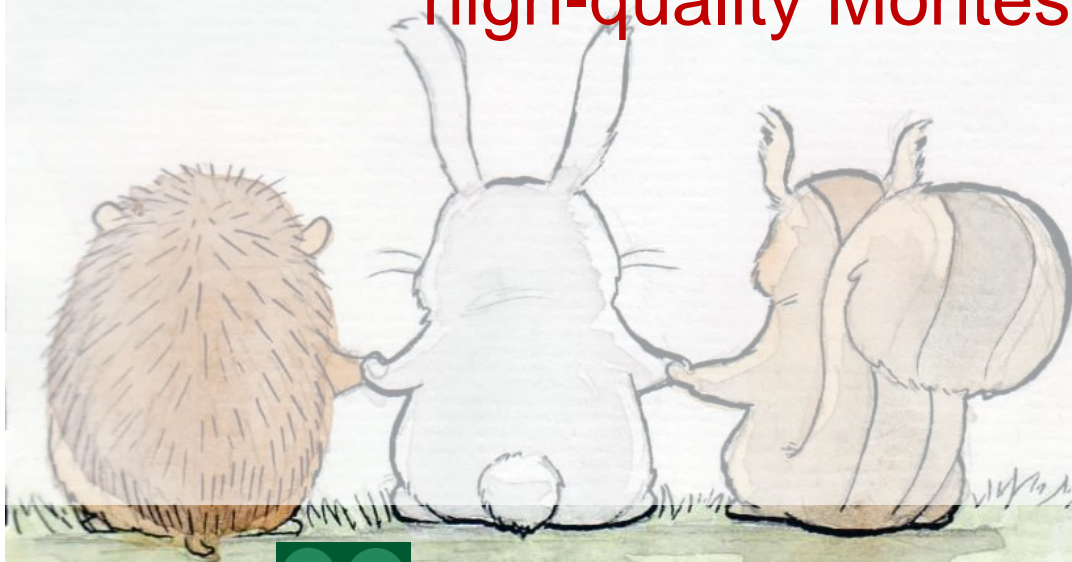


MONTESORI GARDEN Nursery School

Parents often ask “What are the distinguishing features of a high-quality Montessori nursery?”



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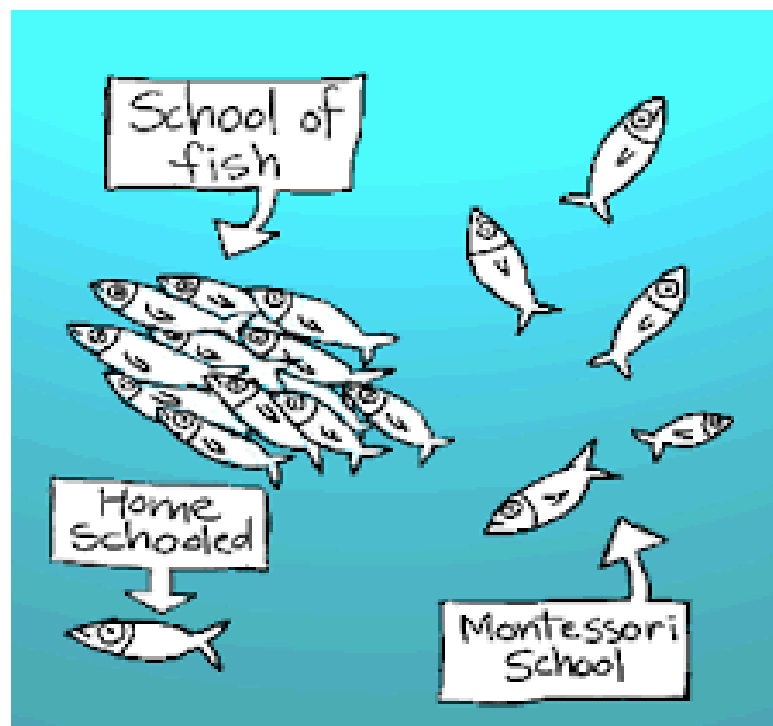
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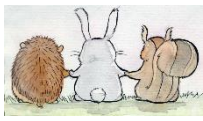
MONTESSORI GARDEN Nursery School

Our first answer is seeing is believing!

