



Children's House

3-6 Year Olds



A Community-Based Approach to Learning

In America, the factory model of teaching children in public schools came into existence in the 1920's. This system hasn't changed much over the years, most teaching is done by the teacher and collaboration is discouraged, the child is taught content by the teacher with structured curriculum and the emphasis on the group devalues contribution and collective responsibility.

Uniquely, Montessori schools have a community-based approach to learning.

The Montessori educational approach uses a trio of teachers.

- the community of children in a mixed-age grouping
- the educational environment equipped with hands-on materials
- and the adult guide, a teacher who responds more than directs.

The classroom community boasts a developmental structure, children who share the same developmental needs and characteristics learn together. In a multiage classroom, children learn in a continuum; they move from easier to more difficult material and from simple to more

complex strategies at their own pace, making continuous progress rather than being promoted once a year or required to wait until the next school year to move forward in the curriculum. The community learning environment fosters individual differences as strengths, and promotes groupings of various abilities.

All students are encouraged to collaborate and help each other. The multiage classrooms reinforce leadership through social development. While students learn at their own pace and unique style, they experience a deep sense of camaraderie, social maturity and responsibility through their yearly progression in class. Younger students look to older students as role models, and older students organically develop and refine their leadership skills and academic knowledge as mentors in the classroom.

The environment remains constant, with the same teachers, students, and classroom environment. This consistency allows children to settle down quickly and feel that they are a vital member of the learning community. Our children's house program is both personally satisfying and socially rewarding.

Community of Children

Created before American public schools chose, in the 1920's, the Henry Ford factory assembly line as a model (a model which persists in many schools to this day), Montessori schools believe that educational environments should neither feel nor look like factories. Montessori schools are created to look more like a home than an institution, and stress a community based approach to learning.

To achieve this goal the Montessori approach uses a “trio of teachers”. The trio includes the community of children in a mixed-age grouping, the educational environment equipped with hands-on materials, and the adult guide (“teacher”). Each part of this trio is as important as the other.

In Montessori schools the classroom community is structured developmentally, so that children of different ages share the same classroom, and are encouraged to collaborate and help each other.

There is a three year age span providing a diverse group. There are rich opportunities



to relate in many different ways. The age differences allow for true spontaneous helping to occur (a cornerstone of a strong society). The group is consistent; everyone comes everyday. The teacher is the same person every day. The child can settle into this community and quickly feel that they are a vital member.

Children's House

3-6 Years Old

Dr. Maria Montessori understood that the learning approach for young children should involve the development of all senses. The Montessori approach for this age group consists of enticing materials for children to manipulate and helps children understand higher-level concepts through exploration. It also helps develop inner-discipline and fosters their natural curiosities. This program is based on one of Dr. Montessori's principles given the proper amount of guidance and freedom, children develop a positive sense of self and their community.

