5. Academic Access and Enrolment

- Provide the same academic access as demonstrated through learning outcomes for all students.
- Eligibility for a course or unit is subject only to the selection criteria ordinarily applied. Students must be able to meet course requirements, given reasonable adjustment where possible.
- Course and unit preference should not be influenced by disability or medical condition unless even with reasonable adjustment the students would be unable to meet requirements.
- All students are given the option to indicate they have a disability, medical or health condition during the enrolment process. This is a confidential national dataset that all Higher Education Providers are required to collect and report on.
- A student may elect to change or update this field at any time during their program of study.
- Selecting the disability indicator during the enrolment process does not initiate any further disclosure to other parts of the Institute, nor does it lead to the automatic provision of reasonable adjustments, supports or services by the Institute.

Procedure

- If a student selects the disability indicator during the enrolment process, they are subsequently asked if they wish to be contacted to discuss what reasonable adjustments may be required. If a student elects not to be contacted, no further action will be taken.
- The Institute may make reasonable adjustment to accommodate disability or medical condition in keeping with requirements of the studies undertaken. Common academic adjustments which may be negotiated include:
 - Provision of extra notes or materials
 - Alternative assessment tasks
 - Extra assistance for practical tasks.
- It is the student's responsibility to make special requirements known to the Institute in sufficient time for transfer of materials to an appropriate format (e.g. braille, audio etc.) and to access materials within the timeframe of the unit.
- Wherever possible units should be adapted or modified, with appropriate input, to enable students to participate as fully as possible.
- Special consideration will be given concerning academic progress of those with unforeseen circumstances, including extensions for assignments, withdrawal of course changes, determination of final grades or deferred examination.

6. Academic Assessment

- Assessment by the same procedures that apply to all students will occur wherever possible. However, reasonable adjustment of standard assessment will be applied where necessary for students with medical condition or disability.

Procedure

- It is the student's responsibility to inform the Institute of the need for alternative exam conditions at the time of enrolment for an exam and to provide documentary support if required in order to inform adjustments. Students can seek clarification from the Institute.
- Students and staff should be aware of procedures, on applying for alternative exam conditions as per Institute Policy. . Common academic adjustments which may be negotiated include:
 - Extra time
 - Alternative Venue
 - Allowance for rest or toilet breaks
 - Provision of assistive technology such as a laptop and software
 - Alternative seating arrangements for example, ergonomic chair, etc.
 - Alternative format, for example A3 enlargement or e-copy

7. Complaints

- Students and staff should be aware of the Academic and Non-academic Complaints and Grievances Policy and procedures for making a complaint.

EMPLOYEE GUIDELINES

8. Recruitment

- The Institute has a responsibility to ensure people with disability or medical condition are provided with equitable access and opportunities.

9. Support and Modifications

- Where an employee discloses disability, the Institute priority is to provide reasonable adjustment to allow the employee to maintain their current position.

Procedure

An employee has the responsibility to make the Institute aware of disability or medical condition in order for reasonable adjustment to be made.

Reasonable adjustments in the workplace will be assessed on an individual basis with consideration to the interests of all parties.

10. Inherent Requirements

- According to the DDA and Fair Work Act (2009), it is not unlawful for the Institute to discriminate against an employee on the ground of disability if or because the person would not be able to carry out the inherent requirements of the particular work even if reasonable adjustments were made for the employee.
- Where the disability or medical condition means the employee is unable to fulfil the inherent requirements of the job, the Institute maintains the right to transfer the person to a more suitable position, where one exists, at their current rate of pay.

Procedure

Onus is on the Institute to prove inherent requirements of a role. These may include:

- ability to perform the task or functions necessary to productivity and quality requirements; work effectively with a team; and work safely.

If an employee with disability can perform the inherent requirements of a position, they should have the same opportunity to perform that role.

The Institute is not required to change the inherent requirements of a position to suit an employee.

11. Fitness for Work

- If the safety or well-being of an employee or others is in doubt the Institute has the right to require an employee to attend an assessment of fitness for work or request medical examination, by a practitioner chosen by the Institute, at no cost to the employee.

Procedure

Requests for medical assessment are facilitated by the director.

A fitness for work assessment may be obtained from a practitioner of the employees choosing. Actions and adjustments made should be in line with this assessment and include monitoring and reassessment as recommended.

Confidentiality of the employees' health status should be maintained.

12. Adverse Action

- Under the Fair Work Act, the Institute should not take adverse action against an employee or prospective employee on the ground of disability except where the inherent requirements of the position are concerned.

13. Termination

- Under the Fair Work Act, the Institute must not terminate an employee's position on the ground of disability, except if the reason for termination is based on the inherent requirements of the position concerned.

14. Complaints

- Employees should be made aware of the Staff and Clients Complaint and Grievances Policy and the procedures for making a complaint.

AUTHORISED BY:

Board of Management
Chairperson Rachel Walker
07/03/2023



ISSUED BY:

National Director



3.

ACADEMIC INTEGRITY AND PLAGIARISM

**Montessori World
Educational Institute
(Aust) Inc**

008

Academic Integrity

PURPOSE:

To outline the responsibilities students and staff members have for upholding the Institute's standards on ethical scholarship and to outline the expectations of academic integrity, honesty and free intellectual inquiry.

SCOPE:

This policy applies to Montessori World Educational Institute (Aust) Inc academic staff members and students.

