**Essential Components of the Prepared Environment for Creating a**

**Peace Literate (PL) Culture of Respect and Belonging in a**

**Montessori Learning Community:**

**2. The Psychological Environment**

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| **Essential Components** | **Details for your grade band** |
| **a) Routines and procedures**   * + See PMA tool for Montessori procedures (attached)   + The entire class is engaged in problem-solving conversations when challenges arise in the classroom (elevating children’s voices and perspectives)   + Children’s input is welcomed   + Inclusive, mutually beneficial solutions are sought * Focus is on amplifying nascent strengths of each child, contrasting with deficit-based style of teaching that focuses on a child’s (perceived) inadequacies\*   **b) Expectations**   * + Core values/virtues (designated in each building) are explained and practiced   + PL **capacities\*\*** are developed:     - * Hope, empathy, appreciation (stewardship), conscience, reason, discipline (focus/follow-through), curiosity, language, and imagination   + PL **skills\*\*** are taught and practiced, e.g.,     - listening with empathy     - leading by example     - recognizing aggression in self and others as distress     - cultivating calm   + PL **understanding\*\*** is conveyed and reinforced concerning e.g.,   + 9 non-physical needs and how to meet them in healthful ways   + 7 roots of healthy belonging: shared trust, shared empathy, shared participation, shared purpose, ideals or vision, shared experiences, shared history, shared struggle   + role of distress in aggression   + importance of growth mind-set * Montessori’s commitment to SEL themes of **Grace** (psychological considerations), **Courtesy** (social interactive effects), and **Justice** (decision making) are modeled and directed both within the classroom community and outward to the school community * Families are included in the process, the role of the family system in experiencing and healing trauma is recognized   **c) Proactive strategies for children in distress**   * All adult members of the learning community including caregivers and community members:   + practice the Foundational Principles (see poster, attached) for understanding aggression and challenging behavior more generally   + can identify this distress in terms of CPS\*\*\* insight that a gap in **PL** **skills**, **capacity** development, and/or **understanding** is keeping the child from meeting challenges experienced in the learning environment   + can help children learn these skills, develop the capacities, and/or increase their understanding   + i.e., can respond to and treat the underlying issue and help the child develop skills, capacities, and understanding, rather than reacting merely to the surface symptom/behavior of the child   + utilize school-based protocols (attached) that provide targeted responses to children’s needs and include families in the process, recognizing the role of the family system in experiencing and healing trauma. |  |

\*Hammond, Zaretta (2018)

\*\*Chappell, Paul (2012, 2017, 2019)

\*\*\*Greene, Ross (2008, 2018)