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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
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| **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
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| **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
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| **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
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| **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
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| **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
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| **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
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| **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
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| **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
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| **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
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| **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
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