



Educational Project Montessori Hossegor

Our Mission

The mission of Montessori Hossegor is to activate sentience, grace, responsibility and the ability to gather one's own knowledge to engage in a better future.

Our Vision

Vision for the World

The school envisions that the word Montessori will be dropped from Montessori education and will simply become, education. It aspires to create a world in which people respect all people and all facets of the natural world. We seek a world where misunderstandings do not become misconceptions. We seek a world where the universal truth is love.

Vision for the Child

Our school wishes to create a higher-minded human being. We seek a future adult who is aware of the many delicacies, intricacies, and interdependencies of the world. The school desires to foster human beings that inspire others to be better human beings that seek universal truth. The school desires to create individuals that can analyze and think in a variety of situations. We aspire to create adults that seek love and use it as the ultimate source for understanding.

Your Vision for the Teacher

The school employs individuals that will follow the guidelines set forth by Dr. Maria Montessori. Our staff follows the Montessori pedagogy in the truest way possible referencing Dr. Montessori's works when necessary. The philosophy of respecting the child and cultivating yourself to become a better and more knowledgeable person shall remain at the forefront for the teachers of this institution. The teacher will continually seek to improve the quality of teaching methods.

Vision for the Parent.

Parents should commit to the entirety of any program i.e. the primary or elementary programs in order to achieve what Montessori called the future child. The school maintains that the parents are the ultimate source for fostering responsible human behavior. The school is not a responsible party but a supportive party to psychological development in the child.

Our Vision for School Leadership

The school maintains that the head leadership role will be filled by an AMI Montessori trained adult. The leader of the school will follow the same vision set forth for the teaching staff. The head of the school will strive to have Montessori become part of the common vernacular. The head will help support parental development yet refrain from succumbing to the whims of parents. The head will continually seek to improve the quality of education at the school.



The School

Dr. Montessori began her work in 1907, over a century later the work remains relevant but most importantly it is continuing to grow as a worldwide solution for the developmental needs of children. MH (Montessori Hossegor) seeks to following in the footsteps of Dr. Maria Montessori by creating a school that fosters child development free from adult pressure and cultivating an environment in which, children are allowed to follow their instincts and natural human developmental needs.

Children's House

Maria Montessori called her primary environment "Casa dei Bambini" which is Italian for the "Children's House." Much like the home, the primary environment is designed to meet the developmental needs of the child between three and six years of age. The child receives an individualized education in the presence of a larger group dynamic. As the child works to become an individual he learns his role and place in the larger society. There is no set curriculum; using the scientifically designed materials the child works at his own pace exploring language, sensorial activities, mathematics, geography, art, music, biology, and practical life. Working in a carefully prepared environment the child freely chooses activities that develop concentration, coordination of movements, and independence. Ultimately, the child's strengthened judgment and will builds a solid foundation for the betterment of his character and personality, becoming part of him for the rest of his life.

The Absorbent Mind and the Sensorial Explorer

The primary aged child does not learn in the same way as an adult, he has an Absorbent Mind. The Absorbent Mind lasts within the child from the ages of birth to six. The child seeks knowledge, taking in indiscriminately, whatever will build his intelligence. This seeking of knowledge has no limitations. The Absorbent Mind allows the child to orient, explore, order the world and to adapt to the life world? the child lives in. The primary child's intellect is tied to his muscular and nervous systems and he is often referred to as the Sensorial Explorer. The scientifically designed Montessori Materials foster intellectual development by stimulating the muscular and nervous systems. Using his senses he explores the areas of language, mathematics, geography, art, music, biology, and practical life.

The Cosmic Explorer

In the primary environment the child has built up his coordination of movements, order, concentration, and independence mainly through individual work. Now, in the Montessori Elementary Environment the child aged 6-12 begins his exploration of the world through group work. Montessori called the elementary child the "cosmic explorer" because of the child's fascination with the exploration of the world. The elementary child uses his imagination to learn, imagining what he cannot see allowing him/her to study the grandeur of the universe. The traditional system is based upon the use of memory and abstraction instead of the faculty of reason. Reasoning allows the child to compare and deduce, ultimately arriving at a conclusion.



Cosmic Education

Cosmic Education is the name given to the Montessori elementary program. The child is afforded the grandeur of the whole view of the universe and the details are seen in relation to the whole. As the child studies all the elements of the universe he begins to realize that there is a law and an order and an interconnectedness of all things. As the elementary child researches this interconnectedness he comes to a harmonious understanding of his planet. Children work in groups utilizing their power of imagination and emerging sense of reason to explore the world.

There is no set curriculum in a Montessori elementary environment and children learn at an individual pace and by their own interests. The Elementary Environment can be divided into eight main subject areas: Mathematics, Language, Geometry, Biology, Geography, History, Art, and Music. The program entails researching on the part of the child along with the utilization of the scientifically designed Montessori materials, which allow the child to move from a concrete understanding of an idea into an abstract conceptualization.

What is non-violence in a Montessori community?

Much of what Montessori discovered about the child can only be achieved through an environment within a spiritual, emotional, and physical atmosphere of true non-violence. In order for the personality of the child to unfold s/he requires an environment that is free from many things and one of those elements must be violence. Violence is not only physical but is realized in many other forms such as adult pressure and the restriction of movement, speech, socializing, and choosing one's own work. Children must always be allowed to be children. What was non-violence to Dr. Maria Montessori? It was the means to achieve the end, the release of the true human being of the child fulfilling the goal of a new and better society. Non-violence was/is the way to achieve true and authentic peace.



Our Vision of Language

Montessori Hossegor believes strongly that a second-language is enrichment to life, gifting children with life-long benefits.

Peace and Education through Language

As monolingual children grow the more native words s/he gathers and the more effortlessly does s/he perfect the oration of his native tongue leaving behind the ability to orate language that do not originate within his community. The bilingual child unlike the monolingual adult is able to store the words of a foreign language into his/her word bank. As this word bank is built up, the child develops preconceptions of how a language is spoken, that is, how a language ought to sound. When we try to learn a foreign language as adults we can understand the difficulty in learning the language. These difficulties arise out of the preconceptions that we have built up during our many years of speaking our native language. The preconceptions surface because we have preconceived notions of how a language is suppose to sound and that language is our own native language. When we speak French we do so with an English accent. Preconceptions can suppress cultural understandings and acceptance. Take for example the subjunctive mood, used frequently in French but it is much less common in English. This is a tense that expresses emotion but that does not mean that emotion is not expressed in the English language. Learning another language is the doorway to understanding another culture and when we learn another culture we can truly comprehend the way in which another human being experiences and expresses life. With these tools children are better equipped to live in a more peaceful society adhering to Dr. Montessori's vision of peace. "Peace is a practical principle of human civilization and social organization that is based on the very nature of man. Peace does not enslave him; rather, it exalts him.... And because it is based on man's nature, it a constant, a universal principle that applies to all human beings. This principle must be our guide in building a science of peace and educating men for peace." (Education and Peace)

The Children's House

Montessori Hossegor is a full English language immersion program; adults will only speak to children in the English language. Young children have an Absorbent Mind and can effortlessly absorb a second language as naturally as their first.

The Elementary Years

Children continue English language development throughout our elementary program. Children enrolled in the Montessori Hossegor elementary program receive the Montessori elementary curriculum based on Cosmic Education and along the way achieve the benchmarks put forth by the National Education of France. Children will learn to understand speak, read, and write in English in addition to French.