



Maria Montessori Education Centre (MMEC)

Rolling Three Year Education Plan & Strategic Plan

2025 – 2028

Message from the Board Chair:

On behalf of the Board of Directors, I am pleased to share our ongoing commitment to student growth through the submission of our Three-Year Education Plan. This plan reflects the collective vision, values, and dedication of our entire school community—families, staff, administration, and students—working together to support meaningful, measurable student learning and well-being outcomes.

As a school rooted in Montessori philosophy and guided by its principles of respectful and inspiring environments, we are proud of our intentional choices to create engaging, respectful, and developmentally appropriate learning environments. Our plan not only aligns with Alberta Education's priorities but also honours our learners' social, emotional and academic uniqueness.

Thank you to our administrative team, exceptional staff, and community for your unwavering commitment to the Montessori philosophy and MMEC.

Sincerely,
Servejit Massey

Accountability Statement

The Education Plan for Maria Montessori Education Centre of Calgary commencing September 1, 2025 was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Ministerial Grants Regulation. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board reviewed and approved the 2025/2026 Education Plan on May 21, 2025.



Servejit Massey
Board Chair

Foundation Statements

Our Foundation

We are a collaboration of Guides and parents who bring an authentic Montessori experience to Calgary families.

Mission Statement

Maria Montessori Education Centre provides an authentic, low tuition, Montessori community for Calgary's children and their families. We are dedicated to nurturing and respecting each child as unique and valuable individuals as they develop skills that will enable them to become self-confident, caring citizens of the world. Through Montessori philosophy, students are encouraged to reach their highest potential academically, emotionally, and morally as they grow in respect for themselves, others, and our earth.

Philosophy Statement

Our philosophy is an extension of Dr. Maria Montessori's educational dream: "To the young child we give guides to the world and the possibility to explore it through free activity; to the older child we give the cosmos and a clear vision of how the cosmic energies act in the creation and maintenance of our globe." Cosmic education relates children to the universe, enabling them to understand the law and order underlying its existence and to realize in themselves all the developmental potential that is their birthright.

A Profile of the School Authority

Local and Societal Context

At Maria Montessori Education Centre, we are dedicated to upholding the principles of the Montessori method and ensuring that our school is inclusive and welcoming to all families. We are proud to offer Montessori education to a diverse range of students from various socioeconomic and cultural backgrounds. Families who seek out Montessori education come to us from across Calgary.

Distinguishing Features of a Montessori Program

An authentic Montessori program is characterized by the following traits:

- Classes are multi-aged, multi-graded heterogeneous groupings of students based on planes of development: Toddler Community for ages 19 months-3 years; Casa for ages 3-6; Lower Elementary for ages 6-9/Grades 1-3; Upper Elementary for ages 9-12/Grades 4-6; Erdkinder for ages 12-15/Grades 7-9.
- Guides with accredited training in the Montessori philosophy and methodology appropriate to the age level of the students, work with their students for three years.
- A diverse set of Montessori learning materials, activities and experiences guide discovery and foster physical, intellectual, creative and social independence.
- A prepared environment encourages intrinsic motivation, spontaneous activity and self-directed learning. The environment engages and empowers the child.
- Students are met at their individual skill levels, presented appropriate lessons, and given time to practice and reinforce concepts. Once mastery is achieved, and the student has felt success, the child is eager for the challenge of the next level.
- Classroom atmospheres encourage social interaction for cooperative learning, peer teaching and emotional development.
- Instruction is not divided into specific time frames associated with a particular subject area or activity but taught in an integrated fashion. The cosmic curriculum emphasizes study of the whole, and then its parts, helping a child find connections and relationships in their world.
- Curriculum emphasizes peace education, care of the environment, and “big work” as part of understanding our place in the world and creating responsible citizens.
- The daily schedule allows large blocks of time to problem solve, observe and understand interactions and connections in knowledge, and to create new ideas.
- Schools demonstrate respect for the child through policies and actions.

Accreditation

Maria Montessori Education Centre is committed to providing an authentic Montessori education that is accessible and affordable to children from diverse family backgrounds. The school adheres to the philosophy and curriculum established by Dr. Maria Montessori, ensuring that students receive a high-quality Montessori education. In 2022/23, the school successfully completed the re-accreditation process by the Canadian Council of Montessori Administrators (CCMA) and is recognized as an accredited Montessori school and an accredited funded private school. To maintain these accreditations, the school employs faculty with both an Alberta Teaching Certificate and Montessori Accreditation Council for Teacher Education (MACTE) accredited Montessori training. The school maintains an ongoing commitment to maintaining both Montessori and Alberta Education accreditation.

