

Hope
Montessori's
Parent/Child
Handbook

Last Revised: June, 2007

“If houses suitable for children do not exist then let us build them.”

- *Maria Montessori*

What is the house we must build for our children?

The house we must build is us.

Our attitude.

Our knowledge.

Our desire to understand their growth.

Our desire to consciously help their growth.

Our love.

The house where our children most abide is us.

- *Written by: Mrs. Cele Bona, a parent*

Hope Montessori Parent Handbook

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Hope Montessori Parent Handbook

Dear Parents,

Welcome to Hope Montessori! We hope that this handbook will be helpful and serve as a guide through the academic year as you become better acquainted with our program.

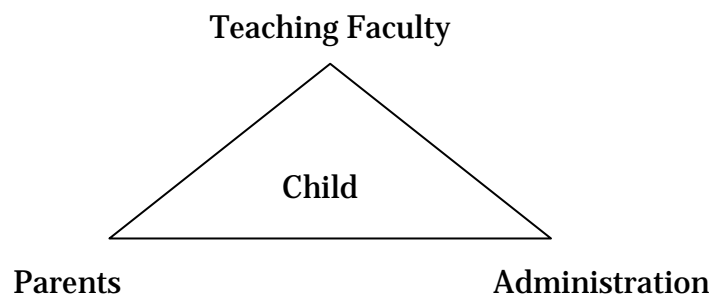
Goals of the Children's House

We believe that parents and the environment they create at home are the chief educational influences in the life of the child. As a school we want to be with you in your work as a parent and help you in discovering who your child is, and what his needs are, as he enters on the adventure of life. It is our goal to help your child become a creative, competent human being, who is fully aware of him or herself, of others, and of the world around him. Other goals include love of learning, self-motivation, increased self-esteem, persistence and concentration, habits of inner discipline and order.

To realize these goals we have created a Children's House, a place where children can be themselves in an atmosphere of freedom and responsibility. It is a place where little ones will come joyfully and become absorbed and interested in their learning.

In the Parent/Child Program, we find that we are on this path together. Parents come into this atmosphere to peacefully share and help facilitate these interesting learning activities. It is a special time to "be in the present" with your child. The primary focus is on "following the child", but adults also mingle a bit and form friendships. Often friendships made in this "family" will last a lifetime.

Hope Montessori Organizational Chart



The Montessori Approach

The Montessori Method of education is based on the observations and discoveries of Dr. Maria Montessori. She was the first woman physician in Italy, graduating from the Royal University of Rome in 1896. From her many hours of observation she began to design activities which would help the individual development of each child. Given a carefully prepared learning environment children would work toward perfecting their concentration and inner control. Montessori is an individualized program designed to help each child reach his or her fullest potential.

The Montessori materials are designed to help the cognitive development, as well as concentration, coordination, independence and socialization. The classroom environment allows the child to develop his or her social sense and awareness of others in a natural and unrushed way. The Montessori Method is education for life.

Curriculum

Montessori aims to aid the child to help himself by developing an awareness of Reality – as he experiences it in himself, in others, in the world around him. The child works in an atmosphere of freedom and responsibility. Different areas of interest are prepared to introduce to him the whole of Reality:

Practical Life
Language

Sensorial
Natural Sciences

Art and music are given special attention as experiences in beauty. Outdoor and indoor activities facilitate physical development and introduce the child to the community in which he lives.

General Information

Coming and Going

Please be prompt! Going *northbound only* along Oak Park Frontage Road will help to eliminate congestion on the street. Drive ***SLOWLY*** into and out of the driveway, - the speed limit is 20 mph on the Frontage Road. When leaving, continue to drive northbound on Oak Park Frontage Road to where it opens at Ravinia. **Please hold your child's hand when walking through the parking area!**

Dress

Simple, washable and comfortable clothes are the most practical dress for the Children's House. Clothing that fosters independence helps the child become self-sufficient. Clothing with large buttons and buttonholes and easy zippers helps pave the road to success.

