



Early Education Adult Commitments

The following document was formulated by the staff at Community Montessori to assist in consistency throughout the 3-6 year old environments. Although there may be individual child exceptions to these elements, our goal is to show these common consistencies.

Commitment	Strategies
1. Adults using wording consistent with Community Montessori philosophy and the Marie Conti handouts.	Talking so others cannot hear our voice. Encouragement over praise. Positive wording when talking to children. Not speaking poorly of any child in his/her presence or absence.
2. Teacher should have keen observation skills.	Listening to children's conversations. Assisting children in how they talk to others and what is being said. Observing their social choices.(outside/inside)
3. Encouraging children to resolve conflict independently with our modeling, support, and encouragement.	Not focusing on "who's right", but "what's right". Making "good choices" when others aren't watching.
4. Redirecting children by understanding what they need.	Giving a new presentation or asking to do a particular activity. Be specific in redirection – spitting can be done in a toilet or you can do the tooth brushing activity.
5. Modeling that learning happens all the time, not just with Montessori materials. Integrating and connecting new to existing information constantly.	Modeling writing children's names with them. Using questioning skills to develop new depth with children. Making math/language a natural part of every day life by counting out snack, pointing out words in reading, talking about letter sounds, inventive spelling, developmental story problems, and children "reading" books.
6. Children as maintainers of the environment. Children should ask other children for help.	Empowering children to be accountable for all work and materials in the studio. Making work "beautiful" and "ready for the next person." "Fixing" something on a shelf, table or the floor. Adults modeling appropriate behaviors. Children supporting each other with lunch items.
7. Everything has a consistent place in the environment unless it has been changed at a class meeting.	Some decisions are made by children through empowerment by the group or an adult, but some decisions are made by the adults for safety or consistency. Chairs, tables and work stations are stationary. Label and/or take pictures of the shelves.
8. Ensuring that our materials and activities are used/done for a purpose.	Every activity for an individual or developmental objective – not just materials that are "cute" or "look good." Videos/DVD's, visitors, activities and food for a purpose and to connect information.
9. Adults facing children at all times and <u>never</u> leaving children unattended.	Never having backs to children. When one teacher down, other teacher up. Always notifying another teacher for monitoring if you need to leave the room.
10. Room Preparation – studio completely prepared, maintained, and updated.	Making a list of what needs to be done, exchanging responsibilities with co-teachers. All pencils sharpened, papers filled and ordered. Crayons as an art medium, in art supply area after being peeled. Everything beautiful and ready!! Eliminating any clutter of children or adult materials. All missing parts, broken materials, and damaged materials taken out of studio and "fixed" within 2

	weeks or discussed with coordinator. Cleaning water activities daily.
11. Children have “presentations” or “lessons” on all activities in the studio before choosing work. Materials are designated for “table” or “rug” and for one or two children.	All materials should be presented or re-presented as necessary for each child with objective planned for each child. There are many different presentations that can be given for each material to make it developmental for an individual learner.
12. Both adults give presentations in all 8 constructs.	Presentations based on social, emotional, physical, moral, intellectual, creative, aesthetic, and “school success”. Not taking a break when things are going well. Giving new presentations to each child developmentally.
13. Activities for individual children or a group of two unless they conference with an adult.	Support children in working alone or with one other child. Encourage group activity as is developmentally appropriate for the individuals.
14. Line time – children sitting on their bottom on line and walking around their friends. Others can work at a table without talking if unable to stay.	Co-teacher is rubbing backs and whispering to children – reminding how to sit and respect their friends so that lead teacher does not call across line to redirect children.
15. Washing hands after using the restroom and before eating.	Rub hands until you “make bubbles”, singing ABC’s/“Twinkle”. Asking children if they washed their hands.
16. Adults should focus on children when they are with children and save personal conversations with adults for before or after school.	This behavior should be monitored at drop off/pick up times, generally in the studio, and <u>especially at lunch and on the playground.</u>
17. Room maintained during work time - work is not left unattended or paper/materials on the floor.	Asking children to help make an area beautiful. Sanitizing snack area, bathroom, or tables/floor when necessary throughout the day. If an adult would not eat snack or go in the restroom – it should be fixed immediately.
18. Using the computers responsibly - mainly with the children as a resource.	Using the computers to find out information with children when not found in books. Staff on the computer for less than 2-3 minutes (ex. Check email) or take the computer out of the studio. Asking children to wash their hands before using the computers.
19. Supporting our wellness initiative by planning wellness lessons weekly and sharing this with families through weekly communication (as able)..	Sending a note home in the child’s lunch box that reminds the family of the policy. Redirecting a child to eat part of a “large” or “multi” dessert or sending additional dessert home while still maintaining the dignity of the child. Have ongoing conversations about various nutritional beliefs to support their wellness development.
20. Engaging with children outside by balancing individual conversations with activities for one or a small group of children.	Working with one or a small group of children on the balancing beam – different things to do. Playing freeze tag, kick ball in the field(kicking the ball and running the bases), playing catch, exploring, etc.
21. Be aware that a safe (emotionally/physically) environment is essential for child development.	Help children transition into the studio – supporting each child while maintaining their independence. Support parents in comfort and trust in the environment, so they in turn can model that for their child.