Alberta Education Assurance Measures Report:

MMEC reports on several measures of school improvement yearly. Please see Maria Montessori Educations Centre's most recent Annual Education Results Report, found at: <https://mmec.ca/alberta-education>

In the most recent Alberta Education Results, we observed a decrease in the student survey results regarding Citizenship. We will closely monitor this outcome to better understand its significance. While it appears to be a one-year anomaly with no immediately identifiable cause, we are committed to thoroughly evaluating the situation to determine if it indicates a deeper trend or area for improvement. Our focus remains on maintaining a supportive and engaging learning environment, and we will take any necessary steps to address potential concerns should further analysis suggest they are warranted.

Maria Montessori Education Centre Parent Survey Summary:

We believe ongoing strong partnerships between home and school are essential to the growth and development of the school and each child's educational experience. This survey and its results are one way to collaborate with families, report on, and act upon the voices of our parent community. The content of the survey is based on our AERR (Alberta Education Results Report) goals, school observations, and the annual Alberta Education Survey. Although approximately half of our population is licensed under Child and Family Services, rather than Alberta Education, the questions still apply to our broader community.

The survey measured the following:

- The number of years a family has been at MMEC
- The levels their children attend
- MMEC learning environments are welcoming, caring, respectful and safe.
- Children have the appropriate support and services at school.
- Parents are adequately involved in decisions involving my child's school experience.
- Parents are adequately informed of school information.
- K to Grade 9 families only- Students model the characteristics of active citizenship.
- Students are engaged in their learning at school.
- Parents are satisfied with the overall quality of basic education at MMEC.

What about MMEC do you appreciate the most?

- *The genuine humanity shown towards both parents and students by the school and the exceptional professionalism shown by administration and staff - on top of everything else!*
- *I appreciate that the children learn kindness, respect, and are well cared for. I appreciate the general Montessori philosophy.*
- *The class environment and school community which actively displays respect, kindness, curiosity, fun and a love of learning. I also appreciate the clear, transparent policies and procedures. The*

children are really thriving with the physical education/Gym and we value the positive impact this has on their mental and physical health.

What could MMEC do to further support your child/family?

- *More regular updates on what the children are doing and how they are learning. Although I appreciate the parent/guide conferences where the child shows what they are working on there also needs to be opportunities for parents and guides to discuss the student's progress.*
- *I would love to understand more of the progress of their numeracy and literacy skills, so I can further support any challenges at home (if needed). I would love to encourage more field trips outside the classroom, or be involved in "going outs". Would love to see more outside play time in Spring/Summer. I really gain a lot from the classroom meetings, would be great if these were held a few times a year. All the children are very happy at MMEC.*
- *More parent education sessions or opportunities to engage with the Montessori approach at home.*

Results and Analysis

The majority of survey respondents were from primary families (children aged 19 months to kindergarten), reflecting strong engagement from newer parents. Longstanding families contribute to excellent community retention, though some may find the survey repetitive.

Key Findings:

- **Welcoming and Safe Environment:** Received 100% agreement again this year, reinforcing MMEC's reputation as a caring and respectful place that supports both learning and self-development.
- **Support Services:** 96% of parents believe their child has access to the support and services needed. Neutral or disagreeing responses may reflect a lack of familiarity with these offerings.
- **Parental Involvement:** 85% of parents feel adequately involved in decisions about their child's school experience. To increase clarity, MMEC will continue to highlight how decision-making works within the Montessori framework, including the role of parent-led Board members.
- **Communication:** 88% agree that school communication is effective. Efforts such as newsletters and regular updates have contributed to this, though the school will work to better meet the needs of families seeking more personalized or varied communication channels.
- **Active Citizenship (K–9):** 86% agree students model active citizenship—still strong but slightly lower than in previous years. This will be explored further.
- **Student Engagement:** 96% agree their children are engaged in learning, highlighting the effectiveness of MMEC's developmentally prepared environments.
- **Overall Satisfaction:** 94% are satisfied with the quality of education provided at MMEC, affirming trust in the staff and the school's Montessori approach.

Strategies for growth:

1. Celebrate success with the staff community and the MMEC Board.
2. Review the survey results with our staff community to assess how these results apply to the authentic implementation of the Montessori philosophy within MMEC's framework. Future surveys might differentiate questions for primary vs. elementary families to gather more tailored insights.
3. To facilitate more direct parent communication, we will consider adding additional class parent evenings or parent information events. Also, we will ensure that all classes send their monthly classroom updates.
4. We will review the survey results with our Board of Directors and seek their support and guidance as needed.
5. To evaluate the outcomes of our efforts, we will use an evaluative process that considers the suitability, efficacy, and efficiency of our actions.

