



## **Open the Door, There Is More to Montessori**

*By Karen Chetwynd, Chief Executive Officer of Montessori Global Education*

There is often a misconception that meaningful learning depends on expensive resources, highly structured environments, or specialist knowledge. In reality, some of the most powerful learning opportunities can emerge from the everyday moments children encounter all around them.

A child being trusted to take part in preparing a snack, care for their environment, engage with music, or work with simple, accessible materials is doing far more than completing a task. These experiences can nurture independence, confidence, skills, creativity, and a sense of belonging. *They remind us that learning is not something separate from everyday life, but something deeply connected to it.*

Hands-on learning is particularly powerful because it allows learners to build understanding through direct experience, creating deeper engagement, greater independence, and more meaningful connections with the world around them.

This is one of the most important aspects of the Montessori approach. It encourages us to see children not as passive recipients of information, but as capable individuals who want to participate in the world around them. Children are naturally driven by curiosity and by a desire to contribute. When we recognise this, we begin to make decisions that create environments which are calmer, more purposeful, and more responsive to their needs.

As educators, families, communities, and partners, it is important that we continue to reflect on the experiences and environments we create for children every day. *Are we creating opportunities for participation, exploration, responsibility, and meaningful connection? How can our learning environments be a space for children to feel capable, valued, and involved in the life of their setting, home, or community?* These questions can often become the starting point for deeper reflection, stronger partnerships, and the enhancement of child-centred practice.

Creating the space for educators, settings, families, and communities to recognise that Montessori is not limited to one type of environment, one collection of materials, or one way of working sits at the heart of the work we do at Montessori Global Education. Through reflection, dialogue, accreditation processes, mentoring, interactive events, and shared professional experiences, individuals and organisations often begin to see that the principles of child-



centred learning already exist within their practice.

This approach can then become a way of strengthening and deepening that practice across different communities, cultures, and educational environments, while remaining rooted in respect, independence, and child-centred learning.

Opening the door to these opportunities can often reveal far more possibility than we first imagined.

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