

Recommendations for Establishing a Sino-American Montessori Exchange Program

December 2018

Finn Casey

Fabian Gaziano

Samuel Goldman

Kayla Swiston



一米儿童之家
CHILDREN'S HOUSE



WPI

Recommendations for Establishing a Sino-American Montessori Exchange Program

An Interactive Qualifying Project
Submitted to the Faculty of
WORCESTER POLYTECHNIC INSTITUTE
in partial fulfillment of the requirements for the
degree of Bachelor of Science

by
Finn Casey
Fabian Gaziano
Samuel Goldman
Kayla Swiston

Date:
December 2018

Report Submitted to:

Ms. Xiaomei Wu
Yimi Children's House Montessori School

Professor Wen-Hua Du
Professor Robert Kinicki
Worcester Polytechnic Institute



一米兒童之家
CHILDREN'S HOUSE

This report represents work of WPI undergraduate students submitted to the faculty as evidence of a degree requirement. WPI routinely publishes these reports on its web site without editorial or peer review. For more information about the projects program at WPI, see <http://www.wpi.edu/Academics/Projects>.

Abstract

This project sought to assist the Yimi Children’s House Montessori school in Hangzhou, China with their efforts to establish an international exchange program. This report details the process the team took to present Yimi with recommendations regarding how to prepare for an exchange program, what “best practices” to follow, and which Montessori schools in the United States Yimi should pursue as partners. Through interviewing key stakeholders, evaluating potential partner schools, and researching existing exchange models, this project provided Yimi with guidance for establishing exchanges. Final recommendations include beginning program development with a narrow scope, such as short tours for teachers rather than longer stays, and working with specified American Montessori schools.

Executive Summary

In an ever-evolving global landscape for education, the Montessori method is growing in popularity far beyond its original place of conception in Rome, Italy. Initially developed by Dr. Maria Montessori, this method of education intends to redefine pedagogy by encouraging a hands-off approach and letting the natural curiosity of children guide their experience (Zoll, 2017). In fact, institutions implementing Montessori methodology for educating young children are starting to appear even in China, despite the strong establishment of more conservative and traditional education in the country (Li, Wang, & Wong, 2011).

Our sponsor, the Yimi Children's House in Hangzhou, China, is one such institution. Since its founding in 2013, the school has aspired to grow in size and scope. Currently, they have four operational campuses, 200 students, and 50 faculty members. In order to further expand, train teachers, and better align their practices with those of Montessori pedagogy internationally, Yimi now strives to establish an international exchange program with a Montessori school in the United States. However, there are a plethora of aspects to consider when trying to create a global exchange. These include identifying who the participants are in such a program, how participants should prepare for it, and what kind of school Yimi should collaborate with in the United States. Therefore, this prospective program has the potential to be a complex endeavor, and as such recommendations for how to implement it could benefit the sponsor.

The exchange programs envisioned by Yimi's administrators seek to expand upon the global efforts already implemented by the school. Yimi teachers have already travelled to Germany, the Netherlands, and the United States for official training. These efforts have grown partially out of necessity: one of the administrators interviewed for this project stated that Montessori professionals in China have limited domestic training opportunities. Given that Montessori is a global phenomenon and is especially prevalent in the United States, Yimi seeks to improve their practices all-around by deepening its ties to the United States.

The goal of this project was to help the sponsor in establishing a Sino-American exchange program by providing research-backed recommendations for doing so. For the sake of developing well-informed recommendations, the team sought to identify an appropriate scope for the project, which is two-fold: On one hand, this project aimed to investigate the viability of an exchange program, as well as identify stakeholder motivations for pursuing such teacher and student exchanges. Therefore, the first objective was to compare Montessori teaching practices between the United States and China in order to determine what teachers or students could learn while abroad. The second objective then served to identify the needs and wants of teachers, parents, and administrators regarding an exchange program. On the other hand, the project scope sought to both identify potential partner schools in the United States for Yimi to work with. Hence, the purpose of the third objective was to evaluate United States Montessori schools for potential connection with Yimi, and attempt to measure American Montessori administrator's

interest in a Sino-American partnership. Finally, the fourth objective was to meet the project goal and develop a set of recommendations to the Yimi Children’s House to consider when eventually establishing an exchange program.

The project accomplished these objectives through various means including interviews, surveys, case studies, research of official Montessori organizations, and studying existing exchange programs. First and foremost, the team interviewed the three primary stakeholder groups involved in an exchange program: teachers from both the Yimi Children’s House and from American Montessori institutions, administrators, and parents who either had children enrolled at Yimi or were considering enrollment. The team also researched for any differences between two world-renowned Montessori associations: Association Montessori Internationale (AMI) and the American Montessori Society (AMS). Following this, the team reached out to Montessori schools in the United States in an effort to gauge their interest in partnering with the Yimi Children’s House. Finally, the team researched and studied existing exchange programs, identifying key components that Yimi should seek to adapt.

One of the key findings from the methods described above involves the interests expressed by administrators at Montessori schools in the United States. No matter the interest levels of parties at the Yimi Children’s House, a school in the United States must be willing to partner with them in their endeavors. Regarding that requirement, U.S. administrators gave noticeably fewer positive responses when asked about hypothetical student exchanges than they did regarding teacher exchanges, as shown in Figure 1 below. One common reason given for this was the potential for disruption in classrooms.

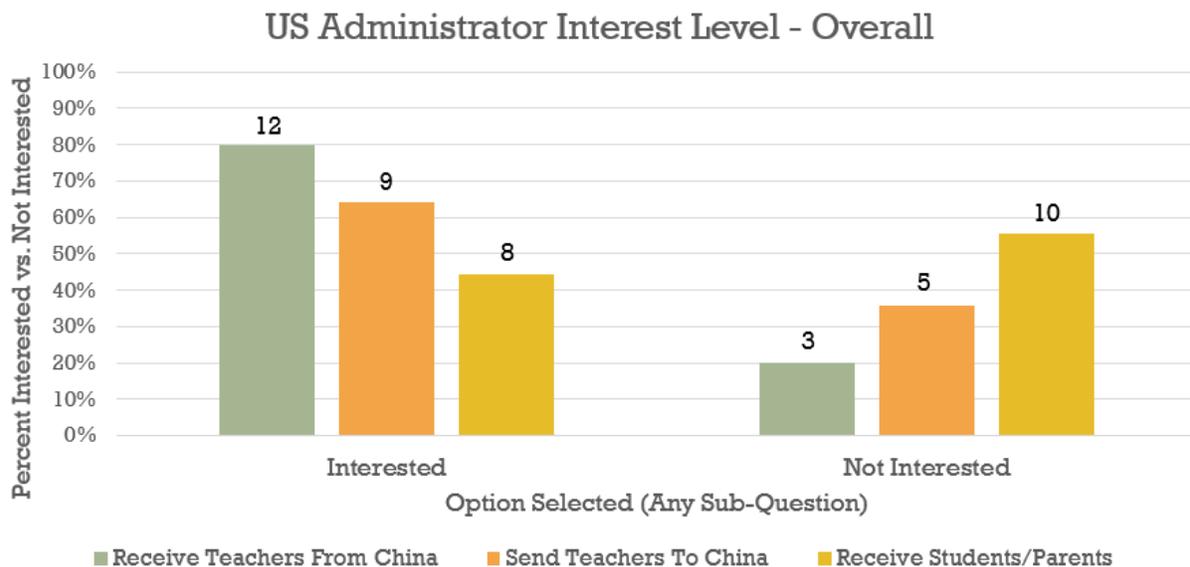


Figure 1: US Administrator Interest Level – Overall

Recommendations

Based on the key findings of the project research, this team recommends that in their efforts to start an international Montessori exchange program, the Yimi Children's House do the following:

1. **Start small and simple, with less intrusive and potentially disruptive programs.**

Small and simple exchange programs appeal to most of the stakeholders evaluated in this project. Of parents interviewed, 21 out of 23 expressed interest in participating in short tours, whereas only 10 out of 21 expressed interest in participating in a program that would last over a month. Additionally, five of the seven schools in the United States evaluated as potential partners expressed interest in short tours, while only two of these schools indicated interest in the various forms of student enrollment programs, which is more complex and possibly disruptive to the receiving classrooms. Similarly, U.S. school administrators expressed higher interest in the simpler idea of teacher observations over the potentially more intrusive concept of teachers teaching in a foreign classroom.

2. **First establish an exchange program solely for teachers, in order to build up to more extensive programs in the future that could involve students and their parents.**

Having teachers go on exchange and developing a relationship with the partner school prior has the potential to ease the expansion of the program to later include students. This would allow Yimi to gain a proper understanding of the partner school and its surrounding environment through the teachers who go abroad. The teachers would certainly learn more than just Montessori teaching skills: they can learn about aspects such as American culture, the micro-culture of the partner school, and general travel tips. Administrators and other staff at the Yimi Children's House can then expand their own knowledge via the experience of teachers who traveled abroad, leaving them more educated and capable of further developing the exchange program.

3. **Require Yimi participants in any exchange program demonstrate basic proficiency in English.**

Two U.S. administrators, two parents, and one teacher marked language barriers as a concern when considering teacher exchanges. If Yimi were to require parents and teachers participating in future exchange programs have some degree of English proficiency prior to departure, participants would likely integrate better into the United States and be able to learn more easily throughout their stay. This follows the setup of the Teachers of Critical Languages Program and Zarrow International school exchange program, both of which require their participants have proficiency in the language of the country they are travelling to.

4. Do not establish teacher exchanges with the expectation of learning new Montessori principles.

According to findings from this project’s teacher interviews as well as the comparison between the methodologies of Association Montessori Internationale and the American Montessori Society, the Yimi Children’s House should not expect teachers going on exchange to return with new methods for use in their classrooms. In the teacher interviews, the team found that six of the eight teachers centered their curriculum on the central Montessori principle of “follow the child” and deviated from that principle very little. The team also found that the methods used at Yimi do not differ significantly, at the zero to six-age range, from either AMI or AMS practices in the United States. While the teachers may almost certainly learn about other aspects, such as cultural approaches to learning, and improve their English skills, they are unlikely to significantly change their basic teaching methods through an exchange.

5. Establish a plan for transitioning teachers out of their current classroom.

Six out of 23 parents interviewed expressed a large concern about the teachers of their children leaving in the middle of their child’s education. Such a change could potentially disrupt the learning process of the students, who may have grown attached to the teachers. In order to make sure the quality of the education that Yimi provides remains uncompromised, the team recommends a transition period for the teachers going abroad. If the teachers are teaching a certain classroom, there should be a careful transition out as a new teacher transitions in. This will especially be helpful if the only available exchange tours are at awkward times during the school year.

6. Work with host schools to pair participants with mentors or host families.

Based on findings from investigating existing exchange programs, this project determined that Yimi should consider developing a structure for mentors or host families for exchange participants. While preparation and English proficiency go far in terms of getting participants ready for their travel abroad, having people in the United States dedicated to helping with general issues that arise is a strong commonality that appears in existing exchange programs. Such examples include the Teachers of Critical Languages Program or the National Committee on US-China Relations Teachers Exchange Program and replicating them will likely help ensure the success of Yimi’s efforts.

7. Attempt to work with Centennial Montessori School.

Through background research and surveys, this project identified Centennial Montessori School in San Mateo, California as a top candidate for being a partner with the sponsor in their endeavor to establish an international exchange program. An administrator for the school responded that the school has some level of interest in all potential exchange programs that Yimi is considering, providing them most opportunities. However, the

administrator did express concern regarding scheduling and capacity, so Yimi might need to think farther ahead when planning with the school. Additionally, background research shows that the school incorporates Mandarin into its bilingual immersion program. This could be immensely valuable to Yimi teachers during a period in which Yimi is working to start up their own bilingual program.

8. Attempt to work with the Montessori School at Five Canyons.

While not as interested in student programs as Centennial Montessori, the Montessori School at Five Canyons in Castro Valley, California may provide Yimi with valuable opportunities for their teachers. Five Canyons works with an associated teacher training program that has in the past accepted Chinese teachers. This one- to two-year training course would provide Yimi teachers with AMS certification to teach and could be useful for Yimi's new hires. One concern here might be that Five Canyons is AMS certified and thus the certification may not adhere to AMI, and thus Yimi's standards. However, the exposure to AMS training methods may be of interest to Yimi.

This project sought to assist the Yimi Children's House in their efforts to establish an international exchange program. This report details the process the team took to present Yimi with a set of recommendations regarding how to run an exchange program, what "best practices" to follow when doing so, and which Montessori schools in the United States Yimi should pursue partnerships with. Through various stages of research, interviews, and evaluations, this project provided Yimi with guidance to start with teacher exchanges and keep a narrow scope when beginning to establish their exchange programs to aid their success well into the future.

Executive Summary Bibliography

Li, H., Wang, X. C., & Wong, J. M. (2011). Early Childhood Curriculum Reform in China.

Chinese Education and Society,44(6), 5-23. doi:10.2753/CED1061-1932440601

Zoll, S. (2017). The Montessori Experiment in Rhode Island (1913-1940): Tracing Theory to Implementation Over 25 Years. *Journal of Montessori Research*,3(2), 39-54.

Acknowledgements

Our team would like to thank everyone who made this project possible:

The Yimi Children's House for providing us with the opportunity to work on this project. We would also like to thank Marie Zhao and Yan Song for helping us coordinate our numerous interviews and for helping keep us in line with Yimi's vision for this project. Thank you for welcoming us to your schools and to Hangzhou!

Our advisors **Professors Robert Kinicki** and **Wen-Hua Du** for their advice, feedback, and general guidance throughout this project.

Our ID2050 instructor, **Professor Justin Laplante** for his advice, guidance, feedback, and enthusiasm he gave us while we developed the proposal for this project.

Professor Jennifer Rudolph, the Hangzhou site director, for organizing and planning this IQP.

Professor Yunhong Shen, our HDU liaison for working to make our stay in Hangzhou a great experience.

All of the **teachers, parents, and administrators** who participated in our interviews, as well as the school administrators in the United States who took the time to respond to us.

Our HDU buddies, **August, Betty, Kevin, and Summer** for all of the assistance and guidance they provided. This project owes its success to their translation skills and overall dedication. Thank you for making our stay in Hangzhou a memorable one!

Table of Contents

Abstract	ii
Executive Summary	iii
Acknowledgements	viii
Table of Contents	ix
Table of Tables	xi
Table of Figures	xii
Chapter 1: Introduction	1
Chapter 2: Background	4
2.1 Montessori Education.....	4
2.2 Education in China.....	8
2.3 Resources for Montessori Schools and Teachers	12
2.4 Bilingual Education.....	17
2.5 一米兒童之家 (Yimi Children’s House).....	23
Chapter 3: Methodology	26
3.1 Comparing Montessori Teaching Practices.....	26
3.2 Determining Stakeholder Requirements	30
3.3 Evaluating Potential Partner Schools	34
3.4 Recommending Best Practices	37
3.5 Project Timeline	40
3.6 Data Management and Translation	42
Chapter 4: Results and Analysis	43
4.1 Results of Comparing Montessori Teaching Practices	43
4.2 Results from Determining Stakeholder Requirements.....	49
4.3 Evaluations of Potential Partner Schools	55
4.4 Case Study Results	64
Chapter 5: Final Recommendations and Conclusion.....	70
5.1 Final Recommendations.....	70
5.2 Conclusion.....	76
Bibliography	77

Appendix A: Teacher Interview Plan	81
Appendix B: Parent Interview Plan	84
Appendix C: Administrator Interview Plan	88
Appendix D: Potential Partner School List.....	91
Appendix E: Potential School Background Research Form	93
Appendix F: Potential Partner School Email Template	94
Appendix G: Potential Sponsor School Survey	95
Appendix H: Instructions for When No Translator is Present.....	98
Appendix I: Teacher Interview Transcripts	99
Appendix J: Parent Interview Transcripts.....	120
Appendix K: Administrator Interview Transcripts	214
Appendix L: Potential Partner School Survey Results	220

Table of Tables

Table 1: Selected Types of Bilingual Education	20
Table 2: Teacher Interview Topics	28
Table 3: Administrator Interview Topics	31
Table 4: Parent Interview Topics	33
Table 5: Rubric for Evaluating Recommendations	39
Table 6: Montessori Project Gantt Chart (Worcester)	40
Table 7: Montessori Project Gantt Chart (Hangzhou)	41
Table 8: Summary of US School Evaluation Data	63

Table of Figures

Figure 1: US Administrator Interest Level – Overall	iv
Figure 2: The Yimi Children’s House kitchen	6
Figure 3: Open space for children to do their “work”	6
Figure 4: An image of the Yimi Children’s House	23
Figure 5: Progression of Project Objectives	26
Figure 6: Parental Interest in Student Enrollment	54
Figure 7: US Administrator Interest Level – Overall	58
Figure 8: US Administrator Interest Level – Student Exchanges	60

Chapter 1: Introduction

In 2015, the Chinese Communist Party (CCP) voted to remove China's long standing one-child policy, effective January 2016. Now that Chinese parents may have more than one child, one of the more immediate concerns involves the need for more educational capacity — first at the kindergarten level and eventually beyond (Xinhua Economic News, 2015).

Additionally, at the turn of the millennium, China launched large-scale education reform, embracing several Western curriculum models including the Montessori education methodology (Li, Wang, & Wong, 2011). Coupled with desires to educate Chinese students abroad (International Business Times, 2012), these changes to Chinese society and educational practices provide ample opportunity for this project's sponsor, a Montessori school named the Yimi Children's House (一米兒童之家), to expand its global orientation.

The Yimi Children's House in Hangzhou, China opened its doors in 2013 and currently employs around 50 teachers to guide nearly 200 students, with a growth of nearly 100 percent anticipated in the next year. Currently, in the school's sixth year, Yimi administrators seek to improve their school via various globally oriented programs while preparing for the growth to come. These programs include an already implemented effort to formally train teachers abroad, as well as plans to establish a teacher exchange program and provide opportunities for students and their parents to travel abroad to experience foreign Montessori practices. These programs will work concurrently to enhance and improve the education Yimi provides to its students.

The exchange programs envisioned by Yimi administrators ultimately focus on improving the education that the school provides to its students. By implementing a teacher exchange program, the sponsor seeks to imbue its faculty with a more versatile and well-rounded

background. This program would extend the school's current practice of sending teachers abroad for official, structured certification programs through the Association Montessori Internationale (AMI). Furthermore, administrators seek to provide a platform to assist its students and parents in gaining first-hand experience with American Montessori education through visits to schools in the United States. While the sponsor did not approach this program with a specific duration or structure in mind, all variations of this program focus on diversifying student's and parent's exposure to Montessori.

Other than Yimi and their fellow Montessori schools in China sending their teachers abroad for course-based training, few examples of Montessori exchange programs, for either teachers or students, exist. This leaves Yimi with few resources to use in establishing their program as envisioned. While exchange programs specific to Montessori schools may not be available to provide insight, other exchange programs do. Between 1996 and 2014 the U.S.-China Teachers Exchange Program sent 117 American teachers to teach in China and 332 Chinese teachers to the United States (National Committee on U.S.-China Relations, 2014). Exchange programs for students involving children within Yimi's age-range of three to six are even more uncommon, and as a result, the team referenced exchange programs involving older students of non-Montessori schools. Overall, established exchange programs such as the U.S.-China Teachers Exchange Program provide a starting point from which this project can develop its final recommendations.

To assist Yimi in their goal of establishing an exchange program, the team first worked to determine how stakeholders would benefit from this program. By interviewing teachers in both the United States and China, this project determined the areas in which teachers would learn the most from teaching in their counterpart's school abroad. Team members also interviewed parents

to obtain their opinions on the matter of exchange programs, as they are a crucial component in determining the correct direction for both programs, finding that generally, parents are rather interested in seeing both programs proceed. Additionally, this project built upon the sponsor's prior attempts to communicate with American Montessori schools, reaching out to such schools to survey their interest in participating in any type of exchange program. Using the interviews and the results of the surveys, the team determined that the best path forward for Yimi involves focusing on smaller, simpler programs such as teacher observations and student-parent tours before moving onto larger, more complex programs. This report details the context of this project as well as the methods and analysis used to deliver eight recommendations to the Yimi Children's House.

Chapter 2: Background

This chapter discusses the principles that comprise Montessori education, how the Chinese educational system adopts these methods, and how educators integrate bilingual learning into Montessori education. Additionally, it covers the international and country-specific organizations that oversee and provide support for Montessori schools worldwide. The purpose of researching these topics is to gain a reasonable understanding of Montessori education and its international presence in order to produce well-rounded recommendations for establishing exchange programs between the Yimi Children’s House and United States Montessori schools.

2.1 Montessori Education

Initially developed by Dr. Maria Montessori (Zoll, 2017), the Montessori method of education intends to redefine pedagogy by encouraging a hands-off approach and letting the natural curiosity of children guide their experience. This method extends beyond just the school environment, as parents and caretakers play an important role in applying the method at home (Lau & Yau, 2015). While this project aims to explore Montessori exchange programs, this section serves to provide insight into the concept of a Montessori school, and how this philosophy differs from traditional teaching methodology.

2.1.1 History of Montessori

In an effort to revolutionize the educational methodology for teaching young children, Dr. Montessori introduced the Montessori method in the early 20th century. The introduction of this education method came in four waves. The first wave of Montessori implementation began between 1911 and 1917, with Maria Montessori’s first International Training Course and the establishment of over 100 Montessori schools throughout the United States (Zoll, 2017). In her

training course, Dr. Montessori explained her theory of the unique development of the young mind, such that there is a potential to learn and develop without the assistance of traditional teaching tools or methods, additionally stressing the importance of adult guidance during the development process. The stress on adult guidance aims more toward “when education becomes a ‘help to life’ and transcends the narrow limits of teaching and direct transmission of knowledge or ideals from one mind to another,” rather than traditional pre-determined class sessions (Montessori, 1967, pg. 1).

The second wave of implementation took place between 1960 and 1975, the era of alternative education. This wave was a revival of the Montessori method led by Nancy Rambusch. The year 1975 ushered in the third wave of Montessori education. This wave, which lasted until 1989, focused on poverty mitigation and developing Montessori magnet schools. Finally, the fourth wave began in 1990 and continues through the present day. This wave encompasses the expansion of Montessori philosophy into public schools, charters, and other delivery models. With each revival of the Montessori philosophy, implementation challenges arose in the United States as a result of shifts in education policy, failed professional relationships, politics, and funding issues, making it difficult for mainstream education to adopt Montessori education practices (Zoll, 2017).

2.1.2 Montessori Principles and Methodology

The principles of the Montessori method differ greatly from traditional schooling methods across the world. Montessori schools typically bear the name “Children’s House”, as the environment of such a school ideally becomes a life-sized doll house for the children to explore and “seeks to give all this to the child in reality—making him an actor in a living scene” (Montessori, 1914, pg. 17). A very prominent principle sets a standard for how Children’s House

prepares their environment: to accommodate the children, furniture must be light enough for children to move around, and of a suitable height. To illustrate this, Figure 2 depicts a functional kitchen from the Yimi Children’s House, designed for the smaller hands of children. Most importantly, children must have a wide open area in which to lay down their rugs on which they do their “work”; they bring any object they are experimenting with to their rug and do “work” on it. This large open area, as shown in Figure 3, necessitates that Montessori classrooms be larger than traditional classrooms (Montessori, 1914; Montessori, 1967).



Figure 2 (left): The Yimi Children’s House kitchen (Source: Yimi Children’s House)
Figure 3 (right): Open space for children to do their “work” (Source: Yimi Children’s House)

Another core principle provides guidance for teacher intervention in the classroom.

Collective lessons are very rare and of secondary importance to the freedom of the children to guide their own education. A teacher does not merely observe the children, but must additionally teach individualized lessons through experimentation, varying child to child. These lessons have three characteristics — they must be *concise*, so the teachers must carefully weigh the words they choose to speak; they must be *simple*, so it is easy to understand and refer to nothing but the truth; and they must be *objective*, in that the personality of the teacher is not present, and the only thing holding the child’s attention is the object to be explained and the potential uses for the object. It is vital to this process that the teacher first observe the interest of the child in the object, and then attempt to apply a lesson. They must not insist the child understand by repeating the

lesson, nor make the child feel they have made a mistake, else the child does not reach understanding and acceptance through a natural process (Montessori, 1912).

Lessons apply to any aspect of the methodology, and the methodology of a Montessori school falls into any of three categories: motor education, sensory education and language. Motor education aims to bring order to the seemingly never-ending movement of small children and guide it to a purpose. Young children do not keep still because it is in their nature to touch everything and move around in order to learn the necessary control over their motor skills and coordination. Exercises such as gymnastics, gardening, management of the household, self-care, everyday movements such as walking or running, and manual work bring order to the developing motions of the children (Montessori, 1914). One such motor education method makes use of several portable boards or frames with various cloths to tie, button and zip together. Once a child has learned how the mechanism works, they will excitedly go about applying the skills to their own clothing, insisting to the point of waving away adults seeking to help (Montessori, 1912).

For sensory education, the process remains mostly the same, though the objects of interest are slightly different. The school carefully chooses these objects for their various textures, sizes and shapes, as well as the sounds they are capable of making. For language, the curriculum breaks the methodology into three steps — *naming*, where the teacher says the word to be taught, such as “large” or “small”; *recognition*, where the teacher asks the child a series of repetitive questions to reinforce the application of the new word; and *pronunciation*, where the teacher prompts the child to say the new word or phrase (Montessori, 1914). In this scheme, the child may draw their own conclusions about the meaning of the word based on their own observations of the object instead of the teacher telling them to accept such a meaning regardless of whether the child understands the basic concept or not.

2.1.3 Montessori at Home

While Montessori principles tend to focus on implementation at the school, the learning environment provided at home is, in some manners, just as important. To receive the full benefits of a Montessori education, studies (Lau & Yau, 2015) show that children receive greater benefits from Montessori education when their home mirrors the environment and processes of their school. In the early developmental stage of children, they receive exposure to and absorb information primarily from their parents or other primary caregivers, making those adults arguably the most important educators for young children. When these parents or caregivers do not properly understand the developmental needs of their children, it hinders the child's awareness, perceptions and understanding of their own motor controls. To help alleviate this issue, there are parental Montessori programs in for caregivers to enroll in and learn about the process and how to apply it to everyday life with their children. These parental classes in Hong Kong and mainland China employ a model which emphasizes that parents are chief educators of their children and not simply caregivers. The classes show parents how to rely on their own parental instincts to determine right from wrong, regarding how to educate and care for their children. After using this model for eight years, Lau and Yau expressed they "feel it is effective in ensuring the natural, well-rounded education of children." (Lau & Yau, 2015, pg. 38). As parents are responsible for the education and care of the child outside the classroom, parents providing a Montessori environment outside of school provides a positive impact on the children's education.