Outerwear

Hope has a lovely outdoor environment, and we like to take advantage of it. Be prepared to explore together, as weather permits.

Extra Clothing

Because the children work with water, or on occasion, have little mishaps, we recommend that you bring one complete change of clothing (socks, pants, diaper/underwear, and shirt).

Illness/Absence

Please do not bring your child to school if he/she is sick or even if his/her condition is questionable. A good rule of thumb is to keep your child home for twenty-four hours after all symptoms have passed. **Do call the school and leave a message when your child will be absent.**

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The Cook County Health Department has provided us with the following guidelines regarding children's illness and school:

Children are to be excluded from school if they have the following signs or symptoms:

1. Upper respiratory infection, cough or sore throat.
2. Any gastrointestinal upset, including abdominal pain, nausea, vomiting, or diarrhea.
3. Temperature elevation of greater than one degree.
4. Severe pain (including injury).
5. Any rash or skin eruption, until diagnosed and treated.
6. Any eye inflammation or infection, until treated.
7. Head lice, until treated and nits removed.

Toileting

Children in the 0-3 program are in various stages of toileting. We never shame or scold a child for 'accidents', but see it as a natural part of the learning process. There is quite a range for readiness; each child is an individual. We are happy to be supportive and offer any help we can during this process.

Toys from Home

Toys from home need to stay in your car. They do cause a disturbance in the classroom. Reassure your child that the toy will be waiting for him or her in the car when you return to take him/her home.

Television/Video/Computer Games

Current surveys indicate that today, young children are spending too much time passively sitting in front of the TV. As parents, we must make deliberate healthy choices for our children...

We ask that you carefully monitor the content of the programs your child is watching, as well as the amount of time spent in front of the television. We also encourage your participation in "Turn off the TV" weeks during the school year.

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Snacks

Parents take turns providing the snacks each time we gather. Snacks consist mainly of crackers and breads, cheeses, fruits and vegetables. Feel free to bring along teething biscuits if your needs require.

As of August, 2007, we are a no nut school. Please do not bring nuts or food into the school which contains nuts.

We provide 100% fruit juice. Babies who are breast or bottle fed are welcome to bring their own beverages☺.

Celebrations

Traditionally at Hope, we celebrate the Seasons and the Civic Holidays of our Country. *We do not formally observe Religious or Commercial Holidays* (though they may be addressed in discussions or as a cultural presentation). Please do not send treats without consulting the teacher! We wish to respect all of the families within our community, while preserving a peaceful, consistent program.

Emergency School Closings

In the event of severe weather conditions (e.g. blizzard, tornadoes), weekday school closings will be broadcast on the major radio stations. Hope will put an outgoing message on its answering machine, as well- as soon as possible (by 730-8 am). We follow the decisions of **Kirby School District # 140** in Tinley Park. Notification for closing weekend programs will be announced on the school answering machine. Of course, use your judgment regarding road conditions. Some of our families drive quite a distance...

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Demeanor within the Classroom/ Observation

One of the best and most delightful ways of learning about the Montessori Approach to Education is to spend time quietly observing the children. All parents are encouraged to watch their child in contact with the prepared environment and with the other children. You get many insights into your child's personalities if you observe with purpose. The Directress will give the parents instruction, exercises and assignments to assist the parents attain better knowledge of their children and the Montessori Philosophy. The feedback we receive is highly valued. We appreciate anecdotal notes relating these bits of gathered wisdom.

As a group, we will share a peaceful and joyful time together. ***Within the classroom, adult's soft voices are the rule.*** Our focus will be on the children, being 'present' with them (*in the now*), and respectfully celebrating the wonder of their development. We will aim to patiently give just the right amount of assistance, allowing for the children to master skills and make discoveries.

Contacting Your Child's Teacher/ Communication

We highly desire and prize feedback from you! Let us know if you have questions, concerns, anecdotes, or *compliments* (i.e.: you think we're doing a good job). The Directress is an evolving being. Parents constructive suggestions and contributions are always welcome. We can grow together!