Tuition and Fees

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Submit an Inquiry



Children's House, Winston-Salem Montessori School

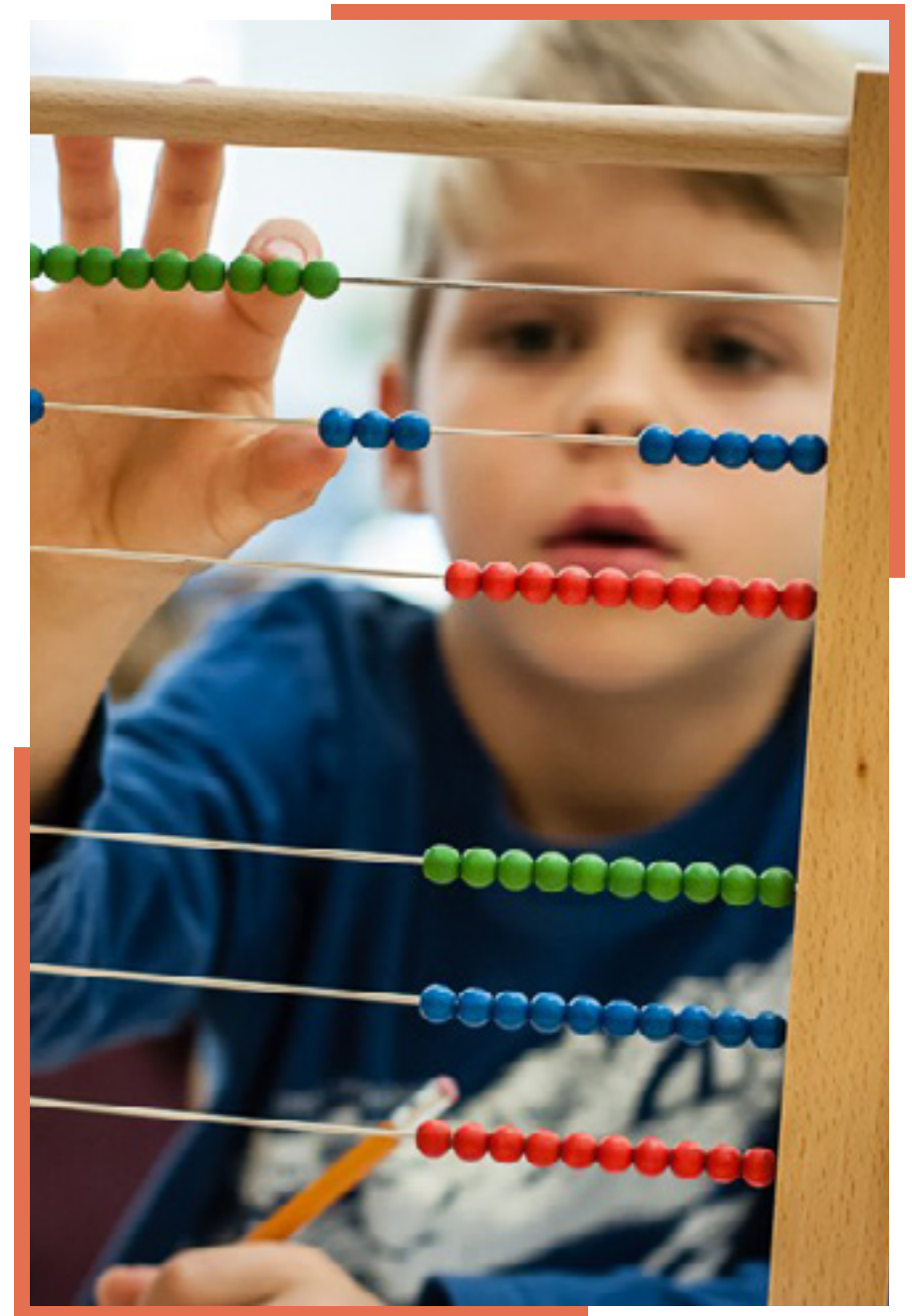
Dr. Montessori understood the need to provide young children with freedom within limits and guidance to explore their surroundings. She firmly believed that this encourages young children to acquire and develop vital skills at their own pace and develop a positive sense of self.

Our Children's House program takes this principle into account from the get-go. We have a core curriculum where each child acquires and applies a breadth of skills during a three-year learning cycle. However, children have the freedom to explore, and the teacher's trio provides them with the necessary guidance.

The classroom environment is filled with specifically-designed and age-appropriate learning materials. Teachers provide students with well-planned lessons in this classroom environment, which encourages self-exploration and self-learning.

The lessons are well-planned for each individual, the focus is on allowing children to learn and achieve skills at a rate that meets their particular needs and allows their talents to emerge. Learning takes place by an original and personal process of discovery. Each child's natural learning styles and preferences are respected and supported.

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Montessori Teacher

In all Montessori classrooms, the teacher has an unobtrusive role in classroom activity; is an active participant in learning. The role of the teacher is observer, follower, and guide. This role is significantly different from what teachers do in most public schools. In Montessori, the teacher focuses on bringing wisdom, consideration, and experience to the child's academic, social, and intellectual exploration. The teachers never force their opinions, ideas, or learning methods, on their pupils.

