

Montessori East Under 3 Program
based on Montessori principles

The environment is carefully prepared to support the toddler's functional independence. The toddlers learn to care for themselves and the environment through the activities we have set up for them. The environment also gives opportunity for them to develop their communication and movement which are 2 major acquisitions during this period.

GUIDELINES FOR ADULTS

Nearness	<ul style="list-style-type: none"> • Be a reassuring presence. • Join if the child invites but never disturb. Give room to move. • Sit a little further away from the child to observe. • If you are showing some action then sit to right of child, side by side for him to see your hands in the same position as his own. • When the child is engaged step back as much as possible or sit against the wall and observe.
Help	<ul style="list-style-type: none"> • Help only when requested and then provide the least amount of help possible to encourage and enable the child to continue by herself. • Always model the behaviour you want your child to emulate. • Any activity that is new to the child, ask the guide to present it first.
Voice	<ul style="list-style-type: none"> • Keep talking to a minimum - both to your child and to other adults in the room. • Avoid interrupting his work with questions or directions that break his/her concentration. • Allow him to make discoveries himself - how things fit, what's inside, how to open etc. • Use a low tone of voice, quiet and calm. • Please don't talk about the child in his/her presence. • Please turn off your mobiles and put it in your bag.
Pace and variety	<ul style="list-style-type: none"> • Be patient with your child's slower pace of doing things. • Allow time for exploration and discovery. • Children are more interested in the process than the outcome. • Allow them much repetition as they want. It is human tendency wanting to repeat to master the skill or perfect their ability.
Friendliness with error	<ul style="list-style-type: none"> • Mistakes are learning opportunities. • Allow time for them to correct themselves.
Language	<ul style="list-style-type: none"> • Interact with the child when they choose a new language material. • Never ask the child 'What is this?' Instead say 'give me the hammer, put the screwdriver in the basket' etc. • Name the material or activity your child is using. Name each of its components. • Language development is inhibited by the use of dummies, and so we ask that, if you have them, please leave them at home or in the car. • Use proper language and not baby language.

Crying	<ul style="list-style-type: none"> If your child is very upset take him out to calm him. Loud crying can frighten other children. Change of scenery, fresh air and cuddle may help a distressed child.
3 Rules of Intervention	<ul style="list-style-type: none"> Intervene if there is danger to the child Intervene if your child is going to hurt another child Intervene if your child is going to damage the material.
Toileting & Nappy Change	<ul style="list-style-type: none"> There is a corner in the room with a mattress on the floor. You may change your child's nappy in this area. Please take the soiled nappy with you. We have another area on the floor boards for children who are in the process of 'toilet independence'. There is a potty, toilet paper, a chair to sit while changing. Also, a disinfectant spray and towels to clean if there was an event on the carpet. Speak to the Guides to help you to help your child gain independence in this process.
Outdoor area	<ul style="list-style-type: none"> Please accompany your child. Respect the equipment in the outdoor environment. Put things back from where you took it.

WORKING WITH THE MATERIAL

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| <ul style="list-style-type: none"> Don't do anything for the child that the child can do for him or herself. Every unnecessary help is a hindrance for the child's development Give just enough help to assist the child |
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Where	Standing at shelf (younger ones) or sitting on floor with mat or sitting at table
Carrying	<p>The child's equilibrium is still developing, so for both his safety and for creating a better possibility of his being successful, we have him</p> <ul style="list-style-type: none"> Carry one thing at a time with both hands Carry items of one exercise together (on a tray/in a basket) rather than individually Carry by holding tray the side near the top and by holding the tray against his tummy
Sitting and standing	<p>When sitting: ask the child to put item being carried on the table first, then pull out the chair, and sit down. Ask permission and push the child forward</p> <p>When standing: ask the child to stand up, push in chair, then reach for the item to be carried away.</p>
Use of mat	<ul style="list-style-type: none"> A mat or rug is used to set materials on. Not for sitting on. Mat protects the material. It also defines the child's work space. First get the mat, place on the floor and unroll the mat very slowly Then get the activity. You may help by either carrying the mat or the activity Children are guided to walk around other's work space and not through it.
Use of material	<ul style="list-style-type: none"> Encourage children to handle all materials carefully and gently, holding with both hands and moving slowly and then setting them down slowly. Adults are asked to model the same behaviour.