Handouts

We try to give handouts to parents each session. They usually are tied to a "parent curriculum" based on parenting and developmental topics and issues of usual interest. Sometimes, you may not agree with what you read, - or find it to be applicable to your child. Every child is unique, so therefore there is no blueprint to parenting. We hope that some of the information may be useful to you, or cause you to see things from a refreshing point of view... we welcome articles you would like to share with us, as well!

Parent Meetings/Lectures

Lectures and discussions for parents are intended to provide helpful information. As a parent you are your child's first educator. We see the need for you to become involved in your child's education. The aim of these meetings is to aid you in your task of parenthood.

School Policies

Tuition

Tuition is based on a full school year and payment schedules are based on the total tuition. We break tuition into 3 payments, to make it easier for you. A nonrefundable deposit is due at the time of registration and the balance will be paid in two equal installments according to the schedule set forth in program application form. There is no reduction in fees due to illness or absence.

If withdrawal is necessary a sixty-day written notice is required. Prompt payment of tuition installments enables us to maintain a high quality program and a beautiful environment for the children. Please let us know if you need special arrangements.

Re-Enrollments

In order to reserve a place for the following school year, we ask parents to complete a new application and submit the deposit by the announced date. After that date, we accept new students to fill any vacancies.

Health Forms

The proper health forms will be provided. They are to be returned before your child will be allowed to begin school. The state requires them to be up to date and kept in your child's file at school.

Injury

Children are often in motion and interacting with one another and the classroom materials. In the Parent/Child Program, each child has a parent continually watching out for his or her safety. Parents, we rely on your vigilance! All parents are responsible for their children's safety and for providing adequate health/ accident insurance. Together, we can keep the children safe.

Freedom and Discipline

This Children's House establishes the following Code of Discipline:

A.

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1. The children shall be guided within the spirit of safety and respect.
2. The environment shall be prepared such that the children will feel safe at all times.
3. The staff (and parents) shall foster a model of respect for oneself, the environment, and all others present.
4. No physical or mental punishment shall befall the children in this environment.
5. A sense of peace and community shall prevail among all who enter here.
6. A guideline that is not negotiable is that no child will be allowed to behave in a way that is injurious to him/herself or to others.

B.

1. If a child exhibits disordered behaviors, the class team should discuss in their weekly meetings if the problems are open to an educational solution and how the solutions can be implemented.
2. If the disordered behavior continues or if the child shows emotional disturbances, a discussion with the parents is needed/ a home visit may be scheduled to observe the child and give input on home behavior. The parents are able to give input on home behavior, their approach to discipline, nutrition, sleep patterns, etc. that may prove invaluable to the process of seeking how to best the child and meet the child's needs. The Administrator will make any decisions about whether or not to suggest to a family that professional outside help be sought and/or a trial period should be set, or whether it is necessary to request the child's immediate withdrawal from the program.
3. **Basis for requesting a withdrawal would be e.g. that the child's problems require professional rather than merely educational intervention, or that for any reason, Hope Montessori deems it is unable to serve the needs of the child or the child's family.**

Hope Montessori Parent Handbook Child Abuse and Neglect

Licensed childcare providers are among the Illinois professionals legally mandated by the State to report immediately to the Department of Children and Family Services any reasonable belief that a child in their care may be abused or neglected. Of course, other persons are encouraged to make reports when they have reasonable cause to believe a child may be abused or neglected.

Licensing standards prohibit physical punishment. Although abuse and neglect in licensed childcare facilities are rare, parents need to be alert to any signs of physical injury or sexual abuse.

If you think your child may have been abused, call the Illinois Child Abuse Hot Line:
1-800-25ABUSE

The above passage is excerpted from "Child Care Choices" published by the Illinois Department of Children and Family Services.

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I / We have received, and agree to comply with, the Hope Montessori Parent Handbook. I / We have thoroughly read and understand the Parent Handbook, and understand the school's policy on discipline.