2.2 Education in China

Applying plans such as Montessori parent programs to Chinese parents and students presents unique issues. Even though Montessori schools are growing in popularity, the Chinese

schooling method and Montessori method conflict in terms of tradition and reform priority. For instance, the respect for elders and authority conflicts with an equalized form of communication, and “the traditional values of obeying authorities and upholding unity are contrary to the goal of establishing a unique and democratic relationship between a teacher and each individual child” (Zhu & Zhang, 2008, pg. 175). Furthermore, Chinese educational reform implemented changes around the turn of the century, but China's government has not given priority to these reforms. Therefore, the Montessori method provides a highly contrasting approach to education for Chinese students that is otherwise unavailable.

2.2.1 Traditional Education in China

China’s extensive history and unique culture play large roles in defining its educational system today. The history of Chinese education follows many of the same principles outlined by Confucianism:

1. Society consists of a system of interrelated parts.
2. To function well, these parts need to be in harmony with one another.
3. Anything out of the ordinary leads to strife and sub-optimal functioning.
4. Should unusual events take place, the system immediately strives to return to its former equilibrium. (Schmidtke & Peng, 2012)

Education guided by these principles aims to create a harmonious social order that demands respect. Schmidtke and Peng go on to say that Confucianism is a pre-industrial concept, and Confucius’ ideas offer a static way of life. The traditional educational system has a very prominent presence in the Chinese education and the transition away from it has not been smooth.

2.2.2 Trends of Education in China

In the past 100 years, China transformed into a rapidly growing country. This explosion of development brought in new ideas to test old education. China has experienced three major turning points for education: one in the 1920s, the second in the 1950s, and the third in the 1980s (Zhu & Zhang, 2008). The initial reform for the development of individuality began in 1922 when the Chinese Ministry of Education passed a primary school reform decree (Keenan, 1974). In the 1950s the Ministry implemented the higher education system based on U.S.S.R. methods. Finally, in 1989, the Chinese Ministry of Education also enacted Regulations for Kindergarten Education Practice designed to, among other things, emphasize “child-initiated activity” and “the importance of play” (Zhu & Zhang, 2008, pg. 174). Each educational reform era encountered problems with its implementation, partially because it contained elements of foreign methodologies.

The foreign methods clashed dramatically with Chinese culture and traditions. The most apparent of these examples is the reform put in place around the turn of the century. First, the traditional ideologies directly conflict with progressive teaching methods that allow the student to dictate the direction of their education. Traditional Chinese educational methods demand respect and attention from the students while teachers relay information (Li, Wang, & Wong, 2011). In contrast, Western methods tend to require patience from the teacher as they allow their students to explore various subjects (Li, Wang, & Wong, 2011). Furthermore, values such as “conformity, discipline, self-control, hard work, and academic achievement” are important to and intentionally stressed in Chinese culture (Li, Wang, & Wong, 2011 pg. 20). The pressure on the teachers’ performance increases dramatically because parents are deeply invested in the results of their child's education. This resulted in teachers resorting back to their original skill set.

Logistical issues also accompany the implementation. The Chinese Ministry of Education implemented the reform without the proper resources to aid the teachers in their adjustment to the new method — teachers received no guidelines to follow regarding the implementation of the new teaching methods (Li, Wang & Wong, 2011; Zhu & Zhang, 2008). Teaching the Chinese language to children is also difficult as a result of it being a logographic language, and the educational need can be more adequately met “through direct instruction, rote learning, copying exercises, and homework” (Li, Wang, & Wong, 2011 pg. 20). These logistical and cultural conflicts resulted in teachers tending to resort back to their original skill set and abandoning most attempts to implement reform in their classroom.

2.2.3 Montessori Education in China

Along with the challenges of implementing western teaching methods in China, Chinese Montessori schools face unique obstacles. While the traditional parenting style fits well with the current educational system in China, it can also stunt the self-driven learning process. When trying to implement the Montessori method in China, educators encountered an issue: despite previous experiences in Canada showing that it typically took a couple of months for new children to adjust to Montessori education, the “Hong Kong children continued with chaotic and hectic behaviors even after a few months had passed” (Lau & Yau, 2015, pg. 34). The article concluded that children were unable to continue their self-driven environment out of class, resulting in their confused behavior.

Despite all of these challenges, Montessori schools have been growing in popularity in China along with the rest of the world. However, Montessori schools do not have as many resources or as much support in China as they do in other countries. A possible solution is to reach out to larger Montessori organizations and even foreign Montessori schools for guidance

and collaboration. By making connections with external Montessori schools and organizations, Chinese teachers can adopt the practices for their own classrooms. If Chinese Montessori schools and global Montessori organizations strengthen the connection between one another, the Montessori community in China as a whole will improve.

2.3 Resources for Montessori Schools and Teachers

The Montessori method of education is reaching global popularity, especially considering China's small yet visible trend toward adopting the approach. The general growth in the number of Montessori schools globally prompted overarching organizations such as Association Montessori Internationale (AMI) to provide a network of resources and support on both a national and international scale. Furthermore, the American Montessori Society (AMS), along with other organizations, offer additional connections. This support primarily takes the form of teacher training and certification for individuals seeking to become Montessori teachers, and thus is an essential provision for Montessori schools overall. For example, the Yimi Children's House aspires to grow and establish new a bilingual education program, which requires them to hire new teachers capable of running it. However, Montessori schools often have difficulties finding and hiring qualified teachers. Yimi Children's House experienced that problem this fall semester in their efforts to begin this new bilingual program; they could not successfully initiate the program due to a lack of qualified teachers. While this is a current obstacle for the Yimi Children's House, connections with organizations such as AMI help overcome such issues by continuing to provide Montessori schools with training resources and opportunities. Furthermore, AMI, along with other affiliate organizations referenced later in this section, establish criteria for Montessori teacher training programs, which in turn promotes consistent teacher qualifications among separate schools. Teachers around the globe, including those at the Yimi Children's

House in Hangzhou, utilize such training programs to establish and expand their expertise in Montessori teaching.

2.3.1 Association Montessori Internationale

Dr. Maria Montessori herself formed the Association Montessori Internationale (AMI) in 1929, with the mission of preserving her philosophy and nuanced form of education over time. Based in Amsterdam, AMI adheres to this mission through numerous non-profit mechanisms which include: teacher training, training of teacher trainers, professional development, consulting services via teacher training centers and AMI affiliates, journals and publications, and Educateurs Sans Frontières (a division of AMI with a broad vision of supporting children's educational rights worldwide). All of these resources help establish the standard for proper Montessori practices and provide services for Montessori schools worldwide. AMI affiliates with national associations and training centers around the globe, such as Association Montessori Internationale/USA (AMI/USA). AMI's mission statement clearly defines their purpose:

AMI will use its internationally recognized authoritative voice regarding the unique nature of childhood and natural human development to advocate for the rights of children and adults to have access to nurturing, developmentally appropriate, educational environments. AMI will do this by preserving the legacy of Maria Montessori's vision whilst continuing to innovate and increase the impact and reach of Montessori principles and practice. We will continue to uphold AMI quality standards whilst reaching out to collaborate and partner with individuals, communities and organizations who share our vision (Association Montessori International, 2018b).

A global operation such as AMI requires smaller country-specific branches to oversee and facilitate recognized Montessori schools. For instance, AMI/USA holds essentially the same mission as its international counterpart, supporting the needs of accredited Montessori schools. The Zhejiang Montessori Institute of Child Development acts as the equivalent AMI affiliated organization in China, and is responsible for bridging the gap between AMI and the Montessori movement in China. As such, the Zhejiang Institute coordinates AMI training programs, resources, and Montessori events. This institute can provide the Yimi Children's House and the team with useful information and resources regarding the viability of an exchange program, particularly since the Zhejiang Institute of Child Development resides in Hangzhou.

2.3.2 American Montessori Society

Within the United States, AMI is not the only large organization nationally recognized for facilitating the quality and growth of Montessori institutions. Rather, AMS is concurrently responsible for accrediting a vast number of Montessori establishments and providing teacher training programs. As the sponsor has particular interest in an exchange with American Montessori schools, it is subsequently important to understand AMS in addition to AMI, especially considering potential partner schools may operate according solely to AMS.

First and foremost, AMS does not strictly adhere to the original core Montessori principles conceived by Maria Montessori herself, unlike AMI. The need for AMS arose from discontentment with traditional American education in the mid-20th century, where the young teacher Nancy McCormick Rambusch sought to create a Montessori movement suited for American culture and education standards (American Montessori Society, 2018a). Similar to the relationship between the Chinese government and public education, U.S. state and federal legislature mandates criteria for public education. As such, Rambusch founded AMS in 1960 to

promote a more malleable approach to Montessori education in the United States, allowing such schools to be public as a result. For example, public Montessori schools affiliated with AMS incorporate adapted language curriculums used in traditional public schools, in order to meet the previously mentioned government mandated education standards. The main AMS website describes how the organization “also broadened the curriculum for teachers” and “sought to forge inroads into mainstream education by offering Montessori coursework in traditional teacher preparation programs” (American Montessori Society, 2018a, para. 9). This shows AMS’ wide outreach in the United States, since the organization dedicates itself to spread Montessori ideals past official Montessori institutions and into traditional ones. Classrooms are also often able to utilize technology such computers and tablets through AMS accredited curriculums, due to the flexible interpretation of Montessori education. Additionally, AMS offers a large portion of teacher training opportunities in America, which could potentially be of interest to the Yimi Children’s House teachers and staff. These training opportunities, coupled with AMS’ distinct and arguably modern approach to Montessori principles, make AMS an entity impossible to ignore when examining the viability of a Sino-American exchange program.

2.3.3 Training Effective Montessori Teachers

Given that the Montessori Method differs significantly from traditional education, Montessori teachers must receive special training in order to properly interact with pupils. As such, the availability of qualified professionals imposes a major limiting factor on the spread of Montessori education. Furthermore, the importance of a teacher’s character and preparedness is deeply rooted in Montessori ideology, with many professionals asserting that the teacher makes all the difference in classroom effectiveness (Seldin, 2006). Tim Seldin, current President of the Montessori Foundation and Chair of the International Montessori Council, stated that

accreditation for Montessori schools “actually refers to the preparation of the teachers, and the specific Montessori designed school program that they implement” (Seldin, 2006, para. 2). This sentiment is further evident in not only AMI’s responsibility for bestowing teacher diplomas, but one of AMI’s current primary initiatives, *The AMI Bold Goal Project*. Starting in November 2015, The AMI Bold Goal Project seeks to develop “a strategic plan to triple the number of AMI-prepared and supported adults working with the children in the United States by 2021” (Association Montessori Internationale, 2017). Thus far the initiative has begun cultivating models to serve more trainees, mapping professional development needs, and convening leaders of Montessori groups in order to refine their strategy.

While a consensus exists on the underlying principles and philosophy that govern Montessori pedagogy, there is no official declaration that defines a ‘proper’ Montessori teacher or how one becomes accredited. However, organizations such as AMI and the Montessori Accreditation Council for Teacher Education (MACTE, n.d.) take the responsibility of recognizing teacher education programs and giving diplomas to individuals. This helps foster a standard, and sense of credibility in the Montessori community. In 1995, the United States Department of Education recognized MACTE, effectively assuring the public of Montessori educators’ legitimacy. MACTE provides accreditation to education and certification programs based on two concepts; the program exhibits the preparation of “competent, caring, and qualified professional Montessori educators” and displays its “capacity to monitor and improve the program’s quality” (MACTE, n.d., para. 2 & 3). These guidelines hold Montessori training programs accountable for adhering appropriately to Maria Montessori’s ideology, while still leaving flexibility for them to have a unique approach or curriculum.

AMI teacher training programs or MACTE accredited teacher training programs are essential provisions for teachers seeking to work in reputable Montessori schools (Teaching Montessori, 2017), in order to receive certifications and exposure to actual Montessori classrooms. As stated prior, specific training program content may vary depending on the organization and even which country hosts them. Nevertheless, teachers in both China and the United States have access to many of such programs and may receive proper Montessori certification by utilizing them. In fact, the Yimi Children's House previously sent three of their teachers abroad to Germany to attend an AMI hosted training program, which lasts for approximately one year. Sending teachers abroad for training is a possible segue into exchange programs among Montessori teachers, considering that the logistics of either situation are presumably similar; one must obtain the proper visa, calculate travel expenses and accommodations, and experience learning in a foreign environment for the sake of gaining new skills. In addition to obtaining certification by enrolling in AMI programs, Montessori teachers from non-native English speaking countries such as China expose themselves to the English language, as many AMI training programs run in English. Training conducted in English and exposure to English-speaking Montessori classrooms is undoubtedly useful for teachers and schools striving to create a bilingual program involving English, such as the Yimi Children's House.

2.4 Bilingual Education

As introduced previously, the Yimi Children's House wishes to establish an international exchange program. One component of this effort involves an eventual bilingual education program complementing such an exchange, motivated in part by China's educational demands. However, bilingual education alone presents its own challenges – no fixed definition exists and

no method works for all situations. Coupled with the aspect of being implemented within the scope of the Montessori method, even more complications arise. Ideally, establishing an exchange program to further the education of teachers beyond that of a standard Montessori training course will provide avenues to solve some of these problems.

2.4.1 Typical Types of Bilingual Education

No uniform “right way” to implement bilingual education exists. The term “bilingual education” encompasses several distinct types of education (Bialystok, 2016), each type driven by a different end goal. Generally, bilingual education refers to educational practices in which teachers instruct using a language not native to either the students or the region. Often, stronger methods involve teaching classes such as mathematics or social studies in the target language for a portion of the class time.

In submersion education, students take courses in the local majority language, that is, the student’s second language (L2), receiving no education in their first language (L1), the minority language (California State Department of Education, 1981). The students, thrown into the “pool” that is L2 classrooms, must quickly learn in order to stay afloat without the aid of special classes or other assistance (Baker, 2006). The weight of learning the new language lies solely on the student. By design, submersion programs compel students to learn all materials in the majority language, replacing the L1 language. However, this strategy only works if children learn the majority language quickly, otherwise they will struggle with the academic material and the language (California State Department of Education, 1981). Baker (2006) identifies submersion education as one of several forms of “weak” bilingual education - it does not achieve, or even seek to achieve, full bilingualism. Instead, submersion education seeks to “assimilate” minority language children into the majority language.

Another form of bilingual educational labelled as weak by Baker (2006), foreign language teaching in mainstream education, “drips” knowledge of a foreign or minority language to students over a long period of time via specific foreign language classes (Baker, 2006). By Bialystok’s (2016) definition of bilingual education, this form would not qualify - none of the foreign language finds its way into traditional courses such as mathematics or science, and as a result, few students ever become fully proficient in the target language. In Canada, after 12 years of being taught foreign language French courses, many students were not proficient in the language (Baker, 2006). While the intent may be to produce bilingual students, the strategy does not consistently succeed.

Immersion educational programs provide stronger bilingual instruction to pupils, ideally fostering bilingual children. Originating in Canada, immersion programs initially teach students entirely in the second, minority, language and as they progress through their schooling, students increasingly spend more time in their first language (Baker, 2006). A study in Canada in which students participated in three variants of French immersion programs showed that students achieved proficiency above that achieved by students enrolled in standard French courses, while suffering no consequences in their English skills (Johnstone, 2001).

Finally, two-way, or dual language bilingual education mixes students proficient in both the minority and majority languages, ideally at a 50-50 split (Baker, 2006). The balance ensures that no language becomes dominantly used amongst the students - each language has equal status in the classroom. Similar to immersion programs, students primarily learn academic material via the minority language when younger, progressing towards a balance with the majority language. Additionally, teachers do not switch between languages during lessons, creating a clear delineation between when they will use each language. Baker contends that this practice

encourages students who are more proficient in the language of the day to help those who are struggling, with the roles switching with the language. This fosters collaboration and practical usage of both languages. Table 1 below, adapted from Colin Baker (2006), depicts the selected forms of bilingual education.

Table 1: Selected Types of Bilingual Education

Type of Program	Typical Type of Child	Language of the Classroom	Aim in Language Outcome
Weak Forms			
Submersion	Language Minority	Majority Language	Monolingualism
Mainstream with Foreign Language Teaching	Language Majority	Majority Language with Minority Language Lessons	Limited Bilingualism
Strong Forms			
Immersion	Language Majority	Bilingual with Initial Emphasis on Minority Language	Bilingualism
Two-way/dual language	Language Minority and Majority	Minority and Majority	Bilingualism

2.4.2 Bilingual Education in China

University level education drives China’s need for early childhood bilingual education for its children. During the 2016-2017 academic school year, over 350,000 Chinese students studied in American universities (Shen, 2017). While 350,000 may be small compared to China’s nearly 8 million annual college graduates (Xinhua, 2016), it still plays a significant role in the educational system. Most American schools require international students for whom English is their second (L2) language to prove their English proficiency via the Test of English as a Foreign

Language (TOEFL) standardized exam (United States Department of Education, 2012). The desire to study abroad, often caused at least in part by wealthy parents (International Business Times, 2012) coupled with American university language requirements, plays a significant role in driving the need for bilingual education in China.

This need for such education starts very early, in elementary school and younger, as most forms of bilingual education do not have the same effectiveness when implemented with older students. In this scenario, submersion teaching would take the form of sending students abroad and leaving it up to them to learn English, which TOEFL eliminates as an option. Foreign language teaching might work, but as Baker (2006) explains, doesn't perform nearly as well as expected. That leaves standard immersion and two-way immersion. Both take numerous years in most forms, shifting the use of languages as the students get older. They tend to have better results in producing bilingual students, who would in all likelihood, perform better in American universities. Hence, bilingual education must start early to properly imbue students with bilingual capacity, and that's where Montessori schools in China hope to step in to help.

2.4.3 Montessori Bilingual Education

The forms of bilingual education described above do not always mesh with the concept of Montessori education. In a child driven educational environment, encouraging the development of a second language is more of a challenge. The Montessori method encourages students to learn from their peers, with as little teacher intervention as possible, which complicates usage of the immersion form of bilingual education - students may choose to communicate with their classmates in whichever language they choose (Winnefeld, 2013). With no official curriculum to navigate these problems and few resources in general, Montessori educators in bilingual schools

create the material for themselves (Winnefeld, 2013). This means that such teachers must learn from each other and continually revise their curriculum and materials.

In one case, the Intercultural Montessori School in Illinois adopted a system claimed to be similar to two-way or dual language bilingual education (Rosanova, 1998). Interestingly though, Rosanova described the school as being mostly comprised of native English speakers with few children speaking their target languages. These ratios did not align with Baker's definition of dual language immersion as having a balanced classroom, with any imbalance biased towards target language speakers. Despite these differences, Rosanova claimed that after twelve years operating his school, nearly all of the students who had good support systems did not "remain monolingual". Based on such results, Rosanova recommended several techniques to run a bilingual Montessori classroom, including determining "Survival Vocabulary Goals", implementing audio-based learning, and working to engage parents, who likely do not know the target language, in the learning process. Another suggested method, dubbed "Tell Ms. Kazumi", involves instructing a child to re-ask a question to the other teacher, in the opposite language.

While not many examples of bilingual Montessori programs exist, the few that do are helpful in determining the differences between such programs and a typical Montessori school. Clearly, most major changes involve classroom materials. Teachers must carefully design objects and methods for the classroom so as to elicit the use of both languages. As no official materials or curriculums exist for bilingual programs, teachers must be well versed in Montessori practices to be capable of designing their own classrooms with their specific needs in mind. For example, a standard Montessori training course would not likely teach the "Tell Ms. Kazumi" method (Rosanova, 1998) as these courses generally do not cover methods specific to bilingual education. Overall, bilingual Montessori teachers must understand that at some point, they will

need to improvise and create their own methods - a typical training course will not teach them everything they need to know. The potential shortcomings of training courses drive, at least in part, the Yimi Children's House to seek an exchange program, and it is important for them to understand how to best implement such a program in order to make the most out of the benefits available to them.

2.5 一米兒童之家 (Yimi Children's House)

Established in 2013, 一米兒童之家, the Yimi Children's House (Yimi) in Hangzhou China, pictured in Figure 4, serves nearly 200 students and employs over 50 teachers. 一米学院, the Yimi school administration department, manages the multiple Yimi Children's House branches, such as the Children's Houses in Binjiang and Yuhang. In 2019, Yimi intends to expand to over 400 students with nearly 100 teachers to teach them.



Figure 4: An image of the Yimi Children's House
(Source: Yimi Children's House)

Starting in October 2018 and lasting through August 2019, three of Yimi's teachers will complete an AMI training course in Germany. Previously, the school sent teachers to take the same course in the United States. The course in Germany will certify these teachers, along with 19 others from elsewhere in China, to teach Montessori at the three to six-year-old level according to AMI standards.

For this project, administrators at the Yimi Children's House expressed interest in establishing various types of exchange programs. These fell under two categories: teacher

exchange programs in which teachers would spend time in a foreign Montessori school, and student exchange programs in which Yimi students - and their parents - travel to a foreign Montessori school. The latter category contained several possibilities, including short term tours of schools, as well as longer term temporary enrolment.

2.5.1 Stakeholders Involved

This project most directly involved three categories of stakeholders: teachers, students, and school administrators of the Yimi Children's House and any U.S. schools that could establish exchange with them in the future. A teacher's stake manifests in two manners: first, they typically wish for their students to learn and grow, and second, the teachers want to perform well at their job. Often this requires teachers to learn, grow, and adapt alongside their students. Each student brings their own unique character and requirements and teachers must constantly adapt to properly teach them.

Students will ideally benefit from participating in a globally oriented school. Should their teachers travel abroad, their teachers' abilities will ideally improve, enabling students to learn better, and setting them up for a more successful future. Additionally, travelling abroad would afford students a firsthand opportunity to experience and connect with the world, again improving their early education. However, students at the primary level are not the principal decision makers regarding their education – their parents are. Thus, through their children, parents maintain a significant stake in this project, which must take into consideration their various desires and concerns regarding an exchange program. While the idea of teachers and students improving via an exchange might excite parents, the potential added cost in tuition may be daunting to them, as might the cost of the student themselves travelling abroad. Various

considerations play into the willingness of parents - and thus their students - to participate, and this project took all of these aspects into consideration.

Finally, school administrators must balance numerous interests. They must maintain the stability of their school, organizationally and financially, and they must maintain a high quality of education in their school in order to appease parents. One large aspect of this includes managing a quality staff of faculty. AMI offers accredited Montessori teacher diplomas for three different student age groups, as well as other training programs for teachers such as seminars and observations that administrators look for when hiring potential staff. Since the Montessori classroom effectiveness is highly dependent on the characteristics of the teachers, such as patience and ability to instill students' intrigue, administrators also seek these traits in potential staff for their schools. While a teacher exchange program provides the opportunity to improve the overall quality of the school's faculty, administrators must also consider the fact that an exchange may temporarily impact their ability to staff the school.

Ultimately, all of these stakeholders share similar motivations: provide children with the best education possible. However, each group differs slightly in their requirements when realizing an international exchange program. This project aimed to integrate the ideas and goals held by each stakeholder group while addressing any concerns that arose. The next chapter details how the team approached this goal.

Chapter 3: Methodology

This project aimed to assist the Yimi Children’s House Montessori School in establishing an international exchange program with similar schools in the United States by determining where practices differ, evaluating stakeholder requirements, researching potential American partner schools, and studying existing exchange program models to recommend best practices for the Children’s House to consider.

The methods detailed in this chapter seek to address four objectives:



Figure 5: Progression of Project Objectives

Figure 5 depicts the flow of information through the project objectives, illustrating how the methods for each stage produced results that supplemented and supported the methods of the next objective. The first objective, determining the difference in Montessori implementations in the United States and China, aided in identifying stakeholder requirements. Similarly, by identifying stakeholder requirements, the second objective allowed the team to determine potential partners that fit the requirements. Finally, accumulating a list of potential partner schools helped to craft recommendations. While each objective aided the next, all of the objectives directly influenced the final set of recommendations.

3.1 Comparing Montessori Teaching Practices

Ultimately, the primary goal of an exchange program would include teachers learning from their experiences abroad and bringing home new ideas and concepts for use in their own classrooms. However, teachers would gain greater insight from teaching abroad if the experience

exposes them to practices they have not yet experienced. Thus, the report identified how the implementation of the Montessori method differs between schools in the United States and China. In order to accomplish this, team members conducted semi-structured interviews of Montessori teachers in American and Chinese schools using similar questions. Any variation in response between these two teacher groups highlights opportunities for exchange program participants to benefit from such a program.

In order to further illustrate existing differences among Montessori establishments, objective two additionally provided an analysis of the two major organizations responsible for Montessori training and school accreditation: AMI (Association Montessori Internationale) and AMS (American Montessori Society). The variation in execution of the Montessori method from these two organizations cause many of the alterations among separate Montessori institutions, and as such it is valuable to understand the dogmas of each.

3.1.1 Interviewing Montessori Teachers

Team members interviewed teachers in both the United States and China with several goals in mind. First, the investigation sought to understand how Montessori schools in China and the United States contrast. Understanding the differences allowed the project to determine the areas in which exchange teachers stand to gain the most knowledge. These interviews also served to gauge interest in exchange programs at the general level — exchange programs cannot occur if there are not sufficient numbers of willing participants. Finally, the interviews process sought to gain knowledge from teachers who have experience with training programs abroad. Through this investigation, the team learned where the opportunities of a teacher exchange program could meet teachers' needs and aspirations.

Table 2 below shows sample questions interviewers asked teachers. The questions are grouped first by the over-arching goal and then by the stakeholder. Full questions and the blank interview template for teachers are in Appendix A.

