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Our Aims
How we achieve them
Our Montessori-Pledge

Human Beings are capable of great achievements in culture, technology and the arts – but also have the capacity for destruction and self-annihilation. Although subject to many external influences, they strive for self-determination while acknowledging their role as dependents in many areas of life.

Acknowledging this dialectical tension, the goal of our educational work is to help children mature into differentiate, respectful adults who contribute actively to society. Self-determination ought to influence their lives and development; they should be able to cope with all aspects of everyday life and be able to live peacefully with others.

It is here that the Montessori-Pedagogy and our Montessori institutions make a valuable contribution. We are deeply committed to utilizing our highly qualified skills to ensure that children and adolescents are excited about LEARNING, that they discover, understand and make use of the interconnectedness inherent in LIVING and be able to take charge of their FUTURE responsibly. Learning, Living, the Future – this constitutes the triad that motivates us.

About us (in Northern Bavaria)

The Regional Association of Montessori Institutions in Northern Bavaria was formed in 2012 to articulate and push through our specific interests at the government level. Lobbying is however only a part of our activities. The Association’s mission is to provide an organized platform in order to unityedly promote our pedagogy and institutions, provide training as well as facilitate the transfer of information.

In 2013 at our General Assembly the decision was taken to create a Montessori Northern Bavaria family brand based on our “Montessori-Philosophy”. The framework and definition of this philosophy was arrived at after a year of intensive work and input by a special project-team representing all of the Association’s members and persons with responsibilities at different levels within the organization. The Position Paper “LEARNING, LIVING, THE FUTURE” forms a mandatory basis for the work in all our institutions.
Mission Statement of the Northern Bavaria Montessori-Institutions

Excited about Learning
To be excited about learning means for us that children and adolescents experience knowledge acquisition as a rewarding effort – independent of diplomas and exam-orientation. Motivated by curiosity, they should obtain knowledge and understand relationships through quiet absorption, passionate discussions, enlightening explanations and group research. They should acquire professional skills and mature into personalities with a good sense of self and self-discipline.

Understanding Life
Empathy coupled with the perception and tolerance of others’ needs and differences comprise the basis for successful self-fulfillment and living peacefully with others. Encounters, relationships and communication are therefore essential areas of learning in our institutions. A person’s quality of life at the individual and social levels will largely depend on his capacity to discover, understand and shape his life.

Shaping the Future
Armed with the competencies acquired in our institutions, children and adolescents will be in a position to pursue and achieve their own goals. They are provided with a foundation to responsibly make meaningful contributions to science, technology, the economy, culture and society. They can look to the future with confidence.

We fulfill our assignment by combining five Montessori-Principles: our Mentality; our Educational Relationship; our understanding of Developmental Planes; the Skills Set of our Educators and the Prepared Environment.
Our Montessori Mentality

By applying the following ethical principles which govern our behavior in dealing with one another as adults, and demonstrating cooperation necessary for teamwork and the work of the committees (which are) responsible for the organization and oversight of our facilities, we also serve as living role models for the children and adolescents in our institutions:
- Our encounters are respectful, fair and open.
- We acknowledge differing perceptions and narratives.
- We take responsibility for our actions.
- We review our actions and ask for feedback.
- We display confidence when undertaking our assignments
- We strive to continually improve our skills and personalities.

The Educational Relationship

The quality of the (educational) relationships between all involved in the educational process is an elementary component of our work in our Montessori institutions. Relationships characterized by conscientiousness, trust, appreciation and professionalism make for positive emotions and are important bases for successful teamwork. This holds true for our relationships with children, adolescents as well as parents. Our teams receive continual training to strengthen their competencies in the area of pedagogical relationships.
Our Montessori Viewpoint on Learning and Behavioral Development

Perception and learning by children and adolescents are governed by laws which are different to those applicable to adults. Between birth and reaching adulthood, human beings go through four developmental periods or planes (0 – 6 years, 6 – 12 years, 12 -18 years, 18 – 24 years). Each period has its unique characteristics. The approach to discovering, understanding and claiming one’s place in the world differ greatly from plane to plane, as do the accompanying needs.

Children and adolescents have individual and development-specific needs which must be conscientiously taken into consideration. Only by recognizing these needs will children be able to expand their self-confidence, sense of security, curiosity and enthusiasm.

Our educational activities take these basic needs into consideration as well as the innate tendencies in human behavior as defined in the Montessori-Pedagogy:

- **Exploration** is the human tendency to study the world and the universe in order to discover how things function and are interconnected.
- **Orientation** is the tendency for the individual to want to know one’s place in time and space as well as within natural and societal structures.
- **Order** is the human tendency to recognize and create natural (in both senses of the word) structures in the environment.
- **Activity And Work** describes the tendency to exert oneself and derive maximum contentment as a reward from the exertion.
- **Self-Control** is the tendency to use exclusively one’s willpower to make the body do exactly what one wants, so that the individual is “Lord and Master of himself”.
- **Structural Repetition** is the tendency to repeat things and ways of doing things until they become familiar.
- **Accuracy And Precision** is the tendency to make exact and detailed observations so as to recognize abstract patterns. This capacity has led to scientific discoveries and plays a great role in the development of civilization.
- **Communication**, which describes the tendency to communicate with others, is not limited to discussing matters necessary for survival but also for entertainment and relaxation purposes.
- **Imagination/Visualization** is the powerful urge to create new ideas. It is this aspect of the human being which makes us “peerless products of nature” according to Montessori theory.
Our Educators’ Skills Set
- Consistent orientation towards the development of children and adolescents
- Acknowledgement and allowance of differences in developmental paths and phases
- Confidence in the developmental potential of children and adolescents
- Ability to observe and draw conclusions in support of the educational process
- Creation of space and materials for learning activities, for providing stimulation and choices to encourage self-determination.
- Aiding children and adolescents to experience learning as a pleasurable aspect of life
- Encouraging critical self-reflection and self-evaluation

Our Prepared Learning Environment
Our learning and living spaces are inviting and stimulating. Our buildings are designed to be places where curiosity and the joys of effort and achievement are encouraged. The learning environment is so created as to suit the needs of the particular developmental phase. Aesthetically designed rooms and high-quality materials indicate how important children’s and adolescents’ learning is to us.

The educators introduce pupils to the “Panorama of the World” and the specific activities which the children and adolescents will use in order to work out their understanding of the world and their culture. The educators are at once creators of the prepared environment as well as an important part thereof. Our environments are designed to promote independence and self-motivation in learning.
Respect
Orientation
Structure
Curiosity
Activity
Enthusiasm
Creativity
Precision
Unity
Self-Control
Trust

www.montessori-nordbayern.de
includes up-to-date list of members