Child's Name: _____

Parent's Signature: _____

Date: _____

Maria Montessori: The Woman, The Educator

Maria Montessori, born in 1870, was the first woman granted a medical degree by an Italian university. At age 28 she was engaged as a medical professional to assess the physical needs of “defected children.” Influence by the work of Seguin and Itard in France, Montessori designed materials and techniques which allowed the children to work in areas previously considered beyond their capacity. Montessori’s great triumph came when these children took state examination along with normal children. Her “defectives” passed the exam. Montessori concluded that if retarded could be brought to the same academic level as normal children, something must be drastically wrong with the education of normal children.

Montessori’s life work began with a group of slum children in 1907 when she opened her famous Casa Dei Bambini. Though her observations of and work with the children, she discovered their remarkable, almost effortless, ability to absorb knowledge from their surroundings. Children teach themselves! This simple and profound truth inspired Montessori’s lifelong pursuit of education reform, curriculum development, methodology, psychology, teaching and teacher

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training-all based on her dedication to further the self-creating process of the child.

Dr. Montessori died in 1952. Today, after almost 100 years of international application, the Montessori Method thrived in the United States with more than 3,000 schools established since 1957. Montessori schools are not only found in the private sector, but are increasingly implemented within public school systems and Federal daycare programs. Montessori's theories concerning the individual child, the peaceful unfolding of self, the absorbent mind, and the prepared classroom environment, - and the deep respect and awe with which she beheld the child are qualities seen in classrooms the world over today.

***The Prepared Environment: A Montessori Concept**

The Montessori classroom is a "living room" for children. Extending out from all directions are open shelves with knobbed puzzles, colored beads, musical instruments, picture cards, books, blocks... In another corner is a small child's sink... a dishpan and real china dishes. There are real water play activities such as scrubbing a table, washing a baby, and making bubbles...a housekeeping corner with child- sized carpet sweeper, brooms, dustpan and brush.... Nearby stand a clothes rack and washbasin with a scrubbing board... there is an easel with paints... There are plants, flowers in tiny vases, and art hung low on the wall... soft music is often heard playing.

The Prepared Environment is an aesthetically beautiful, age-appropriate learning environment,- which anticipates the general developmental needs of the children it is to serve. It invites the children to explore and make discoveries. Many of the available materials are hands-on, designed to teach specific lessons, and have a built-in control of error... The child is encouraged to take an active role in his own education.

“The objects surrounding the child should look solid and attractive to him and the “house of the child” should be lovely and pleasant in all its particulars. It is almost possible to say that there is a mathematical relationship between the beauty of his surroundings and the activity of the child. He will make discoveries rather more voluntarily in a gracious setting than in an ugly one.”

- Maria Montessori

Freedom and Respect

Each child is unique. At Hope, the prepared environment allows children to learn at their own pace, in a non-competitive atmosphere. Children are encouraged to be self-directed. Given a smorgasbord of healthy choices, the child is free to pursue and absorb what he craves for his own personal development.

When the child is respectful of himself, others, and the environment, he is in turn respected and trusted. Respect and trust of the child is the root of the Montessori Approach.

Key Tenets of the Montessori Method

§ Children are to be respected as individuals.

§ Children create themselves through purposeful activity.

§ The most important years for learning are from birth to age six.

§ Children possess unusual sensitivity and mental powers for absorbing and learning from their environment

***Practical Life: A House For Children**

When a young child enters the *casa*, the area of the Montessori classroom called “Practical Life” may be considered the link to the child’s home environment and thus an extension of the child’s developmental process. The child spontaneously and naturally seeks order in independence through movement and purposeful activity. The *practical life* materials involve children in precise movements, allowing them to concentrate, to work in their own pace uninterrupted, to complete their work, and to gain internal satisfaction. Children are often more interested in the scrubbing motion of washing a table than they are in getting the table clean. The *process* of the activity is more important than the *product*.

The *practical life* materials fulfill specific purposes in the real world for children: they learn to button their shirts, tie their

shoes, wash their hands, - free from adult help. The child also cares for the beauty of the environment: polishing wood, scrubbing the floor, dusting the shelves... The child-sized materials beckon to the child, allowing him to grow more and more independent. He chooses work as his needs unfold.