Table 2: Teacher Interview Topics

Goal	Questions
Learn about Montessori schools in practice	<ul style="list-style-type: none"> • How long have you been teaching? • Have you taught in a non-Montessori school? • Can you tell us about the curriculum you use in your classroom? Has it changed over time?
Understand interest in and motivations for an exchange program	<ul style="list-style-type: none"> • If you were given the chance to go abroad for training or teaching, would you? Why or why not? • If yes, what are some benefits you see bringing home to your classroom? • What are your thoughts on participating in a teacher exchange program with a foreign school?
Understand past training abroad programs	<ul style="list-style-type: none"> • What skills or knowledge did your program provide you that you couldn't have received domestically?

Interviews lasted roughly 30 minutes to respect that the interviewees kindly took time out of their day to assist us. The team conducted interviews in person for ease of communication, though video-conferences served as a backup option. Unless otherwise required, there were a maximum of two team members present in the interview to reduce the possibility of overwhelming the interviewee. One team member took the role of interviewer, asking most of the questions, while the other team member took notes on the conversation as well as general observations of behavior. While members planned to conduct most of the interviews in English, most interviews in China required the assistance of the team's HDU buddies for translation purposes.

Before the interview started, the interviewer read the confidentiality statement aloud and requested verbal consent from the participant. The record of the interviewee's name and usage of

any device to record the interview only occurred upon hearing verbal consent from the interviewee. At the conclusion of the interview, the primary interviewer thanked the interviewee and provided the students' contact information in case of any questions.

3.1.2 Evaluating Teacher Interview Results

Following the interviews, the team analyzed the participant responses. The initial step categorized the responses into distinguishable classifications. These classifications focused on identifying discrepancies in Montessori practices and sentiments regarding a potential teacher or student exchange program. The distribution of responses across these classifications from Chinese and American interviewees helped identify where the two groups of stakeholders can learn from each other. The evaluation assessed the concerns, aspirations, and intentions of the teachers and determined whether the sentiment across two groups of teachers are similar, somewhat different, or very different across various categories.

3.1.3 Analyzing the Differences between AMI and AMS

In order to investigate the compatibility of an exchange program between the Yimi Children's House and American Montessori schools, it is important to consider the fact that AMS accredits many Montessori schools in the United States while AMI accredits Yimi - two different Montessori certification organizations. This investigation's first step sought to analyze the disparities between accreditation processes and criteria across the two organizations. The next step then determined the distinctive program techniques, durations, and intensities. The final step looked into the popularity, success, and expert opinions on AMS to determine credibility. After comparing all of these aspects of AMS with AMI, this project provided the sponsor with additional information on AMS and discussed whether or not it would be beneficial for the school to cooperate with AMS schools.

3.2 Determining Stakeholder Requirements

In order to understand the components of a Sino-American exchange program that would best benefit stakeholders, the team identified the exact needs and desires of the Yimi Children's House administrators, teachers, and parents. As stated previously, the Yimi Children's House staff have particular goals in mind, such as expanding the size of their school in Hangzhou, training their teachers abroad through AMI to learn about more global Montessori standards, or developing a bilingual education program. However, not every aspect of a Sino-American exchange program would necessarily meet such goals. Therefore, the project's second objective determined exactly what requirements stakeholders brought to the project, and identified possible discrepancies. This investigation achieved this by conducting interviews with both the administrators of Yimi Children's House and the parents of Yimi students. Interviewing administrators was essential, as they are the stakeholder group with the most influence and authority when creating a new platform for exchange. Parents, on the other hand, are potentially those who would travel abroad or enable their children to go overseas. Hence team members interviewed and surveyed Yimi parents to gauge needs, desires, and overall interest in a potential exchange program for either teachers or students. Parent surveys - consisting of the same questions as the parent interviews - supplemented the data collection for this objective, providing more responses than interviews alone. The following sections detail these methods and illustrate how the interviews and survey questions allowed the stakeholders to express their needs and desires.

3.2.1 Interviewing Administrators

School administrators generally hold a plethora of responsibilities in regards to management and logistical problem solving, which is why obtaining administrator input is an

essential component to identify stakeholder requirements and ultimately develop recommendations. Therefore, the team developed a set of interview questions designed specifically for the administrators of Yimi Children’s House to better understand how they believe an exchange program could function; particularly how feasible certain aspects of it would be, such as available funds or sufficient teacher or student participation.

Table 3 below shows the administrator interview questions, illustrating the purpose of each question as it falls under a particular goal. The complete template with all questions for these interviews is in Appendix B.

Table 3: Administrator Interview Topics

Goal	Questions
Gauge overall interest	<ul style="list-style-type: none"> • What benefits do you see in training teachers abroad? • How do you think a teacher exchange program with the United States might benefit your school?
Understand how feasible the program is	<ul style="list-style-type: none"> • Could you envision this exchange program to also allow children to go abroad? If so, how might Yimi Children’s House be involved in the process? • Are there any concerns you would have regarding such an exchange program, whether it involves teachers, students, or both?
Understand financial logistics and concerns	<ul style="list-style-type: none"> • Should an exchange program be established, how would it likely be funded?
Determine whether to look at AMS accredited schools for potential partnership	<ul style="list-style-type: none"> • Have you heard of the American Montessori Society (AMS)? If so, would you consider American Montessori schools accredited by AMS?

The process for conducting the administrator interviews followed the same guidelines as that of the teacher interviews; interviews lasted roughly 30 minutes in person for ease of communication where two team members and one translator were present in the room. One team member took the role of interviewer, asking most of the questions, while the other team member recorded answers and notable observations. The Yimi administrators did not speak fluent English, so a translator was necessary to relay interview questions and the participants’

responses. Team members' HDU buddies served as translators for these interviews. A digital app recorded audio of each interview in order to later make transcriptions for analyses, provided that the particular administrator gave their permission.

3.2.2 Evaluating Administrator Interview Results

Following the administrator interviews, the team analyzed the participant responses. In the same fashion as the teacher interview evaluations, the evaluation categorized the responses into distinguishable classifications for more simple analysis. These classifications focused on administrators' sentiments and ideas regarding a potential exchange program, whether the program would involve students, teachers, or both. The results of these interviews additionally aid in identifying what specific requirements foreign partners need in order for Yimi to effectively work with them. Using this information, the team created a well-defined list of criteria to look for when researching these potential partners.

3.2.3 Interviewing Yimi Parents

In an effort to understand the interests of parents at the Yimi Children's House, the team conducted interviews to gauge how positively parents view the potential benefits of the Yimi Children's House implementing a teacher or student exchange program, as well as the willingness of parents to travel abroad themselves. Furthermore, the questions gathered basic demographic information to characterize the typical family that enrolls their students in the Yimi Children's House.

This project sought to design questions that provide quantitative data for straightforward analysis, while still presenting open-ended questions in order to gather any new points or sentiments to gauge parent interest. Table 4 outlines the questions for parents, and the purpose

for such questions. Objective questions such as “Could you rate your oral proficiency in English?” provided pre-defined choices, where in this case they read “No proficiency, Basic proficiency, Intermediate proficiency, or Fluent”. Appendix C contains a full list of the parent interview questions.

Table 4: Parent Interview Topics

Goal	Questions
Learn about Montessori schools in practice	<ul style="list-style-type: none"> • How long have you been teaching? • Have you taught in a non-Montessori school? • Can you tell us about the curriculum you use in your classroom? Has it changed over time?
Understand interest in and motivations for an exchange program	<ul style="list-style-type: none"> • If you were given the chance to go abroad for training or teaching, would you? Why or why not? • If yes, what are some benefits you see bringing home to your classroom? • What are your thoughts on participating in a teacher exchange program with a foreign school?
Understand past training abroad programs	<ul style="list-style-type: none"> • What skills or knowledge did your program provide you that you couldn't have received domestically?

3.2.4 Evaluating Parent Interview Results

The team employed thematic analysis to categorize parent responses according to themes, and then quantified the number of responses that expressed a particular sentiment. For instance, the question that prompts the parents about how willing they are to travel with their child for a short-term exchange provided useful insight into the feasibility of a student-parent exchange abroad. The analysis of the interview answers - and the common themes that emerged - yielded information necessary to identify parentally perceived benefits of a teacher exchange program between China and the United States.

3.3 Evaluating Potential Partner Schools

The sponsor produced a list of 38 Montessori schools in the United States, specifically in California and Georgia, all accredited by AMI (see Appendix D for the full list), intending for team members to contact and survey individuals associated with each school. The team also identified several other American schools to consider as potential partner schools, which are also located in Appendix D. Using the process described in this section, this project evaluated each school as a potential partner for the Yimi Children’s House in their efforts to establish an international exchange program. This evaluation included first researching each school using information available on the Internet. Subsequently, the team attempted to contact and survey one or more administrative contacts at each school. The final step in this process involved compiling and analyzing the results to determine which schools were the best match for the Yimi Children’s House.

3.3.1 Expanding the List of Potential Partner Schools

In addition to the schools provided by the sponsor, our research identified several Montessori schools in the United States as potential partner schools in an effort to diversify the group of schools to evaluate. Factors considered when adding schools to the list included:

Accreditation: All potential schools should have received accreditation from a recognized Montessori association. In most cases, this means either AMI or AMS. Since all schools on the list provided by the sponsor received their accreditation from AMI, the team prioritized identifying additional schools with accreditation from organizations other than AMI.

Location: All of the original 38 schools provided by the sponsor reside in either California or Georgia. Since the sponsor’s focus is on these two states, it was important that all additional schools be in one of the two states for the sake of consistency.

Availability of Contacts: As evaluation of potential partner schools requires communication later in the process, there must be an easy communications path to contact administrators at the school.

Ultimately, this process sought to identify 12-14 additional schools for evaluation as potential partner schools. At this stage, team members conducted only a very brief evaluation before adding a school to the list for further investigation and evaluation.

3.3.2 Initial Research into Potential Partner Schools

Prior to establishing contact with potential partner schools, this investigation conducted preliminary background research for each school. Using resources available online team members compiled basic background information on each school. This information included, but was not limited to, the school's accrediting organization, age groups taught, tuition, and any aspects of the school that may be unique. Using this information, team members began correspondence with schools with a better understanding of the defining characteristics of each, allowing for more tailored communication and evaluation. The information gathered generally fell into two categories:

School Demographics: Data such as accrediting organization, number of students and faculty, age ranges taught and other general information. These tended to be easy to quantify either directly (e.g. number of students) or after categorizing into bins (e.g. age ranges taught).

School Character: Information such as school history, articulated goals and motivations, and other aspects deemed unique about the school. These pieces of information were not necessarily easily quantifiable, but provided valuable background information for preliminary evaluation.

Appendix E contains the full form used to conduct this research.

3.3.3 Surveying Contacts at Potential Partner Schools

After conducting background research for the listed schools, team members attempted to establish contact with an administrator at each school via email. The initial email introduced the team, the project, and the Yimi Children's House. Additionally, the email briefly explained the purpose for contacting the school: "the team intends to assess the willingness of American

Montessori school administrators to partner with the Yimi Children’s House in establishing an international exchange program”. After the introduction, the email requested a video or voice call with an administrator for further introductions and explanations. Appendix F contains a generic email to American Montessori schools. Team members tailored specific emails to highlight particularly interesting aspects of each school.

After establishing contact with an administrator, either via email only or after a phone call, the next step was to distribute a survey using Qualtrics to that individual (see Appendix G for the full survey). The survey focused on gauging the individual’s interest in supporting hypothetical exchange programs between their school and a Chinese Montessori school. The three main questions took the form of introducing a general exchange program concept and then asking the participant to rate their interest in several scenarios posed by sub-questions. Finally, the survey asked participants to identify areas of concern regarding potential exchange programs.

3.3.4 Evaluating Potential Partner Schools

After establishing contact and receiving survey responses, the next stage involved conducting final evaluations of potential partner schools. The goal in this phase of the evaluation process was to identify the school or schools the Yimi Children’s House should prioritize as potential partners when establishing an exchange program. This process primarily used two criteria in these evaluations:

Willingness to Participate: Leaders at American schools must be willing to participate in some form of international exchange in order for this project to recommend prioritizing the school to the sponsor. Therefore, this process categorized the willingness to participate exhibited by the contact at each school as: *not willing*, *willing*, or *qualified willing*, where *qualified willing* indicates the contact placed certain conditions on their willingness to participate.

Matching Sponsor Requirements and Desires: This project’s sponsor has their own requirements for a potential exchange program. Hence, the team evaluated each potential

school for matching these requirements. These requirements included, but were not limited to, accrediting organization, school size, age groups taught, location, and other unique factors that made the school stand out.

After finishing these evaluations, the team compiled a final list of two schools best suited to being partners with the Yimi Children's House in establishing an international exchange program. This project also provided recommendations to the sponsor regarding maintaining contact with the American schools identified.

3.4 Recommending Best Practices

After determining the areas where teachers and other stakeholders stand to gain the most from an exchange program and evaluating the requirements of various stakeholders, the team constructed a set of recommendations to deliver to the sponsor regarding how to best prepare for an exchange program between Montessori schools. These recommendations account for the stakeholder requirements while attempting to optimize the learning potential of such a program. However, the project does not reinvent the wheel – instead, the recommendations incorporated aspects from other teacher exchange programs, Montessori or otherwise, into the recommendations. The final construction of recommendations consisted of modifying components of these example exchange program to suit the specific requirements of Montessori education and of the Yimi Children's House stakeholders.

3.4.1 Researching Case Studies

Along with the analyzed responses received through interviews, this project simultaneously investigated different case studies relevant to exchange programs. Analysis of case studies focused on identifying aspects of prior exchange models that might be applicable or adaptable to the sponsor. Case studies did not necessarily involve instances of just Montessori

schools or just Sino-American exchanges. Instead, the studies included a diverse array of examples from which to draw examples of strategies that did and did not work in the past.

The evaluation process identified the major components of each case study and compared and contrasted the usage of these major components between each example program. This research also highlighted where each program succeeded and where it had difficulty, comparing once again these results across programs. All of these comparisons took place in the context of each program's stated goals. In the final stage of this project, these components materialized into recommendations based on their usage history, how they stand to integrate into the Montessori method, and how they account for the identified stakeholder requirements.

3.4.2 Constructing Final Recommendations

The team's final recommendations to the Yimi Children's House drew from the case studies mentioned above, as well as the data and combined results from the first two objectives. Each recommendation considered the interests of each stakeholder and the overall success of a potential international exchange program. However, this project did not make each recommendation equally. As such, the following rubric shown in Table 5 on the following page, served to classify each one as *highly recommended*, *recommended*, or *suggested*.

Table 5: Rubric for Evaluating Recommendations

Criteria	Highly Recommended	Recommended	Suggested
<i>General Description</i>	<i>Should certainly be implemented</i>	<i>Should probably be implemented</i>	<i>Not enough information to recommend, but should be considered further</i>
Contribution to Program Success	Is necessary for program success	Would make program successful	Would probably help the program
Compatible with the Montessori Method	Fully compatible and embodies Montessori ideals	Evidence shows full compatibility	No evident incompatibilities
Viability	Evidence shows full viability	Mostly viable, may need adjustments for final implementation	Not enough evidence to determine viability
Stakeholder Requirements	Necessary to meet some stakeholder requirements	Helps meet some stakeholder requirements	Compatible with all stakeholder requirements
Stakeholder Interests	Advances several stakeholder interests	Advances some stakeholder interests	Is not detrimental to majority of interests

Based on the criteria set forth in Table 5, the team classified each recommendation and explained the classification based on available evidence. However, not all recommendations fit perfectly under a single classification. Therefore, when determining the final classification for a recommendation, this process accounted for the relative importance of each criterion and made these determinations on a case-by-case basis, justifying each decision based on available context and on the ultimate action recommended based on a given classification. Additionally, the team discussed each recommendation with the sponsor and modified them in accordance with the feedback received and any new perspectives gained. Finally, the project delivered these recommendations, with all accompanying explanations, as the final deliverable for this project.

3.5 Project Timeline

The nature of this project requires comparison between Montessori practices in the United States to the practices in China, thus the first stage of this project involved collecting data prior to arrival at the Hangzhou project center. As such, this project included two timelines: one for interviews conducted in Worcester during the A18 term, and a second for the steps that took place in Hangzhou.

3.5.1 In Worcester

Table 6 below indicates the timeline of events in Worcester.

Table 6: Montessori Project Gantt Chart (Worcester)

Task \ Date	September	Oct 2-3	Oct 4-5	Oct 6-7	Oct 8-9
Contact Interviewees					
Interviews 1&2					
Interviews 3&4					

3.5.2 In Hangzhou

The main portion of the project took place during the B18 term. Table 7 on the following page indicates the project timeline for events that occurred at the project center in Hangzhou.

Table 7: Project Gantt Chart (Hangzhou)

Task \ Week	Oct 22 – 26	Oct 29 – Nov 2	Nov 5 – 9	Nov 12 – 16	Nov 19 – 20	Nov 26 – 30	Dec 3 – 7	Dec 10 – 12
Establish Relationships								
Prepare Teacher Interviews								
Conduct Teacher Interviews								
Evaluate Teacher Interviews								
Prepare Parent Interviews								
Conduct Parent Interviews								
Evaluate Parent Interviews								
Identify Case Studies								
Read Case Studies								
Evaluate Case Studies								
Prepare Admin Interviews								
Conduct Admin Interviews								
Evaluate Admin Interviews								
Research AMS vs AMI								
Prepare U.S. Surveys								
Conduct U.S. Surveys								
Evaluate U.S. Surveys								
Review Potential Partners								
Develop Recommendations								

3.6 Data Management and Translation

The team worked with “buddies” assigned to team members to translate materials as needed. The buddies study at Hangzhou Dianzi University and were available for five to ten hours each week. For each question set used in Hangzhou, team members translated questions using Google Translate before asking the buddies to proofread the translation. During the interview, if a buddy was present, the interviewer would read the question and the buddy repeated the question in Chinese. The buddy then supplied a summarized version of the interviewee’s response.

If a translator was not present for the interview, the interviewer read the questions aloud in English before asking the interviewee to read the printed Chinese version. If, as described below, the interviewee gave consent to record audio, the buddies translated the interview responses later. Otherwise team members took notes to the best of their understanding. Appendix H contains additional instructions provided to interviewees these situations.

Finally, if the interviewee gave consent, the interviewer recorded audio for the session so that team members could reference it later and, if need be, have a buddy translate it later. When the interviews included recordings, the team stored the recordings on a password protected computer and deleted them after the completion of the project.

Chapter 4: Results and Analysis

This chapter presents key findings obtained from the aforementioned research methods and analyzes these results in order to later develop justifiable recommendations for establishing a Sino-American exchange program.

4.1 Results of Comparing Montessori Teaching Practices

The first objective of this project involved investigating the practices of Montessori teachers in the United States and China through semi-structured interviews. This revealed useful insights into cultural differences as well as providing feedback on a hypothetical teacher exchange program. While the team initially aimed to identify discrepancies between American and Chinese Montessori classrooms in an effort to determine where teachers from the two countries could learn from each other, the teacher interviews portrayed the methods between the two countries as largely similar. The team supplemented these findings with an analysis of published AMI and AMS practices, aiming to determine if there are any core distinctions between the two major brands of Montessori education. Ultimately, at the Montessori age levels that are Yimi's focus, few differences presented themselves, as both AMI and AMS utilize only the base Montessori methods for early-childhood education. As the rest of this chapter explains, despite the lack of clear notable distinctions in Montessori implementation in the United States and China, there remain clear reasons for establishing an international exchange between the Yimi Children's House and a Montessori school in the United States: cultural and linguistic exposure provide strong motivations for several stakeholder groups.

4.1.1 Teacher Interviews Findings & Analysis

The team interviewed a total of three Montessori teachers from the United States and five who teach at the Yimi Children’s House in Hangzhou. The Yimi teacher interviews, all of which were in-person, lasted approximately 15-20 minutes. Prior to arriving in Hangzhou, team members conducted two phone interviews with U.S. teachers, lasting approximately 20-30 minutes, and received one additional interview response via email. Participants appeared relatively enthusiastic about the project’s long-term goal of a Sino-American Montessori exchange program, and thus gave thoughtful answers. While the teacher interviews helped to contrast Montessori teaching practices – as they tell more about the details of actual Montessori classrooms compared with interviews of administrators and parents – these interviews also serve to identify teachers’ stakeholder requirements for the proposed exchange program, and thus later subsections reference this as well.

Question 5 of the teacher interview (T5, Appendix A) asked participants to “tell us about the curriculum you use in your classroom”, in order to obtain an overview of U.S. and Chinese Montessori curriculums and identify any significant discrepancies. As it turned out, the responses from both groups provided similar themes, where every response to question five described a curriculum that adhered closely to the original Montessori method. For example, teachers 2 and 3 from the United States and teachers 4 through 7 at Yimi all touched upon the theme of “follow the child” philosophy when describing the curriculum in their classroom, where students have free time to explore the classroom independent of the teacher and lessons cater to the individual.

Upon interviewing the American teachers, the team identified a notable contrast between Montessori schools in the United States and in China: both public and private Montessori institutions exist in the United States, whereas one can find only private Montessori institutions

in China. Public U.S. Montessori schools must often follow state or federal mandated education requirements, meaning state testing for students in secondary grade levels and above. As such, Montessori schools in the U.S. are more subject to variation, because separate American states can hold dissimilar education requirements. Even private Montessori institutions need to adhere to government approved regulations for education, however this is especially true for Chinese Montessori schools as well. Teachers 2 and 3 explained that teachers in most Montessori schools in the U.S. need to incorporate reading and writing skills beyond the typical Montessori curriculum, in order to match the progression of these skills in traditional schools and in some cases to handle standardized testing. Furthermore, teacher 2 stated that most schools “supplement the common curriculum” with “foreign language, art, or additional reading and comprehension programs”. In addition, teacher 3 provided an interesting point: public Montessori schools in the United States have the advantage of receiving state funding for their English departments. Perhaps these factors only come into play once students pass the zero-to-six age range, since the curriculum for this age varies very little and focuses on foundational skills.

4.1.2 Findings from Comparing AMI and AMS

Yimi Children’s House expressed interest in forming an exchange program with Montessori schools in the United States; however, AMS accredits a majority of these schools, while AMI accredits Yimi. In order to determine the compatibility of Yimi and potential AMS partner schools in the US, the team investigated the AMS and AMI websites to compile the following comparisons between the two accreditation organizations.

While AMI and AMS have a large overlap in overall practice of the Montessori method, the team identified a few key discrepancies. Firstly, regarding the accreditation process, both

AMI and AMS have three levels of identification based on how closely the school adheres to each practice. AMS breaks this down into three membership statuses:

Full Membership: where all lead teachers hold certification for the level(s) they teach, or all lead teachers enroll in a program recognized by AMS to teach the level(s) they teach.

Associate Membership: where some lead teachers hold credentials by a MACTE accredited program for the level(s) they teach, or some lead teachers enroll in a program recognized by AMS to teach the level(s) they teach.

Initiate Membership: AMS reserves this status for schools working toward full or associate recognition on a three-year time limit (American Montessori Society, 2018b).

Similarly, AMI lists three accreditation statuses that schools must reapply for each year:

AMI Recognized: which is in compliance with all AMI standards.

AMI/USA Affiliated: which is in compliance with all AMI standards with the exception of one classroom in the school not having an AMI-trained teacher at the appropriate level.

AMI/USA Associated: AMI reserves this status for schools working to meet AMI standards (AMI/USA, 2014).

AMI standards as detailed by AMI/USA examine areas pertaining to the classroom, children, teachers, and materials used. In each classroom, there must be a complete set of Montessori materials from an AMI approved manufacturer, an appropriate number of children in each class for that education level to ensure social development, a mixed three-year age group, and designated times for prolonged uninterrupted work in the mornings. In addition, for primary and elementary education levels, there are hours designated for afternoon activities. Each classroom has one AMI trained teacher and up to one non-teaching assistant. If the classroom does not have an AMI trained teacher or requires more than one teaching assistant in the classroom, the school cannot qualify for Recognized status, but they are eligible to apply for Affiliated or Associated status. However, an exception to this standard is a classroom of infants –

0 to 3 years old – which allows one assistant per five infants. Finally, the school must have a consultation visit at least every three years to ensure the school meets the standards (AMI/USA, 2009).

While AMI applies these labels as levels of accreditation for schools each year, AMS only offers their accreditation process to schools that have AMS full membership, and it takes two to three years to complete the process. During that time, a review board examines the entire school community – students, faculty, staff, administrators, board members, and parents – with reference to governance, curriculum, policies, facilities, health and safety, etc., to make sure it complies with AMS standards. Following the community examination, there is an onsite peer visit to verify that the school follows their own mission statement and goals. The accreditation process ends with the review board compiling their results into objectives in a strategic plan for the school to keep improving. The review board then requires reports from the school outlining progress toward these objectives yearly (American Montessori Society, 2018c).

Regarding the curriculum or teaching ideology, the Montessori community considers AMI the more authentic practice, as it strictly follows the original approach set forth and defined by Dr. Maria Montessori, using the same materials in the same manner without extensions or deviations. AMS adapted their methods from the original approach to accommodate American culture, using outside resources, materials, and ideas to supplement the curriculum (Montessori Answers, n.d.). AMS introduces new materials such as e-books, audio, and software programs into the curriculum for secondary education levels to supplement their learning, but up until that point, the materials and teachings for infant through elementary education adhere strongly to the original Montessori approach (American Montessori Society, 2018d). As the sponsor, Yimi Children’s House, teaches infant through early education, the variance in practices between AMI

and AMS have little to no impact on pedagogy. Hence, compatibility in curriculum for those education levels is not an issue. The lack of differences in the curriculum reduces the possibility of teachers learning significantly new material or practices in regard to an adapted Montessori methodology.

AMI and AMS training programs differ slightly in ideology and content, however, the rigor and duration of the training programs are largely similar. Teachers can complete the academic portion of the AMS training courses on the weekends of an academic year or during a singular summer course and typically requires around 370 hours depending on the course taken. The academic portion includes reading and research on the principles of Montessori along with essays, observations and reports, scheduled lectures, and material demonstrations. After they complete the academic portion, there is a year-long practicum or internship to apply the knowledge gained which requires participation of approximately 540 hours. After the practicum, teachers must complete a final oral and written exam as well as present the year's research and material albums (Lakeview Montessori School, 2014). Teachers can complete AMI training courses in the span of one academic year or spread the training across an intensive program for two to three summers. These training courses include practical, written, and oral exams on Montessori principles along with observations and presentations (Association Montessori Internationale, 2018a).