Come and **visit us** at Montessori Garden, then compare what you see to your observations. If you haven't booked a visit yet, please **contact us** to schedule a visit.



Here are some features some parents noted and our elaborations:



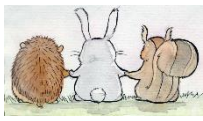
MONTESSORI GARDEN Nursery School

A calm, orderly environment.

Messy play can still be orderly. We love for our children to run, sing, play in the mud, model clay, finger paint, or explore foam, etc...however there are specific areas for these to allow each child to practice courtesy towards their peers, who also need to deeply engage in other activities without interruption and distraction. A Montessori environment thus primarily seeks to protect each child's individual space and freedom.

The Montessori environment is surprisingly calm, orderly and busy, since our goal is to enable children to engage joyfully in their chosen activity and thus improve their skills and self-esteem.





MONTESSORI GARDEN Nursery School

A focus on child-led exploration and activities. Montessori environments do not have adult-led curriculum schedules in which a group of children are required to move together between activities every 20-40 minutes: counting, followed by art, followed by outside play etc... Instruction happens in a tailored and individual manner, at a unique child's own pace and it is perfectly acceptable for a child to choose to sit outside circle time or continue with his/her chosen activity without interruption from others.



The Montessori curriculum supports a child's emerging independence and his self-discovery. Children have the luxury of time to choose their own activities, to fully explore them at their own pace and to move freely in the environment. Most instructions are one-on-one *presentations*. Teachers follow the children's interests, allowing them to explore the materials, giving them the opportunity to continue to practice until they are satisfied and understanding the optimal approach to the activity in order to build the unique child's knowledge and skills.



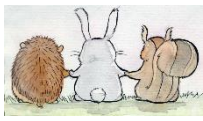
MONTESSORI GARDEN Nursery School

A deliberate, educational curriculum teaching life skills through play.

In the right environment, toddlers are eager to learn through exploration and practice, and so their free play is what Montessori called 'work'. Toddlers in a Montessori classroom are surrounded by exciting opportunities to develop life skills such as spooning, pouring, matching, organising and much more.



The activities we provide in the class offer children the opportunity to think creatively and develop problem solving skills. Further, our trained teachers are able to extend the activities following the interests of the unique child for deliberate purposes, such as exercising the specific muscles in the hand needed for successful writing and drawing.



MONTESSORI GARDEN Nursery School

Grace and courtesy.

Many parents want their child/ren to become socialized when they start nursery. But “socialization” can mean different things in different settings. In a Montessori classroom, we guide children to develop what Montessori calls *grace and courtesy*.

- ✓ We establish some clear rules that support a peaceful classroom such as children may only take activities from shelves, never from another child.
- ✓ We give children the language they need to express their needs (“I am playing with this; you may have it when I am done,” or “I feel angry because you messed up my work.”)
- ✓ Teachers model benevolent and cooperative behaviour such as role playing with children scenarios demonstrating how to solve ‘conflicts’.



The Montessori focus on teaching individual, pro-social skills is different from the group conformity. It is perfectly welcomed if a child can question their teachers/instructors and peers instead of simply conforming. We believe a child should not do what is told, but should do what is reasoned and/or child chooses to follow role-modelled actions.



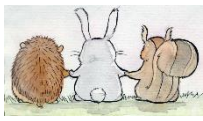
MONTESSORI GARDEN Nursery School

A focus on developing inner discipline.

In Montessori environments, the goal is to help children acquire self-discipline: we want children to **understand** the right course of behaviour, and to be **internally motivated** to behave well.

- ✖ Our teachers don't expect immediate obedience from toddlers, nor do they offer rewards (praise, stickers etc.) for 'good' behaviour, nor punishments (time outs, withdrawal of rights e.g. no pudding) for 'bad' behaviour.
- ✓ Instead, we believe that children naturally behave acceptably, and that by setting up the right environment, and role-modelling kind, respectful behaviour, we can guide your child to develop inner discipline.