Practical Life centers the child in a social atmosphere where “please” and “thank you” and a polite offer of “Do you need help with your work?” are important parts of conversation... Grace and courtesy skills help us get along with one another. They convey considerate respect. *In the Montessori classroom, each child is treated with respect, and is therefore respectful.*

***Sensorial: Building Imagination Through Real Experiences**

Children live in a world of senses. In order to continue their creative task, children need to highlight impressions they have already received. Through sight, touch, sound, taste, and smell, the *sensorial* materials “throw a spotlight” on reality. For example: the concepts of length are explored in work with the red rods. Children internalize the reality of what is short and what is long, what is shorter, and what is longer... longest. Language is clarified and vocabulary is sharpened. Because these rods are rendered in unit lengths from one to ten, they also provide a basis for mathematical gradation. Another example: roughness and smoothness are experienced by touching rough sandpaper and smooth polished wood. Later, these lessons are repeated with the sandpaper globe helping the child to distinguish between land (sandpaper) and water (smooth). Sensorial materials are used for clarification of large, small, heavy; thick and thin; loud and soft; high and low; hot

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and cold; colors, tastes; smells; and for plane and solid geometric forms.

The sensorial material is really a key to the world and is the basis for abstraction.

“Imagination can have only a sensorial basis. The sensory education, which prepares for accurate perception of all different details in the qualities of things, is the foundation of all observation. This helps us to collect from the external world the material world for the imagination.”

- Maria Montessori

Emerging Mathematics

The very young child is introduced to the area of mathematics through real experiences and language. The Sensorial materials set the stage for concept of size and shape, and the idea of classifying and grading (putting in order). The concepts of small to large, narrow to wide, short to long,- later become linked to quantity.

We count things in the environment (actual counting), we sing songs to help children learn to count aloud (rote counting). We connect number to our activities in descriptive language. For example, a young child strings beads and brings to show to the teacher. The teacher may comment on how long the string of beads is, and may invite the child to count the beads...

The Sciences- “We Hold the World in our Hands”

Science is introduced to the children in a very natural, concrete manner. I remember a young two year old sitting mesmerized at the base of a tall tree in the yard. She was looking up and staring at the branches

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moving in the breeze, the leaves fluttering and glistening, -listening to the soft hushing sound. She looked so peaceful. Her face was filled with awe, and she said, "This is a *mighty* tree!" aloud, -to no one in particular... The child is part of the Cosmos. We are all connected to one another. Montessori referred to a child's introduction to the areas of Science as "Cosmic Education". The aim of the Sciences is to better understand our world, and the relationships and connections within it. With these very young children, we keep it very simple. We go outside and share in the experience of the outdoors. We dig up worms. We notice ants, flowers, tree buds, blades of grass... snowflakes. We feed the birds. We notice small things, and *mighty* things. We notice clouds in the sky. We wonder together...

"If a child is to keep alive his inborn sense of wonder, he needs the companionship of at least one adult who can share it, rediscovering with him the joy, excitement, and mystery of the world we live in."

-Rachel Carson, *A Sense of Wonder*

Reading and Language

Reading and language are the keys which can uncover, conserve, and synthesize knowledge. Preschool children are immersed in the dynamics of their own language development. The world is a place full of new and exciting things and experiences. Everything needs to be labeled and classified... stored in their miraculous minds. As the children improve their vocabulary, they need the opportunity to use it, - to talk and interact with people and realize the power of their growing skill with language. We have a whole language approach. The classroom is filled with materials, pictures, labels, animals, plants, geometric figures, books... we sing together and play games, and work on activities to help the children enrich their language skills. Language is everywhere! We read together daily, -and communicate a love for books.