Based on the findings above, this investigation could not identify many major distinctions between AMI and AMS besides the fact that AMS includes outside sources and ideas to supplement the curriculum in their classrooms. Even then, teachers introduce the new materials and sources at later education levels and remain largely the same at the early childhood level. The training of teachers appears equally as rigorous and studious in regard to Montessori

principles, the methodology, and how to handle materials in the classroom. Review boards observe the accreditation process closely using set guidelines, and reports are necessary for schools to retain their full accreditations from the organizations. As such, while the compatibility of the two accreditations working together is not an issue, this project cannot recommend establishing a teacher exchange on the basis of teachers learning new Montessori methods from their international peers. However, as shown in various interviews throughout this project, there is still interest from various parties involved in this potential exchange as a result of wanting to experience the cultural and linguistic diversities between the two countries.

4.2 Results from Determining Stakeholder Requirements

This section encapsulates all interview results that contribute to Objective 2, which aimed to identify the needs and aspirations of the administrators, parents, and teachers at the Yimi Children's House. The final recommendations are much more catered towards the project stakeholders with these findings in mind.

4.2.1 Administrator Interviews Findings

The team conducted three interviews to assess the administrator requirements in teacher and parent exchange programs. The administrators commented on benefits, concerns, and logistics of a Sino-American exchange program as well as the difficulties with their work.

In order to understand more about their requirements for implementing international exchange programs, the interviewer prompted administrators to describe the obstacles they typically face: Question A3 (see Appendix C) asked them to identify challenges they face in their work. Administrator 1 stated that he had difficulties finding potential partner schools for a teacher training program. This is a prominent initial issue because creating an exchange program

requires administrators to create a strong connection with an American school. Additionally, Administrator 2 had difficulty dealing with the language barrier and he spoke and understood very little English. However, Administrator 3 understood and spoke English very well. Administrators will have to overcome the language barrier to properly communicate and establish connections with Montessori schools in the United States. Finally, Administrator 1 expressed difficulty working with Chinese Montessori Society (CMS) teachers and translating the perceptions of AMI. When dealing with American schools, the administrators would potentially work with AMS in addition to AMI. While the AMS philosophy does diverge slightly from AMI in later age levels, the teaching philosophy at the 0-6 age range is fundamentally the same. The differences, however small, between various Montessori organizations may create conflict when setting up exchange programs. In the end, Yimi administrators will have to work to set up an exchange program with these potential hurdles in mind.

To dive deeper into what the administrators want the teachers to learn, the team asked their opinions on the benefits of sending teachers abroad (Question A4, Appendix C). The most important reason articulated for sending teachers abroad was to certify more teachers. A secondary reason, which Administrator 3 stated, was to broaden the teacher's knowledge. Due to the lack of resources in China, this forces Yimi to meet these goals by sending teachers abroad. They are currently assisting teachers in training abroad in order to meet Yimi's own demand for more certified teachers, and they wish to extend their program to the United States. Therefore, question A5 (Appendix C), asks administrators the benefits they see in an exchange, specifically with American schools. The only additional information this question revealed was that Yimi administrators perceive American schools as more professional. Overall, the administrators see

certifying teachers, broadening teaching knowledge, and professionalism as potential benefits of an exchange program.

Inversely, the concerns the administrators foresee are an indicator of the administrator requirements. In question A7 (Appendix C) both Administrators 2 and 3 expressed concern for the safety of sending teachers into a foreign environment. Additionally, Administrator 2 noted that the financial aspect of living abroad was a concern. This is a crucial component of going abroad.

The interview also inquired more about the expectations of Yimi administration's role in an exchange program. Currently, the administration supports teachers participating in an international training course in Germany through AMI, but the exchange programs Yimi is interested in establishing will require more in-depth involvement on the administrator's behalf. In question A8 (Appendix C), the administrators shared Yimi's current plans for involvement in running an exchange program: Administrator 1 stated that Yimi will fund training abroad in exchange for an obligatory three-year teaching period at Yimi. The teacher can participate in the exchange program without the obligatory teaching period if the teachers fund their own training. In the end, Yimi has many options for funding, and has experience in managing this aspect of sending teachers abroad. Overall, administrators have basic experience providing support for teachers abroad and have many visions for expanding in the future.

4.2.2 Parent Interview Findings

The team interviewed 23 parents across three Yimi campuses. All the subjects were mothers of children enrolled at Yimi, except for one, who was a grandfather. Given that other family members such as fathers would likely provide differing responses than those of mothers, it is thus important to note that the parent interview findings potentially lack diversity in this

regard. Of all parent interview sessions, 20 utilized the help of our HDU buddies for both administering the questions orally and translating participant responses. However, three of the interviews (Parents 11, 12, and 13, see Appendix J) had to occur without a translator due to no available HDU buddy. Hence for these three interviews, general clarification and follow up questions were not an option. Lastly, ten interviewees had not yet actually enrolled their child at Yimi, and were only considering enrollment. While this fact did not necessarily indicate that the ten parents had no prior knowledge of Montessori practices, it may suggest that they gave less experienced answers than those of the 13 parents who already enrolled their children.

Parents brought up several significant points throughout the interviews regarding a teacher exchange program. The parents presented concerns over the logistics of a teacher exchange, particularly the aspect of the child’s primary teacher having to be absent from Yimi amidst the school year. Many parents expressed how their children feel some form of attachment to the teachers, one parent going as far as to say that the primary teacher serves as a “second parent”, or additional parent, (see Parent Interview 7, Appendix J) for their child. If the teacher were to leave, even temporarily, this could cause emotional stress for the child. Additionally, several parents shared Parent 17’s sentiment of “so, they teach my child for a year and then they leave to study for a year before coming back. Then who is going to teach my child for that year?” (see Parent Interview 17, Appendix J), which is a question that Yimi certainly needs to address when implementing the exchange program. By this same token, a transition from one teacher to another may disrupt the flow of the daily curriculum, at least for a short period of time. On the other hand, the parents thought it would be a good idea to send teachers abroad in order to expand teachers’ knowledge and teaching ability.

“Who is going to teach my child for that year?” – Parent 17

In fact, 21 out of the 23 total parents expressed this sentiment explicitly, where the remaining two simply expressed that a teacher exchange would “maybe” benefit the Yimi teachers.

The interview also investigated parents’ opinions on a student/parent exchange program. The parents would like to learn more about American Montessori principles, and most parents would be willing to go for more than a month. Parents also expressed interest in bringing their child with them to the United States. They hope that the school their child attends will help the child learn English at a young age. Additionally, the parents liked the idea of their children being exposed to a foreign environment, as it could serve as a unique learning experience. On the other hand, this sentiment carried a couple of concerns: the first concern being the language barrier. When asked about their own language proficiency (Question P4, Appendix J), 20 out of 23 parents evaluated their proficiency at *None* or *Basic*, although several parents appeared to understate their abilities. Furthermore, no parents evaluated (Question P5, Appendix J) their children’s proficiency above *Basic*.

The second concern parents conveyed was sending their child at such a young age, considering such a drastic change in environment has the potential to be overwhelming. Despite these concerns, 21 parents stated that they have interest in enrolling their student temporarily in a foreign Montessori school. When asked about the length of such an enrollment (Question P12, Appendix J), parents, allowed to select multiple options, split between *Around One Month* and *Greater Than One Month*, with only three selecting *Less Than One Month*, as depicted in Figure 6 on the following page.

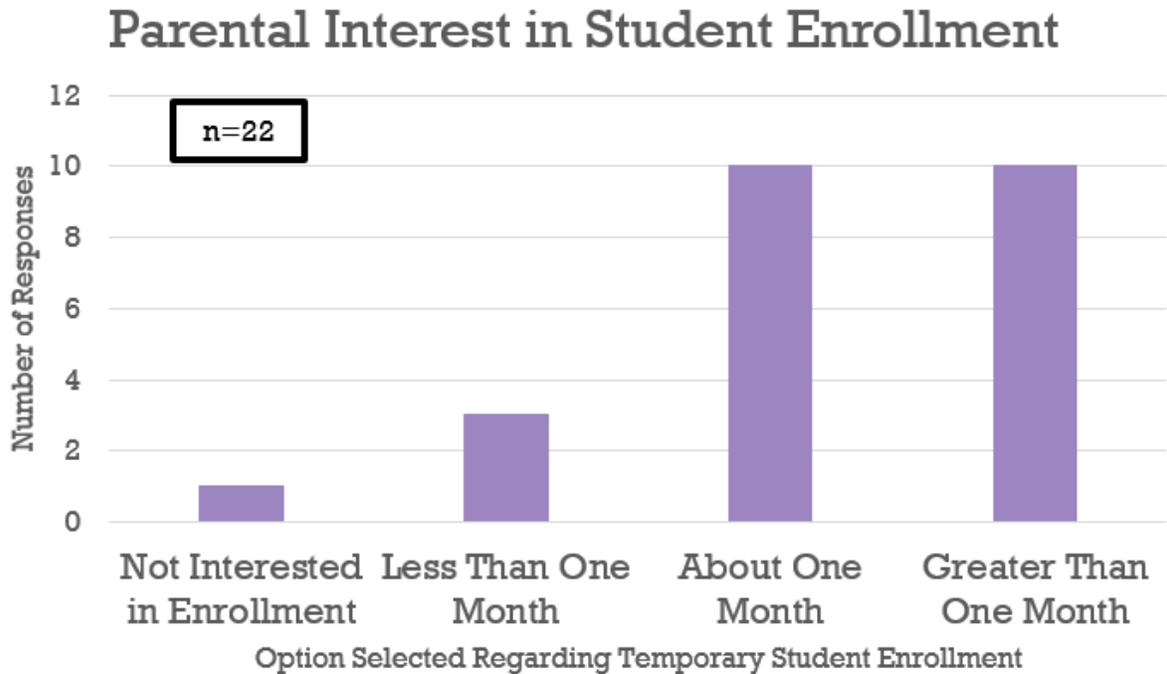


Figure 6: Parental Interest in Student Enrollment

During the parent interviews, the interviewer asked, “What are your plans for your child’s education after the Yimi Children’s House?” (Question P10, Appendix B) and provided the choices *Undecided, Foreign Education, Public Education, Private Montessori, Private Other, and Other*. Parents emphasized private education, be it traditional, Montessori, or some other setting. In total, 11 of the 22 parents who answered this question expressed interest in private education. Perhaps more importantly, a total of 14 parents omitted *public education* as a choice, implying that they were not considering it as an option for their child. When asked about

“Not very happy in the [traditional] school” – Parent 1

why she chose Montessori over traditional school for their child, Parent 1 stated that her son was “not very happy in the [traditional] school ... he’s full of

energy” (see Parent Interview 1 in Appendix J). This sentiment and the fact that roughly two-thirds of the parents chose options excluding public/traditional education in China signifies Yimi parents’ aspirations to seek alternative forms of education for their children, possibly due to

discontentment with traditional education in China. As such, an opportunity for children to learn abroad on exchange may be an especially attractive option for parents looking for alternative forms of education for their children.

Perhaps motivated by the desire for new forms of education and the allure of what the United States might have to offer, the parents interviewed for this project expressed a fairly high degree of interest in potential international exchange programs. Despite the interest, the interviews also reveal a key concern: the swapping of teachers in the middle of their student's educations. Such a transition, if not carefully planned, could disrupt the child's education during a crucial time of their lives. Parents also expressed concerns about the language barrier should they and their children participate in any form of exchange. Yimi's plans for any exchanges will have to take these concerns into account.

4.3 Evaluations of Potential Partner Schools

One of the initial steps in setting up an exchange program is finding a suitable foreign institution and establishing a relationship with them. In order to help the Yimi Children's House develop this affiliation, this investigation conducted preliminary research and surveys focused on a list of Montessori schools in the United States and assessed each school's viability to partner with Yimi.

4.3.1 Choosing Potential Partner Schools

Early in the process for this project, the sponsor produced a list of 38 Montessori schools in California and Georgia. Prior to evaluating Montessori schools in the United States as potential partners for the Yimi Children's House, this project identified several schools to add to the original list, ultimately selecting 14 additional schools to consider, using the AMS schools

search functionality¹. This process selected eleven schools in California and three schools in Georgia. After the addition of these schools, the list of schools to evaluate contained 52 schools, 26 in California and 26 in Georgia.

4.3.2 Preliminary Research Results

Once the team finalized the list of potential schools, each member took a portion of the schools and conducted preliminary research into each. The amount of information readily available varied for each school, but the basics were generally available. Team members entered data into a spreadsheet before cleaning it up for analysis. This report does not include that spreadsheet because the team did not evaluate a majority of the schools researched, as this section will later explain. The school evaluation section includes any relevant data. One trend that became apparent is that among the schools this process analyzed AMI schools are generally older than AMS schools: just under 25% of the AMI schools established themselves after the year 2000, while over 35% of the AMS schools have opened since then.

This process also identified the general focus of each school and any unique features that set the school apart from the others. Twenty schools mentioned some form of bilingual aspect present at their school. Additionally, two schools mentioned association with specific teacher training courses. Another interesting trend found during this research phase regards technology in the classroom. Four of the fourteen AMS affiliated schools mentioned some form of computer or technology-based enrichment included in their curriculum, while none of the websites for the AMI affiliated schools mentioned anything similar.

¹ <https://amshq.org/School-Resources/Find-a-School>

4.3.3 Results of Communicating with Schools

After two rounds of emails, representatives for six of the American Montessori schools completed the Qualtrics survey discussed later in this section. Additionally, two schools indicated via email a lack of interest in participating at all and one discussed the project and potential programs with team members over the phone. One other school representative expressed interest via email and requested more details. In total, the project received ten responses expressing varying degrees of interest. Unfortunately, the team cannot fully evaluate, and thus recommend to the sponsor, schools that did not reply in some fashion.

Generally, most respondents to the survey expressed interest in participating in at least one of the forms of exchange programs described in the survey with the Yimi Children's House. Figure 7 shows that for hypothetical teacher exchanges, (receiving teachers in **green** and sending teachers in **orange**) US school respondents indicated interest for all sub-questions.

Administrators answered three questions about each teacher exchange category, and five questions about the student exchange category, thus the number of responses indicated in Figure 7 are greater than the total number of survey responses (note that the chart does not include responses that marked *Neutral* for a given sub-question). However, interest in student exchanges (**yellow**) was a bit more divided, with only about half of the responses expressing interest in the various forms of exchanges indicated.

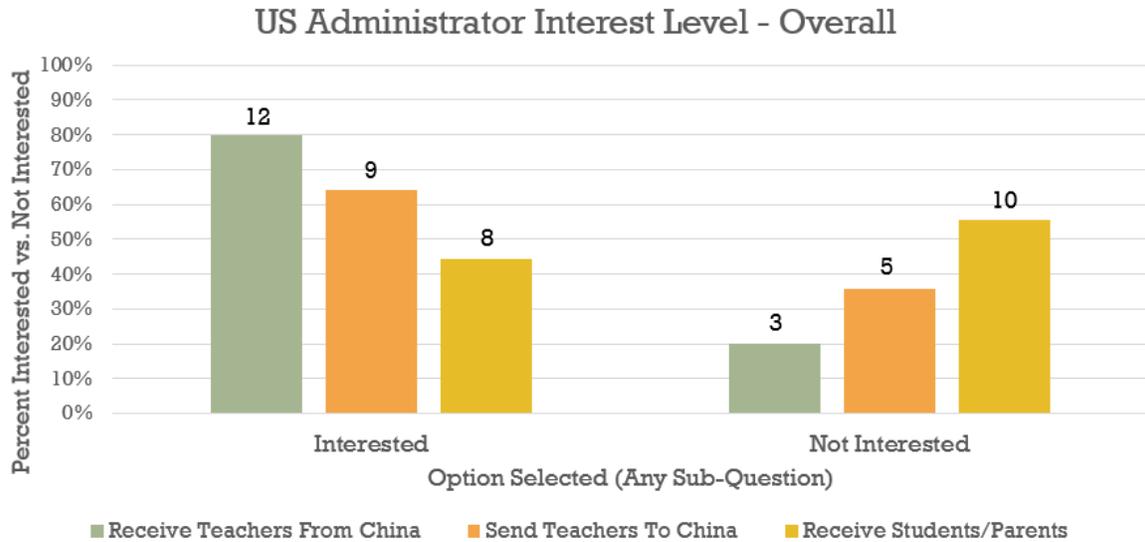


Figure 7: US Administrator Interest Level - Overall

Regarding potential teacher exchanges, American school administrators showed general interest in both receiving and sending teachers, although they expressed more interest towards receiving teachers during an exchange than sending their own teachers to China, as Figure 7 above depicts. Specifically, when asked (Question S6, Appendix G) about receiving teachers, only three responses registered a lack of interest, while the question (Question S8, Appendix G) regarding sending teachers had five responses of either *Not Very Interested* or *Not at All Interested*. Overall, administrators for five schools indicated interest in receiving teachers and four schools denoted their willingness in possibly sending teachers to China. When broken down into the sub-questions regarding more specific potential exchanges, the same five schools communicated interest in having foreign teachers observe their classrooms, while only four expressed interest in having them teach at the school. Similarly, when asked about sending teachers, four schools conveyed interest in having their teachers observe a Chinese Montessori classroom, while only two held interest in having their teachers teach in such a classroom. While the number of responses are insufficient to make a concrete observation, these results suggest

that there is slightly more apprehension regarding foreign teachers teaching in classrooms than there is in merely having them observe other classrooms.

American school administrators appeared to express more hesitation regarding potential student exchanges, compared with the findings for teacher exchanges. Figure 8 depicts the survey responses received regarding interest in generic student exchanges (green), and more specific exchange options, such as a tour (orange), and various lengths of temporary enrollment (yellow, purple, and blue). Notably, respondents indicated higher interest when asked about participating in a student exchange of “any fashion” (Question S10.1, Appendix G), but responses were far more varied regarding more specific programs. Of these potential programs, participants showed the most interest in providing a tour to parents and their students (Question S10.2, Appendix G), with four out of six respondents selecting *Very Interested* or *Somewhat Interested*, while none selected *Not at All Interested*. However, for each category of potential temporary student enrollment, only one respondent indicated interest above *Neutral*. One respondent specifically commented that due to the effort required for guides to take on new students, “to come in temporarily is difficult for the young child and for their community”. Another respondent expressed concerns regarding school capacity, as they are “generally full” and have state restrictions on their size. Considering these perspectives, a student exchange in which students and their family tour an American school seems viable in the short term. However, more concrete exchanges with parents temporarily enrolling their students would require a longer-term strategy in place, including how to properly prepare the school and the students for short term enrollments.

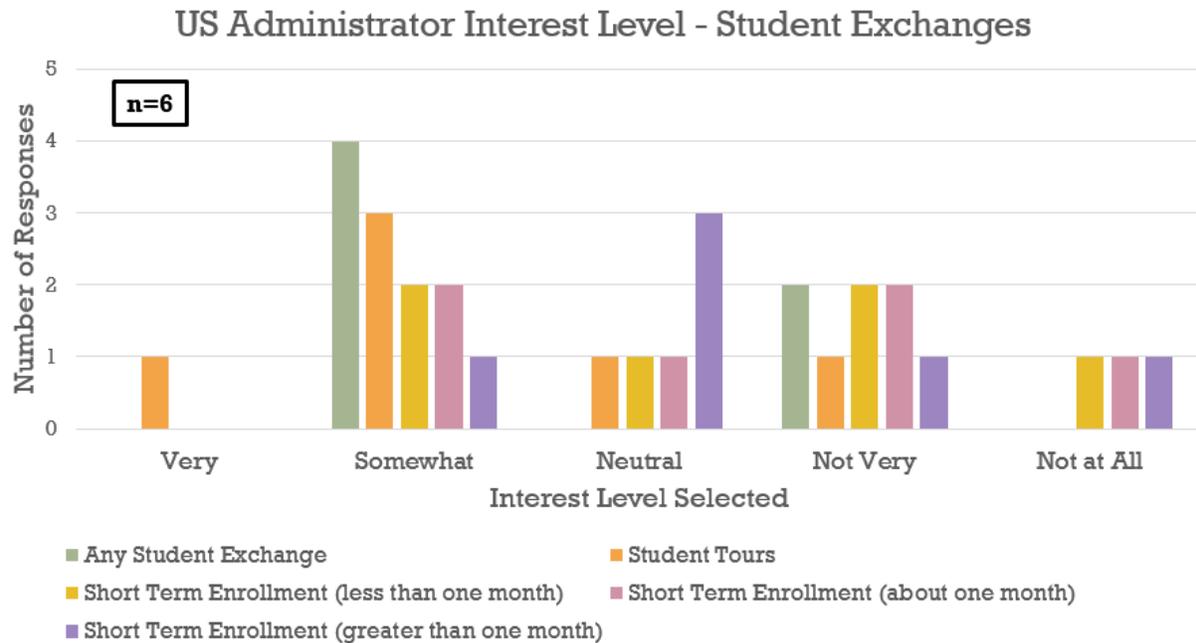


Figure 8: US Administrator Interest Level – Student Exchanges

On the whole, these surveys suggest that U.S. Montessori school administrators are slightly more open to the idea of teacher exchanges over the concept of student exchanges. Within each category of participants, the respondents also expressed higher interest with less complex styled programs, such as short-term student/parent tours, over the more involved programs, like having these students temporarily enrolled in American schools. While these more complex exchange programs may be a possibility once the schools involved define them more concretely and develop plans to mitigate the more complicated concerns, Montessori schools in the United States are unlikely to be immediately open to the prospective exchanges.

4.3.4 Potential Partner School Evaluations

When evaluating schools based on background research and survey results, **Centennial Montessori School** stood out as a clear top choice for recommending to the sponsor. The representative for the school expressed interest in all hypothetical exchanges posed to them in the US Administrator survey, which leaves the most doors open to Yimi for establishing and

growing an international exchange program. Another benefit of working with Centennial is that the school incorporates Chinese as one of its bilingual immersion program languages, which would almost certainly ease the integration of any participants. While the school is an AMI affiliate and the core teaching standards are likely very similar to those practiced at Yimi, the presence of the bilingual program would provide a valuable learning opportunity for participating teachers. One potential issue is the lack of information regarding the size of Centennial Montessori. However, given the interest expressed, it is likely that the school has the capacity to successfully support a program.

Similar to Centennial Montessori, **Oak Meadow Montessori School** in Georgia responded positively (at various levels) to all the main categories of potential exchange programs. Despite this, the administrator responding indicated lower overall interest, never going above *Somewhat Interested* for any question. Additionally, the response included two *Neutral* selections for the general questions about receiving teachers and receiving students and parents, despite both categories receiving more positive responses to their more specific scenarios. In general, the response from Oak Meadow suggested interest in but also hesitation toward all of the hypothetical exchanges posed. Thus, while the interest is there, partnering with Oak Meadow may require Yimi to show more details and experience prior to establishing a partnership. However, in the long run, the school's full AMS accreditation and the experience that comes with that may provide Yimi participants with valuable learning opportunities.

Another school Yimi should look at potentially partnering with is the **Montessori School at Five Canyons**. The school has an affiliated teacher training program which, according to an administrator at the school, accepts one or two Chinese teachers each year. The program takes either one or two years to complete and includes a practicum in a local Montessori classroom.

Participating in this program could be valuable to teachers at Yimi, as the Montessori School at Five Canyons affiliates with the American Montessori Society and would likely add new perspectives to Montessori practices. In addition, the administrator was open to accepting Yimi students and their parents for tours of the Five Canyons school but was concerned about the disruptions that might arise from temporary student enrollments. While Five Canyons Montessori expressed disinterest in a large portion of the theoretical exchanges, sending teachers to train there is certainly an option that Yimi should consider.

Beyond these schools, **Children's World Bilingual Montessori** and **Montessori in Town**, both AMI accredited schools, may be good options for teacher exchange programs, although both expressed little to no interest in student exchanges. Children's World was generally more interested, answering *Somewhat Interested* to all sub-questions about both receiving and sending teachers on exchange while Montessori in Town's administrator responded *Not Very Interested* to the questions about teachers teaching while participating in exchanges. Additionally, **Decatur Montessori School** may provide a location for Yimi to send teachers, although the school's representative gave a hard no to sending their own teachers to China, responding *Not at All Interested* to all relevant sub-questions. Additionally, Decatur Montessori expressed interest in receiving students as part of a tour but was neutral on having such students enroll at their school. In summary, these three schools are potentially open to partnering with Yimi, though no single factor makes them stand out as being strong candidates and their lack of interest in certain aspects may limit the growth of an exchange program in the future.

Finally, the **Maria Montessori School** expressed the least interest overall, only responding positively to the prospect of having students and their parents attend a tour at the

school and responding with *Not at All Interested* to all options of short-term student enrollment and the idea of having Chinese teachers teach in their classroom. Although the administrator for the Maria Montessori school responded neutrally to questions about receiving teachers for observations and sending their teachers abroad to teach, the school does not align with most of Yimi’s goals regarding international exchanges and is, on the whole, not a good fit.

In summary, **Centennial Montessori School** and **Montessori School at Five Canyons** are the strongest candidates for partnering with Yimi, providing somewhat different opportunities. A summary of the data used to evaluate the six schools above is in Table 8 and the full data for all schools is in Appendix L.

Table 8: Summary of US School Evaluation Data

School	Centennial Montessori School	Children’s World Bilingual Montessori	Decatur Montessori School	Maria Montessori School	Montessori in Town	Montessori School at Five Canyons	Oak Meadow Montessori School
Affiliation	AMI	AMI	AMI	AMS	AMI	AMS	AMS
Location	California	California	Georgia	California	Georgia	California	Georgia
Size	Unknown	7 teachers	12 teachers	30 teachers	23 teachers	72 students	16 teachers
Unique Aspects	Chinese and Spanish Immersion	None identified	None identified	Includes foreign languages (Spanish and Mandarin)	None identified	Mandarin integrated and has an affiliated teacher training program	Fully AMS Accredited
Interested in Receiving Teachers	Yes	Yes	Yes	No	Yes	Yes	Yes
Interested in Sending Teachers	Yes	Yes	No	No	Yes	N/A	Yes
Interested in Receiving Students – Tour	Yes	No	Yes	Yes	No	Yes	Yes
Interested in Receiving Students – Enrollment	Yes	No	No	No	No	No	Yes

4.4 Case Study Results

In order to identify common practices for international exchange programs, this project identified a total of five school exchanges that have run in the past via documentation on their school and program webpages. Three of these pertain to teacher exchanges and two to student exchanges. The team used these exchange program models purely as a reference for their recommendations and were not necessarily recommending participation in any program. Due to a lack of Montessori exchange programs to use as a reference, these existing models provide insight into programs between traditional schools which still cover important topics of conducting an international exchange. The cases the team reviewed are:

Teacher Exchanges

- College Board Chinese Guest Teacher Program
- National Committee on US China Relations (NCUSCR) Teachers Exchange Program
- The Teachers of Critical Languages Program

Student Exchanges

- International School of the Peninsula
- Zarrow International School

As it is rare for programs to document how they officially run, programs with significant detailed explanation was one of the main criteria for selecting a program as a case study, as well as adhering as closely to Yimi's target participants as possible. Overall, there were far more examples of teacher exchanges than there were for student exchanges of younger children. In fact, the team was not able to identify programs in which children younger than the fourth grade travelled abroad; however, the information gathered from these student exchange programs provided insight into the preparation and execution methods these case studies utilized. The age difference between the children in the studied programs and the ages of Yimi children made

comparisons difficult, and therefore the conclusions drawn from the case studies only loosely impacted recommendations and suggestions for a student exchange program.