Maria Montessori Education Centre Staff Survey Summary:

As part of our commitment to continuous improvement, MMEC conducts regular staff surveys to assess satisfaction and gather insights across key areas. This year, to better understand the unique experiences and responsibilities of our team members, we introduced two tailored surveys: one for lead guides/teachers and another for support staff, including classroom assistants and specialists. Participation was modest among lead guides/teachers, with a 52% response rate, while 62% of support staff completed their survey.

Areas measured in the staff survey were:

- The number of years an employee has worked at MMEC
- The age level taught
- Staff have a clear understanding of MMEC's purpose and mission
- MMEC environments are caring and welcoming
- MMEC environments are respectful and safe
- Parents are suitably involved in MMEC decisions
- Students show independence in making challenging work choices throughout their work period.
- My work gives me a sense of accomplishment.
- K-Grade 6 teachers feel prepared to implement the new curriculum embedded within the Montessori curriculum.
- The increase in foundational knowledge of First Nations, Metis, and Inuit perspectives and experiences.
- Staff believe their work gives them a sense of accomplishment
- K-6 teachers feel prepared to implement the new K-6 curriculum, which is embedded within the Montessori framework.

Results:

- 100% of all staff agree or strongly agree that they have a clear understanding of MMEC's purpose and mission.

- 100% of all staff agree or strongly agree that MMEC is a welcoming and caring environment.
- 100% of all staff agree or strongly agree that MMEC environments are respectful and safe.
- 80% of lead guides/teachers agree or strongly agree that parents are suitably involved in MMEC decisions, with the remaining 20% feeling neutral about this statement.
- 81.8% of lead guides/teachers and 100% of support staff agree or strongly agree that their students show independence in making challenging work choices throughout the work period.
- 87.6% of lead guides/teachers agree or strongly agree that their work gives them a sense of accomplishment.
- 67% of teachers, those teaching K-Grade 6, feel prepared to implement the new curriculum embedded within the Montessori curriculum.
- 64% of lead guides/teachers agree or strongly agree that over the past three years their foundational knowledge of First Nations, Metis, and Inuit perspectives and experiences has increased. An additional 27% of lead guides/teachers gave a neutral response.

Summary of short answer responses:

Increased access to and knowledge of First Nations, Metis and Inuit information continues to be an area of need and growth. More recently, we have contracted an instructor to work with each class on awareness and appreciation, including interactive experiences. We will continue to incorporate this into our annual classroom plans. Based on the growing number of neurodivergent students in our care, staff are requesting a better understanding of how to meet the needs of neurodivergent children in a multi-aged Montessori setting. Professional development planning is underway for the 2025/2026 school year with these requests in mind.

Priorities and Actions:

- Increased meaningful connections with and understanding of First Nations, Metis, and Inuit culture.
- Targeting professional development on neurodiversity and the Montessori environment.
- Revisit and analyze our individual Montessori practices to gain a deeper understanding of students' engagement with the Montessori materials and community building.

Data Analysis:

Maria Montessori Education Centre (MMEC) employs a comprehensive and continuous approach to school improvement through its annual planning cycle. This process involves setting and reviewing strategic plans, outcomes, objectives, and priorities; each informed by detailed data analysis, stakeholder feedback (including parents, students, and staff), and insights from educators and the MMEC Board of Directors. The entire school community, in collaboration with MMEC's professional educators, is deeply committed to refining practices and outcomes.

At the start of each planning cycle, school leadership identifies key growth areas using extensive data from the previous year. This includes both quantitative and qualitative information collected through surveys, assessments, and regular interactions with stakeholders. These findings form the foundation for the school's strategic goals and priorities.

In a collaborative effort, the administration works closely with teaching staff and the Board of Directors to refine desired outcomes and develop effective strategies. This inclusive process ensures that the school's direction is both meaningful and aligned with the broader school community's needs.

MMEC's dedication to continuous improvement reflects its mission to provide students with the highest quality education and support. This pursuit of excellence remains rooted in Montessori principles, guiding students toward realizing their full potential.

Maria Montessori Education Centre – Education Plan

Student Growth and Achievement:

Key insights from the analysis of the most recent results:

- Recent local survey results consistently highlight the vital role that authentic Montessori education, including both its lessons and materials, plays in supporting student growth and achievement.
- Alberta Education survey results show MMEC’s Student Learning Engagement at 91%.
- Anecdotal feedback during staff and team meetings suggests increased confidence in implementation of most of the new Alberta Curriculum.
- Alberta Education survey results show MMEC’s Education Quality at 97%.
- In March of 2024, the MMEC staff survey illustrated that 67% of teachers felt prepared to implement the new K-6 curriculum embedded within the Montessori framework.

