

“Montessori” refers to the work, research, and discoveries made by Dr. Maria Montessori, which began as experimental observation of young children in the early 1900’s in Rome, Italy. In 1907, under conditions of such observation, given freedom for self-directed activity, the children shifted their state of being from ordinary inattention and disorder to one of perfect peace, order, and spontaneous self-discipline, which brought worldwide attention to her work. In the field of education, Montessori generally refers to her use of scientific education, which was originally created by Itard and Seguin several decades before. Conventional practice of this type of scientific teaching, committed to personality or culture, however, has often come to be termed “Montessori teaching”.

Schools and educators generally use the term “Montessori” to mean observing children given freedom in an environment prepared for their self-directed activity. In outward form, it is commonly associated primarily with a set of distinctive self-teaching materials or some official “certification” or “accreditation” from an organization that claims authority in the field.

A Montessori classroom embraces the “whole child,” and takes into consideration not just intellectual development, but also emotional development including the way a child views themselves in the larger context of nature and their world. Montessori education employs only positive directives within the classroom, thus helping to develop a child’s self-esteem, confidence and faith in their abilities. And finally, Montessori education celebrates differences in customs, language, outward appearance, etc. and does not “favor” any one nationality or set of beliefs. Rather, our curriculum focuses on the wonders of the natural world, and all the marvels of our planet shared by the whole of humankind.

For more information, please do not hesitate to reach out to our director, Lori Musa.