4.4.1 College Board Chinese Guest Teacher Program

The College Board Chinese Guest Teacher program, in operation since 2007, brings language teachers from China to teach in American schools for one to three years. While the specific goals and nature of the program are not a good match with the program that Yimi is hoping to run, it provides insights into how certain aspects of the program may develop. Key ideas found in this program are (College Board, 2018):

Experience Requirements: this program requires participating teachers to have at least two years of teaching experience in order to be eligible. One concept Yimi suggested involved having new hires participate in exchange programs. The presence of a similar requirement would hurt the ability of such participants from teaching in American Montessori schools.

Compensation: the host school, in part, compensates teachers participating in this program. While this may be less of an issue for Yimi's plans if teachers go in both directions, if the proposed exchange requires similar compensation, schools in the United States would have to have the capacity to fund and utilize an extra teacher.

Mentoring: host schools participating in this program must provide mentors, one academic and one cultural, to the guest teacher, assisting them in acclimating to the new setting and the school's practices. At least one of these mentors must be a teacher at the host school and the other may be a teacher or a relevant community member.

4.4.2 NCUSCR Teachers Exchange Program

From 1996 to 2014, the National Committee on US-China Relations ran a teacher exchange program which enabled several hundred teachers travel from China to teach in the United States and vice-versa. The teachers focused on culture and language instruction and also attempted to improve their own teaching skills. The program provided several guidebooks to glean key concepts from:

Host Families: this exchange program utilized the concept of host families. This program paired participating with local families who, in addition to opening their home (for the teacher to rent), assisted the teacher with various things including cultural norms, setting up bank accounts, and general acclimation to the new environment (National Committee on United States-China Relations, 2011b).

Experience Requirements: this program imposed a requirement that participating Chinese teachers have at least five years of teaching experience. Most of these teachers from China were English teachers for middle schoolers. Additionally, the teachers received nominations to participate in this program from their school (National Committee on United States-China Relations, 2011a).

Mentoring: similar to the College Board program, schools provided two personnel to assist the participating teacher. The academic mentor was a teacher who explained US-specific academic concepts, as well as helped the teacher develop curriculum. The community logistics liaison tended to be a retired teacher who had been to China, a former exchange teacher, or a member of a sister city committee who assisted the participating teacher with living arrangements and generally fitting into the United States (National Committee on United States-China Relations, 2011a).

4.4.3 The Teachers of Critical Languages Program

The Teachers of Critical Languages Program (TCLP), run by the U.S. State Department, works to bring Chinese and Arabic teachers into American K-12 schools. These teachers spend a year in the United States teaching their language and receiving training opportunities. Key concepts from this program that are of interest to this project are (American Councils for International Education, 2007):

Experience Requirements: teachers participating in the program must have four years of teaching experience and must have a bachelor's degree. Additionally, the teachers must already teach English as a Foreign Language or Chinese as a Foreign Language.

Language Proficiency: participants must be proficient in English, which may include proving such proficiency via the TOEFL exam. The language proficiency is also demonstrated by the above requirement that the teacher has experience teaching a language as a foreign language.

Orientation: all participating teachers attend an orientation focused on various topics ranging from the structure of education in the United States to teaching methods to

United States culture. The orientation also includes a practicum for discussing methods and best practices and practicing designing curriculum.

4.4.4 International School of the Peninsula

In the heart of Silicon Valley, the International School of the Peninsula, with a population of 600 students, celebrated the 25th anniversary of their Mandarin Chinese program in 2016 and the 35th anniversary of their French program in 2015. Studying abroad is a core component of their academic program which is apparent in both their Chinese and French programs which offer two to three-week study abroad opportunities starting in the fourth grade. Of these program features, a few stood out (Livaccari, n.d.):

Funding: as an independent school, this means that parents pay for the all exchange programs and the school helps by subsidizing them.

Language Proficiency: for the Chinese program, students travel to Hangzhou in fourth grade, Taiwan in fifth grade and Chengdu in middle school. To prepare for this, the students learn traditional characters in nursery through third grade, and simplified characters in fourth and fifth grade to help them communicate and better experience their time abroad.

Chaperones: teachers usually lead these trips to connect their experiences back to the curriculum and their formal studies back home. They also help the elementary students keep daily journals in Chinese during their travels and create video documentaries about the experience. This program expects middle schoolers to complete these on their own.

4.4.5 Zarrow International School

Henry Zarrow International School in Tulsa, Oklahoma provides their students with the opportunity to study abroad in Spain or Costa Rica and immerse themselves in the Spanish language and culture. This student exchange program includes twelve weeks of pre-departure training to prepare the students culturally and emotionally to go abroad for four or eight weeks. The official handbook (Shaumleffle & Glenn, n.d.) provided by the school includes many noteworthy concepts that are of interest to this project:

Host Families: host families play a huge role in this type of student exchange because for fifth graders, the host families become much like secondary parents to the child. The host families provide reminders on self-care such as bathing, as well as assist the child if they cannot manage on their own. This program also expects the host family to provide lunch and pick up the expenses during family outings such as any necessary tickets and dinner. Additionally, they help the child acclimate to the new culture and environment and provide a space for the child to feel at ease.

Chaperones: chaperones are travelling teachers who oversee the child's emotional support and monetary expenses for the weekly field trips set up for the children to help immerse them in the culture. They are also responsible for keeping track of all passports, safety of the children and enforcing the guidelines outlined in the official handbook.

Language Proficiency: students partaking in this exchange must already know a large amount of Spanish (to go to Spain or Costa Rica) or English (to go to the US) before travelling abroad. They wrote a letter to their host family in the foreign language as part of the application process. This program also expected the students to keep a journal in the foreign language for the duration of their stay to help the immersion process and practice their growing bilingualism.

4.4.6 Case Studies Findings

After sifting through the documentation on the five case studies and categorizing the points that stood out in each, the team noticed a few common aspects arise between the exchange programs. In both the teacher and student exchanges, understanding of the foreign language is a very prominent feature. While only one teacher exchange program explicitly mentions a language proficiency requirement, the NCUSCR exchange involved mostly teachers who taught in the foreign language and therefore were already proficient in it. In the case of the student exchanges, already being proficient with the language was very important and showed in both examples studied, where the students kept journals in the foreign language. As a whole, participants should have a decent grasp of the foreign language to more positively experience the exchange abroad.

More specific to the teacher exchange programs, teaching experience also ranked high in determining eligibility to apply for the program. The experience required ranged from two years

to five years of teaching, likely a restriction placed as a result of the exchange being applied to teaching positions at the host schools. Mentoring is another interesting concept that came up in two of the three teacher case studies. The cultural and academic mentors being paired with the participants allowed for better immersion, understanding, and adaptability to their new environment, as well as provided the participants with a help line if they suffered any difficulties they were unable to resolve alone.

In the student exchange programs, chaperones are key to the students' overall care during weekly field trips, as well as during the transit between countries. Chaperones are typically teachers travelling with the students from their original school, providing a familiar face as well as serving as the bridge connecting their experience to what the students learned back home. Host families assist the chaperones with taking care of the students' needs away from the school environment, as well as helping the student adapt to the new culture and surrounding environment. Much like the mentors paired with the teachers, the chaperones and host families serve as academic and cultural advisors who help the participants adjust more easily as well as gain a more positive experience from the program.

To summarize, these basic concepts from existing exchange programs provide the basis for the recommendations which this report outlines in the next chapter, while taking into consideration all of the prior findings presented in this chapter.

Chapter 5: Final Recommendations and Conclusion

Using the findings presented in the preceding chapter, we developed a set of final recommendations to help our sponsor, the Yimi Children’s House, better realize their goals of establishing an international exchange program with another Montessori school in the United States. The recommendations take into account the various requirements and concerns expressed by this project’s stakeholders – administrators, parents, and teachers – via interviews, while considering the interest expressed by potential partner schools in the United States. As a final step in the development of recommendations, the team utilized a meeting with the sponsor to review them and make any necessary modifications based on feedback. These proposed actions incorporate findings from the analysis of already implemented exchange programs to provide Yimi with a path forward towards implementing a successful exchange program.

5.1 Final Recommendations

Based on the findings detailed in the prior sections, the team has determined that there is sufficient evidence to make several recommendations and suggestions to the Yimi Children’s House regarding how to best implement international exchanges with Montessori schools in the United States. In general, the theme is that Yimi should take a slow and measured approach with regards to implementing the various exchange programs its administrators envision. This project determined that while there is significant interest in these exchanges, there are also several key concerns that Yimi needs to address in order to ensure the success of the programs. Therefore, this chapter provides advice to meet such concerns, which fall under classifications *highly recommends*, *recommends*, and *suggests* as outlined in the rubric in the methodology. The team’s eight recommendations and suggestions, along with the justifications for making them are as follows:

1. The team *recommends* starting small and simple, with less intrusive and potentially disruptive programs.

Such programs would include tours of United States Montessori classrooms with parents and their students, and perhaps even Yimi teachers. Short duration tours are the least likely to disrupt the host classrooms but still provide the opportunity for participants to learn about American Montessori principles. Of parents interviewed, 21 out of 23 expressed interest in participating in such tours. Additionally, five of the seven evaluated schools in the United States expressed interest in hosting tours. Therefore, the interest is generally there on both ends.

Another minimally disruptive program could take the form of teacher observations in which teachers observe but do not participate in American Montessori classrooms. Longer in duration than tours and more accessible to teachers with less experience, these could also provide a good stepping stone towards more involved programs. One extension of these observations may involve teacher internships in which teachers in training assist the head teacher. While fewer American schools expressed interest in hosting such programs, the opportunity is still there with a few schools.

Generally, these two types of programs are of less concern to stakeholders than enrolling students or employing foreign teachers. Therefore, it would most certainly be easier and more successful to begin establishing relationships and an exchange program by initially focusing on simpler and smaller exchange programs.

2. The team *suggests* first establishing an exchange program solely for teachers, in order to build up to more extensive programs in the future that could involve students and their parents.

Creating an exchange program between the United States and China in general is already an ambitious project in terms of logistical problem solving and organization, so including

children and parents in the equation could be very difficult at the start. Having teachers go on exchange and developing a relationship with the partner school has the potential to ease the expansion of the program to later include students, as Yimi would gain a proper understanding of the partner school and its location through the teachers who go abroad. The teachers would certainly learn more than just Montessori teaching skills: they can learn about aspects such as American culture, the micro-culture of the partner school, and general travel tips. Administrators and other staff at the Yimi Children's House can then expand their own knowledge via the experience of teachers who traveled abroad, leaving them more educated and capable of further developing the exchange program.

3. The team *highly recommends* requiring Yimi participants in any exchange program to demonstrate basic proficiency in English.

One concern seen through stakeholder groups is the language barrier present in exchange programs. Although not all interviewees expressed the concern, several teachers and parents mentioned the language barrier as a potential road block for participating in exchanges. Additionally, two US administrators marked language as a concern for teacher exchanges.

To mitigate these concerns Yimi should require participants in any future exchange program – mainly teachers and parents – to have a degree of English proficiency prior to departing for the United States. This follows the setup of the TCLP and Zarrow International school exchange programs, both of which require their participants to have proficiency in the language of the country they are visiting. By implementing a similar, but perhaps not as strong, language proficiency requirement, Yimi would help its participants integrate better into the United States upon arrival and learn more throughout their stay.

4. **The team *suggests* not establishing teacher exchanges with the expectation of learning new Montessori principles.**

Based on the findings from this project's teacher interviews as well as the comparison between the methodologies of the Association Montessori Internationale and the American Montessori Society, the Yimi Children's House should not expect teachers going on exchange to return with new methods for use in their classrooms. The team found that the methods used at Yimi do not differ much, at the zero to six-age range, from either AMI or AMS practices in the United States. While the teachers are unlikely to significantly change their basic teaching methods through an exchange, they will almost certainly still gain other advantages, such as learning how to improve their English skills and gaining the opportunity to observe or exchange ideas with participating teachers in a different country and culture.

5. **The team *recommends* establishing a plan for transitioning teachers out of their current classroom.**

Should they participate in an exchange, teachers will have to leave their classrooms and the children they guide for a period time. Six out of 23 parents interviewed expressed a large concern about the teachers of their children leaving in the middle of their child's education. Such a change could potentially disrupt the learning process of the students, who may have grown accustomed to that teacher guiding them through the learning process. In order to make sure the quality of the education that Yimi provides remains uncompromised, the team recommends a transition period for the teachers going abroad. If the teachers are teaching a certain classroom, there should be a careful transition out as a new teacher transitions in. This will especially be helpful if the only available exchange tours are at awkward times in the school year.

6. The team *highly recommends* working with host schools to pair participants with mentors or host families.

In both the TCLP and NCUSCR exchange programs, host schools paired participating teachers with current teachers and community members to act as mentors to the participant in various capacities. These include helping the teacher acclimate to the United States in general as well as into the new school environment. Another, more involved, mentor-like component of an exchange program could take the form of pairing participants with a host family. A host family, likely from the partner school's community, would help ease the teacher or parent/student adjustment. Host families like the ones suggested in the Zarrow International School exchange program would be the most ideal. However, any range of assistance from locals would be beneficial to an exchange program.

Yimi should work with its future partner schools to replicate one of these structures. While preparation and English proficiency provide a good foundation for participants to travel abroad, having people in the United States dedicated to helping with general issues that arise is a strong commonality that appears in case studies and will increase the likelihood of the success of Yimi's programs.

7. The team *highly recommends* attempting to work with Centennial Montessori School.

Through background research and surveys, this project identified Centennial Montessori School in San Mateo, California as a top candidate for being a partner with the sponsor in their endeavor to establish an international exchange program. An administrator for the school responded that the school has interest in all potential exchange programs that Yimi is considering, providing the most opportunities for Yimi. However, given the administrator did express concern regarding scheduling and capacity, Yimi might need to think farther ahead when planning with the school. Furthermore, background research shows that the school incorporates

Chinese into its bilingual immersion program. As Centennial expressed interest in sending teachers to China, having teachers proficient in Mandarin may make such an exchange smoother. Additionally, this could be immensely valuable to Yimi teachers during a period in which Yimi is working to start up their own bilingual program.

8. The team *suggests* attempting to work with the Montessori School at Five Canyons.

While not as interested in student programs as Centennial Montessori, the Montessori School at Five Canyons in Castro Valley, California may provide Yimi with valuable opportunities for their teachers. Five Canyons works with an associated teacher training program that has in the past accepted Chinese teachers. This one- to two-year training course would provide Yimi teachers with AMS certification to teach and could be useful for Yimi's new hires. One concern is that Five Canyons is AMS certified and thus the certification may not adhere to AMI, and thus Yimi's standards. However, the exposure to AMS training methods and methodology may be of interest to Yimi.

The team would like to note that due to a lack of time, this project did not evaluate the interest of any stakeholder group other than administrators at these schools. Thus, the recommendations and evaluations made in this report regarding Montessori schools in the United States lack the input of key stakeholder groups, particularly the teachers of the recommended partner schools. Yimi should consider this fact going forward and perhaps work with the schools to further gauge interest from these stakeholders.

5.2 Conclusion

This project sought to assist the Yimi Children’s House in their efforts to establish an international exchange program. This report details the process the team took to present Yimi with a set of recommendations regarding how to run an exchange program, what “best practices” to follow when participating in an exchange program, and which Montessori schools in the United States Yimi should pursue as partners. Through various stages of research, interviews, and evaluations, this project provided Yimi with guidance to start with teacher exchanges and specifically to keep a narrow scope when beginning to establish their exchange programs to aid their success well into the future.

Bibliography

- AMI/USA. (2009). *Standards for an AMI Montessori Classroom*.
- AMI/USA. (2014). Standards for AMI Montessori Classrooms. Retrieved November 26, 2018, from <https://amiusa.org/school-standards/>
- American Montessori Society. (2018a). AMS & the Montessori Movement. Retrieved November 10, 2018, from <https://amshq.org/Montessori-Education/History-of-Montessori-Education/AMS-and-the-Montessori-Movement>
- American Montessori Society. (2018b). Levels of School Membership. Retrieved November 26, 2018, from [https://amshq.org/School-Resources/AMS Member Schools/Levels of Membership](https://amshq.org/School-Resources/AMS-Member-Schools/Levels-of-Membership)
- American Montessori Society. (2018c). Montessori School Accreditation. Retrieved November 26, 2018, from <https://amshq.org/School-Resources/AMS-School-Accreditation>
- American Montessori Society. (2018d). Classroom Materials. Retrieved November 27, 2018, from <https://amshq.org/School-Resources/Starting-a-School/Classroom-Materials>
- Association Montessori Internationale / USA. (2014). About Us. Retrieved September 17, 2018, from <https://amiusa.org/about-us/>
- Association Montessori Internationale. (2017). *AMI Annual Report 2017* (Rep.).
- Association Montessori Internationale. (2018a). AMI Teacher Training. Retrieved November 26, 2018, from <https://montessori-ami.org/training-programmes/ami-teacher-training>
- Association Montessori Internationale. (2018b). Our Mission. Retrieved September 17, 2018, from <https://montessori-ami.org/about-ami/our-mission>
- Baker, C. (1996). *Foundations of bilingual education and bilingualism* (2nd ed.). Clevedon, England: Multilingual Matters.
- Bialystok, E. (2016). Bilingual education for young children: Review of the effects and consequences. *International Journal of Bilingual Education and Bilingualism*, 21(6), 666-679. doi:10.1080/13670050.2016.1203859
- California State Dept. of Education, Sacramento. Office of Bilingual Bicultural Education. (1984). *Schooling and Language Minority Students: A Theoretical Framework*. (Rep.). (ERIC Document Reproduction Service No. ED249773)
- Huxel, A. C. (2013). Authentic Montessori: The Teacher Makes the Difference. *Montessori Life: A Publication of the American Montessori Society*, 25(2), 32-34.

- IBT. (2012, July 26). 90% Of China's Super-Rich Want To Send Children Abroad. Retrieved September 17, 2018, from <https://www.ibtimes.com/90-china's-super-rich-want-send-children-abroad-434838>
- Keenan, B. (1974). Educational Reform and Politics in Early Republican China. *The Journal of Asian Studies*, 33(2), 225-237. doi:10.2307/2052185
- United States of America, Department of Education, Federal Student Aid. (2012). *Information for International Students Wishing to Attend College in the United States*.
- Johnstone, R. (n.d.). *Immersion in a second language at school*(Publication). Scottish Centre for Information on Language Teaching and Research.
- Lakeview Montessori School. (2014). Lakeview Teacher Education. Retrieved November 26, 2018, from <http://lakeviewmontessori.ca/teachers-education/>
- Lau, D., & Yau, R. (2015). From Zero to Infinity: Montessori Parent Education in Hong Kong and Greater China. *Montessori Life: A Publication of the American Montessori Society*,27(1), 34-41.
- Li, H., Wang, X. C., & Wong, J. M. (2011). Early Childhood Curriculum Reform in China. *Chinese Education and Society*,44(6), 5-23. doi:10.2753/CED1061-1932440601
- Livaccari, C. (n.d.). International School of the Peninsula (ISTP), Palo Alto, California. Retrieved from <https://asiasociety.org/china-learning-initiatives/international-school-peninsula-istp-palo-alto-california>
- MACTE. (n.d.). About MACTE – MACTE. Retrieved from <http://www.macte.org/about-macte/>
- Montessori Answers. (n.d.). AMI or AMS. Retrieved November 26, 2018, from <http://www.montessorianswers.com/ami-or-ams.html>
- Montessori, M. (1912). *The Montessori Method*. New York: Frederick A. Stokes Company.
- Montessori, M. (1914). *Dr. Montessori's Own Handbook*. New York: Frederick A. Stokes Company.
- Montessori, M. (1967). *The Absorbent Mind*. New York: Rinehart and Winston.
- National Committee on United States-China Relations. (2014, September). Highlights of Experiences of U.S. Alumni of the U.S.-China Teachers Exchange Program. Retrieved from <https://www.ncuscr.org/sites/default/files/American-alumni-survey-highlights.pdf>

- National Committee on United States-China Relations. (2011a). *Enhancing the Chinese Teachers' Exchange Experience in Your School: A Guide for U.S. Schools Hosting Chinese Exchange Teachers* [PDF]. Retrieved from https://www.ncuscr.org/sites/default/files/Guidebook_host_school_3-11.pdf
- National Committee on United States-China Relations. (2011b). *Hosting Chinese Exchange Teachers: A Guide for U.S. Host Families* [PDF]. Retrieved from https://www.ncuscr.org/sites/default/files/Guidebook_host_family_3-11.pdf
- Rosanova, M. (1998). Early Childhood Bilingualism in the Montessori Children's House. *Montessori Life: A Publication of the American Montessori Society*, 10(2), 37-48.
- Seldin, T. (2018, January 29). Finding an Authentic Montessori School. Retrieved September 17, 2018, from <https://www.montessori.org/finding-an-authentic-montessori-school/>
- Schmidtke, C, and Peng C. (2012). Philosophy of Vocational Education in China: A Historical Overview. *Journal of Philosophy of Education*, 46(3), 432-448.
- Shaumleffle, E., & Glenn, J. (n.d.). *The 2016-2017 Study Abroad Handbook for Students and Parents* [PDF]. Retrieved from <https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbmX6aXNhbmRlaXNleGNoYW5nZXByb2dyYW18Z3g6NzI3MWQzY2U2NzYzY2RjNw>
- Shen, A. (2017, November 14). Are Chinese students falling out of love with US universities? Retrieved September 17, 2018, from <https://www.scmp.com/news/china/society/article/2119903/chinese-students-still-drawn-us-universities-growth-rate-slowing>
- Teaching Montessori. (2017, November 7). Retrieved from <http://www.montessori.edu/info.html>
- Whitehead, B. (2018, July 21). This San Bernardino elementary school shows Chinese exchange students American-style STEM classes. Retrieved from <https://www.sbsun.com/2018/07/20/this-san-bernardino-elementary-school-shows-chinese-exchange-students-american-style-stem-classes/>
- Winnedfeld, J. (2013). Task-based Language Learning in Bilingual Montessori Elementary Schools: Customizing Foreign Language Learning and Promoting L2 Speaking Skills. *Linguistik Online*, 54(4), 69-83.
- Xinhua. (2016, December 01). China expects 7.95 million college graduates in 2017. Retrieved September 17, 2018, from http://www.chinadaily.com.cn/china/2016-12/01/content_27533725.htm

- Xinhua Economic News. (2015, November 1). News Analysis: Two-child policy calls for better public services. Retrieved September 23, 2018, from http://go.galegroup.com/ps/i.do?id=GALE|A433350334&v=2.1&u=milin_c_worpoly&it=r&p=ITOF&sw=w
- Zhu, J., & Zhang, J. (2008). Contemporary trends and developments in early childhood education in China. *Early Years*, 28(2), 173-182. doi:10.1080/09575140802163584
- Zoll, S. (2017). The Montessori Experiment in Rhode Island (1913-1940): Tracing Theory to Implementation Over 25 Years. *Journal of Montessori Research*, 3(2), 39-54.

Appendix A: Teacher Interview Plan

Interviewee Occupation:
Interviewer name:
Transcriber name:
Translator name:
Interviewee name (if permission was granted):
Date & Time of Interview:
Location:
<p>项目描述和目标：您好，我们是WPI的一群学生，我们与一米儿童之家合作，制定与美国蒙台梭利学校建立交流计划的最佳实践。我们想采访您，以便更好地了解蒙台梭利的做法，以便为一米儿童之家提供有根据的全面建议。</p> <p>Project Description & Goal: Hello, we are a group of students from WPI working with Yimi Children's House to develop best practices for establishing an exchange program with United States Montessori schools. We would like to interview you to gain a better understanding of Montessori practices in order to provide educated and well-rounded recommendations for the Yimi Children's House.</p>
<p>译者信息：为了帮助我们进行面试，我们邀请_____担任翻译。如有必要，他们会用普通话向您提问，然后将您的答案转发给我们。他们还会询问澄清问题以及我们可能会根据您的答案提出的任何后续问题。他们已被指示保留采访中的所有信息，如下所述。</p> <p>Translator Information: To aid us in this interview, we have invited _____ to serve as a translator. They will ask our questions to you in Mandarin if necessary, and then relay your answers to us. They will also ask clarifying questions and any follow up questions we may have following your answers. They have been instructed to keep all information from the interview as we described below.</p>
<p>保密声明：我们是伍斯特理工学院的学生，与一米儿童之家蒙特梭利学校合作，为他们的双语课程开发最佳实践。我们想采访您，以便更好地了解蒙台梭利的做法。除非您另行给我们许可，否则我们会对您的面谈保密。您提供的任何信息都可以在我们的最终报告中在互联网上公布，该报告将向公众开放。这次采访完全是自愿的，需要20-30分钟才能完成。如果您在任何时候不想继续采访，请告诉我们，我们将停止。你有什么问题吗？</p> <p>Confidentiality Statement: We are students from Worcester Polytechnic Institute working with the Yimi Children's House Montessori school to develop best practices for their new bilingual program. We would like to interview you to better understand Montessori practices.</p> <p>Unless you give us permission otherwise, we will keep your interview confidential. Any information you provide may be published on the internet in our final report, which will be available to the public.</p> <p>This interview is completely voluntary and should take 20-30 minutes to complete. If at any time you do not wish to continue the interview, let us know and we will stop.</p> <p>Do you have any questions?</p>
<p>T1: 我们是否有权在最终报告中使用的姓名？</p> <p>Do we have permission to use your name in our final report?</p> <p>A:</p>

T2: 我们是否有权记录这次采访?
Do we have permission to record this interview?
A:

T3: 您执教多久了?
How long have you been teaching?
A:

T4: 你在非蒙台梭利学校任教过吗?
Have you taught in a non-Montessori school?
A:

T5: 您能告诉我们您在课堂上使用的教学大纲吗? 它会根据情况的改变进行调整吗?
Can you tell us about the curriculum you use in your classroom? Has it changed over time?
A:

T6: 您如何看待蒙台梭利教育的优点和缺点?
What do you think the strengths and weaknesses of Montessori education are?
A:

T7: 你有经常参加任何正规的教育培训课程吗? 如果是这样, 那么是什么样的课程, 你能提供课程名称吗? 这门课程持续多久?
Do you take any formal training courses in education regularly? If so, what kind of course, and could you provide a course title? How long does the course take?
A:

T8: 如果给你一个出国培训或任教的机会, 你会接受吗? 为什么或者为什么不?
If you were given the chance to go abroad for training or teaching, would you? Why or why not?
A:

T9: 如果是的话, 您认为出国培训或任教能给您在国内的课堂上带来什么好处?
If yes, what are some benefits you see bringing home to your classroom?
A:

T10: (如果他们之前已经出国了) 您的课程为您提供的在国内无法获得的技能或知识是什么?
(If they have previously gone abroad) What skills or knowledge did your program provide you that you couldn't have received domestically?
A:

T11: 您对参加与外国学校的教师交流计划有何看法?