Key insights from stakeholder engagement:

- Through MMEC surveys and in-person conversations, parents consistently express appreciation for the high quality of Montessori education we offer and a strong commitment to ensuring their children continue to benefit from it.
- Teachers report that considerable effort has been made to understand and prepare for the new Alberta Curriculum, reflecting our ongoing pursuit of excellence in its full implementation.
- Staff recognize that developing a fully integrated and well-tested Montessori lesson framework aligned with the new curriculum requires significant time, collaboration, and ongoing refinement.
- Survey results show that the majority of teachers now feel confident and prepared to implement the new curriculum.
- Engagement in planning has begun, and the new Social Studies Curriculum will be prepared and integrated within the next few months.
- Anecdotal evidence of student success highlights the value of effectively blending the Alberta Curriculum with Montessori principles to support meaningful learning outcomes.

Outcome: Student Learning Engagement - Teachers integrate and implement the new K-6 curriculum for Science and Social Studies into the engaging, individualized Montessori lesson structure for the 2025-26 school year.

Continuous Improvement Status:

- 2025/26 Evaluate and Update Lessons and Plans for maximum engagement in learning
- 2026/27 Evaluate and Complete

Measures:

Provincial Measures:

- Maintain “very high” achievement in Education Quality and Student Learning Engagement in 2024/25 Alberta Education Surveys and beyond.
- Continue to achieve “high” to “very high” Provincial Achievement Test (grade 6 and 9) results in 2024/25. MMEC is preparing for the new digital platform.

- Continue to achieve strong outcomes in the Early Years Assessments (K - 3) this school year and into the future.

Local Measures:

- *Teachers continue to work hard to unpack, integrate, and implement the New Alberta Curriculum. This is very big, ongoing work with new curricular areas rolling out yearly. In spring of 2025, 67% of teachers felt ready to implement the New Alberta Curriculum.*
- *2025/26 MMEC parent survey results show continuing, consistent satisfaction.*
- *Teacher Professional Growth Plans focus on this work as a whole school goal; oral reflections on our progress will be taken at least twice in 2025/26.*
- *Anecdotal feedback from students and families illustrates ongoing enjoyment, as well as a balance of challenge and confidence, in academic output.*
- *Continue with strong year-to-year enrollment and re-enrollment numbers.*

Planning for Implementation - Strategies:

- Work to fully understand and align the new curriculum within the Montessori structure:
 - Professional development opportunities
 - Release time for lesson planning work
 - Team meetings – focus on Montessori integration and excellence
 - PD Days - align existing Montessori lessons and construct new lessons (fully implement Science lessons and complete/test Social Studies), as required. Focus on the core tenets of Montessori education.
 - Monitor and evaluate for student engagement in learning
 - Tech - Update Lesson Tracker to reflect new curriculum outcomes, links, and sequence.
- Ensure adequate, aligned, and engaging high-interest materials and follow up work which will support the new curriculum while following the Montessori educational paradigm:
 - Create new lessons and materials, as required.
 - Purchase new books and resources, as required
 - Books:
 - Grade 4-6 math and science textbook samples (when available)
 - High-interest children's books to support and link with new curriculum outcomes.
 - Evergreening First Nations, Métis, and Inuit materials, maps, charts, texts, history, and stories
- Timeline for 2025/26:
 - September – November: Complete tested Science implementation
 - October - June: Test and trial Social Studies (finalize work from 2024/25)
 - September - June: Review and update lessons, plans, and tracking system for all new K-6 curriculum
 - Budgets are in place to purchase materials, resources, books, professional development, and release time for planning and learning.
- Progress Monitoring:
 - Teacher Professional Growth Plan review and discussion.
 - Guide/Teacher survey
 - All progress is tracked and monitored by the school's teachers.
 - Progress is overseen by the school principal.

Teaching and Leading:

Key insights from the analysis of the most recent results:

- MMEC staff survey results illustrate that most lead staff feel confident in basic lesson tracking; however, they often indicate difficulty in locating lessons and finding regular time each week for updates and observation.
- Montessori accreditation has pinpointed recordkeeping (planning, tracking, and note-taking) as an area for growth.
- Through the comments and feedback, local survey results illustrate that parents value the individualized nature of Montessori education which requires a high level of observing, planning and tracking student progress.
- Alberta Education 2024 survey results show that 97% of respondents feel that MMEC demonstrates satisfactory education quality, while 94.3% of respondents to the 2024/25 MMEC parent survey indicated this.
- MMEC Administrators note that use of the MMEC lesson tracker has increased significantly and that far fewer reminders are needed.

Key insights from stakeholder engagement:

- Canadian Council of Montessori Administrators (CCMA) feedback from our last accreditation was for an increased focus on recordkeeping.
- Teachers and lead Guides have many excellent ideas for bettering our recordkeeping procedures.
- Anecdotal evidence from monthly check ins indicates that updating the lesson tracker is a habit that needs to be formed by increased ownership and regular use.
- Reminders and check ins are supporting the few staff who require this oversight.