DEFINITIONS:

Montessori World Educational Institute (Australia) Inc (hereafter referred to as the Montessori Institute)

RELATED DOCUMENTS:

2025 Standards for Registered Training Organisations (RTO's)
Standard 1.3
Standard 1.4.
Standard 1.5

Montessori Institute Code of Practice P.001
Assessment Tools P.021
Assessment Appeals P.022
Assessment Moderation P.023
Plagiarism Policy P.024
Staff Professional Development P.029
Student Handbook
Continuous Improvement Register
Lecturers, Trainers & Assessor's Handbook
Tutor Handbook

GUIDELINES

1. Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the business of the Montessori Institute and to the credibility and quality of the education delivered. These principles are at the core of all academic endeavours in teaching, learning and research.

Staff members bear responsibility for a culture that supports academic integrity, requires the development of appropriate skills and attitudes embedded in course assessment and learning activities and the highest standards of academic integrity are upheld.

The Institute acknowledges that the sector is increasingly facing risks related to academic dishonesty and cheating from unauthorised collaboration, plagiarism, engagement with third parties such as contract cheating services or use of AI. It endeavours to ensure academic integrity by creating clear, updated policies that distinguish between acceptable Artificial Intelligence (AI) assistance (e.g., brainstorming) and breaches (e.g., submitting AI-generated work).

To mitigate the risks of contract cheating or use of AI tools, the Institute will employ methods of assessment consistent with the learning outcomes being assessed and the level of study, such as assessments which include practical competency demonstrations to confirm a student's understanding of course content and looking for

	telltale signs e.g. verification of submitted work, unusual phrasing, references that are not part of the course resources etc. Upon enrolment, students are informed of the particular expectations regarding academic integrity and plagiarism and the policies that clearly outline what constitutes cheating and the consequences of violating these policies Staff members must report all violations of academic integrity they encounter to the Educational Director. Students are responsible for understanding the principles of academic integrity fully and abiding by them in all their work. Students are asked to report alleged violations of academic integrity to their Assessor, Tutor or the Educational Director.
2.	Academic misconduct (cheating) is the term used if students fail to act in accordance with the principles of academic integrity. Academic fraud involves making false representation to gain unmerited advantage such as plagiarism, falsification of data, falsification or misrepresentation of academic records or cheating in assessments. Any instances or reported academic misconduct, will be investigated by the Educational Director. The Montessori Institute will impose serious measures on students who are found to have breached this policy. A student may have any one or a combination of the following penalties imposed against her/him • Cancellation or deprivation of credit for any examination or other academic work, which will entail a FAIL grade being assigned to a student's academic record; • Suspension of all or any of a student's rights and privileges including, ◦ suspension from attending lectures and training days ◦ suspension from or exclusion from any assessments; ◦ exclusion from Montessori Institute courses for a specified period ◦ refusal of re-enrolment as a student Students under investigation for academic misconduct or other breaches of discipline will not be eligible to graduate until the matter is resolved. Appeals against decisions can be made in accordance with 'Assessment Appeals'. Details of appeals will be recorded in the Appeals Register.

AUTHORISED BY:

Board of Management
Chairperson Samantha Leyton
/0/2026



Samantha Leyton - Chairperson

ISSUED BY:

National
Director



PURPOSE:

To deal with cases of Plagiarism.

SCOPE:

This process covers all accredited courses offered by Montessori World Educational Institute (Aust) Inc hereby referred to as the Montessori Institute

DEFINITIONS:

Plagiarism involves using the work of another person and presenting it as if it is your own. Students may quote from or summarise someone else's published work but only if they explicitly state this is what they are doing and give the precise publication details. Using unpublished material produced by someone else, even if that person has given you permission to do so, is plagiarism unless it is clearly acknowledged.

All work submitted by students must be their own work. Students may, and indeed should, draw on the work of others, but it must be clearly acknowledged and referenced in accordance with the Referencing Guide provided. Graduate Diploma students have access to the Grammarly programme which checks plagiarism and delivers a report, prior to submission to their tutor for marking.

RELATED DOCUMENTS:

Education Council
2025 Standards for Registered Training
Organisations (RTO's)
Standard 1.3
Standard 1.4.
Standard 1.5

Montessori Institute Code of Practice
Academic Integrity P008
Assessment Tools P021
Assessment Appeals P022
Assessment Moderation P023
Staff Handbook
Student Handbook

STEP #	PROCESS
1.	In Cases of Failure to Recognise Sources If a tutor notices that a student has failed to recognise a source material in written work, then s/he should inform the student in comments on the work in question. Sometimes the material quoted is referenced incorrectly. However, if the exact words of another person are not acknowledged or put in quotation marks, the student will be notified and will be awarded a lower mark or set additional work.
2.	Penalties for Serious Plagiarism Continued failure to reference other people's ideas in an acceptable manner and submission of any work that, in whole or in part, is not that of the student who submits it, will be regarded as plagiarised and will be dealt with as outlined below. <i>If it has been determined that a student has knowingly copied and submitted the work of another without appropriate acknowledgment, depending upon the severity of the act of plagiarism, or the number of like offences which have previously occurred, a student may have any one or a combination of the following penalties:</i> • Cancellation or deprivation of credit for any examination or other academic work, which will entail a FAIL grade being assigned to a student's academic record • Suspension of all or any of a student's rights and privileges including, ○ suspension from attending lectures and workshops