The children begin to learn to read themselves through an array of activities. They learn to recognize and remember the letters of the alphabet and the base sounds (phonetics) through their fingertips as they work with sandpaper letters. Repetition leads to mastery, - and practice leads to flow in the ability to connect these "sounds". The moveable alphabet is used to build words. Initial sound games and other materials

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ask the children to listen carefully to words and decipher the sounds that make up those words. The initial focus on the sounds of the letters, rather than on the names of the letters, will help the children emerge into the world of reading. Writing comes later. We “educate the hand” with many activities which prepare them for handwriting. Art activities using crayons, markers, scissors, paints, paper mache, clay, etc. and fine motor activities that help them develop control are very important. Repetition in tracing the sandpaper letters helps the children internalize the proper movement of those letters (beginning points, directions of the strokes). Work with these various materials lay the groundwork for future penmanship.

***Art and Music Integrated into the Day**

Just as we acknowledge the different stages of growth for *practical life, sensorial, language, mathematics, and the sciences*, so must we link stages of development with *the arts*. With relative ease, *art* and *music* exercises are introduced into the environment. Various media are available such as: clay, crayons, oil pastels, colored chalk, pasting, collage, painting, etc. The more experiences the child is given in art, the more he is able to express himself. Art is expression. *Music* is the same. “The classroom offers, through the use of instruments, widened avenues for musical exploration: sameness and differences in timbre, of rhythmic gestures through walking on the line, of culture...”

The arts give the children another dimension of the curriculum in and of themselves.

***The Individual Child**

Early childhood education has come to accept today what Montessori discovered so long ago: the child under six has a genius

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capacity for mental absorption. The “absorbent mind” will never repeat its miraculous ability to absorb the native tongue, to perfect movement, or to internalize order. Never will these sensitivities be more alive than in the preschool years.

The entering child is gentle and vulnerable with a need for love, protection, friends, and intellectual stimulation. These are serious needs. To serve children directly in what they need; to give help is sometimes an obstruction. Therefore, the Montessori prepared environment allows children to act freely on their own initiative, meeting needs through individual, spontaneous activity.

The children learn to work quietly and intently on their own tasks. They use the materials with a sense of perfection and order seldom found even in adults. They are building concentration and self-discipline.

Because the materials are scientifically selected, children are able to learn skills that were previously reserved for development at a later age. For example, reading and writing are treated as an extension of spoken language. And because these children are characterized by “absorbent minds” the work seems untiring and effortless.

“The Child should love everything that he learns for his mental and emotional growths are linked. Whatever is presented to him must be made beautiful and clear.”

- Maria Montessori

***The Child Forms A Community**

The Montessori classroom is not merely a place for individual learning. There is a mix of ages. In a Preprimary –K (3-6) class, a three-year-old may be washing clothes. A four-year-old nearby is working with alphabet cutouts. The five-year-old down the way is performing the operation of division using a special set of beads. Another five-year old is painting at the easel. Some children are talking and working with friends. A few are watching. The children work freely and when they

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choose to complete their task, they return the material to its proper place. There is a variety of activity and a great deal of movement. The Montessori preschool is a community of workers building a heritage of mutual enrichment. The older 5-year-old learns through teaching the younger child. The younger child is inspired to do more advanced work by having older children working in the same environment.

You see a similar range of activities and development abilities in a Birth to Three Program. Although most of the class time is spent in individual or small group format, during some part of each day the entire community of children might engage in whole class activities such as storytelling, singing, movement activities, or large muscle activities. When the children go outdoors for “large motor” activities, for gardening or nature walks, the unique needs of the individual child merge as part of the vibrant community whole, usually at the end of the day.

***The Montessori Parent As Primary Educators**

No matter how you regard the school, you must realize as parents you have the greatest influence on your child’s life because of your unique love. No one knows and cares for your child as well as you do. Educate means “to lead”. As parents you have the special opportunity to lead the child into activities, which are your hobbies, your chores, your spiritual and intellectual life, and your appreciation for the environment. What you share with your own, they remember with a special relish. You desire what is best for your children even though this may involve sacrifice. You want to give, but not indulge, serve but not over serve, allow freedom but not license. The school will be a natural extension of your home and will help in establishing a balance.

