

Reference:

CHILDREN'S HOUSE OF GALILEE

1. Montessori: A Modern Approach by Paula Polk Lillard
2. The Secret of Childhood by Maria Montessori
3. The Absorbent Mind by Maria Montessori
4. The Montessori Method by Maria Montessori
5. Education and Peace by Maria Montessori
6. The Essential Montessori by Elizabeth Hainstock
7. Maria Montessori, Her Life and Work by E.M. Standing
8. Endangered Minds Why Children Don't Think and What we can do about it by Jane M. Healy, Ph. D.
9. Your Child's Growing Mind by Jane M. Healy, Ph. D.

“The secret of good teaching is to regard the child’s intelligence as a fertile field in which seeds may be sown to grow under the heat of flaming imagination. Our aim therefore is not merely to make the child understand, and still less to force him to memorize, but so to touch his imagination as to enthuse him to his inner most core.”
...Maria Montessori, 1948

Children's House of Galilee (A Ministry of Galilee Church)

*A Primary, Kindergarten and Elementary Program
Offering
Montessori Curriculum and Christian Education*

Mission Statement

The Children's House of Galilee is dedicated to providing a nurturing and stimulating environment where children can develop their social, emotional, moral and cognitive self in a supportive Christian setting. We

believe that education should be a preparation for life and are committed to providing a challenging educational environment that encourages independent thinking, creative problem solving, risk taking, and active participation in the Church and community. Respect for self, others and the environment are at the core of our commitment. For the past seventeen years Children's House has provided an environment that teaches children about being Stewards of God, which is based on an understanding of His Will: to be moral, accepting, fair, forgiving, caring towards others and responsible for our decisions and actions.

Philosophy Statement

Respect for the child is at the center of all Montessori's philosophy. Maria Montessori stressed that it is the duty of the teacher to help rather than judge and that true mental work does not exhaust but give nourishment to the soul.

The Montessori Curriculum is developmental in nature and incorporates a holistic approach to education. The physical, emotional and cognitive needs of the students are met via movement, music, art and a meaningful academic curriculum. As the student gains exposure to the prepared environment, we encourage freedom to develop interests at a self paced rate.

Individualized learning that begins with a heightened sensitivity to concrete multi-sensory experiences leads to abstract thinkers who are capable of critical analysis and effective communication skills. Our dedication is to assist in the development of creative and independent learners who are capable of demonstrating a self disciplined commitment to God, family, community and the world.

Is the child free to do what he chooses in the classroom?

The child is free to move about the classroom at will, to talk to other children, to work with any equipment he or she understands, or to ask the teacher to introduce new materials. The child is not free to disturb other children at work or to abuse the equipment that is so important to the child's development.

What does the teacher do?

The teacher is working with individual children, introducing materials, and giving guidance where needed. The primary task is careful observation of each child in order to determine his or her needs and to gain the knowledge needed in preparing the environment to aid each child's growth. The method of teaching is indirect in that it neither

imposes upon the child as in direct teaching, nor abandons the child as in a non-directive, permissive approach. Rather, the teacher is constantly alert to the direction in which the child had indicated he or she wishes to go, and actively works to help the child achieve his or her goals.

What does it do for the child?

Observers of Montessori children have described them as having developed self-discipline, self-knowledge, and independence, as well as enthusiasm for learning, and an organized approach to problem solving and academic skills. The curriculum encourages group collaboration and cooperation.

What happens when children go from a Montessori class to a traditional class?

Most children appear to adjust readily to new classroom situations. In all likelihood this is because they have developed a high degree of self-discipline and independence in the Montessori environment, as well as because of the adaptability of children in general. Our goal is to give our students a solid self image, instilling in them a love of learning which they will carry into any new situation.

Why are students of different ages grouped together?

When students are placed in upgraded groups containing several ages they are freer to move at their own pace. Knowledge becomes more concrete for the older students when they help someone younger, and the younger students are stimulated by exposure to the work of the older students.

When was it introduced in the United States.

Montessori Education was introduced to this country in 1912, with one of the early schools being established by Alexander Graham Bell in his own home. After an initial enthusiastic reception, interest in the Montessori approach soon waned as the dominant emphasis of education shifted from development of intellectual skills to socialization and from the need for limits in the classroom to permissiveness. This was not typical of the response to Montessori education in other parts of the world where it continued to flourish. The Montessori approach was re-introduced in the United States by Nancy McCormick Rambush in 1958. Principally because of the changes in the psychological and educational climate, there has followed a tremendous resurgence of interest in this system of teaching. There are now over two thousand

Montessori schools in this country. Many schools are becoming responsive to the needs of the times by extending their programs vertically to include infants (18 months or younger), and older children; many others offer daycare programs. The impact of Montessori education on schools in the public sector had been growing. Fresh impetus was gained in the United States from the establishment of the first Montessori Public Elementary school which opened in Cincinnati in September 1975.

Is it expensive?

The cost of establishing a Montessori classroom is probably higher than for a traditional classroom because of the precision and quality demanded in the manufacturing of Montessori materials. Like others, these costs are affected by inflation. About a year of specialized training on both undergraduate and graduate levels is required to teach in a Montessori school.

Is it for all children?