Outcome: Montessori Recordkeeping – Teachers and classroom staff make effective and regular use of the MMEC lesson tracker to monitor and record student progress and all pertinent information.

Continuous Improvement Status:

- 2025/26 Take Action, Explore and Extend Commitments to Practice
- 2026/27 Take Action and Evaluate

Measures:


Provincial Measures:

- The percentage of parents surveyed who are satisfied with education quality and student learning engagement at MMEC.
- Percentage of students surveyed who agree that they are engaged at school.
- The percentage of students achieving the acceptable standard on the grade 6 and 9 PATs.
- The percentage of students who are at grade level according to provincial literacy and numeracy measures.

Local Measures:

- MMEC staff action research shows an increase in the effective use and regular use of the MMEC lesson tracker.
- MMEC staff action research shows an increase in confidence with the MMEC lesson tracker.
- Parents report satisfaction with their child's Montessori Education on the yearly MMEC survey.
- 90% of MMEC lead Guides and teachers regularly (at least twice per month) use the MMEC lesson tracker as evidenced by administrative review of the staff tracker.
- Administrator observations and oversight.

Planning for Implementation - Strategies:

- Montessori PD events targeting observation and recordkeeping (2-3 in 2025/26)
- Staff sharing of successful planning, tracking, observation, and recording strategies
- Regular, weekly expectations and check-ins
- What this will look like:
 - Lesson tracker and observation are better used to inform practice and instruction
 - All lead staff explore/develop a method that is successful for them and meets the needs of MMEC
- Montessori videos or podcasts:
 -  [Eight Stages of Observation MANZ](#)
- Budgeting is in place to allow professional development (at least 2-3 speaker events) in this important area of teaching and leading.
- Progress Monitoring:
 - Individual progress is monitored by each Guide/Teacher via their Teacher Professional Growth Plan and discussion with colleagues.
 - Team time each September and May for Guides and Teachers to review progress and collaborate.
 - All progress is tracked and monitored by the school's administration.

Alberta Education Strategic Priority:

- *Improving education outcomes for First Nations, Métis and Inuit students through system, program, and instructional supports; and,*
- *The systemic education gap for self-identified First Nations, Métis, and Inuit students; and*
- *Supporting the implementation of Truth and Reconciliation Commission recommendations.(p. 195 of Funding Manual)*

*MMEC has a very small number of self-declared First Nations and Métis students, well below the provincial cutoff for reporting. First Nations, Métis and Inuit student success is an important area that we monitor regularly at MMEC.

Key insights from stakeholder engagement:

- MMEC families and staff members are interested in sharing and learning about diversity.
- MMEC survey shows that most parents feel that MMEC is doing a good job in this area.
- Some parents would like to see more connections to elders and trips to cultural sites.
- Students have learned more about First Nations, Métis, and Inuit subjects over the past few years.

Outcome: MMEC staff will support the implementation of the Truth and Reconciliation Commission recommendations, specifically Education for Reconciliation.

Continuous Improvement Status:

- 2025/26: Infuse Education for Reconciliation (curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada) throughout the Montessori Cosmic Curriculum
 - Test lessons to bring Indigenous worldviews throughout the curriculum
 - Utilize support from Visual Artist and Educator from Peguis First Nation, Lori Kearney
- 2026/27: Take Action and Evaluate Knowledge and New Curriculum
 - Integrate thoughtful Indigenous worldviews throughout the curriculum
 - Continue relationship with Visual Artist and Educator from Peguis First Nation, Lori Kearney


Measures:

Local Measures:

- In the MMEC staff survey and through anecdotal feedback, most MMEC staff report increased confidence in their understanding of First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.
- Percentage of teachers and other staff who engage in First Nations, Métis and Inuit professional learning.
- TPGPs reflect increased engagement and knowledge of First Nations, Métis and Inuit competencies.
- MMEC Parent Survey reflects ongoing and increased satisfaction with First Nations, Métis and Inuit activities and learning at MMEC.
- Students' work demonstrates increased knowledge of First Nations, Métis and Inuit perspectives and experiences, as well as age appropriate awareness of residential schools.

- Through anecdotal evidence, it is apparent that school staff and students continue to gain understanding of indigenous peoples' historical and contemporary contributions to Canada.