When a child does misbehave, we emphasize positive alternatives e.g. instead of "No running!" we calmly explain, "We walk in class. Let's go back and walk to the sink together." For the older children we may discuss logical consequences of their actions through calm non-judgemental discussion "what would happen if you run? What else could you do instead?" And because we have mixed aged classrooms, older returning students are able to model healthy behaviour and younger children benefit from the example of their older peers, and older children benefit from the opportunity to mentor and guide their younger peers.



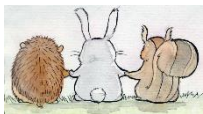
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A mixed age classroom

In a Montessori setting, we value the influence of other children and peers on the learning and development of individual children and so encourage and ensure mixed-age classrooms, whilst ensuring the safety of the very young. When a child can teach another, that child consolidates knowledge for him/herself as well as developing valuable social skills. Importantly, a more able child is the best and most interesting teacher / role model to another child. Lastly, there are much greater opportunities for developing social skills and strengthening our classroom community when the knowledge, skill sets, abilities and ages of the children are mixed.



"The main thing is that the groups should contain different ages, because it has great influence on the cultural development of the child. This is obtained by the relations of the children among themselves. You cannot imagine how well a young child learns from an older child; how patient the older child is with the difficulties of the younger" – **Maria Montessori**



MONTESSORI GARDEN Nursery School

A higher ratio of trained teachers.

We could not stress more the importance of Montessori trained teachers and their assistants, a much more effective education can happen with one trained teacher than with ten untrained adults and therefore, our ratio takes into account levels of trainings, not simply the age and number of adults. Trained teachers are also able to effectively achieve increasing independence – a key curriculum content.



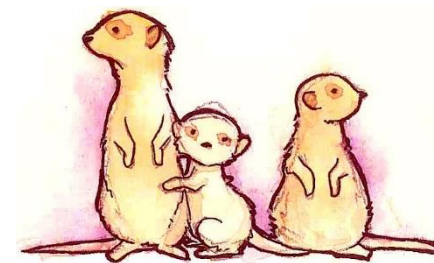
In a small Montessori classroom with qualified teachers, our children are *nurtured* and they *learn* with joy. The increasing independence helps with children's self-esteem, creating a positive loop of joyful learning. In this way each child has the optimal environment to be guided in his/her unfolding into a bright, capable, confident, energised and enthused student. Increasingly independent children also role-model to newcomers and youngsters, and they also need less of adults' help, which in turn frees our teachers' time to observe, evaluate, analyse, plan further and implement progressive classrooms with more engaging and satisfying activities. The aim is that the classroom operates as if there was no teacher present.



MONTESSORI GARDEN Nursery School

Trained permanent teachers.

Montessori classrooms are not generally larger than 25 children – an optimal size for learning and development, which also ensures training adults are not overwhelmed by volume of toddlers and instructing their emerging skills. Trained permanent staff in leading roles are essential to retain consistency in classrooms and therefore we do not provide any lead roles on part-time or ad hoc basis.



In a small Montessori setting, our lead teachers either join us with a Montessori teaching credential, often from a [MCI training program](#), or complete their training while employed with us. Further, as Montessorians, we believe in practicing what we preach and our staff are treated with great respect, encouraged to self-reflect and self-improve, taking the lead of their own independent continuous learning. We aim to provide full-time permanent roles to our staff.



MONTESSORI GARDEN Nursery School

Oversight by a Montessori-trained Head of School and Manager.

Montessori Garden is **led by educators** - a Montessori-trained Head of School & Manager, a Montessori-trained Deputy Manager and a Montessori-trained Owner, ensuring consistency of high standards and a unified direction. Our managers are hands on in our small setting, teaching and observing, providing feedback to teachers to help them improve their practice, and actively working with parents in partnership for the further optimisation of their children's learning environment.



We are educators first and foremost, before being administrators or investors, to avoid conflicting directions and reduced efficiency in delivering the Montessori curriculum. Clearly stating our priorities helps us work better together.

MONTESORI GARDEN Nursery School

Does our Montessori approach work? We invite you to come and see for yourself! Most parents are astonished to see how calm, capable, confident and serenely happy the children in our Montessori classrooms are. If you doubt that your own rambunctious, active toddler could ever be like that, rest assured that the children you now observe calmly seated eating snack together came to us no different than your child. The Montessori toddler environment really is that different from other daycare settings, and that's why Montessori children behave differently, too!



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