What are your thoughts on participating in a teacher exchange program with a foreign school?

A:

Comments:

最后的评论: 非常感谢您参与我们的项目! 如果您有任何问题或意见, 可以通过gr-b18-montessori@wpi.edu与我们联系。

Final Remarks: Thank you very much for participating in our project! If you have any questions or comments at any point, you can reach us at gr-b18-montessori@wpi.edu.

Appendix B: Parent Interview Plan

参与者与一米儿童的关系: Participant's Relation to Yimi Children: 母亲 父亲 祖母 祖父 其他 : _____ Mother Father Grandmother Grandfather Other: _____	
采访者姓名: Interviewer name:	
转录员姓名: Transcriber name:	译者姓名: Translator name:
日期和时间: Date & Time of Session:	
地点: Location:	
<p>项目描述和目标：您好，我们是WPI的一群学生，我们与中国杭州的儿童之家蒙特梭利学校合作，为他们的双语课程开发最佳实践。我们想采访你，以便更好地了解父母对中美蒙台梭利学校交流项目的想法和意见。</p> <p>Project Description & Goal: Hello, we are a group of students from WPI working with the Children's House Montessori school in Hangzhou China to develop best practices for their new bilingual program. We would like to interview you to gain a better understanding of parents' thoughts and opinions on the matter of an exchange program between Chinese and U.S. Montessori schools.</p>	
<p>译者信息：为了帮助我们进行面试，我们邀请_____担任翻译。如有必要，他们会用普通话向您提问，然后将您的答案转发给我们。他们还会询问澄清问题以及我们可能会根据您的答案提出的任何后续问题。他们已被指示保留采访中的所有信息，如下所述。</p> <p>Translator Information: To aid us in this interview, we have invited _____ to serve as a translator. They will ask our questions to you in Mandarin if necessary, and then relay your answers to us. They will also ask clarifying questions and any follow up questions we may have following your answers. They have been instructed to keep all information from the interview as we described below.</p>	
<p>保密声明：我们是伍斯特理工学院的学生，与一米儿童之家蒙特梭利学校合作，为潜在的交流计划制定最佳实践。我们希望进行此次访谈，以便更好地了解您对国际交流计划的兴趣。虽然我们将分别记录参与者姓名以防止重复信息，但此访谈将保持匿名。您提供的任何信息都可以在我们的最终报告中在互联网上公布，该报告将向公众开放。</p> <p>这次采访完全是自愿的，需要30分钟才能完成。如果您在任何时候不想继续采访，请告诉我们，我们将停止。</p>	

你有什么问题吗？

Confidentiality Statement: We are students from Worcester Polytechnic Institute working with the Yimi Children's House Montessori school to develop best practices for a potential exchange program. We would like to conduct this interview to better understand your interest in an international exchange program.

This interview will be kept anonymous, although we will separately record participant names to prevent duplicate information. Any information you provide may be published on the internet in our final report, which will be available to the public.

This interview is completely voluntary and should take 30 minutes to complete. If at any time you do not wish to continue the interview, let us know and we will stop.

Do you have any questions?

P1: 我们是否有权录制本次会议的音频

Do we have permission to record audio of this session?

A:

P2: 除了让学生注册之外, 你对一米儿童之家有什么关系

Other than having a student enrolled, what ties do you have to the Yimi Children's House

无 指南 助理 雇员 其他: _____

None Guide Assistant Employee Other: _____

P3: 你的孩子是在几岁时注册就读蒙台梭利学校的？

What ages are your children who are enrolled at the school?

A:

P4: 你能评价你的英语口语能力吗？

Could you rate your oral proficiency in English?

没有熟练程度 基本熟练程度 中级熟练程度 流利

No proficiency Basic proficiency Intermediate proficiency Fluent

P5: 你能评价你孩子的英语口语水平吗？

Could you rate your children's oral proficiency in English?

没有熟练程度 基本熟练程度 中级熟练程度 流利

No proficiency Basic proficiency Intermediate proficiency Fluent

P6: 你为什么让你的孩子入读蒙台梭利学校而不是传统学校？

Why did you enroll your child at a Montessori School instead of at a traditional school?

A:

对于问题Q7-Q9：假设一米儿童之家与美国蒙特梭利学校合作，为教师启动交流计划。伊米老师将在美国待一年，然后再回到伊米教学

For questions Q7-Q9: Pretend the Yimi Children's House starts an exchange program for teachers in cooperation with a Montessori school in the United States. Yimi teachers would spend a year abroad in the U.S. and return to teach again at Yimi.

P7: 您对美国蒙特梭利的做法有任何背景知识吗？如果是这样，您从哪里获得这些信息？您有兴趣学习更多吗？

Do you have any background knowledge on American Montessori practices? If so, where did you get this information? Do you have any interest in learning more?

A:

P8: 您是否相信这样的教师交流会让您的孩子在一米儿童之家的教育受益？

Do you believe such a teacher exchange would benefit your child's education at Yimi Children's House?
Emphasize "I don't know" is an okay answer

A:

P9: 您这样想的顾虑是什么？

What concerns do you see coming from such a program? *Emphasize "I don't know" is an okay answer*

A:

P10: 在一米儿童之家之后，您对孩子的教育有什么计划？

What are your plans for your child's education after the Yimi Children's House?

未定 公共教育 私人蒙特梭利 私人其他：___ 外国教育 其他：___

Undecided Public Education Private Montessori Private Other: ___ Foreign Education Other: ___

P11: 您认为您的孩子如何从外国蒙特梭利教室的互动中受益？

How do you think your child could benefit from interacting in a foreign Montessori classroom?

A:

P12: 你愿意去蒙特梭利的外国学校吗？

Would you be willing to visit a foreign Montessori school?

如果你喜欢：您是否对以下内容感兴趣：

短途游览蒙特梭利外国学校？

.....和你的孩子在一起？

.....没有你的孩子，只是自己去？

与您的孩子在学校注册的长期交流？

.....不到一个月？

.....大约一个月？

.....超过一个月？

If yes: would you be interested in:

A short tour of a foreign Montessori school?

... with your child?

... without your child, and just go by yourself?

A longer term exchange, with your child enrolled in the school?

... for less than one month?

... for about one month?

... for longer than one month?

why

P13: 您的其他家人是否了解蒙台梭利原则？

do other members of your family know about Montessori principles?

A:

P14: 您的家庭月收入范围是多少？ 不需要回答

What is your monthly household income range?

< ¥5,000 ¥5,000 - ¥9,999 ¥10,000 - ¥19,999 > ¥20,000

评论：

Comments:

最后的评论：非常感谢您参与我们的项目！如果您有任何问题或意见，可以通过gr-b18-montessori@wpi.edu与我们联系。

Final Remarks: Thank you very much for participating in our project! If you have any questions or comments at any point, you can reach us at gr-b18-montessori@wpi.edu.

Appendix C: Administrator Interview Plan

受访者职业： Interviewee Occupation:
采访者姓名： Interviewer name:
誊写： Transcriber:
受访者姓名： Interviewee name (if permission was granted):
面试日期和时间： Date & Time of Interview:
地点： Location:
项目描述和目标：您好，我们是WPI的一群学生，他们与中国杭州的一米儿童之家蒙特梭利学校合作，制定了建立交流计划的最佳实践。我们想采访您，以便更好地了解您的想法，以便为一米儿童之家推荐最佳解决方案。 Project Description & Goal: Hello, we are a group of students from WPI working with the Yimi Children's House Montessori school in Hangzhou China to develop best practices for establishing an exchange program. We would like to interview you to gain a better understanding of your thoughts in order to recommend the best solutions for the Yimi Children's House.
保密声明：我们是伍斯特理工学院的学生，与儿童之家蒙特梭利学校合作，为交换项目制定最佳实践。我们想采访您，以便更好地了解您对此事的想法和意见。 除非您另行给我们许可，否则我们会对您的面谈保密。您提供的任何信息都可以在我们的最终报告中在互联网上公布，该报告将向公众开放。 这次采访完全是自愿的，需要20-30分钟才能完成。如果您在任何时候不想继续采访，请告诉我们，我们将停止。 你有什么问题吗？ Confidentiality Statement: We are students from Worcester Polytechnic Institute working with the Children's House Montessori school to develop best practices for an exchange program. We would like to interview you to better understand your thoughts and opinions on the matter. Unless you give us permission otherwise, we will keep your interview confidential. Any information you provide may be published on the internet in our final report, which will be available to the public. This interview is completely voluntary and should take 20-30 minutes to complete. If at any time you do not wish to continue the interview, let us know and we will stop. Do you have any questions?

我们是否有权在最终报告中 使用您的姓名？

Q: Do we have permission to use your name in our final report?

A:

我们是否有权在最终报告中 使用您的姓名？

Q: Do we have permission to record this interview?

A:

你能描述一下你在学校的角色吗？

A1: Can you describe your role in the school?

A:

是否有您希望教学人员具备的特定培训资源或计划？

A2: Are there specific training resources or programs you prefer your teaching staff to have?

A:

您在蒙特梭利学校管理方面面临哪些挑战？

A3: What challenges do you face in administering a Montessori school?

A:

您在 国外培训教师时会看到什么好处？

A4: What benefits do you see in training teachers abroad?

A:

您如何看待与美国的教师交流计划可能会使您的学校受益？

A5: How do you think a teacher exchange program with the United States might benefit your school?

A:

您已经提到了对各种类型的学生/家长交流计划的兴趣。一米儿童之家如何参与其中？

A6: You've mentioned interest in various types of student/parent exchange programs. How might Yimi Children's House be involved in these?

A:

您是否对此类交换计划有任何疑虑，无论是教师，学生还是两者兼而有之？

A7: Are there any concerns you would have regarding such an exchange program, whether it involves teachers, students, or both?

A:

如果建立一个交换计划，它可能会如何获得资金？

A8: Should an exchange program be established, how would it likely be funded?

A:

你听说过美国蒙特梭利协会（AMS）吗？您是否考虑与AMS相关组织合作或合作？

A9: Have you heard of the American Montessori Society (AMS)? Would you consider partnering or working with AMS associated organizations?

A:

你为什么目前专注于加州和佐治亚州的蒙特梭利学校的潜在联系？

A10: Why are you currently focusing on Montessori schools in California and Georgia for potential connections?

A:

评论：

Comments:

最后的评论：非常感谢您参与我们的项目！如果您有任何问题或意见，可以通过gr-b18-montessori@wpi.edu与我们联系。

Final Remarks: Thank you very much for participating in our project! If you have any questions or comments at any point, you can reach us at gr-b18-montessori@wpi.edu.

Appendix D: Potential Partner School List

Name	Accreditation	Location	Website
Schools Provided by the Sponsor			
Bergamo Montessori School	AMI	CA	www.bergamoschools.com
Centennial Montessori School	AMI	CA	www.centennialmontessori.org
Children's World Bilingual Montessori	AMI	CA	www.cwbmontessori.org
Day Star Montessori	AMI	CA	www.daystarmontessori.com
International Montessori Academy	AMI	CA	www.montessoripreschools.com
Marin Montessori School	AMI	CA	www.marinmontessori.org
Meher Montessori School	AMI	CA	www.mehermontessori.org
Mission Valley Montessori Children's Learning Center	AMI	CA	www.montessori-fremont.com
Montessori Children's House	AMI	CA	www.montessori-fremont.com
Montessori de Terra Linda	AMI	CA	www.mdtl.org
Montessori School of Fremont	AMI	CA	www.montessori-fremont.com
Montessori School of Pleasanton	AMI	CA	www.montessori-pleasanton.com
Oak Knoll Montessori School	AMI	CA	www.oakknollmontessorischool.org
Pacific Rim International School	AMI	CA	www.pacificriminternationalschool.org
St. Helena Montessori School	AMI	CA	www.sthms.org
Woodland Montessori Children's House	AMI	CA	www.woodlandmontessorischool.com
Arbor Montessori School	AMI	GA	www.arbormontessori.org
Atlanta Montessori International School	AMI	GA	www.amischool.com
Carlisle Montessori School	AMI	GA	www.carlislemontessori.com
Casa Montessori School	AMI	GA	www.casamontessori.com
Counterpane Montessori School	AMI	GA	www.counterpane.org
Countryside Montessori School	AMI	GA	www.daculamontessori.com
Crabapple Montessori School, Inc	AMI	GA	www.crabapplemontessori.com
Cross of Life Christian Montessori School	AMI	GA	www.colmontessori.com
Decatur Montessori School	AMI	GA	www.decaturmontessori.com
Discovery Montessori Academy	AMI	GA	www.discoverymontessoriacademy.com
Duluth Montessori School	AMI	GA	www.duluthmontessori.com
Fayette Montessori School	AMI	GA	www.fayettemontessori.com
Meadowbrook Montessori School	AMI	GA	www.meadowbrookmontessorischool.com
Montessori in Town	AMI	GA	www.montessoriintown.com
Montessori Scholars Academy	AMI	GA	www.montessorischolars.com
Montessori School at Emory	AMI	GA	www.montessorischoolatemory.com
Montessori School of Cumming	AMI	GA	www.montessorischoolofcumming.com
Montessori School of Dunwoody	AMI	GA	www.montessorischoolofdunwoody.com
Northwoods Montessori, Inc.	AMI	GA	www.northwoodsmontessori.org
Riverstone Montessori Academy	AMI	GA	www.riverstonemontessori.com
Springmont School	AMI	GA	www.springmont.com
Stepping Stone Montessori School	AMI	GA	www.steppingstonemontessori.com
Village Montessori School	AMI	GA	www.vmschool.com
Additional Schools Selected			

7 Magic Flowers Bilingual Montessori Preschool	AMS Initiate	CA	www.7magicflowers.com
American International Montessori	AMS Full	CA	www.aimmontessori.com
Appleseed International School	AMS Associate	CA	www.appleseedinterntional.com
Beyond Montessori	AMS Full	CA	www.beyondmontessori.org
Bright Beginnings Montessori Preschool	AMS Full	CA	www.brightbeginningsmontessori.com
Danville Montessori School	AMS Associate	CA	www.danmont.com
Diablo Valley Montessori School	AMS Associate	CA	www.dvms.org
Global Montessori International School	AMS Associate	CA	www.gmis-berkeley.com
Learn and Play Montessori School	AMS Associate	CA	www.learnandplaymontessori.com
Maria Montessori School	AMS Full	CA	www.montessorischoolhouse.org
Mission Bay Montessori Academy	AMS Associate	CA	www.mbmacademy.com
Montessori School at Five Canyons	AMS Full	CA	www.montessoricastrovalley.com
Neo Immersion Montessori School	AMS Initiate	CA	www.neoimmersion.com
Rainbow Montessori Child Development Center	AMS Associate	CA	www.rainbow-montessori.com
University Montessori School of Irvine	AMS Associate	CA	www.irvinemontessori.com
Christian Montessori	AMS Full	GA	www.christianmontessorirg.org
Oak Meadow Montessori School	AMS Accredited	GA	www.oakmeadowmontessori.com
Montessori of Macon	AMS Accredited	GA	www.montessoriofmacon.org

Appendix E: Potential School Background Research Form

School Name:	
Website:	
Email:	
Location & Related Information:	
Accrediting Organization:	AMI AMS None Other: <i>Insert here</i>
Private or Public:	Private Public
Number of Students:	
Number of Teachers:	
Age Groups:	0-3 3-6 Other: <i>Insert here</i>
Basic History:	
Tuition:	
Goals / Mission:	
Unique Aspects:	
Resources Used:	
Compiled By:	
Compiled On:	
Comments:	

Appendix F: Potential Partner School Email Template

SUBJECT: Montessori Research Inquiry

TO: _____

CC: gr-b18-montessori@wpi.edu

REPLY-TO: gr-b18-montessori@wpi.edu

Note: edit or remove highlighted text as appropriate before sending

To whom it may concern, *(replace with name if sending directly)*

We are a group of students from Worcester Polytechnic Institute (WPI) working with Yimi Children's House, a Montessori school in Hangzhou, China. The Yimi Children's House is interested in establishing an exchange program with American Montessori schools. Currently, we are visiting China and working on a project to help them make the exchange program a reality. **We understand that you, or someone at your school, have already been in contact with employee at Yimi. While that correspondence is related, our project is separate and focused on evaluating interest in various types of exchanges, not setting up a concrete program.** One step in that process is finding compatible Montessori schools in the United States, and that is where you come in. We have completed preliminary research of **their school's name** and we are particularly interested in _____ and we want to learn more about your school. Would you or another administrator at your school be available in the next two weeks for a short introduction and discussion via phone or Skype? Keep in mind that due to the time difference of **13/16** hours, such a conversation would likely occur early in the morning or later in the afternoon. Additionally, we would like to send you a survey soon to gauge your interest in participating in various types of international exchanges.

We look forward to hearing back from you!

Thanks,

Sam Goldman, Finn Casey, Fabian Gaziano, and Kayla Swiston

WPI IQP – Hangzhou 2018

Team Montessori

gr-b18-montessori@wpi.edu



Appendix G: Potential Sponsor School Survey

S1

Hello, we are a group of students from WPI working with Yimi Children's House to develop best practices for establishing an exchange program with United States Montessori schools. We would like to survey you to gain a better understanding of Montessori practices and gauge interest in participating in an exchange program. Our goal is to provide well-rounded recommendations for the Yimi Children's House regarding how to establish a program.

Consent Statement

By continuing to complete this survey, you are consenting to allow this team to use your responses in our final report, which will be available to the public and may be published online. Although this survey asks for your name and school as an aid to us, we will anonymize your answers in our report (your name will not be presented in the report).

This survey is completely voluntary and will take 10-15 minutes to complete. You may stop at any time. You may choose to not respond to any question that you don't want to answer.

If you have any questions, you may reach us at gr-b18-montessori@wpi.edu.

If you consent, select "I consent" and click the arrow.

I consent

I do not consent and will not take this survey

S2 What is your name? _____

S3 What is your position at your school? _____

S4 What school are you associated with? _____

S5 Do you or your teachers follow a predefined curriculum (from AMI or AMS)?

Yes

Yes, but supplement it with custom curriculum (please elaborate):

No, entirely our own curriculum (please elaborate):

S6 For the purpose of this question, assume that there is Chinese Montessori school interested in sending teachers to spend time in the United States learning about American Montessori practices.

Would you be interested in hosting foreign teachers at your school (in any fashion)?

Not Interested at All Not Very Interested Neutral Somewhat Interest Very Interested

Would you be interested in having such teachers observe your classroom(s)?

Not Interested at All Not Very Interested Neutral Somewhat Interest Very Interested

Would you be interested in having such teachers teach for a period of time at your school?

Not Interested at All Not Very Interested Neutral Somewhat Interest Very Interested

S7 Comments regarding the questions above:

S8 For the purpose of this question, assume that there is a Chinese Montessori school interested in accepting host teachers sent by their schools to learn about Chinese Montessori practices.

Would you be interested in sending interested teachers to the school?

Not Interested at All Not Very Interested Neutral Somewhat Interest Very Interested

Would you be interested in sending interested teachers to observe classrooms at the school?

Not Interested at All Not Very Interested Neutral Somewhat Interest Very Interested

Would you be interested in sending interested teachers to teach for a period of time at the school?

Not Interested at All Not Very Interested Neutral Somewhat Interest Very Interested

S9 Comments regarding the questions above:

S10 For the purpose of this question, assume that there is a Chinese Montessori school interested supporting a program in which parents and/or students at their schools would spend time in the United States learning about American Montessori practices.

Would you be interested in hosting such parents and/or students (in any fashion)?

Not Interested at All Not Very Interested Neutral Somewhat Interest Very Interested

Would you be interested in providing tours for these parents (with or without their students)?

Not Interested at All Not Very Interested Neutral Somewhat Interest Very Interested

Would you be interested in offering temporary enrollment (less than one month) for such students?

Not Interested at All Not Very Interested Neutral Somewhat Interest Very Interested

Would you be interested in offering temporary enrollment (about one month) for such students?

Not Interested at All Not Very Interested Neutral Somewhat Interest Very Interested

Would you be interested in offering temporary enrollment (more than one month) for such students?

Not Interested at All Not Very Interested Neutral Somewhat Interest Very Interested

S11 Comments regarding the questions above:

S12 Please select any areas of concern you have with implementing or supporting exchange programs mentioned previously.

Cost

Language Barrier

General Logistics

Disrupting Classrooms

Teacher Willingness

Parent Willingness

Other: _____

S13 Comments regarding the question above:

S14 Do you have any additional questions or comments?

Appendix H: Instructions for When No Translator is Present

您好，我们平常都有翻译来帮助我们，但是很遗憾今天翻译未能成行。因此，我们将用英语大声朗读问题，同时您可以用普通话阅读相同的问题。请以口头方式回答问题，以便稍后我们的译员可以参考录音。感谢您自愿参加我们的采访。

Hello, unfortunately today we have no translator to aid us as we usually do. As such, we will read the question aloud in English while you may read the same question in Mandarin. Please answer the question orally, so we may refer to an audio recording later with our translators. Thank you for volunteering to participate in this interview with us.

Appendix I: Teacher Interview Transcripts

Teacher Interview 1: Susana Fantozzi

Interviewee Occupation: Teacher
Interviewer name: Kayla Swiston
Transcriber: Samuel Goldman
Interviewee name (if permission was granted): Susana Fantozzi
Date & Time of Interview: October 3rd, 2018 3:07pm via Facetime video call
Location: Worcester
Project Description & Goal: Hello, we are a group of students from WPI working with the Children’s House Montessori school in Hangzhou China to develop best practices for their new bilingual program. We would like to interview you to gain a better understanding of Montessori practices in order to provide educated and well-rounded recommendations for the Children’s House.
Confidentiality Statement: We are students from Worcester Polytechnic Institute working with the Children’s House Montessori school to develop best practices for their new bilingual program. We would like to interview you to better understand Montessori practices. Unless you give us permission otherwise, we will keep your interview confidential. Any information you provide may be published on the internet in our final report, which will be available to the public. This interview is completely voluntary and should take 20-30 minutes to complete. If at any time you do not wish to continue the interview, let us know and we will stop. Do you have any questions?
T1: Do we have permission to use your name in our final report? A: Yes
T2: Do we have permission to record this interview? A: Yes
T3: How long have you been teaching? A: Started teaching in 1986 through 1995 3 ½ years in Montessori – taught in half hearing/half deaf Received certification in American Montessori Took time off teaching, back in early childhood now (kindergarten)
T4: Have you taught in a non-Montessori school? A: (See above)
T5: Can you tell us about the curriculum you used in your classroom? Has it changed over time? A: Non-commercialized environment (unlike normal classrooms) Could cook in Montessori classroom Hand-washing station – 27 steps in process – limited verbal explanations (modeled by teacher, asked to repeat) – slow process Cutting food – complex steps Based in concept of surviving
T6: What do you think the strengths and weaknesses of Montessori education are? A: Strengths: instills independence, respects the students, students are capable Weaknesses: pure Montessori – ludicrous at a point, need to change with the times Follow-up: technology in M. classroom? A: pure Montessori won’t, but can see how it could be useful (hopefully) (but limited – no smartboards – likely)
T8+T9: If you were given the chance to go abroad for training or teaching, what do you see yourself bringing home to your classroom? A: Character knowledge/learning (writing in sand) Math teaching (loves Montessori method) (already crossovers with normal classrooms)
T10: What skills or knowledge did your program provide you that you couldn’t have received domestically? A: N/A
T11: What are your thoughts on participating in a teacher exchange program with a foreign school?

A: Absolutely

Comments: *Also present: Fabian Gaziano (taking notes)*

Hasn't taught in a while

Two types of Montessori – American and International – she was trained in American

Will be interesting to see differences in upbringing

Final Remarks: Thank you very much for participating in our project! If you have any questions or comments at any point, you can reach us at gr-b18-montessori@wpi.edu.