	○ suspension from attendance at or exclusion from any examination ○ exclusion from Montessori Institute Courses for a specified period ○ refusal for re-enrolment as a student Submission of [near] Identical Assignments If two or more students submit identical or near identical work and it cannot be determined for certain who copied from whom, each student will have to resubmit work and will be awarded lesser marks. A note will also be made in the students' files. Re-occurrence of this offence will result in one or more of the penalties above.
--	--

AUTHORISED BY: Board of Management Chairperson Samantha Leyton 22/10/2024  Samantha Leyton - Chairperson	ISSUED BY: National Director 
---	--

4. ASSESSMENT POLICIES AND PROCEDURES

Assessment is a key part of any teaching and learning environment. It is the process of collecting evidence and making judgments about how well students have achieved the intended learning outcomes. It is the means by which progress or achievement in a unit of work is evaluated. Assessment should be designed to measure students' achievements against explicit learning objectives, to promote learning and improve student performance. The Montessori Institute has the following beliefs about assessment:

- Assessment in a unit should involve more than one type of assessment task.
- Assessment methods and the criteria by which work will be judged should be clearly stated and based solely on academic achievement that reflects the objectives stated for the unit.
- Assessment should be evidently fair and reasonable efforts should be made to ensure that it does not discriminate on grounds which are irrelevant to the achievement of the unit objectives.
- Feedback should be informative and constructive.
- Assessment processes should reflect the extent to which the student has achieved the assessable objectives/competencies stated for the unit.

PURPOSE:

Assessment is a key part of any teaching and learning environment. It is the process of collecting evidence and making judgments about how well students have achieved the intended learning outcomes. It is the means by which progress or achievement in a unit of work is evaluated. Assessment should be designed to measure students' achievements against explicit learning competencies and/or objectives, to promote learning and improve student performance.

SCOPE:

This process covers all nationally recognised training offered by the Montessori World Educational Institute (Australia) Inc.

DEFINITIONS:

- **Montessori World Educational Institute (Australia) Inc.** hereafter referred to as the Montessori Institute
- **Assessment:** **Assessment** - is a systematic process for facilitating and evaluating student learning. The process includes the design, development and implementation of **assessment** tasks, and the judgement and reporting of student performance.
- **Reasonable Adjustment:** Changes made by the assessor to meet the individual needs of the candidate, which still ensures valid and reliable assessment decisions.
- **Vocational Education and Training-VET**

RELATED DOCUMENTS:

2025 Standards for Registered Training Organisations (RTO's)
Standard 1.3
Standard 1.4.
Standard 1.5
Disability Discrimination Act 1992

Montessori Institute Code of Practice P.001
Continuous Improvement P.007
Review and Evaluation P.018
Assessment Instruments P.021
Assessment Appeals P.022
Assessment Moderation P.023
Staff Handbook
Student Handbook

STEP

PROCESS

- | | |
|----|---|
| 1. | <p>Requirements</p> <p>Academic staff must satisfy the Threshold Standards for Higher Education Courses or the Standards for Registered Training Organisations' requirements for trainers and assessors for vocational courses.</p> <p>Trainers, lecturers and tutors have a qualification at least one AQF level above the course they are teaching for Higher Education courses and a current Certificate IV in Training and Assessment and currency in Industry for VET courses.</p> |
| 2. | <p>Identify Accredited Course Requirements and Assessments</p> <p>Determine and specify the elements from the accredited course against which assessment will be conducted including regularly assessing that:</p> <ul style="list-style-type: none"> • students are only awarded a qualification when they have demonstrated achievement of the learning/competency outcomes • methods of assessment are consistent with the learning outcomes being assessed and the level of study, to provide the necessary assurance of integrity while demonstrating learning/competency outcomes. |

3.	Assessment Criteria Assessment should be conducted according to the following: ▪ Involve authentic, integrative, programmatic assessments that are designed to determine the student's ability to apply standard-driven knowledge and skills, to real-world challenges ▪ Assessment in a course should involve more than one type of assessment instrument. ▪ Assessors must establish the assessment criteria, strategies and assessment instruments using the accredited course assessment guidelines. ▪ Assessment methods and the performance criteria by which work will be judged should be clearly stated and based solely on academic achievement, that reflects the competencies/objectives stated for the unit ▪ Assessment should be evidently fair and reasonable efforts should be made to ensure that it does not discriminate on grounds which are irrelevant to the achievement of the unit objectives ▪ Feedback should be informative and constructive ▪ Grading processes should reflect the extent to which the student has achieved the assessable objectives stated for the unit
4.	Purpose of Assessment For students, the purposes of assessment are to: • Provide feedback on how effectively they are learning • Engage them in their learning • Provide evidence that they have reached the required standard • Provide evidence to demonstrate learning achievements. For the Montessori Institute, the purposes of assessment are to: • Provide evidence that students have achieved learning competencies/outcomes • Provide evidence of teaching effectiveness • Provide evidence that students have reached a particular standard. For the wider education community, the purposes of assessment are to: • Provide evidence of students' achievements and education standards • Provide evidence that graduates are employable and Montessori Institute courses and their teaching programs are effective.
5.	Submission of Work for Assessment Students have a responsibility to: • Sign a declaration regarding authorship of the work • Submit work for continuous assessment according to instructions • Maintain a copy of all submitted work until at least the expiration of the appeal period. • Students will submit assessments electronically or in person depending on the course requirements.
6.	Types of Assessment Each unit includes written statements on the types of assessment and the specific requirements, including assessment methods and where appropriate, weighting. All assessments need to be 'authentic', in that the assessment tasks should be seen to be challenging, interesting and meaningful, and where possible related to real-life applications. Assessment to have an emphasis on learning processes instead of artefacts. Performance and knowledge-based competencies are the method of assessment employed by the Montessori Institute for vocational courses.

