

MONTESSORI PRINCIPLES



“Children will reach their unique potential by living the Montessori lifestyle hand in hand with parents and staff.”

REFERENCES

Current Parents

Tonya and Chris Tiedje
(517) 694-5623

Bill and Cassandra Brann
(517) 393-424

Bob and Tamara Mondragon
(517) 347-0636

Dave and Joan Johnson
(517) 303-3064

Past Parents

Joe and Janet Lulloff
(517) 349-0923

John and Karen Gilluly
(517) 333-2081

DISCIPLINE

The School's approach toward discipline is to provide a setting in which children can develop the ability to responsibly guide their own behavior. The staff facilitates and supports the development of socially appropriate interaction. Children are guided and expected to behave respectfully toward themselves, each other, and their physical environment, thereby ensuring a safe and secure learning environment for the entire community.

Montessori Radmoor School believes self-discipline is a necessary life skill that is acquired through appropriate guidance and individual effort. We expect children to experiment with behavior (as appropriate to their age). Logical consequences provide guidance and establish boundaries for future behavior. Montessori Radmoor School views discipline as the capacity to exist in harmony with one's surroundings, the children, adults and environment, thus securing each and every student's safety.

The adults at Montessori Radmoor School base expectations for behavior, methods for handling conflict, and guidelines for setting limits on an understanding of the developmental continuum. These guidelines are different with each program. For example, it is understood that toddlers (under three) express themselves physically more than verbally. In the toddler room, teachers stop undesirable behavior, re-direct the child to alternative activities, and model the use of words as an alternative to physical behavior.

Children gradually develop skills of self-evaluation. They also acquire the ability to acknowledge and take responsibility for their actions and to learn from mistakes by formulating a plan for change. When behavior is inappropriate and a child is unable to independently recognize this and correct himself, staff intervenes to help the child develop self-assessment and problem-solving skills.

SOCIALIZATION

The process of socializing and learning to share come very naturally in a Montessori classroom. A child here does not have to share his work. No one is allowed to touch another's work unless invited to do so by the child. As you look around the room, you will see many children working together. Many times a child is so excited about what he is able to do that he wants to give a lesson or demonstration to someone else. Throughout the day there are opportunities for this natural, spontaneous socializing. We do not set up contrived situations. The children are also comfortable with children of all ages and do not feel that they must stay with children their own age.

The Montessori system has been used successfully with children from birth to age 18, from all socio-economic levels, representing those in regular classes as well as: gifted, mentally, emotionally, socially, and physically impaired. Due to its individual approach, it is uniquely suited to public and private education, where children of many backgrounds are grouped together in a classroom.

“TRUE MONTESSORI”

There is no legal way to prevent any unethical person from labeling any early childhood program “Montessori.” In many areas, there are a few schools labeled Montessori, without trained teachers, Montessori materials, or the faintest idea of Montessori Methods. The best way to make sure a school is a “true” Montessori school is for you to familiarize yourself with the Montessori method and to check the school's credentials. Check to see that the school you are looking at is affiliated by a national or international Montessori organization such as the **American Montessori Society or the Association Montessori International**. Check to see that the teachers have their Montessori certification.



OUR VISION



Montessori Radmoor School emphasizes the individuality of each child and each child's ability to learn at his or her own speed. The school's personalized approach to education focuses on developing self-direction, self-discipline, responsibility and independence in children. Great consideration is given to the fact that children grow and develop at different rates which are often unrelated to their chronological ages. For this reason an individualized academic program which offers students the opportunity to work at their own pace is provided. Students are also encouraged to explore topics of particular interest to them.

Many books are available about Dr. Montessori and her work. At Montessori Radmoor, we suggest:

[Montessori from the Start](#)

[Montessori Today](#)

[Montessori-A Modern Approach](#)

All materials are by Paula Polk Lillard.

Operating in an open environment provides children the opportunity to develop and use their unique potential in a responsible and productive manner. Students learn to make reasonable choices concerning their studies. They develop skills in organizing their work and managing their time. The teacher in the classroom is a facilitator for learning- someone who guides, questions, suggests, stimulates and challenges a child's potential.

Our Mission Statement
Children will discover their unique potential by living the Montessori lifestyle hand in hand with parents and staff.