Planning for Implementation - Strategies:

- Continue to create age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada
 - Social Studies Lessons
 - Science Lessons
 - Art Activities
 - Stories
- Monitor and address First Nations, Métis and Inuit knowledge specific questions to the MMEC staff and Parent surveys.
- Sustain Visual Artist and Educator from Peguis First Nation, Lori Kearney, to assist MMEC staff and students in developing authentic understandings.
- Utilize the MMEC displays and school bulletin boards to reflect First Nations, Métis and Inuit perspectives and experiences 2-3 times each year.
- Update and engage parents in First Nations, Métis, and Inuit education for reconciliation, where possible.
- Staff PD regarding
 - Indigenous Worldviews:  Foundations of Indigenous Worldviews
 - Walking Together: <https://www.learnalberta.ca/content/aswt/>
- Budget (special events and/or casino) funds to support our ongoing relationships with Indigenous artists and educators.
- Progress Monitoring:
 - Staff and Parent surveys
 - All progress is tracked and monitored by the school's administration.

Stakeholder Engagement Strategies

At Maria Montessori Education Centre, stakeholder engagement is a key driver of strategic growth and educational excellence. We believe that inclusive, transparent, and consistent collaboration with our community, educators, parents, students, the MMEC Board, policymakers, and local partners, is vital to fulfilling our mission and aligning with Montessori principles.

To support this, MMEC implements a range of intentional engagement strategies, including:

- **Regular Surveys:** Annual feedback surveys for staff, students, and families provide data-driven insights that inform planning and improvement efforts.
- **Parent and Community Forums:** Open forums and focus groups are held to encourage dialogue, gather input on key initiatives, and strengthen community relationships.
- **Staff Collaboration:** Structured planning sessions, professional learning communities, and cross-role working groups allow educators and support staff to co-develop strategies and solutions.
- **Student Voice:** Opportunities for student input are integrated into classroom reflection, project work, and leadership roles to ensure learners are active participants in shaping their educational experience.
- **Board and Leadership Consultation:** Ongoing collaboration with the MMEC Board and leadership teams ensures alignment between operational decisions and long-term vision.
- **Transparent Communication Channels:** MMEC maintains open lines of communication through newsletters, digital platforms, and regular updates to keep stakeholders informed and involved.

These strategies reflect our commitment to creating a school culture rooted in shared responsibility and continuous improvement. By actively engaging with our community, we ensure that our strategic decisions are inclusive, responsive, and forward-thinking; focused on delivering the best outcomes for our students and the broader MMEC community.

Our stakeholders are:

Parents, Students and Families
Staff and Administration
Board of Directors
Local Community Members and Community Association
Local and National Montessori Community

MMEC Board of Directors:

Maria Montessori Education Centre is an accredited funded independent school with more than half of our board being current parents at MMEC. All board members are current or past MMEC parents. As such, MMEC does not have a parent advisory council. The MMEC board provides regular advice and feedback to the school principal and MMEC administration.

Engagement:

At MMEC, our primary focus lies within our immediate school community, which comprises MMEC parents, students, staff, administration, and the MMEC Board of Directors. Being a smaller school, parents and families enjoy easy accessibility to school personnel at any given time, fostering a spontaneous generation of ideas and suggestions. Additionally, students and their families are encouraged to participate in at least two surveys annually, featuring open-ended questions aimed at soliciting parent feedback. Upon reviewing these surveys, the MMEC administration conducts thorough analyses to identify recurring themes and areas for development.

Regular consultation with MMEC staff, who are now surveyed annually, occurs regarding plans and priorities. This work is done both weekly at staff and team meetings and during our year-end team gathering, which focuses on staff reflections on successes and areas for improvement as they gear up for the upcoming school year. MMEC staff members are strong professional educators and provide invaluable insights and guidance.

The MMEC Board of Directors convenes 4-5 times per year, supplemented by ongoing electronic communications. The Board assumes responsibility for reviewing, approving, and advising on high-level administrative priorities and all MMEC policies. In addition to their professional expertise, all Board members have past or present connections to MMEC as parents, thus offering a multifaceted perspective to their work.

Beyond the confines of the school, MMEC administration, staff, and Board collaborate with the broader physical community and the Saint Andrews Heights Community Association to foster mutual support and identify shared objectives. Being a good neighbor is a cornerstone priority for MMEC. Furthermore, MMEC colleagues actively engage with the larger Montessori community, contributing to the Montessori movement and infusing newfound vitality back into MMEC.

Action:

With a keen interest in the feedback, we have been administering a MMEC parent survey for five years, and our MMEC staff survey for two years. We are modifying the surveys to gather priority data and are now at a point in our parent survey where some questions will have year-over-year data for analysis.

