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|  | **Expectations of a Montessori Teacher** | **Expectations of a Montessori Parent** | **Expectations of a Montessori Student** |
| **Know the student** | * be able to discuss student’s interests * know the student’s own perception of self * know student’s strengths and weaknesses | * understand the strong drives within a student, turn-ons and turn-offs * able to clearly express their own agenda, and expectations of the student * knows personal strengths and weaknesses | * be able to describe own interests * be able to construct learning around interests * be aware of a natural range of abilities across all people |
| **Work patterns** | * be able to describe student’s preferred work habits and motivation * handwriting style, book work and organization * able to provide for a variety of working styles within a learning period | * be able to create ‘work friendly’ environments at home for student * aware of parents own working patterns and other influences on student’s development * understand the true nature of the student’s work in a Montessori setting | * be able to choose preferred learning mode * able to articulate own strengths and work patterns * able to ask for assistance, or find alternative means of self motivation |
| **Development** | * discuss student’s development with respect to special tendencies and sensitive periods and characteristics of the age in Montessori theory * explain physical, social, academic and spiritual qualities of the plane of development relative to the student * discuss expectations of the future and possible changes for the student | * aware of patterns and recent changes within student’s development * observe and discuss student’s reactions to situations – making suggestions about development * accurate observations of physical, social, academic and spiritual changes, able to discuss these observations with teaching staff | * observe own behaviour relative to peers * aware of students in different planes (younger or older) having different needs * aware of the nature of development and learning is not a linear progression |
| **Learning** | * list the challenges that face the student, and a strategy for developing each one * list the strengths that empower the student, and a technique to empower the student with each * list useful motivators that spark the student | * genuinely curious in student’s learning, for reasons of sharing and discussion, not valuing and judging * have clear understandings of learning as an inner experience and not always as an externally quantifiable one * is different to other education systems | * that learning feels good, and makes you feel better about yourself * that through asking a question you can discover anything, and satisfy a curiosity * that completion and procedure systems support learning |
| **Independence** | * be able to offer independence appropriate activities for student to do at home with parents * have independence activities appropriate to student’s own level within the school, complete with REAL risks * explain expectations associated with freedoms and responsibilities to student | * supportive, available ONLY on request to student * provide independence situations at home, share these with the teaching staff * allow room and time for mistakes | * free and motivated to choose appropriate learning events * understands the relationship between freedom and responsibility * is free from extrinsic motivators and is open to intrinsic motivations |
| **Social development** | * know current friendships, and work mates * know academic peers, and seek links * able to pre-empt potential personality clashes through careful management | * know the names of friends, involve friends and family in out of school settings * be comfortable to ring and discuss with student’s friend’s parents * be accepting of others, while also being honest | * have a variety of social interactions in a range of situations * learn about self through interactions with others * reflect on the nature of society, and groups of people |
| **Environment** | * maintain an interesting and rich curriculum * maintain a safe and invigorating space * challenge and motivate the student’s questioning and learning | * supportive, able to share interesting things / pictures / experiences from home * provide clear standards of cleanliness and orderliness as standards at home * promote respect for furniture and property | * uses the available resources to the maximum * is respectful of the space and others * mindful of the special nature of a learning environment |
| **Grace and Courtesy** | * maintains strict expectations of appropriate and inappropriate behaviour and language * provide opportunities for learning hospitality, grace and courtesy * etiquette and manners are modeled and expected | * use only highest standards of respect and appropriate behaviours in front of children and in dealing with children * reinforce appropriate behaviours from children * monitor language use | * understand that social interactions are at the heart of all human endeavours * should know what is appropriate in a given situation and act accordingly * expect and receive respect from those around them |
| **Curriculum** | * deliver a cosmic education, exploring the links between all events, following the student’s needs * monitor and track progress against stated goals * report progress using these goals | * understand the aims of a Cosmic Education * question where understanding is not complete * support staff in curriculum delivery | * absorb, consciously or subconsciously the world as an interrelated set of experiences * have the ability to respond to experiences * empowered to react to the world |
| **Thinking** | * offer a range of analytical skills * offer a range of opportunities for deep thought * offer a diverse set of opportunities to process material | * to promote further learning * to incorporate family experiences into learning * to value and cherish opinions and arguments | * to challenge and be challenged * to understand self * to understand self in the world |
| **Peace** | * offer models and alternatives to violence * explore peaceful resolutions and processes in conflicts * provide a peaceful environment | * reduce conflicts through alternatives * actively promote peace as a value * demonstrate and model peaceful processes | * know that there is a peaceful way * access, share and promote peace * have zero tolerance for non peaceful activity |