The role of the teacher is as unobtrusive as possible to let young children explore their surroundings and develop new skills. This approach demands special professionals that are confident and skilled enough to allow the child to be an active participant in their learning. School decisions are driven by what is best for the children.

In our Children's House program, teachers focus less on what they do and more on what the student does. By observing the children's activity teachers become aware of how motivated the student is and how much time and energy the student devotes to the learning process. Instructions and support, whenever needed, are personalized to each student's learning style and pace.



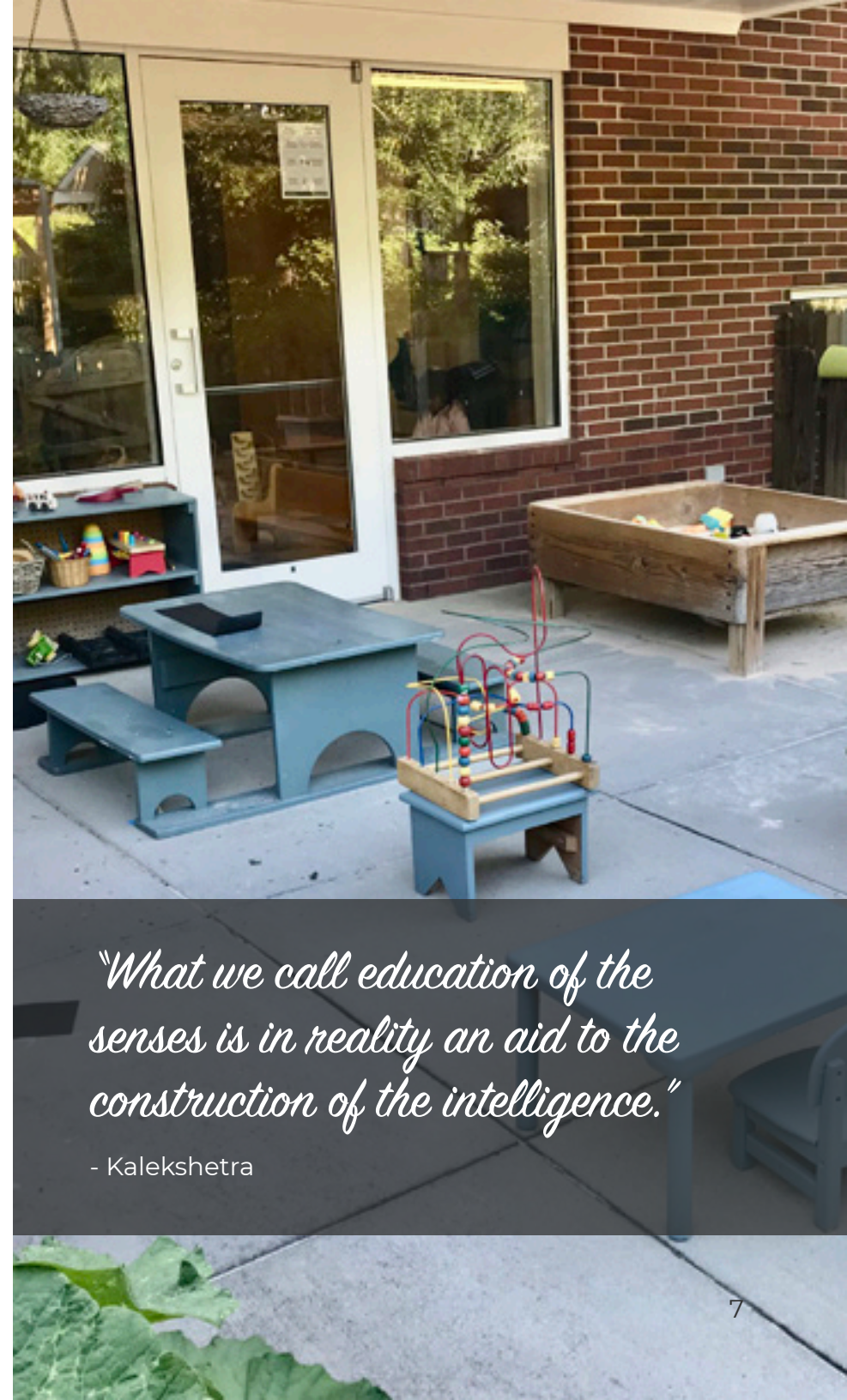
Prepared Environment

At WS Montessori, the learning environment is thoughtfully conceived and painstakingly prepared. Elegance, simplicity, and good common sense are the trifecta of classroom design for not just the Children's House program but for all other age groups as well.

An example of this is the 3–6-year-olds in the Children's House program who are ready to learn many practical life skills. Specially designed, concrete materials constantly engage the children in their own learning, allowing each to learn -- and to understand -- by doing. Learning is reinforced internally through the child's own repetition of an activity and internal feelings of success.

The classroom materials are designed to proceed from the concrete to the abstract in a series of clear and objective steps. Starting with sensorial development the children are able to move easily to higher-level skills in cursive writing, reading, mathematics, history, and the biological sciences. The high level of purposeful engagement with hands-on materials make these concepts within reach for even the youngest children.

wsmontessori.org/programs/childrenshouse



"What we call education of the senses is in reality an aid to the construction of the intelligence."

- Kalekshetra

An Authentic Montessori School

There is nothing like a Montessori school environment. It gives your young child the freedom to explore and learn through discovery safely. The teachers play a supporting role, focusing more on what the students need. The classroom setting is more like a home than an institution, with soft rugs, rocking chairs, and learning materials and books laid out on long and low shelves. Organized space, muted colors, and a peaceful environment make the classroom an inviting place for self-learning and self-discovery.

The three pillars of Montessori education philosophy include:



Philosophy

A Montessori education is for life.