The Montessori system has been used successfully with children between ages 2-1/2 and 18 from all socio-economic levels, representing those in regular classes as well as the gifted, the retarded, the emotionally disturbed, and the physically handicapped. Because of its individual approach, it is uniquely suited to public education where children of many backgrounds are grouped together. It is also appropriate for classes in which the student-teacher ratio is high because children learn at an early age to work independently.

Is it oriented to a particular religion?

The Children's house of Galilee hopes to establish a link between the Church, the home and the school environment; the Christian faith will be presented and reinforced in a loving and nurturing way.

*Train a child in the way he should go; and when
He is grown he will not turn away from it.
Proverbs 22:6*

Maria Montessori (1870-1952) devoted her lifetime to creating and developing an education system based on scientific observation of young children. Dr. M. Montessori formulated a philosophy of "education of life" and developed prepared environments for children which are nurtured their thirst for knowledge and encouraged their natural curiosity and drive for independence.

The Children's House of Galilee was established in August of 1989. It is a non-profit Montessori school owned and operated by Galilee Church.

We adhere to a mixed age range from 3 to 6 years and 6 to 9 years of age. The youngest children participate from 9:00 until 12:00, the kindergarten (extended day) children participate from 9:00 until 2:30 and the elementary students arrive at 9:00 and stay until 3:00pm.

Currently there are two pre-primary classrooms with a class size of 25 to 27 children and one lower elementary program with a class size of 13. Upper elementary will be starting in the fall of 2007. Each classroom teacher has an assistant. The teacher holds certification from American Montessori Society. The Director holds an American Montessori Society Certification and a Master's Degree in Educational Counseling.

Children's House is an affiliate of the American Montessori Society and is licensed by the Virginia Department of Social Services.

A five member Advisory Board, appointed by the Rector, function in the support of the mission and ministry of Children's House, both educationally and as an integral to the whole of Galilee Church (Article 111, CHOG by laws)



Program Emphasis:

- Intrinsic Motivation
- Process, Not Product
- Cooperation, Not Competition
- Fostering Autonomy in the Child
- Fostering Competencies Based on Success
- Spontaneous Activity

Peer Teaching
Natural Social Development
Responsible Freedom
Fellowship
Christian Education
Sensory-Motor Preparation for Intellectual Development

Growth in the Child:

Awareness and understanding of the Christian Faith
Independence
Self Discipline
Responsible Group Member
Self Direction
Self Accepting
Love of Learning

Montessori Education – Questions & Answers

What is it?

This system of education is both a philosophy of child growth and a rationale for guiding such growth. It is based on the child's developmental needs for freedom within limits. A carefully prepared environment exposes each child to experiences which promote the development of cognition in addition to physical and emotional growth. It is designed to take full advantage of the self-motivation and unique

ability of young children to develop their own capabilities. Children need adults to expose them to the possibilities of their lives, but the children themselves must direct their responses to those possibilities.

Key premises of Montessori education are:

1. Children are to be respected as different from adults, and as individuals who differ from each other.
2. Children possess unusual sensitivity and mental powers for absorbing and learning from their environment that are unlike those of the adults both in quantity and capacity.
3. The most important years of growth are the first six years of life when unconscious learning is gradually brought to the conscious level.
4. Children have a deep love and need for purposeful work. The child works, however, not as an adult for profit and completion of a job, but for the sake of the activity itself. It is this activity which accomplishes the most important goal for the child: the development of his or her mental, physical and psychological powers.

How did it begin?

Dr. Maria Montessori, the first woman to graduate from the University of Rome Medical School, became interested in education as a doctor treating children. After returning to the University for further study; she began her work with normal children in 1907 when she was invited to organize schools in a reconstructed slum area of San Lorenzo, Italy. Later, she traveled all over the world lecturing about her discoveries and founding schools. She has written approximately fifteen volumes and numerous articles about Education. She died in 1952. Her medical background led Montessori to approach education not as a philosopher or educator in the usual sense, but as a scientist. She considered the classroom as a laboratory for observing children, and testing and re-testing for the validity of her ideas and practices. This open minded attitude and the respect for the child which it implies, is the most fundamental aspect of the Montessori education.

Admissions Policy:

Criteria for Acceptance of New Students:

1. The student's readiness and willingness to learn.
2. The parents' understanding and acceptance of our basic goals

3. Being of the age needed to maintain a balance in age ranges.
4. Being of the sex needed to maintain a balance between number of boys and girls in the class
5. All children must be toilet trained.

Children's House of Galilee is not designed for children with specific learning disabilities, emotional and or psychological problems.

Applications will be considered in the order received. Early applications are encouraged.

Preference will be given to members of Galilee Church and to siblings of present or former students within the guideline set above.

Children's House of Galilee does not discriminate based on race, color, sex, creed and national or ethnic origin.

All new enrollments are provisional, subject to the student's reaction to the program during the first 6 weeks. In extraordinary circumstances, parents may be asked to withdraw a child. Such a request will be made only after the fullest opportunity for consultation and after every effort is made to work out the concern.

Application Procedure

1. Submit application
2. Prospective students may be interviewed by the Head Directress. (Parents will be contacted upon receipt of the application.)
3. Upon acceptance, parents will be notified and first month's tuition will be required. (This will be non-refundable.)
4. Upon receipt of the first month's tuition, parents will receive a **Parents' Handbook** containing school policy information.
5. Completed emergency and health forms must be on file prior to the opening of school.