The directress certainly can work with the child uniquely in the prepared environment and in the context of the other children, but your relationship is still key. As your child starts

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out on this great adventure called Montessori, remember that you are the most important adult, and for your effort there is no substitute.

“The love we find in infancy shows what kind of love should reign ideally in the grown-up world, a love able of its own nature to inspire sacrifice, the dedication of one ego to another, of one’s self to the service of others.”

-Maria Montessori

***The Montessori Teacher as Guide**

The Montessori teacher is a child advocate in the deepest sense and has a cultivated respect for the child’s total being. As both the psychological and educational director of the classroom, the Montessori teacher responds to the essential needs of the children through careful observation first. The child may repeat a certain activity, reinforcing knowledge of a material. The teacher knows when to intervene so that concentration and involvement is encouraged and not interrupted. The emphasis is on “work cycle”; the child is his own timekeeper. The trained teacher allows for a natural pace, which features *unconscious* absorption and better retention. Support is given during low productive phases of work, which then build to peak involvements as the day progresses. Teacher-scheduled time is minimized so that the child’s creative choice is given first priority.

***Collaboration: Parents and Teachers**

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Parents and teachers need to work together in order to support and follow the whole Montessori process. The school is not a drop-off place; effective use of the school comes best through communication. Children often confide in their parents, and it is important to know how the child perceives the day. On the other side of this coin, the teacher sees the child in a “scientific environment” and has a unique facility for serving children in the context of other children and materials. The parent and teacher each hold jigsaw pieces which, when coming together, generate a more complete picture.

The Montessori program also offers parents creative principles for redesigning aspects of their home, for approaching the child with new kinds of tasks and challenges, for discipline, and general understanding. Parent education gives parents another way of seeing, which may enhance decisions related to child development. Thinking and talking about children along with other concerned adults offers heightened awareness and a better response to your child’s needs.

***Is Montessori For Your Child?**

Children- rich and poor, gifted and special- from a variety of cultures all over the world have benefited from Montessori. Your child will also prosper in his or her own subtle, creative fashion.

Academics readiness is not the issue. Whether the child can count, identify colors, or use a scissors properly is not the focus. The directress is interested in the whole child’s ability to communicate and cooperate, and most importantly, the child’s willingness to accept and master new experiences. Based on this precept, it is important for parents not to push skills on children to make them ready.

In Montessori, we begin with practical and social skills, not just academic. Keeping track of belongings, putting things away, dressing oneself, sharing an adult, sharing materials, respecting the limits of the community are some of the many aspects of total development, which are the initial benefits of

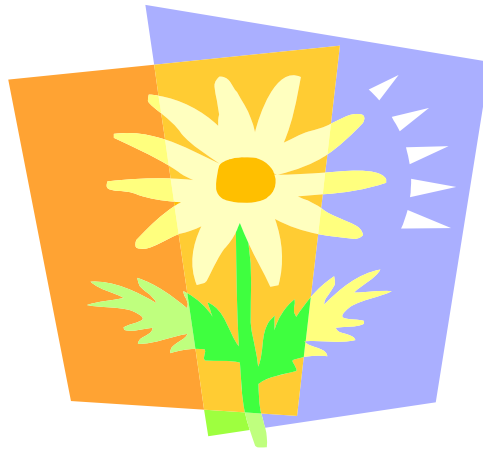
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the Montessori preschool class. These are the foundations for growing independence.

*Excerpted and paraphrased from "A Parent's Introduction to Montessori Preschool" by David Kahn in cooperation with North American Teacher's Association and The Association Montessori International, USA.

A.M.S. Code of Ethics

As American Montessori Society members, we pledge to conduct ourselves professionally and personally in ways that will reflect our respect for each other and for the children we serve. We will do whatever is within our talents and capacity to protect the right of each child to have the freedom and opportunity to develop his full potential without regard to race, sex, color, creed, or national origin.

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Hope Montessori welcomes all children and their families without regard to ethnic or religious background.

Hope Montessori, Inc.

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