	Criterion-referenced assessment is the method of assessment employed by the Montessori Institute for the higher education courses. As part of ensuring integrity the Institute utilises scaffolded authentic assessments that culminate with interactive oral examinations. Interactive oral exams enable students to develop their professional identity and awareness, and communications skills, and help promote employability¹.
7.	Sources of Evidence Assessment of a unit shall be based on more than one assessment point in time and more than one assessment method, while ensuring that the amount of work required is proportionate: • Nominal hours for vocational courses. Students will be provided with sufficient information about their performance to enable them to position their performance relative to the unit's competencies required. • Credit point's value of the unit for higher education courses with no one component (point of assessment) or assessment method accounting for more than 70% of a module mark. Students will be provided with sufficient quantitative and qualitative information about their performance to enable them to position their performance relative to the unit's learning objectives and a possible final grade. Sufficient evidence is gathered ensuring that it is valid, consistent, authentic and current. A judgment as to the competence and/or knowledge of the learner is made. The judgment shall be valid, reliable, flexible and fair.
8.	Assessment Protocol The student will be fully informed of the assessment process and course requirements upon enrolment. Consideration will be given to any reasonable adjustment that may be necessary for the student being assessed to meet individual learning needs, e.g. extension to completion dates, use of computer or extra time for those with medical conditions.
9.	Assessment Recording Record assessment outcomes using the agreed assessment instruments. Students are entitled to see their results in all assessment components of their unit. For courses with examinations, students may inspect their marked examination scripts and discuss the marking within fourteen days of the posting of results. Students are to be advised of the Assessment Appeals Process.
10.	Successful Assessment Overall results are forwarded to Montessori Institute and records are updated with the result. Qualifications and/or Statements of Attainment will be issued in accordance with the Document-Issuance of Qualifications.

¹ Sotiriadou, P., Logan, D., Daly, A., & Guest, R. (2019). The role of authentic assessment to preserve academic integrity and promote skill development and employability. *Studies in Higher Education*, 1-17.

11.	Unsuccessful Assessment for Courses with Grades For Higher Education courses: Where a student does not achieve 65% marks for their assignment submission, verbal/written feedback is supplied, and the student offered the chance to resubmit. Students enrolled in their first semester of study with the Institute may make three attempts. After the first semester students may only resubmit once to achieve the outcome of a pass (but not to improve their marks beyond a pass). If a pass is still not achieved, work is forwarded to the Educational Director for a grade assessment following a review of course work and tutor consultation. For VET Courses: Students will be given the opportunity to resubmit at least once if they are assessed as not yet being competent. Students are to be advised of the Assessment Appeals Process.
12.	Remarking Request Students requesting a remark of assessment should do so within 6 weeks of the notification of results. The fees associated with reporting on assessment and/or marking are non-refundable.

AUTHORISED BY: Chairperson Samantha Leyton 14/8/2023	 Samantha Leyton - Chairperson	ISSUED BY: National Director Rachael Stevens	
---	--	---	---

PURPOSE:

To describe the use of the Montessori World Educational Institute (Australia) Inc assessment instruments that allow for the collection of representative, valid, reliable, authentic and sufficient evidence.

SCOPE:

This process covers all Assessment Materials and Instruments designed by the Montessori World Educational Institute (Australia) Inc for nationally recognised training.

DEFINITIONS:

Vocational Education and Training -VET

Assessment Instrument The specific assessment instruments and procedures used for gathering and interpreting evidence.

Assessment Method The various modes of assessment demonstrated by the instruments.

RELATED DOCUMENTS:

2025 Standards for Registered Training Organisations (RTO's)
Standard 1.3
Standard 1.4.
Standard 1.5

Montessori Institute Code of Practice P.001
Continuous Improvement P.007
Review and Evaluation P.018
Conducting Assessment Policy P.020
Assessment Appeals P.022
Assessment Moderation P.023
Credit for Prior Learning P.011
Staff Handbook
Student Handbook

STEP #

PROCESS

1.

Meeting Requirements

The assessment guide and evidence requirements of an accredited course must be considered when designing assessment instruments.

Assessment methods chosen should be the most direct and relevant to the learning outcomes, competencies and objectives being assessed.

Where access to the workplace is not possible, simulation should be used.

The assessment instrument shall include clear instructions which ensure that the instrument is used consistently by all assessors.

The assessment instrument will allow for feedback to the candidate.

Assessment instruments will allow for the collection of valid, sufficient, reliable and authentic evidence in accordance with the Conducting Assessment Policy.

2.

Assessment Instruments

Assessment instruments include:

- VET courses: Observations and verbal questioning, personal reflections, work place tasks & skills, written responses, performance activities & Third-Party evidence. Assessments will be conducted in accordance with the assessment conditions noted in the unit of competency.
- Higher Education courses: Written assignments, online quizzes, practical experience and written and practical examinations.