Psychology

Built upon sound developmental understanding.



Method

Responsive to individual needs & interests.



Philosophy

Dr. Montessori believed that parenting and education have a profound impact on children. In fact, she thought that education can be an instrument for world peace.

The Montessori education thinks of education as a way to the development of each child's human potential. That's why, in our Children's House program, the educational philosophy embraces your young child's progressive developmental needs. The learning approach relies on a child's intrinsic motivation, with the adult teacher acting as a link to the classroom environment. This promotes self-discovery and growth.

Dr. Montessori saw that young children possessed a unique ability to learn through hands-on experiences. Modern research has confirmed Dr. Montessori's observations and theories in this regard. That's what we try to implement every step of the way at WS Montessori, including our Children's House program.



"We often forget that the imagination is a force for the discovery of truth."

- Kalekshetra



Psychology

Dr. Montessori's psychology has four stages of development which she called Planes. Each stage of development comes with specific features of physical, intellectual, social, and psychological development.

According to Dr. Maria's psychology, the children in our Children's House program belong to the first plane of development (0 – 6 years). They are essentially in the discovery mode. The classroom environment, mixed-age grouping, and supportive role of teachers help foster their intrinsic desire to interact with the environment and learn.



"If you want to build a ship, don't drum up the men to gather wood, divide the work, and give orders. Instead, teach them to yearn for the vast and endless sea." - Antoine De Saint-Exupery

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Method

The environmental approach to education, as developed by Dr. Montessori, is timeless. The Montessori education method places children and their intrinsic ability to learn at the forefront and the role of a teacher in the background. The Children's House program at WS Montessori embraces this philosophy to the letter.

The classroom environment provides practical elements that encourage spontaneous choices in learning. The teachers are trained to create and adapt the educational environment by observing a child's purposeful engagement. Thus, the education method accelerates the learning process at the child's own pace, emphasizing their full development as an individual.





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