Teacher Interview 2: Karina Ku

Interviewee Occupation: Part time Education Consultant and Real Estate Agent
Interviewer name: Kayla Swiston
Transcriber: N/A
Interviewee name (if permission was granted): Karina Ku
Date & Time of Interview: October 3rd, 2018 at 9:00 pm via email
Location: Worcester
Project Description & Goal: Hello, we are a group of students from WPI working with the Children's House Montessori school in Hangzhou China to develop best practices for their new bilingual program. We would like to interview you to gain a better understanding of Montessori practices in order to provide educated and well-rounded recommendations for the Children's House.
Confidentiality Statement: We are students from Worcester Polytechnic Institute working with the Children's House Montessori school to develop best practices for their new bilingual program. We would like to interview you to better understand Montessori practices. Unless you give us permission otherwise, we will keep your interview confidential. Any information you provide may be published on the internet in our final report, which will be available to the public. This interview is completely voluntary and should take 20-30 minutes to complete. If at any time you do not wish to continue the interview, let us know and we will stop. Do you have any questions?
T1: Do we have permission to use your name in our final report? A: Yes
T2: Do we have permission to record this interview? A: Yes
T3: How long have you been teaching? A: I taught at a daycare as a toddler and preschool teacher for about 3 years. Then I was an assistant and intern at a private Montessori school in Boston for two years. After that, I was a lead teacher at a public Montessori school for 1.5 year (I went on maternity leave and did not return to work full time). Since then I have also taught Chinese after school programs and acted as a substitute teacher at my children's Montessori school for about 2 years up until I had another child in march 2017.
T4: Have you taught in a non-Montessori school? A: I have taught in a daycare. I have also taught after school Chinese at a few public schools.
T5: Can you tell us about the curriculum you used in your classroom? Has it changed over time? A: I will speak to the Lower Elementary curriculum (1st to 3rd grade) since that's my training. The principal of Montessori is understanding, independence, hands on learning and following each child's interest. There is Language, Math, Geography, Science, Grace and Courtesy. The curriculum is learned through teacher training over a period of time. Most teachers will follow the same curriculum. The only way it has changed is that most schools will supplement the curriculum e.g. foreign language, art, additional reading/comprehension programs. E.g. Montessori is amazing at teaching children how to read and grammar, but not strong in actual reading and

comprehension. Many schools have also been affected by requirement of standardized testing but many do their best to not teach to the test.

T6: What do you think the strengths and weaknesses of Montessori education are?

A: Strengths: language and math. The math material for Montessori classrooms are incredible. I hope you will be able to visit a classroom to see or google for the images (Montessori math materials, bead stairs, bead chains) There is a strong focus on following a child's interests and ability, and using the environment and older children or peers as motivator. E.g. some children might repeatedly refuse an invitation to a lesson, but if invited with a friend to a small group lesson, he will say yes. Some children watches all the lessons from afar but is absorbing all the information. Some children might simply just not be ready for a lesson, the teacher will try again at another time.

There is very detailed records on every child's learning from math to geography, language, history...etc. Every lesson is recorded for each child.

Weakness: Arts, pretend play. Some teachers would put out cultural clothings. I have never seen a pretend play kitchen or a doll area or train table or pretend super market in a Montessori classroom.

T8+T9: If you were given the chance to go abroad for training or teaching, what do you see yourself bringing home to your classroom?

A: How does another culture interpret Montessori and bring Montessori teaching to life in their own classrooms. How they explain to parents what IS Montessori.

T10: What skills or knowledge did your program provide you that you couldn't have received domestically?

A: N/A

T11: What are your thoughts on participating in a teacher exchange program with a foreign school?

A: With three young children I will not be able to participate.

Comments: *none*

Final Remarks: Thank you very much for participating in our project! If you have any questions or comments at any point, you can reach us at gr-b18-montessori@wpi.edu.

Teacher Interview 3: Erin Gutierrez

Interviewee Occupation: Teacher
Interviewer name: Finn Casey
Transcriber name: Sam Goldman
Translator name: N/A
Interviewee name (if permission was granted): Erin Gutierrez
Date & Time of Interview: October 10 th , 2018 at 3:07pm via Phone
Location: Worcester
Confidentiality Statement: We are students from Worcester Polytechnic Institute working with the Children's House Montessori school to develop best practices for their new bilingual program. We would like to interview you to better understand Montessori practices.
Unless you give us permission otherwise, we will keep your interview confidential. Any information you provide may be published on the internet in our final report, which will be available to the public.
This interview is completely voluntary and should take 20-30 minutes to complete. If at any time you do not wish to continue the interview, let us know and we will stop.
Do you have any questions?
T1: Do we have permission to use your name in our final report? A: Yes
T2: Do we have permission to record this interview? A: Yes
T3: How long have you been teaching? A: 20 years
T4: Have you taught in a non-Montessori school? A: Taught in one non-Montessori setting (but not classroom setting)
T5: Can you tell us about the curriculum you use in your classroom? Has it changed over time? A: <ul style="list-style-type: none"> • Curriculum: <ul style="list-style-type: none"> ○ Has taught 3yrs through 6th grade, both public and private ○ Standard curriculum, received through training <ul style="list-style-type: none"> ▪ Teacher and school usually needs to develop for reading and writing ○ Public Montessori in MA must meet state standards, take state testing • AMI vs AMS <ul style="list-style-type: none"> ○ All three certifications through AMS ○ And state licenses (South Carolina and Massachusetts, license is required to teach Montessori in MA) ○ More work is being done to get Montessori licenses recognized • Reading and Writing <ul style="list-style-type: none"> ○ Lucy Calkins (sp) model ○ Advantage of public Mont: has government funding for an English Department • Actual reading and writing methods (in public school) <ul style="list-style-type: none"> ○ Models: adapt readers and writers workshop ○ Information writing units <ul style="list-style-type: none"> ▪ Launching an idea ▪ Put into smaller groups ▪ Allotted hour for children to work on this ○ Model says every day <ul style="list-style-type: none"> ▪ Doesn't always

T6: What do you think the strengths and weaknesses of Montessori education are?

A:

- Strengths and Weaknesses
 - Weakness: Lack of reading and writing – biggest weakness in teacher training, as it’s left to the teacher to decide how to handle these skills
 - Area for growth
 - Strength: respecting kids where they are, helping them along on their journey
 - Public Montessori strengths: has good standards [set by state mandated curriculum], makes it accessible to families
 - Strength: self guidance and independence

T8+T9: If you were given the chance to go abroad for training or teaching, what do you see yourself bringing home to your classroom?

A: N/A

T10: What skills or knowledge did your program provide you that you couldn’t have received domestically?

A: N/A

T11: What are your thoughts on participating in a teacher exchange program with a foreign school?

A:

- Wonderful opportunity
- Montessori schools often host interns
 - Paid internships are difficult to find
 - Important for interns to not have to serve as assistant (3rd person), otherwise not as helpful for training
 - Often observe first, become actively involved after a certain point
 - Less responsibility

Comments: *Also present: Fabian Gaziano (taking notes)*

Final Remarks: Thank you very much for participating in our project! If you have any questions or comments at any point, you can reach us at gr-b18-montessori@wpi.edu.

Teacher Interview 4

Interviewee Occupation: Teacher of an IC class at Yimi
Interviewer name: Finn Casey
Transcriber name: Kayla Swiston
Translator name: Betty
Interviewee name (if permission was granted): 葛佳燕(Ge JiaYan)
Date & Time of Interview: 10/26/18 2:23 PM - 2:47 PM
Location: Yimi Children's House (Yuhang District)
<p>项目描述和目标：您好，我们是WPI的一群学生，我们与一米儿童之家合作，制定与美国蒙台梭利学校建立交流计划的最佳实践。我们想采访您，以便更好地了解蒙台梭利的做法，以便为一米儿童之家提供有根据的全面建议。</p> <p>Project Description & Goal: Hello, we are a group of students from WPI working with Yimi Children's House to develop best practices for establishing an exchange program with United States Montessori schools. We would like to interview you to gain a better understanding of Montessori practices in order to provide educated and well-rounded recommendations for the Yimi Children's House.</p>
<p>译者信息：为了帮助我们进行面试，我们邀请 Betty 担任翻译。如有必要，他们会用普通话向您提问，然后将您的答案转发给我们。他们还会询问澄清问题以及我们可能会根据您的答案提出的任何后续问题。他们已被指示保留采访中的所有信息，如下所述。</p> <p>Translator Information: To aid us in this interview, we have invited Betty to serve as a translator. They will ask our questions to you in Mandarin if necessary, and then relay your answers to us. They will also ask clarifying questions and any follow up questions we may have following your answers. They have been instructed to keep all information from the interview as we described below.</p>
<p>保密声明：我们是伍斯特理工学院的学生，与一米儿童之家蒙特梭利学校合作，为他们的双语课程开发最佳实践。我们想采访您，以便更好地了解蒙台梭利的做法。除非您另行给我们许可，否则我们会对您的面谈保密。您提供的任何信息都可以在我们的最终报告中在互联网上公布，该报告将向公众开放。这次采访完全是自愿的，需要20-30分钟才能完成。如果您在任何时候不想继续采访，请告诉我们，我们将停止。你有什么问题吗？</p> <p>Confidentiality Statement: We are students from Worcester Polytechnic Institute working with the Yimi Children's House Montessori school to develop best practices for their new bilingual program. We would like to interview you to better understand Montessori practices.</p> <p>Unless you give us permission otherwise, we will keep your interview confidential. Any information you provide may be published on the internet in our final report, which will be available to the public.</p> <p>This interview is completely voluntary and should take 20-30 minutes to complete. If at any time you do not wish to continue the interview, let us know and we will stop.</p> <p>Do you have any questions?</p>
<p>T1: 我们是否有权在最终报告中使用您的姓名？</p> <p>Do we have permission to use your name in our final report?</p> <p>A: yes</p>

T2: 我们是否有权记录这次采访?

Do we have permission to record this interview?

A: [yes](#)

T3: 您执教多久了?

How long have you been teaching?

A: [7 years](#)

T4: 你在非蒙台梭利学校任教过吗?

Have you taught in a non-Montessori school?

A: [no](#)

T5: 您能告诉我们您在课堂上使用的教学大纲吗? 它会根据情况的改变进行调整吗?

Can you tell us about the curriculum you use in your classroom? Has it changed over time?

A: [Youngest is 18 months, oldest is 3 years. Focused on the children. Each week is different, with the plan created each month. Themes are created for the month, like animals.](#)

[Changed to conform to the child, but the system has remained the same. It is also catered toward their age, like expectancies for each age. For 18 months old, they are more towards how to put on clothes and self care.](#)

T6: 您如何看待蒙台梭利教育的优点和缺点?

What do you think the strengths and weaknesses of Montessori education are?

A:

[Strengths:](#)

[-Independence](#)

[-Concentration](#)

[-Fulfill potentials based off interests](#)

[Weaknesses:](#)

[-Dr. Montessori studied science and math, but not much experience with art and music. Teachers must find more sources on their own.](#)

[Note: Parents are more open to higher Montessori price for this type of education, it is not seen as a weakness to the program.](#)

T7: 你有经常参加任何正规的教育培训课程吗? 如果是这样, 那么是什么样的课程, 你能提供课程名称吗? 这门课程持续多久?

Do you take any formal training courses in education regularly? If so, what kind of course, and could you provide a course title? How long does the course take?

A: [AMI, going to get certified](#)

T8: 如果给你一个出国培训或任教的机会, 你会接受吗? 为什么或者为什么不?

If you were, given the change to go abroad for training or teaching, would you? Why or why not?

A: [Yes, very much. She's gone to Japan to see the Japanese kindergartens.](#)

T9: 如果是的话，您认为出国培训或任教能给您在国内的课堂上带来什么好处？

If yes, what are some benefits you see bringing home to your classroom?

A: [Children in Japan are more independent and the parents and teachers are more open to let their kids do things on their own. They are more focused on the exercises.](#)

T10: (如果他们之前已经出国了) 您的课程为您提供的在国内无法获得的技能或知识是什么？

(If they have previously gone abroad) What skills or knowledge did your program provide you that you couldn't have received domestically?

A: [Above?](#)

T11: 您对参加与外国学校的教师交流计划有何看法？

What are your thoughts on participating in a teacher exchange program with a foreign school?

A: [A lot of Chinese teachers want to go, but there is not a lot of opportunity to, \(because it is very difficult?\).](#)

[Montessori is originally from America so teachers from China are very interested in the opportunity to learn from it.](#)

Comments:

最后的评论：非常感谢您参与我们的项目！如果您有任何问题或意见，可以通过gr-b18-montessori@wpi.edu与我们联系。

Final Remarks: Thank you very much for participating in our project! If you have any questions or comments at any point, you can reach us at gr-b18-montessori@wpi.edu.

Teacher Interview 5: Jenny

Interviewee Occupation: Teacher at Yimi Children’s House
Interviewer name: Finn Casey
Transcriber name: Kayla Swiston
Translator name: Betty
Interviewee name (if permission was granted): Jenny
Date & Time of Interview: 10/26/18 2:59PM—3:21PM
Location: Yimi Children’s House (Yuhang District)
<p>项目描述和目标：您好，我们是WPI的一群学生，我们与一米儿童之家合作，制定与美国蒙台梭利学校建立交流计划的最佳实践。我们想采访您，以便更好地了解蒙台梭利的做法，以便为一米儿童之家提供有根据的全面建议。</p> <p>Project Description & Goal: Hello, we are a group of students from WPI working with Yimi Children’s House to develop best practices for establishing an exchange program with United States Montessori schools. We would like to interview you to gain a better understanding of Montessori practices in order to provide educated and well-rounded recommendations for the Yimi Children’s House.</p>
<p>译者信息：为了帮助我们进行面试，我们邀请Betty担任翻译。如有必要，他们会用普通话向您提问，然后将您的答案转发给我们。他们还会询问澄清问题以及我们可能会根据您的答案提出的任何后续问题。他们已被指示保留采访中的所有信息，如下所述。</p> <p>Translator Information: To aid us in this interview, we have invited Betty to serve as a translator. They will ask our questions to you in Mandarin if necessary, and then relay your answers to us. They will also ask clarifying questions and any follow up questions we may have following your answers. They have been instructed to keep all information from the interview as we described below.</p>
<p>保密声明：我们是伍斯特理工学院的学生，与一米儿童之家蒙特梭利学校合作，为他们的双语课程开发最佳实践。我们想采访您，以便更好地了解蒙台梭利的做法。除非您另行给我们许可，否则我们会对您的面谈保密。您提供的任何信息都可以在我们的最终报告中在互联网上公布，该报告将向公众开放。这次采访完全是自愿的，需要20-30分钟才能完成。如果您在任何时候不想继续采访，请告诉我们，我们将停止。你有什么问题吗？</p> <p>Confidentiality Statement: We are students from Worcester Polytechnic Institute working with the Yimi Children’s House Montessori school to develop best practices for their new bilingual program. We would like to interview you to better understand Montessori practices.</p> <p>Unless you give us permission otherwise, we will keep your interview confidential. Any information you provide may be published on the internet in our final report, which will be available to the public.</p> <p>This interview is completely voluntary and should take 20-30 minutes to complete. If at any time you do not wish to continue the interview, let us know and we will stop.</p> <p>Do you have any questions?</p>
<p>T1: 我们是否有权在最终报告中使用的姓名？</p> <p>Do we have permission to use your name in our final report?</p> <p>A: Yes</p>

T2: 我们是否有权记录这次采访?
Do we have permission to record this interview?
A: Yes

T3: 您执教多久了?
How long have you been teaching?
A: 3 years

T4: 你在非蒙台梭利学校任教过吗?
Have you taught in a non-Montessori school?
A: Yes, taught 2 years at a traditional kindergarten (EQ – School to handle children’s emotional development in Shanghai, 3-13 years old).

T5: 您能告诉我们您在课堂上使用的教学大纲吗? 它会根据情况的改变进行调整吗?
Can you tell us about the curriculum you use in your classroom? Has it changed over time?
A: In the morning the children work, so they match work to each age of the child; first show them how to do something and then let the child work at it.

T6: 您如何看待蒙台梭利教育的优点和缺点?
What do you think the strengths and weaknesses of Montessori education are?
A:
Strengths:
-Tells them it is okay to fail, turns it into a learning experience, instead of scolding. (Ex. If they drop food, don’t scold them, they tell them how to clean it up, explain the situation, how to avoid the situation next time.)
-^^ very good for the child’s IQ
-Respect, freedom, love
Weaknesses:
-Nothing big

T7: 你有经常参加任何正规的教育培训课程吗? 如果是这样, 那么是什么样的课程, 你能提供课程名称吗? 这门课程持续多久?
Do you take any formal training courses in education regularly? If so, what kind of course, and could you provide a course title? How long does the course take?
A: MTPI, meetings/lectures from professional professors (quite often, spontaneous)

T8: 如果给你一个出国培训或任教的机会, 你会接受吗? 为什么或者为什么不?
If you were, given the change to go abroad for training or teaching, would you? Why or why not?
A: For training is very willing, but not so much for teaching because her family is here (young child), so the time commitment is too much.

T9: 如果是的话, 您认为出国培训或任教能给您在国内的课堂上带来什么好处?
If yes, what are some benefits you see bringing home to your classroom?
A: Each country is not the same, so want to learn what parents and teachers/educators think of how to raise a child. Education is worldwide, why is Montessori worldwide? What makes it wanted as an education method.

T10: (如果他们之前已经出国了) 您的课程为您提供的在国内无法获得的技能或知识是什么?
(If they have previously gone abroad) What skills or knowledge did your program provide you that you couldn't have received domestically?

A: [N/A](#)

T11: 您对参加与外国学校的教师交流计划有何看法?

What are your thoughts on participating in a teacher exchange program with a foreign school?

A: [If they stay in the same place, you can hardly improve, so going different places will benefit their learning. Allowing foreign teachers to come to China also allows them to show their culture and education progress to the world.](#)

Comments: [She knows some English](#)

最后的评论: 非常感谢您参与我们的项目! 如果您有任何问题或意见, 可以通过gr-b18-montessori@wpi.edu与我们联系。

Final Remarks: Thank you very much for participating in our project! If you have any questions or comments at any point, you can reach us at gr-b18-montessori@wpi.edu.

Teacher Interview 6

Interviewee Occupation: Teacher
Interviewer name: Finn Casey
Transcriber name: Samuel Goldman
Translator name: Kevin
Interviewee name (if permission was granted): 纪文(JiWen)
Date & Time of Interview: 11/02/18 1:05PM
Location: Yimi Children's House (Xiasha district)
<p>项目描述和目标：您好，我们是WPI的一群学生，我们与一米儿童之家合作，制定与美国蒙台梭利学校建立交流计划的最佳实践。我们想采访您，以便更好地了解蒙台梭利的做法，以便为一米儿童之家提供有根据的全面建议。</p> <p>Project Description & Goal: Hello, we are a group of students from WPI working with Yimi Children's House to develop best practices for establishing an exchange program with United States Montessori schools. We would like to interview you to gain a better understanding of Montessori practices in order to provide educated and well-rounded recommendations for the Yimi Children's House.</p>
<p>译者信息：为了帮助我们进行面试，我们邀请Kevin担任翻译。如有必要，他们会用普通话向您提问，然后将您的答案转发给我们。他们还会询问澄清问题以及我们可能会根据您的答案提出的任何后续问题。他们已被指示保留采访中的所有信息，如下所述。</p> <p>Translator Information: To aid us in this interview, we have invited Kevin to serve as a translator. They will ask our questions to you in Mandarin if necessary, and then relay your answers to us. They will also ask clarifying questions and any follow up questions we may have following your answers. They have been instructed to keep all information from the interview as we described below.</p>
<p>保密声明：我们是伍斯特理工学院的学生，与一米儿童之家蒙特梭利学校合作，为他们的双语课程开发最佳实践。我们想采访您，以便更好地了解蒙台梭利的做法。除非您另行给我们许可，否则我们会对您的面谈保密。您提供的任何信息都可以在我们的最终报告中在互联网上公布，该报告将向公众开放。这次采访完全是自愿的，需要20-30分钟才能完成。如果您在任何时候不想继续采访，请告诉我们，我们将停止。你有什么问题吗？</p> <p>Confidentiality Statement: We are students from Worcester Polytechnic Institute working with the Yimi Children's House Montessori school to develop best practices for their new bilingual program. We would like to interview you to better understand Montessori practices.</p> <p>Unless you give us permission otherwise, we will keep your interview confidential. Any information you provide may be published on the internet in our final report, which will be available to the public.</p> <p>This interview is completely voluntary and should take 20-30 minutes to complete. If at any time you do not wish to continue the interview, let us know and we will stop.</p> <p>Do you have any questions?</p>
<p>T1: 我们是否有权在最终报告中使用的姓名？</p> <p>Do we have permission to use your name in our final report?</p> <p>A: Yes</p>

<p>T2: 我们是否有权记录这次采访? Do we have permission to record this interview? A: Yes</p>
<p>T3: 您执教多久了? How long have you been teaching? A: 4 years</p>
<p>T4: 你在非蒙台梭利学校任教过吗? Have you taught in a non-Montessori school? A: Yes - ½ year</p>
<p>T5: 您能告诉我们您在课堂上使用的教学大纲吗? 它会根据情况的改变进行调整吗? Can you tell us about the curriculum you use in your classroom? Has it changed over time? A: No particular curriculum in the morning – students just play by themselves</p>
<p>T6: 您如何看待蒙台梭利教育的优点和缺点? What do you think the strengths and weaknesses of Montessori education are? A: Strengths: fosters independence and ability to function in current society No weaknesses</p>
<p>T7: 你有经常参加任何正规的教育培训课程吗? 如果是这样, 那么是什么样的课程, 你能提供课程名称吗? 这门课程持续多久? Do you take any formal training courses in education regularly? If so, what kind of course, and could you provide a course title? How long does the course take? A: Yes – AMI course (3-6 year olds), takes 2-2.5 years, (during spring and winter)</p>
<p>T8: 如果给你一个出国培训或任教的机会, 你会接受吗? 为什么或者为什么不? If you were given the chance to go abroad for training or teaching, would you? Why or why not? A: Yes - (note: very enthusiastic) - see different things and see different children</p>
<p>T9: 如果是的话, 您认为出国培训或任教能给您在国内的课堂上带来什么好处? If yes, what are some benefits you see bringing home to your classroom? A: Can learn more and get more inspiration</p>
<p>T10: (如果他们之前已经出国了) 您的课程为您提供的在国内无法获得的技能或知识是什么? (If they have previously gone abroad) What skills or knowledge did your program provide you that you couldn't have received domestically? A: No applicable</p>

T11: 您对参加与外国学校的教师交流计划有何看法?

What are your thoughts on participating in a teacher exchange program with a foreign school?

A: [Very good](#)

Comments:

最后的评论: 非常感谢您参与我们的项目! 如果您有任何问题或意见, 可以通过gr-b18-montessori@wpi.edu与我们联系。

Final Remarks: Thank you very much for participating in our project! If you have any questions or comments at any point, you can reach us at gr-b18-montessori@wpi.edu.

Teacher Interview 7

Interviewee Occupation: Teacher (guide)
Interviewer name: Finn Casey
Transcriber name: Samuel Goldman
Translator name: Kevin
Interviewee name (if permission was granted): 千万(QianWan)
Date & Time of Interview: 2018-11-02 1:28PM
Location: Yimi Campus (Xiasha campus)
<p>项目描述和目标：您好，我们是WPI的一群学生，我们与一米儿童之家合作，制定与美国蒙台梭利学校建立交流计划的最佳实践。我们想采访您，以便更好地了解蒙台梭利的做法，以便为一米儿童之家提供有根据的全面建议。</p> <p>Project Description & Goal: Hello, we are a group of students from WPI working with Yimi Children's House to develop best practices for establishing an exchange program with United States Montessori schools. We would like to interview you to gain a better understanding of Montessori practices in order to provide educated and well-rounded recommendations for the Yimi Children's House.</p>
<p>译者信息：为了帮助我们进行面试，我们邀请Kevin担任翻译。如有必要，他们会用普通话向您提问，然后将您的答案转发给我们。他们还会询问澄清问题以及我们可能会根据您的答案提出的任何后续问题。他们已被指示保留采访中的所有信息，如下所述。</p> <p>Translator Information: To aid us in this interview, we have invited Kevin to serve as a translator. They will ask our questions to you in Mandarin if necessary, and then relay your answers to us. They will also ask clarifying questions and any follow up questions we may have following your answers. They have been instructed to keep all information from the interview as we described below.</p>
<p>保密声明：我们是伍斯特理工学院的学生，与一米儿童之家蒙特梭利学校合作，为他们的双语课程开发最佳实践。我们想采访您，以便更好地了解蒙台梭利的做法。除非您另行给我们许可，否则我们会对您的面谈保密。您提供的任何信息都可以在我们的最终报告中在互联网上公布，该报告将向公众开放。这次采访完全是自愿的，需要20-30分钟才能完成。如果您在任何时候不想继续采访，请告诉我们，我们将停止。你有什么问题吗？</p> <p>Confidentiality Statement: We are students from Worcester Polytechnic Institute working with the Yimi Children's House Montessori school to develop best practices for their new bilingual program. We would like to interview you to better understand Montessori practices.</p> <p>Unless you give us permission otherwise, we will keep your interview confidential. Any information you provide may be published on the internet in our final report, which will be available to the public.</p> <p>This interview is completely voluntary and should take 20-30 minutes to complete. If at any time you do not wish to continue the interview, let us know and we will stop.</p> <p>Do you have any questions?</p>
<p>T1: 我们是否有权在最终报告中使用的姓名？</p> <p>Do we have permission to use your name in our final report?</p> <p>A: Yes</p>

<p>T2: 我们是否有权记录这次采访? Do we have permission to record this interview? A: Yes</p>
<p>T3: 您执教多久了? How long have you been teaching? A: 3 years</p>
<p>T4: 你在非蒙台梭利学校任教过吗? Have you taught in a non-Montessori school? A: No</p>
<p>T5: 您能告诉我们您在课堂上使用的教学大纲吗? 它会根据情况的改变进行调整吗? Can you tell us about the curriculum you use in your classroom? Has it changed over time? A: Make a plan for the children for the next week Change plans if children strongly don't want to complete planned activities Children will complete task more efficiently if they like it This will help the children become more focused towards a task.</p>
<p>T6: 您如何看待蒙台梭利教育的优点和缺点? What do you think the strengths and weaknesses of Montessori education are? A: Strengths: children follow themselves; Montessori is key to world Weaknesses: different from traditional Chinese education – wishes it were the opposite; teachers need to talk to parents about Montessori and applying it at home; Montessori is not just for 0-6 years old</p>
<p>T7: 你有经常参加任何正规的教育培训课程吗? 如果是这样, 那么是什么样的课程, 你能提供课程名称吗? 这门课程持续多久? Do you take any formal training courses in education regularly? If so, what kind of course, and could you provide a course title? How long does the course take? A: Yes – AMI for assistants – 3 years long</p>
<p>T8: 如果给你一个出国培训或任教的机会, 你会接受吗? 为什么或者为什么不? If you were given the chance to go abroad for training or teaching, would you? Why or why not? A: Yes – Japanese and American children: Montessori principles apply easier – respecting others comes from Montessori. Wants to go abroad to learn about Montessori and how Montessori works in other places</p>
<p>T9: 如果是的话, 您认为出国培训或任教能给您在国内的课堂上带来什么好处? If yes, what are some benefits you see bringing home to your classroom? A: Can contribute to the whole class – becomes better</p>
<p>T10: (如果他们之前已经出国了) 您的课程为您提供的在国内无法获得的技能或知识是什么? (If they have previously gone abroad) What skills or knowledge did your program provide you that you couldn't have received domestically? A: Not applicable</p>

T11: 您对参加与外国学校的教师交流计划有何看法？

What are your thoughts on participating in a teacher exchange program with a foreign school?