Surveys are an effective tool for engaging parents and staff members and gaining insight into their perspectives on a variety of topics related to education at MMEC. By sending out surveys to parents and school staff, schools and educational organizations can gather valuable feedback on areas such as:

- Satisfaction
- Student well-being
- Communication
- School priorities

MMEC parents who participate in surveys tend to exhibit higher levels of engagement in their children's education, actively contributing feedback and influencing the trajectory of the school. Surveys serve as a valuable tool for pinpointing areas in need of improvement and enabling schools and organizations to tailor their efforts to better serve student needs. Through the utilization of surveys to involve parents and staff, MMEC cultivates a collaborative partnership that bolsters student achievement overall. For further details, refer to the survey summaries provided in the initial sections of this Education Plan.

Stakeholder engagement allows us to identify, analyze, plan and implement actions identified. Throughout the year, the MMEC administration and board meet to record and formalize policies, plans, priorities, projects, and programs which are in alignment with MMEC's Mission and Philosophy Statements. Taking guidance from our stakeholders, we are consistently on the lookout for themes and commonalities in feedback. At its core, MMEC's culture is one of continual growth, refinement, and improvement. From inception, this has been an MMEC trait which has allowed us to grow, thrive, and succeed. All team members at MMEC share this drive for refinement and betterment, which makes MMEC a dynamic and vibrant place to work and learn.

Description of the School Authority after Implementation of this Three-Year Plan

At Maria Montessori Education Centre, our commitment to the Montessori philosophy is at the heart of everything we do. We believe every child is born with a natural curiosity, a desire to grow, and an innate capacity to care for others and the world around them.

Looking ahead, we aim to strengthen a lasting partnership with First Nations, Métis, or Inuit communities. This collaboration will provide our staff and students with deeper, more personal insights into Indigenous histories, including the legacy of residential schools, the significance of Treaties, and the ongoing contributions of Indigenous peoples to Canadian society. Each year, we reaffirm our dedication to fostering genuine understanding and respectful learning.

We are also focused on building our collective capacity to integrate careful observation, strategic planning, and detailed progress tracking into everyday classroom practice. By fully leveraging the MMEC Lesson Tracker, we will support the seamless integration of Alberta's new curriculum with core Montessori principles. This approach ensures students receive developmentally appropriate, hands-on learning experiences that promote meaningful engagement and independent, purposeful work choices.

At Maria Montessori Education Centre, we are thoughtfully implementing the new Alberta Science and Social Studies curriculums in alignment with our Montessori philosophy. Our approach emphasizes hands-on, inquiry-based learning that nurtures curiosity, critical thinking, and real-world connections. The intentional blending of the Alberta and Montessori curriculum allows students to explore scientific concepts and social understandings through observation, experimentation, storytelling, and cultural exploration (including Indigenous worldviews), fostering a comprehensive and meaningful learning experience that supports both provincial standards and the Montessori vision of educating the whole child.

Our ongoing commitment to refining and strengthening Montessori education across all programs reflects our belief in continuous growth. By deepening our practices and enhancing in-school accountability, we continue to advance our mission: to nurture each child's unique abilities and inspire a lifelong love of learning.

Parent Engagement Monitoring

Independent schools by their nature are schools of choice. MMEC experiences strong MMEC survey results, as well as excellent student and family retention and continuity, indicating satisfaction and commitment from families.

The Alberta Education Survey and the MMEC Parent Survey are key tools for evaluating parental involvement at MMEC. Results show that 85% of parents agree or strongly agree that they are meaningfully involved in decisions about their child's school experience; this reflects a high level of satisfaction and engagement. Additionally, 88% of parents feel that communication from the school is effective. These strong outcomes highlight the effectiveness of MMEC's efforts to build a connected and communicative school community. While a small percentage of parents expressed neutral or differing views, the overall data indicates a positive trend in fostering meaningful partnerships between families, staff, and school leadership.

The lower participation rate in the survey this year suggests a need to explore how we can better engage all families and encourage broader involvement in feedback opportunities. While the responses received were largely positive, the smaller sample size may not fully reflect the diverse experiences and perspectives within our school community. This gap highlights the importance of ensuring that every family feels invited and empowered to share their voice. Strengthening participation will enhance the accuracy of our insights and support more representative decision-making across school initiatives.

Overall, the data highlights the school's commitment to enhancing parental involvement through ongoing assessment of survey results and anecdotal feedback, underscoring MMEC's dedication to providing an exceptional learning experience by fostering collaboration between parents and educators. By maintaining open lines of communication and continually seeking input, MMEC creates a school culture where families feel valued, informed, and connected. As we move forward, our focus will remain on deepening these partnerships and identifying areas for improvement.