3.	Assessment Methods Assessment methods include: <u>Questioning</u> • Methods Oral, written; questioning including projects / assignments; problems; case studies; written tests • Type Interview; group assessment, supply short answer; restricted essay; extended essay; multiple choice; matching; completion; identification; alternate answer; true false <u>Simulations</u> • Methods Simulation; observation of skills, product and/or process. • Type Case studies; simulated clients; simulated workplaces; simulated exercises <u>Skills Demonstrations</u> • Methods Work sample; skill sample; practical project; structured problems and tasks • Type Checklists; rating scales; research tasks; assignments <u>Direct Observation</u> • Methods Product and/or processes on the job • Type <i>Checklists; rating scales; research tasks; log books; skills books; work experience; interaction analysis; peer assessments; group assessment</i> <u>Indirect Observation</u> • Methods Skills, product and/or processes on the job • Type Evidence from third parties, supervisors; colleagues and clients; portfolio Evidence of Credit for Prior Learning (see CPL Policy)
4.	Assessment Moderation Assessment instruments will be moderated in accordance with the Assessment Moderation process to ensure the validity and effectiveness of the instrument.

AUTHORISED BY: Board of Management Chairperson Rachel Walker 07/03/2023 	ISSUED BY:  National Director
--	--

PURPOSE:

To ensure the comparability of the Montessori World Educational Institute (Australia) Inc assessment by reviewing, comparing and evaluating the assessment processes, instruments and evidence contributing to judgments made by a range of assessors against the same standards; and documenting any evidence taken to improve the quality and consistency of assessment.

SCOPE:

This process covers all accredited courses offered the Montessori World Educational Institute (Australia) Inc.

DEFINITIONS:

- **Montessori World Educational Institute (Australia) Inc** (hereafter referred to as the Montessori Institute).
- **Assessment** - is a systematic process for facilitating and evaluating student learning. The process includes the design, development and implementation of **assessment** tasks, and the judgement and reporting of student performance.
- **Reasonable Adjustment** - Changes made by the assessor to meet the individual needs of the candidate, which still ensures valid and reliable assessment decisions.

RELATED DOCUMENTS:

2025 Standards for Registered Training Organisations (RTO's)
Standard 1.3
Standard 1.4.
Standard 1.5
Credential Policy

Montessori Institute Code of Practice P.001
Continuous Improvement P.007
Review and Evaluation P.018
Conducting Assessments Policy P.020
Assessment Instruments P.021
Assessment Appeals P.022
Issuance of Qualifications P.025
Continuous Improvement Register
Lecturers, Trainers & Assessor's Handbook
Tutor Handbook

STEP #	PROCESS
1.	Apply internal Montessori Institute moderation strategies The Educational Director manages the internal moderation process using detailed marking guides with benchmarks and evaluation processes to ensure that Montessori Institute assessors working across a number of sites or qualifications are applying consistent standards and making consistent judgements. Trainers and Assessors (including full-time, part-time, casual staff) meet on a regular basis to review, compare and evaluate assessment processes, instruments and evidence. All outcomes are documented in the Continuous Improvement Register.
2.	Apply external Montessori Institute moderation strategies Ensure all assessment strategies for accredited course qualification is developed in consultation with industry and benchmarked against vocational expectations.. All meetings with external industry are fully documented.

3.	Validation Validation Certificates are received from Compliant Learning Resources Support but assessment tools are to be reviewed before use and mapped to a 5-year cycle. These processes will further validate the following: • The effectiveness of assessment instruments and processes • The standard of performance achieved • The validity of evidence collected • The accuracy and consistency of the assessment judgement
4.	Issue end of course certificates / transcripts Certificates and transcripts are prepared following: • Completion of data entry • Approval by the Academic Board ensuring appropriate units for the award have been completed • Final approval by the Board of Management.

AUTHORISED BY: Board of Management Chairman Samantha Leyton 9/06/2026	 Samantha Leyton - Chairperson	ISSUED BY: National Director 
---	---	--

PURPOSE:

To ensure that any students who are dissatisfied with any assessment conducted by Montessori World Educational Institute (Australia) Inc may have the opportunity to appeal for reassessment.

SCOPE:

Any student who undertakes assessment through a Montessori World Educational Institute (Australia) Inc course may challenge an assessment decision.

DEFINITIONS:

- **Montessori World Educational Institute (Australia) Inc** (hereafter referred to as the Montessori Institute)
- **Assessment** - is a systematic process for facilitating and evaluating student learning. The process includes the design, development and implementation of **assessment** tasks, and the judgement and reporting of student performance.
- **Reasonable Adjustment** - Changes made by the assessor to meet the individual needs of the candidate, which still ensures valid and reliable assessment decisions.

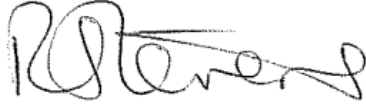
RELATED DOCUMENTS:

2025 Standards for Registered Training Organisations (RTO's)
Standard 1.3
Standard 1.4.
Standard 1.5

Montessori Institute Code of Practice P.001
Continuous Improvement P.007
Recognition of Prior Learning P.011
Review and Evaluation P.018
Conducting Assessment P.020
Assessment Instruments P.021
Assessment Moderation P.023
Staff Handbook
Student Handbook

STEP #	PROCESS
1.	Receive assessment appeal application All students will be given the opportunity to formally present their case. All assessment appeal applications must be received in writing. The grounds for appeal are: • The judgement as to whether criteria has been achieved or demonstrated was made incorrectly and/or • The judgement was not made in accordance with the assessment plan. There is no fee for an initial assessment appeal. Fees will apply if an independent assessor or Appeals Panel is required and will vary, depending on complexity of the appeal and are non-refundable.

