

## **AMS Pathway Documentation for Tremont Montessori**

### Tremont Vision

Tremont Montessori, in partnership with students, staff, parents, and the community will follow the Montessori philosophy, materials, and curriculum together with the state standards to prepare each child for academic excellence, promote social responsibility and stimulate lifelong learning.

### **PROPERLY TRAINED MONTESSORI TEACHERS**

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### **MULTI-AGE CLASSROOMS**

It is essential that Montessori teachers have training in the age level at which they teach. This training prepares the Montessori teacher to design a developmentally appropriate learning environment, furnished with specially designed materials, where students explore, discover, and experience the joy of learning. AMS recognizes Montessori teaching credentials issued by AMS, NCME, or AMI, or by any other Montessori teacher education programs that are accredited by the Montessori Accreditation Council for Teacher Education (MACTE).

Children's House and K: Six Classrooms with 3, 4, and 5 year olds

All 6 CH/Early Childhood Guides are AMS/AMI trained and credentialed

One Straight K: AMS/AMI training and credential program

Lower Elementary: Five Classrooms with 1st, 2nd, 3rd grade students

All Lower Elementary AMS/AMI trained and credentialed with one of the five still in the AMS Lower Elementary training program at Xavier University, a MACTE accredited program.

Upper Elementary: Four classrooms with 4th, 5th, 6th grade students

One of the teachers is AMI trained and credentialed.

One teacher is AMS Lower Elementary Credentialed from a MACTE program

Two years will undergo AMS/AMI/MACTE training

Middle School: Two classrooms with 7th and 8th grade students

Two teachers have begun a MACTE Accredited Adolescent program

### **USE OF MONTESSORI MATERIALS**

Classrooms have Montessori materials that serve as the primary focus of learning in all the Montessori classrooms.

### **CHILD-DIRECTED WORK**

Tremont students are supported in choosing meaningful and challenging work of their own interest, leading to engagement, intrinsic motivation, sustained attention, and the development of responsibility to oneself and others.

This child-directed work is supported by the design and flow of the Montessori classroom, which is created to arouse each child's curiosity and to provide the opportunity to work in calm, uncluttered spaces either individually or as part of a group; the availability and presentation of enticing, self-correcting materials in specified curricular areas; teachers who serve as guides and mentors rather than dispensers of knowledge; and uninterrupted work periods, as described below.

#### Tremont Montessori

The Child Directed environment is supported by the freedom of choice during the work cycles in each classroom.

Our Montessori classrooms have a nearly complete complement of Montessori materials offering Tremont the freedom to implement the Montessori curriculum with fidelity. As life-long learners, our staff offers the most comprehensive Montessori education to our students.

The differentiation of the lesson presentations and work seen in our classroom meet the needs of a wide range of academic and social-emotional needs. The children guide their own learning with the use of Montessori lessons moving along the continuum of lessons.

Students are taught individually or with two or three students in a group. As they move through the lessons at different paces, their needs are very different. Having the community of ages in a classroom allows for older or more advanced students modelling and supporting younger students while sharing knowledge and enhancing their own comprehension of standards.

Students have the freedom to move within the subjects of the continuum of lessons following the order of the lesson presentations. Freedom within limits is a driving factor in our classroom management system. Students are allowed to choose their own work, but are held to a high standard of accuracy and responsibility for their own learning. Holding the children accountable for their behavior and academics provides for a peaceful and safe environment in which students are able to take risks and feel safe and nurtured.

All classrooms share responsibility for self, others and the environment by participating in self-care, care of the environment.