Budget Summary 2025-26

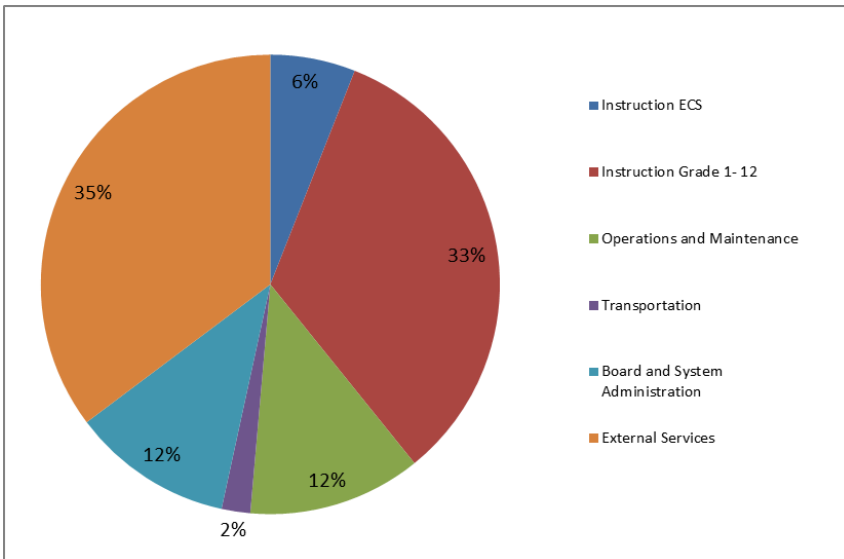
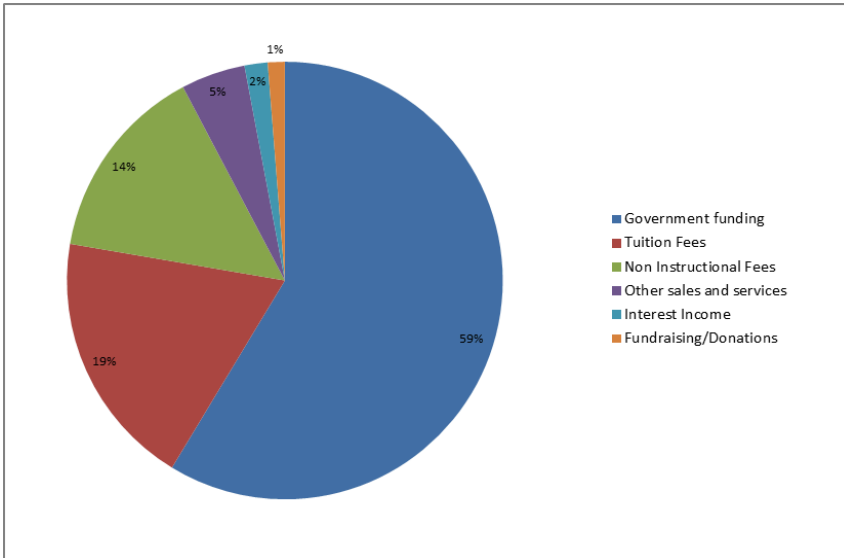
REVENUE

Government funding	\$	2,563,520
Tuition Fees	\$	830,767
Non Instructional Fees	\$	636,876
Other sales and services	\$	208,234
Interest Income	\$	75,000
Fundraising/Donations	\$	55,000
Total Revenue	\$	4,369,396

OPERATING EXPENSES

Instruction ECS	\$	249,368
Instruction Grade 1- 12	\$	1,380,625
Operations and Maintenance	\$	507,517
Transportation	\$	83,935
Board and System Administration	\$	471,804
External Services	\$	1,465,773
Total Operating Expenses	\$	4,159,023

Surplus/Deficit	\$	210,373
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Budget Highlights and Assumptions:

- MMEC has continued to have high retention rates for both staff and students.

Significant Business and Financial Risks:

- Significant business risks include the potential of a deep recession that could affect enrollment.
- Risk management assessment continues annually, to ensure integrity of our educational and business practices.
- With a fixed rate mortgage, and contracts through AISCA for utilities, our larger expenses are protected from inflationary pressures.

Summary of Facility and Capital Plans

To ensure we properly maintain our building MMEC has developed a mid to long term year-to-year plan to ensure the continual upkeep. Most recent improvements include replacement of windows and roof repairs.

Link to the MMEC Audited Financial Statement can be found at:

[Alberta Ministry of Education – Maria Montessori Education Centre in Calgary](#)

Timelines and Communication

Maria Montessori Education Centre's **Education Plan** is available on our website, mmec.ca, at [Alberta Ministry of Education – Maria Montessori Education Centre in Calgary \(About Us >> Accountability >> Alberta Education\)](#) or by contacting Catharina at the school, 403-668-8538.

Stakeholders are reminded of the location of the Maria Montessori Education Centre Education Plan in the June Newsletter.

Contact

For further information regarding the MMEC Three Year Education Plan, please contact:

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Whistleblower Protection

No information to report.