

## MONTESSORI PHILOSOPHY ON DISCIPLINE:

- **INTERNAL VS. EXTERNAL:** DISCIPLINE COMES FROM INTERNAL MOTIVATION. CHILDREN WANT TO DO WHAT IS BEST FOR THEMSELVES AND THEIR COMMUNITY.
- CHILDREN LEARN TO TAKE **RESPONSIBILITY** FOR THEIR OWN **CHOICES**.
- THE **PREPARED ENVIRONMENT** IS THE KEY TO PROMOTING SELF-DISCIPLINE AND INDEPENDENCE.
- STUDENTS PRACTICE “**GRACE AND COURTESY**”.
- TEACHERS PRESENT LESSONS ON **PEACE EDUCATION**.
- THE CURRICULUM IS INTERNATIONAL IN ITS HERITAGE AND PROMOTES A **GLOBAL PERSPECTIVE** OF MUTUAL RESPECT.



## CHARACTER EDUCATION AND PEACE CURRICULUM UTILIZED BY MONTESSORIANS JONATHON WOLFF AND SONNIE MACFARLAND

CMP ADOPTED CHARACTER TRAIT CURRICULUM:

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|------------------|----------------|
| *RESPECT         | *FORGIVENESS   |
| *RESPONSIBILITY  | *COURAGE       |
| *SELF-DISCIPLINE | *FRIENDSHIP    |
| *HONESTY         | *ASSERTIVENESS |
| *TOLERANCE       | *PEACEFULNESS  |

EACH MONTH THESE TRAITS ARE TAUGHT DURING CIRCLE TIME, DAILY ACTIVITIES, LESSONS, ROLE-PLAYING, AND ASSEMBLIES.



### “THE FLOWER OF PEACE MODEL”

~Sonnie MacFarland

- SPIRIT OF LOVE
- BASIC NEEDS AND HUMAN RIGHTS
- AWARENESS OF SELF, COMMUNITY, CULTURAL AND ENVIRONMENT.

*“Peace is what every human being is craving for, and it can be brought about by humanity through the child.”*

~Maria Montessori

## A PARENT’S GUIDE ON BEHAVIOR EXPECTATIONS AND SCHOOL DISCIPLINE

Montessori curriculum encourages and supports students in the further development of the civic values and ethical behaviors that support them to become responsible and caring citizens, family members, and workers within society. Character education is interwoven throughout the curriculum. The Montessori philosophy and educational model emphasizes respect for all individuals which is a key component in building a strong community. Lessons in “Grace and Courtesy” begin at the earliest grades, and students have the opportunity to learn peaceful ways to work through their conflicts. When issues and misbehaviors do occur, a positive discipline approach, based on respectful, relevant and related consequences, is utilized.

*“Averting war is the work of politicians; establishing peace is the work of education.”*

~Maria Montessori

# CALIFORNIA MONTESSORI PROJECT

## -BEHAVIOR EXPECTATIONS AND DISCIPLINE CONTINUED. . .



**Love and Logic**— A philosophical approach used to promote positive behavior choices by creating empathy and teaching responsibility.

### **The Nine Essential Skills for the Love and Logic Classroom:**

1. Neutralize Arguing
2. Delayed Consequences
3. Empathy
4. Recovery Process
5. Developing Positive Student-Teacher Relationships
6. Set limits with enforceable statements
7. Use choices to prevent power struggles
8. Quick and easy preventative interventions
9. Guiding students to own and solve their problems

**“When we give the gift of problem solving, we also give the gift of belief in one’s own ability.” - Jim Fay**



### **Jane Nelson’s Positive Discipline**

This method prepares children for responsible citizenship. It is a program that encourages the development of emotional intelligence and the important life skills and perceptions of capable people.

Key Elements:

- Classroom meetings
- Misbehavior can be a function of mistaken ideas of how to find sense of belonging and significance
- Natural and logical consequences
- Mistakes are opportunities to learn
- Children are given opportunities to contribute in meaningful ways
- Students help create classroom rules
- Students collectively solve problems to improve their community

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### **Building Effective Schools Together-BEST**

CMP’s Three Rules:

Be Safe, Be Respectful, Be Responsible

The ***BEST*** program is a positive and proactive method used to address behavior. Incidents are documented and communicated to parents, teachers, and administration. Data is collected to identify behavior patterns and determine next steps.

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### **CMP’s Response to Behavior Incidents**

- Students are responsible for promptly reporting inappropriate, disrespectful, and unsafe behaviors to a staff member.
- Once observed or made aware of staff member(s) intervene and assess the situation.
- Staff conduct an investigation of the incident which may include interviews with involved staff, students, and witnesses.
- Those involved are listened to and supported.
- Parents are notified of their child’s involvement while maintaining all other students’ confidentiality.
- Staff will determine appropriate administrative action. Which may include:

*Pass to Recovery*

*Relocation of student*

*Peer Mediation, Peace Talk, Conflict Resolution*

*Teacher Managed Incident Report*

*Office Managed Incident Report*

*Implementation of appropriate consequence(s)*

*Conferences with administration, parents and student are conducted when appropriate.*

*Serious or habitual behaviors may result in suspension and/ or expulsion.*