Resiliency – The Vital Force Qualities of the Resilient Child in a Montessori Environment

Qualities of Resilient Child	Description in Montessori Philosophy	3-6 year old	6-9 year old
Initiative	Opportunities for choice with long work	Prepared environment with	Cosmic education; build on
	cycles; wide variety of interesting	activities that are complete,	knowledge and skills of primary
	developmentally appropriate activities;	sequenced, self-contained, support	through integration and
	opportunities to set own goals;	a complete cycle of activity and	interconnections; projects provide
	recognizing and supporting planes of	encourage repetition; independence	context for motivated learning
	development and sensitive periods;	and concentration	
	teachers support children by expanding		
	and/or limiting choices.		
Self-Control/Self-Regulation	Effortful control and an ability for	Limited materials, self-correcting	Choice limited to what is useful
	Profound Concentration; able to	materials; working individually or	and helpful to the child's growth
	complete work cycle; authentic	in small groups; multiage	and development; related to ability
	materials and experiences.	classroom; community of respect;	to attend to a task
	26. 1	Silence activities; concentration	
Opportunities to develop	Mixed age groups; same teacher for three	Opportunities to interact with	Class meetings; working out own
significant relationships	years; teacher as facilitator or guide;	others in numerous social	rules; small group learning;
	grace and courtesy in curriculum; attachment and care and concern for	experiences; freedom to work	outreach to community; respect;
	others	individually or in small group; individual lessons and interactions	children move freely in environment; natural child directed
	others	with teacher	social interactions
Demonstrates creative problem	Able to reframe difficulties and work	Control of error within the	Learning environment provides
solving	through to solution	materials; indirect preparation;	challenges at multiple levels;
Solving	through to solution	dynamic learning environment that	teacher as resource – not problem
		provides challenges at multiple	solver; support of research to
		levels; teacher as resource – not	answer questions; depth and
		problem solver	breadth of Montessori curriculum
Has an ability to set personal	Non-judgmental environment; choice of	Self-correcting materials;	Motivated through choice, interest,
goals and persevere despite	work; ownership of and responsibility for	independence is encouraged; clear	use of imagination and inner goals
setbacks	classroom; appropriately high	limits are to insure safety and	
	expectations; internal locus of control	respect for the child, others, and the	
		environment.	
		Self-discipline and development of	
		will	

Holds a strengths-based view of self and others	Reflect on effort rather than outcomes; opportunity to work individually and collaboratively; climate of respect; celebration of each individual and what they bring to the community;	Grace and courtesy lessons; cooperation and collaboration are encouraged rather than competition	Study of character development – real and fictional; cooperation and collaboration are encouraged rather than competition
Uses Imagination	Based in reality and freedom to explore interests;	Clear grounding in reality and nature; concrete experiences support later abstraction	The Great stories; encouragement to find answers to questions; sharing knowledge with others; arouses curiosity
Willingness to take risks	Welcome errors; multi-age community; teacher as facilitator; physically, socially, and emotionally safe environment	Child is active in the environment in choice making and also responsible for actions; discovers ability to correct errors	Uses imagination to explore environment. Group of peers determine rules and consequences
Experiences Joy	Joyfulness in the environment and with peers; integration of the personality through a process of self-motivated learning, regulation, relationships, communication.	Choice; opportunity for in-depth exploration and repetition; celebration of each individual and what each brings to the community	Choice; opportunity for in-depth exploration and repetition; celebration of each individual and what each brings to the community

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