2.	Assess Appeal Application The Educational Director will assess all initial appeal applications. If the application is in relation to an assessment by the Educational Director, then the application is presented to the Board. At the time of presentation to the Board, the Educational Director will be excused from this portion of the meeting. The Board will then direct the application to be considered by an equally qualified person. Subject matter experts may be called upon to assist the appointed person. Fees associated with an independent assessor of an Appeals Panel will be explained to the applicant. Details of appeals will be recorded in the Appeals Register.
3.	Notification All assessment appeals will be responded to within twenty-eight (28) days in writing. <i>All students are to be provided with a written statement of the appeal outcomes, including the reasons for the decision.</i>

AUTHORISED BY: Board of Management Chairperson: Rachel Walker  07/03/2023	ISSUED BY:  National Director Rachael Stevens
--	--

5. CREDIT FOR PRIOR LEARNING AND FEE POLICIES

**Montessori World Educational
Institute (Australia) Inc.**

011

CREDIT FOR PRIOR LEARNING

PURPOSE:

The Institute is committed to upholding the integrity of its academic programs and protecting its academic standards and reputation. Credit for prior learning is granted within the constraints of this commitment and where program structures and requirements permit.

This policy describes the process that enables students to obtain credit for prior learning or qualifications obtained through formal/informal training, work experience and/or life experience which can be assessed and demonstrated against established and formalised criteria-based systems.

SCOPE:

Credit can be issued to any successful candidate for any module or parts of modules, where it can be demonstrated the criteria have been met.

Principles:

Key principles guiding the granting of credit for prior learning include:

- The applicant's achievement of learning or acquisition of prior learning outcomes are demonstrated, evidenced and authenticated at the appropriate Australian Qualifications Framework (AQF) level.
- The applicant's learning outcomes are assessed as relevant and current.
- The program's volume of learning, discipline context, content, learning and assessment approaches are considered in determining comparability and equivalence of prior learning.
- The learning for which credit is sought is for a successfully completed prior qualification or for a successfully completed component of learning.
- Further credit is not granted in addition to that awarded on the basis of advanced standing.

DEFINITIONS:

Montessori World Educational Institute (Australia) Inc. (hereafter referred to as the Montessori Institute)

AQF - Australian Quality Framework

Recognition of prior learning (RPL) is a process that involves assessment of an individual's relevant prior learning (including formal, informal and non-formal learning) to determine the credit outcomes of an individual application for credit.

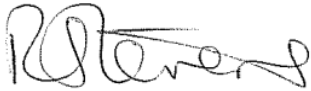
Credit is the value assigned for the recognition of equivalence in content and learning outcomes between different types of learning and/or qualifications. Credit reduces the amount of learning required to achieve a qualification and may be through credit transfer, articulation, recognition of prior learning or advanced standing.

Advanced Standing is commencement of a course with credit granted for a complete module. Advanced standing indicates an individual is deemed to have satisfied all the program requirements embedded in that module. Advanced standing reduces the number of modules needed to be taken to successfully complete the program.

RELATED DOCUMENTS: AQF National Principles and Guidelines for RPL MCEETYA/Education Council Principles for Credit Transfer & Articulation Education Council 2025 Standards for Registered Training Organisations (RTO's)	Montessori Institute Code of Practice P.001 Strategic Plan P.002 Assessment Tools P.021 Assessment Appeals P.022 Assessment Moderation P.023 Staff Handbook Student Handbook
---	--

STEP #	PROCESS
1.	Enquiry and Advice to applicants of requirements The Montessori Institute must provide adequate information and support to enable applicants to gather reliable evidence to support their claim for credit for learning outcomes currently held, regardless of how, when or where the learning occurred. All fees associated with Credit will be explained to the applicant, including the appeals process and fee. Applications for Credit for Prior Learning must be received in writing.
2	Receipt of application Upon receipt of application for Credit for Prior Learning (CPL), where a personal file does not exist, this is created at the time of application as required under Enrolment Procedure P.009.
3.	Assessment of Application The Credit for Prior Learning application is to be assessed by a suitably qualified assessor (at least a Masters of Education) and approved by one other Academic Staff Member. Assessors designated by the Academic Board document their decision on the Credit Assessment Form. Decisions must be made in a fair, transparent, academic and professional way in accordance with this policy. Evidence provided may be of formal training or qualification, validated letter, statements of attainment, sample of work or on-the-job assessment. If evidence is not sufficient, the applicant will be invited to provide further evidence before an assessment decision is made. Assessment of a recognition application will be criteria-based (assessment of prior learning against the pre-determined criteria of each assessment task). Credit is assessed by determining the extent to which the applicant's prior studies and assessed standards are equivalent to the content and learning outcomes of one or more courses in the award program. The educational judgement concerning equivalence is based on the discipline context, content, standards and assessment in the program or course the applicant has undertaken. Prior informal and non-formal learning is assessed by determining the extent to which the applicant has achieved the learning outcomes of one or more courses in the award program. The educational judgement concerning equivalence is based on the extent to which the applicant can demonstrate they have achieved the required learning outcomes. Subject matter expert/s will be consulted if necessary.
4.	Credit Limits Students must satisfactorily complete a minimum of not less than half, credit points in a course to be awarded a qualification (e.g. 72 credit points for Graduate Diploma). The upper limit for the granting of credit based on recognition of prior informal and non-formal learning will be one-third of the requirements of the award program All credits for part of a modules are assigned a 'C' grade of 70%. Credit for a complete module appears on the Academic Transcript as Credit Transferred or Exempt. Credit may only be given for completion of whole units of competency
5.	Inform applicant of outcome The applicant will be notified of the results of the application. The applicant will be advised of the appeals process, where applicable.