	<ul style="list-style-type: none"> Place materials on a solid surface rather than opening and closing boxes and jars in mid-air Indicate where a child should place his work or return it to the shelf by touching the spot with the palm of your hand. "Put it right here". Do this rather than pointing or saying, "over there on the top shelf" If you are showing some action then do it very slowly so the child can see the movements.
Turn taking	<ul style="list-style-type: none"> Please redirect your child to another activity should he disturb or touch a working child's activity Offer choices. "You can watch without touching or choose another piece of material" You can wait for your turn or choose another activity If the other child invites to join it is fine. Eventually they will learn to ask permission to join in. Children are welcome to observe each other at work When the working child has returned his activity to the shelf, your child may then use that material for as long as he or she likes.
No praise	<ul style="list-style-type: none"> Refrain from clapping hands and saying, "good girl", "good job" etc. Praise will distract them from their concentration We want the child to learn because he or she is motivated from within and not to please the adult
Floor board area	<ul style="list-style-type: none"> We ask parents to respect this area and not to hover around the children. The Montessori Guides take over and show and guide them with their tasks Children will come when they are ready to separate from the carer First the trust needs to be built and connection made with the guides Eventually it will be a healthy separation. You will be amazed at your child's capability Please step in in case of danger (rules of intervention) if the guides are engaged with other children.

TYPICAL DAY

What to wear	<ul style="list-style-type: none"> Child should wear clothes appropriate to the weather Shoes are not worn in the classroom. Bare feet in summer and sock feet in winter. If you prefer, your child may wear 'indoor shoes'. These are never worn outdoors. Make sure clothes don't impede movement. Avoid sleeves which are so long they cover the child's hands, dresses and skirts that can make it difficult to climb ladders. Roll up long pants which may trip a young toddler Avoid buttons, buckles, overalls and dresses which make toileting independently very difficult Clothes that are easy to take off and put on.
What to bring	<ul style="list-style-type: none"> Change of clothes (learning toileting independently, water exercises) Sunhat or warm top (outdoor activities) Fruit or vegetable to share for flowers for the flower arranging activity Toys and favourite loved items are to be left at home or in the car. They do not come into the classroom. Child needs both hands free to work.
Upon Arrival	<ul style="list-style-type: none"> Children walk to the hall, sit on the bench/chair takes off shoes and puts them on the shelf

	<ul style="list-style-type: none"> • Adult also remove shoes and puts them on the shelf and put bag on the table • Once inside everyone walk, running is only done outside.
Food and Drink	<ul style="list-style-type: none"> • Drinking glasses and water are provided in class. Please leave other drinks or cups at home or in your bags. • Please feed your children before they come to class. Children prepare their own snack and eat during the class • Please do not bring other food from home for your child to eat during class time
Snack time	<ul style="list-style-type: none"> • Snack time is anytime the child would like to help himself. He sets the table and serves himself. • Tongs are used by the children to pick up and put the fruit on their plates. • Children also clear the table by washing up the plate or putting it in the dirty dish trolley • Leftover food is scraped into the compost bin. • Before working again, the child takes a wet face cloth and wipes hands and face and puts the used cloth in the laundry basket.
Choosing work	<ul style="list-style-type: none"> • Follow the child's interest • If the work is more advanced than the child is ready for, but he is very interested, let him take the tray to the table. Have him hold each item and you can name them before he returns the activity to the shelf. This simple introduction often satisfies his initial interest. • Always choose work from the shelf and not from another child who has finished the activity
Putting away	<ul style="list-style-type: none"> • Children are encouraged to return activities to their original place on the shelf • Children are shown how materials are cleaned or packed away and they are encouraged to do each of these tasks themselves • If a child loses interest half way through the activity, he is not required to finish but is instead asked to pack up and put away
Asking for help	<ul style="list-style-type: none"> • Manipulatives like puzzles, are what first attract the young child they require no introduction • Most other activities in the room (language, art, food preparation) need an initial presentation by the Guides for the child to use them successfully • The Guides moves around the room facilitating learning as needed. If you would like assistance please ask for help
End of day	<ul style="list-style-type: none"> • We gather together around 20 minutes before the end of class time to sing. • Children do not need to come, it is their choice • To model courtesy say goodbye to the Guides and your child will learn to do the same.