6.	Appeals Appeals against the results and/or process can be made in accordance with 'Assessment Appeals'. Subject matter experts may be called upon to form an Appeals Panel to assist in areas where they have expertise. Fees associated with the appeals process will be explained to the applicant. All Credit for Prior Learning appeals will be responded to promptly in writing. Details of appeals will be recorded in the Appeals Register.
7.	Fees Any quotation for reduction of fees for credit for prior learning are valid for a two year period, after which time annual increments will apply.

AUTHORISED BY: Board of Management Chairman Samantha Leyton 22/10/2024  Samantha Leyton - Chairperson	ISSUED BY: National Director 
--	---

FEE DETERMINATION, COLLECTION AND STUDENT REFUND

PURPOSE

To define the Montessori World Educational Institute (Australia) Inc. (hereafter referred to as Montessori Institute) financial determination, collection, recording and refund of student fees.

SCOPE:

This process applies to all educational products and services delivered by Montessori World Educational Institute (Australia) Inc

Definitions:

Vocational Education and Training -VET

RELATED DOCUMENTS:

2025 Standards for Registered Training
Organisations (RTO's) Higher Education Support Act
2003
Education Council

Financial Management P.003
Enrolment P.009
Withdrawals/ Refund Register
Schedule of Fees
Enrolment Forms

STEP #	PROCESS
1.	Determination of Fees Fees and charges are determined annually or more frequently if needed, by the Board of Management on recommendation from the Treasurer and the National Director.
2.	Collection of Fees – General Fees will be charged in accordance with Montessori Institute current schedule of fees and charges by the Accounts Manager. All students will be advised of all current charges associated with a course prior to enrolment. Qualifications will not be issued while fees are left outstanding.
3.	Collection and Recording of Fees Payments Monies will be collected by the Administrative staff with applicable enrolment/registration forms. All payments received are entered on the Montessori Institute accounting system and a receipt is issued to the client.
4.	Protection of Fees Paid in Advance Fees paid in advance will be identified on the Montessori Institute accounting system as current liabilities. Fees subject to a 30-day withdrawal period are to be accounted for separately.

5.	Refunds Enrolments are not transferable, except in exceptional circumstances, and fees are not refundable to another person or institution. Higher Education students may apply for a refund of the <u>course enrolment fee</u> within the time period of 30 days from enrolment in the course provide all issued resources are returned. There will be no refunds available thereafter. They may apply for a refund of a <u>curriculum module fee</u> paid at the time of course enrolment within the time period of 30 days from enrolment in the course, providing the workshop has not already been attended. If so, there is no refund available and there is no refund for any module fees paid after the initial thirty days from the initial course enrolment. Students will forfeit an administration fee of \$500 VET Students may only apply for a refund within the period of 30 days from unit enrolment and will forfeit an administration fee of \$100. Students will need to return all resources in good condition. Please see Refund Policy in the Student Handbook at www.mwei.edu.au. Deductions will be made for any material not returned in pristine condition. There are no refunds if a student is unable to attend any or all of the workshop days. In the case of illness, students may attend the missed workshops days at a future workshop for no cost. If the missing workshop days impact course progress or graduation, on the presentation of a medical certificate, 'catchup' days can be negotiated but this will involve cost recovery by the Institute. All refunded fees are to be recorded in the Withdrawal/Refunds Register.
6.	Discounts Discounts on Montessori Institute courses may be offered to current staff, upon recommendation from the Educational Director, where a staff member is undertaking a further qualification deemed to be of benefit to the Montessori Institute. The discount may be up to 50% of relevant fees for course enrolment.
7.	Review & Evaluation. All Montessori Institute Financial Management practices are subject to on-going review and evaluation through Board of Management Meetings. The Accounts Manager will bring all financial management issues identified to the attention of the Treasurer and National Director as part of the Montessori Institute Continuous Improvement Process and Review and Evaluation Process.
8.	External Reporting Requirements When requested, the Montessori Institute must provide the state registering authority with a full audit report from a qualified independent accountant with membership of the Certified Practising Accountants Australia or the Institute of Chartered Accountants of Australia.

AUTHORISED BY:

Board of Management
Chairperson
Rachel Walker
7/3/2023

ISSUED BY:

National Director

6. COMPLAINTS AND GRIEVANCES

**Montessori World
Educational Institute
(Australia) Inc**

P026

Student Academic and Non-Academic Complaints and Grievances

PURPOSE:

The purpose of this policy is:

- *To ensure that the Montessori World Educational Institute (Australia) Inc (hereafter referred to as the Montessori Institute) has processes to enable student academic and non-academic complaints and grievances to be received and resolved as effectively, fairly, quickly and inexpensively as possible*
- *To ensure the resolution of student academic and non-academic complaints and grievance follows standard procedures and procedural fairness*
- *To codify, collate and publish internal student complaints and grievances procedures in accordance with Commonwealth Government requirements.*

SCOPE:

This policy applies to complaints and grievances that are lodged by:

- A person or persons currently enrolled in studies at Montessori Institute (current students).
- A person or persons who has completed studies at Montessori Institute within the last six months (past students).
- A person or persons seeking to enrol in a course of study at Montessori Institute (prospective students).

This policy and procedure covers complaints and grievances of an academic and non-academic nature.

Current and past students may lodge academic or non-academic grievances. Prospective students may only lodge non-academic grievances relating to the admissions process.

DEFINITIONS:

- **Montessori World Educational Institute (Australia) Inc.** Montessori Institute
- **Complaint** - an expression of dissatisfaction from a student with a process, decision or service offered or provided by Montessori Institute which initiates the Student Academic and Non-Academic Complaints and Grievances Procedures.
- **Grievance** - a written notice expressed by a Montessori Institute student following an unresolved complaint.
- **Student** - a prospective, current or past individual enrolled or seeking to be enrolled with Montessori Institute
- **Academic grievance** - see Conducting Assessment Policy P.020
- **Non-academic grievance** - see Harassment and Discrimination Policy P.032

RELATED DOCUMENTS:	
2025 Standards for Registered Training Organisations (RTO's) Standard 2.7 Standard 2.8. Equal Opportunity Act 1984 (WA) Industrial Relations Act 1979 (WA) Occupational Safety and Health Act 1984 (WA) Racial Discrimination Act 1975 (Cth) Disability Discrimination Amendment (Education Standards) Act 2005 (Cth) Fair Work Act 2009 (Cth) Human Rights and Equal Opportunity Act 1986 (Cth) Equal Opportunity for women in the workplace Act 1999 (Cth) Age Discrimination Act 2004 (Cth) Sex Discrimination Act 1984 Western Australia Equal Opportunity Act 1984 (WA)	Montessori Institute Code of Practice P.001 Continuous Improvement P.007 Review and Evaluation P.018 Conducting Assessment Policy P.020 Plagiarism Policy P.024 Harassment and Discrimination Policy P.032 Abuse and Molestation Policy P.033 Lecturers, Trainers & Assessor's Handbook Tutor Handbook

Guidelines:

- Information on how to provide feedback and register complaints and the timeframes for acknowledging, resolving and communicating the outcome, is to be publicly available and easily accessible.
- All grievances and complaints are addressed as quickly and effectively as possible in order to avoid the escalation of any issues.
- All parties involved in grievance resolution must observe strict confidentiality, as breaches can result in defamation, aggravation of the problem and/or disciplinary action.
- When it is an equal opportunity grievance, the focus will be on the complainant's perceptions and experiences rather than the alleged respondent's intentions. It is the negative impact of the respondent's behaviour on the complainant that is of concern in resolving these types of grievances.
- The complainant is regarded as owning the grievance throughout the procedure. This means they have a degree of control over the direction of the resolution at all times and can switch from informal to formal at any stage.
- Staff involved in resolving student complaints or grievances will act fairly at all times and ensure that decisions will be based on a thorough and unbiased consideration of the facts and the views expressed by all parties.
- This policy will be communicated to academic and support staff through Moodle on the Montessori Institute website.
- Students will not be charged for making a complaint or lodging a grievance.
- Students' enrolment status will not be affected by the lodging of a complaint or grievance.

STEP	PROCESS
1.	Making a complaint 1. In the first instance, a student should attempt to resolve the complaint informally with the staff member concerned or with the staff member's direct supervisor. 2. If the complaint is not resolved this way, the student may refer the complaint via another staff member, by telephone, email or in person, to the National Director. 3. All complaints shall be recorded on the <i>Complaint Register Form</i> and stored securely on SharePoint.

2.	Lodging a grievance - Once the complaint has been referred to the National Director, the complainant should formalise their complaint in writing using the <i>Complaints Form</i>. This matter is now considered a grievance. - Complainants should lodge the form with the Student Administration Officer. - If the grievance is with the National Director, the matter should be referred to the Board of Management.
3.	Grievance Process - If the matter is not resolved in writing or by telephone within ten (10) working days to the satisfaction of all parties, an appointment should be arranged with the complainant their support person, staff members directly involved in the grievance, the National Director and a representative from the Board of Management. This may be by face-to-face interview, online conference or by telephone. - If, due to unforeseen circumstances (e.g. staff on leave), an investigation or conciliation cannot be concluded within ten working days, the National Director will keep the complainant informed and the reasons for any delay. - In the event of a grievance not being resolved internally, the complainant will be advised of avenues for further review such as external resources available to pursue the grievance r, including appeal mechanisms (if appropriate). - The complainant will be provided with a written statement of the outcomes, including reasons for the decision, within a mutually agreeable timeframe.
4.	Access and Equity The National Director will ensure that Access and Equity issues have been addressed in relation to all client complaints.
5.	Staff All Montessori Institute staff must be aware of the process for student complaints and resolution procedures. Staff will be made aware of the process for complaints at time of induction.
6.	Review and Evaluation All recorded complaints are brought to the attention of Montessori Institute as part of the Montessori Institute Continuous Improvement Process and Review and Evaluation Process, to identify and understand the cause of any complaints, any trends discernible and if actions need to be taken.
7.	Records A record of each complaint, as well as being securely stored on SharePoint, will also be maintained in the relevant student or staff member file.

AUTHORISED BY:

Board of Management
Chairperson Samantha Leyton
9/06/2026



Samantha Leyton - Chairperson

ISSUED BY:

National
Director





COMPLAINTS / APPEALS FORM

All complaints and appeals will be forwarded to the National Director. Should the Complaint concern the National Director, then it will be forwarded to the Chairperson of the Board.

Name of Student/Staff Member:

Address:

.....

Phone: (H) **(Mobile)**

Email Address:

Details of the Complaint/Appeal (please attach any supporting evidence or information):

.....

.....

.....

.....

.....

.....

.....

.....

Signed: **Date:**

For office use only:

Date received: **Referred to:**

Course of action taken:

.....

.....

Signed: **Date:**