A: [Would depend on the program – must be official Montessori program](#)

Any concerns: [Wants school in America which has good experience in educating children – must have positive feedback. Also concerned with the expense](#)

Comments: [Asked about Xavier University for training; other questions about American Montessori](#)

最后的评论: 非常感谢您参与我们的项目！如果您有任何问题或意见，可以通过gr-b18-montessori@wpi.edu与我们联系。

Final Remarks: Thank you very much for participating in our project! If you have any questions or comments at any point, you can reach us at gr-b18-montessori@wpi.edu.

Teacher Interview 8

Interviewee Occupation: Teacher
Interviewer name: Fabian Gaziano
Transcriber name: Kayla Swiston
Translator name: Kevin
Interviewee name (if permission was granted): 宋小美(Song XiaoMei)
Date & Time of Interview: 11/02/18 2:14PM-2:22PM
Location: Yimi Children's House (Xiasha district)
<p>项目描述和目标：您好，我们是WPI的一群学生，我们与一米儿童之家合作，制定与美国蒙台梭利学校建立交流计划的最佳实践。我们想采访您，以便更好地了解蒙台梭利的做法，以便为一米儿童之家提供有根据的全面建议。</p> <p>Project Description & Goal: Hello, we are a group of students from WPI working with Yimi Children's House to develop best practices for establishing an exchange program with United States Montessori schools. We would like to interview you to gain a better understanding of Montessori practices in order to provide educated and well-rounded recommendations for the Yimi Children's House.</p>
<p>译者信息：为了帮助我们进行面试，我们邀请Kevin担任翻译。如有必要，他们会用普通话向您提问，然后将您的答案转发给我们。他们还会询问澄清问题以及我们可能会根据您的答案提出的任何后续问题。他们已被指示保留采访中的所有信息，如下所述。</p> <p>Translator Information: To aid us in this interview, we have invited Kevin to serve as a translator. They will ask our questions to you in Mandarin if necessary, and then relay your answers to us. They will also ask clarifying questions and any follow up questions we may have following your answers. They have been instructed to keep all information from the interview as we described below.</p>
<p>保密声明：我们是伍斯特理工学院的学生，与一米儿童之家蒙特梭利学校合作，为他们的双语课程开发最佳实践。我们想采访您，以便更好地了解蒙台梭利的做法。除非您另行给我们许可，否则我们会对您的面谈保密。您提供的任何信息都可以在我们的最终报告中在互联网上公布，该报告将向公众开放。这次采访完全是自愿的，需要20-30分钟才能完成。如果您在任何时候不想继续采访，请告诉我们，我们将停止。你有什么问题吗？</p> <p>Confidentiality Statement: We are students from Worcester Polytechnic Institute working with the Yimi Children's House Montessori school to develop best practices for their new bilingual program. We would like to interview you to better understand Montessori practices.</p> <p>Unless you give us permission otherwise, we will keep your interview confidential. Any information you provide may be published on the internet in our final report, which will be available to the public.</p> <p>This interview is completely voluntary and should take 20-30 minutes to complete. If at any time you do not wish to continue the interview, let us know and we will stop.</p> <p>Do you have any questions?</p>
<p>T1: 我们是否有权在最终报告中使用的姓名？</p> <p>Do we have permission to use your name in our final report?</p> <p>A: Yes</p>

<p>T2: 我们是否有权记录这次采访? Do we have permission to record this interview? A: Yes</p>
<p>T3: 您执教多久了? How long have you been teaching? A: 5 years</p>
<p>T4: 你在非蒙台梭利学校任教过吗? Have you taught in a non-Montessori school? A: No</p>
<p>T5: 您能告诉我们您在课堂上使用的教学大纲吗? 它会根据情况的改变进行调整吗? Can you tell us about the curriculum you use in your classroom? Has it changed over time? A: Used to teach CMS, but now that she works for Yimi, she has learned AML.</p>
<p>T6: 您如何看待蒙台梭利教育的优点和缺点? What do you think the strengths and weaknesses of Montessori education are? A: Strengths: Happier and more able to grow Weaknesses: They are freer than children at traditional schools, so when they attend traditional school after being at a Montessori school, teachers do not like how unrestrained they are.</p>
<p>T7: 你有经常参加任何正规的教育培训课程吗? 如果是这样, 那么是什么样的课程, 你能提供课程名称吗? 这门课程持续多久? Do you take any formal training courses in education regularly? If so, what kind of course, and could you provide a course title? How long does the course take? A: No</p>
<p>T8: 如果给你提供一个出国培训或任教的机会, 你会接受吗? 为什么或者为什么不? If you were given the chance to go abroad for training or teaching, would you? Why or why not? A: Yes, because she can practice and learn the different cultures and how they treat the procedure in America. Differences in education. Want to learn more professional Montessori.</p>
<p>T9: 如果是的话, 您认为出国培训或任教能给您在国内的课堂上带来什么好处? If yes, what are some benefits you see bringing home to your classroom? A: See Above.</p>
<p>T10: (如果他们之前已经出国了) 您的课程为您提供的在国内无法获得的技能或知识是什么? (If they have previously gone abroad) What skills or knowledge did your program provide you that you couldn't have received domestically? A: N/A</p>
<p>T11: 您对参与与外国学校的教师交流计划有何看法? What are your thoughts on participating in a teacher exchange program with a foreign school? A: Concerned with language and differences in teaching globally; if she can adapt to it</p>
<p>Comments:</p>

最后的评论：非常感谢您参与我们的项目！如果您有任何问题或意见，可以通过gr-b18-montessori@wpi.edu与我们联系。

Final Remarks: Thank you very much for participating in our project! If you have any questions or comments at any point, you can reach us at gr-b18-montessori@wpi.edu.

Appendix J: Parent Interview Transcripts

Parent Interview 1

参与者与一米儿童的关系: Participant's Relation to Yimi Children: 母亲 父亲 祖母 祖父 其他: _____ Mother Father Grandmother Grandfather Other: _____	
采访者姓名: Interviewer name: Sam Goldman	
转录员姓名: Transcriber name: Kayla Swiston	译者姓名: Translator name: N/A
日期和时间: Date & Time of Session: 10/26/18 ~4:15PM	
地点: Location: Yimi Children's House (Yuhang district)	
项目描述和目标: 您好, 我们是WPI的一群学生, 我们与中国杭州的儿童之家蒙特梭利学校合作, 为他们的 新双语课程开发最佳实践。我们想采访你, 以便更好地了解父母对中美蒙台梭利学校交流项目的想法和 意见。 Project Description & Goal: Hello, we are a group of students from WPI working with the Children's House Montessori school in Hangzhou China to develop best practices for their new bilingual program. We would like to interview you to gain a better understanding of parents' thoughts and opinions on the matter of an exchange program between Chinese and U.S. Montessori schools.	
译者信息: 为了帮助我们进行面试, 我们邀请_____担任翻译。如有必要, 他们会用普通话向您提问, 然后将您的答案转发给我们。他们还会询问澄清问题以及我们可能会根据您的答案提出的任何后续问题。 他们已被指示保留采访中的所有信息, 如下所述。 Translator Information: To aid us in this interview, we have invited _____ to serve as a translator. They will ask our questions to you in Mandarin if necessary, and then relay your answers to us. They will also ask clarifying questions and any follow up questions we may have following your answers. They have been instructed to keep all information from the interview as we described below.	

保密声明：我们是伍斯特理工学院的学生，与一米儿童之家蒙特梭利学校合作，为潜在的交流计划制定最佳实践。我们希望进行此次访谈，以便更好地了解您对国际交流计划的兴趣。虽然我们将分别记录参与者姓名以防止重复信息，但此访谈将保持匿名。您提供的任何信息都可以在我们的最终报告中在互联网上公布，该报告将向公众开放。

这次采访完全是自愿的，需要30分钟才能完成。如果您在任何时候不想继续采访，请告诉我们，我们将停止。

你有什么问题吗？

Confidentiality Statement: We are students from Worcester Polytechnic Institute working with the Yimi Children's House Montessori school to develop best practices for a potential exchange program. We would like to conduct this interview to better understand your interest in an international exchange program. This interview will be kept anonymous, although we will separately record participant names to prevent duplicate information. Any information you provide may be published on the internet in our final report, which will be available to the public. This interview is completely voluntary and should take 30 minutes to complete. If at any time you do not wish to continue the interview, let us know and we will stop. Do you have any questions?

P1: 我们是否有权录制本次会议的音频
Do we have permission to record audio of this session?
A: Yes

P2: 除了让学生注册之外，你对一米儿童之家有什么关系
Other than having a student enrolled, what ties do you have to the Yimi Children's House
无 指南 助理 雇员 其他: _____
None Guide Assistant Employee Other: _____

P3: 你的孩子是在几岁时注册就读蒙台梭利学校的？
What ages are your children who are enrolled at the school?
A: 1 child, 5 years 6 months

P4: 你能评价你的英语口语能力吗？
Could you rate your oral proficiency in English?
没有熟练程度 基本熟练程度 中级熟练程度 流利
No proficiency Basic proficiency Intermediate proficiency Fluent

P5: 你能评价你孩子的英语口语水平吗？
Could you rate your children's oral proficiency in English?
没有熟练程度 基本熟练程度 中级熟练程度 流利
No proficiency Basic proficiency Intermediate proficiency Fluent

P6: 你为什么让你的孩子入读蒙台梭利学校而不是传统学校？

Why did you enroll your child at a Montessori School instead of at a traditional school?

A: Sent to traditional for 5 months and after observation, he was not very happy in the school because he is very energetic, cannot sit still. Traditional school requires sitting still in a classroom, and his teacher was not happy with his performance and made an example of him, and so he does not want to go to school. She decided to change, and he is happier here, never cried and excited for school.

对于问题P7-P9：假设一米儿童之家与美国蒙台梭利学校合作，为教师启动交流计划。伊米老师将在美国待一年，然后再回到伊米教学

For questions P7-P9: Pretend the Yimi Children's House starts an exchange program for teachers in cooperation with a Montessori school in the United States. Yimi teachers would spend a year abroad in the U.S. and return to teach again at Yimi.

P7: 您对美国蒙特梭利的做法有任何背景知识吗？如果是这样，您从哪里获得这些信息？你有兴趣学习更多吗？

Do you have any background knowledge on American Montessori practices? If so, where did you get this information? Do you have any interest in learning more?

A: Went to gym in the neighborhood and found the Yimi Children's House because she was worried about her child's performance in traditional school, and she talked with Yimi people and she was introduced to the concept.

P8: 您是否相信这样的教师交流会让您的孩子在一米儿童之家的教育受益？

Do you believe such a teacher exchange would benefit your child's education at Yimi Children's House? *Emphasize "I don't know" is an okay answer*

A: Longer term is beneficial but is worried about the short term; having American teachers here is okay though. Just need teachers around. *Doesn't seem too happy about changing teachers for 1 year while they're abroad.*

P9: 您从这样的计划中看到了什么好处？

What benefits do you see coming from such a program? *Emphasize "I don't know" is an okay answer*

A: "different culture, different people, different things" Different cultures and the communication might bring forth new ideas and benefits for the children. Good for the children to learn international culture and ideas.

P10: 在一米儿童之家之后，您对孩子的教育有什么计划？

What are your plans for your child's education after the Yimi Children's House?

未定 公共教育 私人蒙台梭利 私人其他：____ 外国教育 其他：____

Undecided Public Education Private Montessori Private Other: Traditional Foreign Education Other

P11: 您认为您的孩子如何从外国蒙台梭利教室的互动中受益？

How do you think your child could benefit from interacting in a foreign Montessori classroom?

A: *Languages – learn English better. Question not clear. Consider rewording.*

P12: 你愿意去蒙特梭利的外国学校吗？

Would you be willing to visit a foreign Montessori school?

如果你喜欢：您是否对以下内容感兴趣：

短途游览蒙特梭利外国学校？

.....和你的孩子在一起？

.....没有你的孩子，只是自己去？

与您的孩子在学校注册的长期交流？

.....不到一个月？

.....大约一个月？

.....超过一个月？

If yes: would you be interested in:

A short tour of a foreign Montessori school?

... with your child?

... without your child, and just go by yourself?

A longer term exchange, with your child enrolled in the school?

... for less than one month?

... for about one month?

... for longer than one month?

P13: 您的其他家人是否了解蒙台梭利原则？

Do other members of your family know about Montessori principles?

A: *Her husband does, not her parents*

P14: 您的家庭年收入范围是多少？

What is your monthly household income range?

< ¥5,000 ¥5,000 - ¥9,999 ¥10,000 - ¥19,999 > ¥20,000

评论：

Comments:

Pretty fluent in English, despite her making the comment of being basic.

最后的评论：非常感谢您参与我们的项目！如果您有任何问题或意见，可以通过gr-b18-montessori@wpi.edu与我们联系。

Final Remarks: Thank you very much for participating in our project! If you have any questions or comments at any point, you can reach us at gr-b18-montessori@wpi.edu.

Parent Interview 2

<p>参与者与一米儿童的关系: Participant's Relation to Yimi Children:</p> <p>母亲 父亲 祖母 祖父 其他: _____ Mother Father Grandmother Grandfather Other: _____</p>	
<p>采访者姓名: Interviewer name: Finn Casey</p>	
<p>转录员姓名: Transcriber name: Fabian Gaziano</p>	<p>译者姓名: Translator name: N/A</p>
<p>日期和时间: Date & Time of Session: 10/26/2018 4:15</p>	
<p>地点: Location: Yimi Children's House (Yuhang district)</p>	
<p>项目描述和目标: 您好, 我们是WPI的一群学生, 我们与中国杭州的儿童之家蒙特梭利学校合作, 为他们的 新双语课程开发最佳实践。我们想采访你, 以便更好地了解父母对中美蒙台梭利学校交流项目的想法和 意见。 Project Description & Goal: Hello, we are a group of students from WPI working with the Children's House Montessori school in Hangzhou China to develop best practices for their new bilingual program. We would like to interview you to gain a better understanding of parents' thoughts and opinions on the matter of an exchange program between Chinese and U.S. Montessori schools.</p>	
<p>译者信息: 为了帮助我们进行面试, 我们邀请_____担任翻译。如有必要, 他们会用普通话向您提问, 然后将您的答案转发给我们。他们还会询问澄清问题以及我们可能会根据您的答案提出的任何后续问题。 他们已被指示保留采访中的所有信息, 如下所述。 Translator Information: To aid us in this interview, we have invited _____ to serve as a translator. They will ask our questions to you in Mandarin if necessary, and then relay your answers to us. They will also ask clarifying questions and any follow up questions we may have following your answers. They have been instructed to keep all information from the interview as we described below.</p>	
<p>保密声明: 我们是伍斯特理工学院的学生, 与一米儿童之家蒙特梭利学校合作, 为潜在的交流计划制定 最佳实践。我们希望进行此次访谈, 以便更好地了解您对国际交流计划的兴趣。虽然我们将分别记录参与 者姓名以防止重复信息, 但此访谈将保持匿名。您提供的任何信息都可以在我们的最终报告中在互联网上 公布, 该报告将向公众开放。 这次采访完全是自愿的, 需要30分钟才能完成。如果您在任何时候不想继续采访, 请告诉我们, 我们将停 止。</p>	

你有什么问题吗？

Confidentiality Statement: We are students from Worcester Polytechnic Institute working with the Yimi Children's House Montessori school to develop best practices for a potential exchange program. We would like to conduct this interview to better understand your interest in an international exchange program.

This interview will be kept anonymous, although we will separately record participant names to prevent duplicate information. Any information you provide may be published on the internet in our final report, which will be available to the public.

This interview is completely voluntary and should take 30 minutes to complete. If at any time you do not wish to continue the interview, let us know and we will stop.

Do you have any questions?

P1: 我们是否有权录制本次会议的音频

Do we have permission to record audio of this session?

A: Yes

P2: 除了让学生注册之外, 你对一米儿童之家有什么关系

无 指南 助理 员工其他: _____

Other than having a student enrolled, what ties do you have to the Yimi Children's House

没有 指南 助理 雇员 其他: _____

None Guide Assistant Employee Other: _____

P3: 你的孩子是在几岁时注册就读蒙台梭利学校的？

What ages are your children who are enrolled at the school?

A: Son: 4.5

P4: 你能评价你的英语口语能力吗？

Could you rate your oral proficiency in English?

没有熟练程度 基本熟练程度 中级熟练程度 流利

No proficiency Basic proficiency Intermediate proficiency Fluent (laughs)

P5: 你能评价你孩子的英语口语水平吗？

Could you rate your children's oral proficiency in English?

没有熟练程度 基本熟练程度 中级熟练程度 流利

No proficiency Basic proficiency Intermediate proficiency Fluent

"For his age"

P6: 你为什么让你的孩子入读蒙台梭利学校而不是传统学校？

Why did you enroll your child at a Montessori School instead of at a traditional school?

A: A couple reasons: one is the location one is the system and third is the people I have met. My son was enrolled in a traditional school for three months and it wasn't bad but I like the Montessori more and I want to keep him here.

对于问题P7-P9：假设一米儿童之家与美国蒙特梭利学校合作，为教师启动交流计划。伊米老师将在美国待一年，然后再回到伊米教学

For questions P7-P9: Pretend the Yimi Children's House starts an exchange program for teachers in cooperation with a Montessori school in the United States. Yimi teachers would spend a year abroad in the U.S. and return to teach again at Yimi.

P7: 您对美国蒙特梭利的做法有任何背景知识吗？如果是这样，您从哪里获得这些信息？你有兴趣学习更多吗？

Do you have any background knowledge on American Montessori practices? If so, where did you get this information? Do you have any interest in learning more?

A: **No. Yes, wants to learn more about what they're doing (in America).**

P8: 您是否相信这样的教师交流会让您的孩子在一米儿童之家的教育受益？

Do you believe such a teacher exchange would benefit your child's education at Yimi Children's House? *Emphasize "I don't know" is an okay answer*

A: **Yes sure**

P9: 您从这样的计划中看到了什么好处？

What benefits do you see coming from such a program? *Emphasize "I don't know" is an okay answer*

A: **I think it would be the same maybe character teaching are different**

P10: 在一米儿童之家之后，您对孩子的教育有什么计划？

What are your plans for your child's education after the Yimi Children's House?

未定 **公共教育** 私人蒙特梭利 **私人其他：___** 外国教育 其他：___

Undecided **Public Education** Private Montessori **Private Other: unspecified** Foreign Education Other: ___

Not private Montessori

Public education: maybe not – they're not local. Still an option

She is not sure

P11: 您认为您的孩子如何从外国蒙特梭利教室的互动中受益？

How do you think your child could benefit from interacting in a foreign Montessori classroom?

A: **Thinking the kids will develop social skills is good to open eyes to see different people. Nothing different only people he meet.**

P12: 你愿意去蒙特梭利的外国学校吗？

Would you be willing to visit a foreign Montessori school? yes

如果你喜欢：您是否对以下内容感兴趣：

短途游览蒙特梭利外国学校？

.....和你的孩子在一起？

.....没有你的孩子，只是自己去？

与您的孩子在学校注册的长期交流？

.....不到一个月？

.....大约一个月？

.....超过一个月？

If yes: would you be interested in:

A short tour of a foreign Montessori school?

... with your child?

... without your child, and just go by yourself?

A longer term exchange, with your child enrolled in the school?

... for less than one month?

... for about one month?

... for longer than one month?

3-6 months

P13: 您的其他家人是否了解蒙台梭利原则？

Do other members of your family know about Montessori principles?

A: Husband knows Montessori before her. He is American he knows a system like this and he explained to her the difference.

P14: 您的家庭年收入范围是多少？

What is your annual household income range?

< ¥5,000 ¥5,000 - ¥9,999 ¥10,000 - ¥19,999 > ¥20,000

评论：

Comments: Will I be able to see this report? If you want to

最后的评论：非常感谢您参与我们的项目！如果您有任何问题或意见，可以通过gr-b18-montessori@wpi.edu与我们联系。

Final Remarks: Thank you very much for participating in our project! If you have any questions or comments at any point, you can reach us at gr-b18-montessori@wpi.edu.

Parent Interview 3

<p>参与者与一米儿童的关系: Participant's Relation to Yimi Children:</p> <p>母亲 父亲 祖母 祖父 其他: _____ Mother Father Grandmother Grandfather Other: _____</p>	
<p>采访者姓名: Interviewer name: Finn Casey</p>	
<p>转录员姓名: Transcriber name: Kayla Swiston</p>	<p>译者姓名: Translator name: Betty</p>
<p>日期和时间: Date & Time of Session: 10/31/18 9:44 AM</p>	
<p>地点: Location: Yimi Children's House (Yuhang district)</p>	
<p>项目描述和目标：您好，我们是WPI的一群学生，我们与中国杭州的儿童之家蒙特梭利学校合作，为他们的 新双语课程开发最佳实践。我们想采访你，以便更好地了解父母对中美蒙台梭利学校交流项目的想法和 意见。 Project Description & Goal: Hello, we are a group of students from WPI working with the Children's House Montessori school in Hangzhou China to develop best practices for their new bilingual program. We would like to interview you to gain a better understanding of parents' thoughts and opinions on the matter of an exchange program between Chinese and U.S. Montessori schools.</p>	
<p>译者信息：为了帮助我们进行面试，我们邀请Betty担任翻译。如有必要，他们会用普通话向您提问，然 后将您的答案转发给我们。他们还会询问澄清问题以及我们可能会根据您的答案提出的任何后续问题。他 们已被指示保留采访中的所有信息，如下所述。 Translator Information: To aid us in this interview, we have invited Betty to serve as a translator. They will ask our questions to you in Mandarin if necessary, and then relay your answers to us. They will also ask clarifying questions and any follow up questions we may have following your answers. They have been instructed to keep all information from the interview as we described below.</p>	
<p>保密声明：我们是伍斯特理工学院的学生，与一米儿童之家蒙特梭利学校合作，为潜在的交流计划制定 最佳实践。我们希望进行此次访谈，以便更好地了解您对国际交流计划的兴趣。虽然我们将分别记录参与 者姓名以防止重复信息，但此访谈将保持匿名。您提供的任何信息都可以在我们的最终报告中在互联网上 公布，该报告将向公众开放。 这次采访完全是自愿的，需要30分钟才能完成。如果您在任何时候不想继续采访，请告诉我们，我们将停 止。</p>	

你有什么问题吗？

Confidentiality Statement: We are students from Worcester Polytechnic Institute working with the Yimi Children's House Montessori school to develop best practices for a potential exchange program. We would like to conduct this interview to better understand your interest in an international exchange program. This interview will be kept anonymous, although we will separately record participant names to prevent duplicate information. Any information you provide may be published on the internet in our final report, which will be available to the public. This interview is completely voluntary and should take 30 minutes to complete. If at any time you do not wish to continue the interview, let us know and we will stop. Do you have any questions?

P1: 我们是否有权录制本次会议的音频
Do we have permission to record audio of this session?
A: Yes

P2: 除了让学生注册之外, 你对一米儿童之家有什么关系
Other than having a student enrolled, what ties do you have to the Yimi Children's House
无 指南 助理 雇员 其他: _____
None Guide Assistant Employee Other: _____

P3: 你的孩子是在几岁时注册就读蒙台梭利学校的?
What ages are your children who are enrolled at the school?
A: About 5 years old

P4: 你能评价你的英语口语能力吗?
Could you rate your oral proficiency in English?
没有熟练程度 基本熟练程度 中级熟练程度 流利
No proficiency Basic proficiency Intermediate proficiency Fluent

P5: 你能评价你孩子的英语口语水平吗?
Could you rate your children's oral proficiency in English?
没有熟练程度 基本熟练程度 中级熟练程度 流利
No proficiency Basic proficiency Intermediate proficiency Fluent

P6: 你为什么让你的孩子入读蒙台梭利学校而不是传统学校?
Why did you enroll your child at a Montessori School instead of at a traditional school?
A: Higher level of concentration, instead of following the strict regime of a traditional school. Also her friend's child studied since child 1 years old, and it was recommended.

对于问题P7-P9：假设一米儿童之家与美国蒙特梭利学校合作，为教师启动交流计划。伊米老师将在美国待一年，然后再回到伊米教学

For questions P7-P9: Pretend the Yimi Children's House starts an exchange program for teachers in cooperation with a Montessori school in the United States. Yimi teachers would spend a year abroad in the U.S. and return to teach again at Yimi.

P7: 您对美国蒙特梭利的做法有任何背景知识吗？如果是这样，您从哪里获得这些信息？您有兴趣学习更多吗？

Do you have any background knowledge on American Montessori practices? If so, where did you get this information? Do you have any interest in learning more?

A: No, but has interest in learning

P8: 您是否相信这样的教师交流会让您的孩子在一米儿童之家的教育受益？

Do you believe such a teacher exchange would benefit your child's education at Yimi Children's House? Emphasize "I don't know" is an okay answer

A: Yes because one of the teacher's tasks is output of knowledge, and studying abroad would provide more opportunity to provide new knowledge to the children.

P9: 您从这样的计划中看到了什么好处？

What benefits do you see coming from such a program? Emphasize "I don't know" is an okay answer

A: See Above

P10: 在一米儿童之家之后，您对孩子的教育有什么计划？

What are your plans for your child's education after the Yimi Children's House?

未定 公共教育 私人蒙特梭利 私人其他：___ 外国教育 其他：

Undecided Public Education Private Montessori Private Other: ___ Foreign Education Other: ___

There are barely Montessori classrooms for Elementary, so later on is harder.

P11: 您认为您的孩子如何从外国蒙特梭利教室的互动中受益？

How do you think your child could benefit from interacting in a foreign Montessori classroom?

A: Doesn't know much about Montessori growth, so most obvious is foreign language.

P12: 你愿意去蒙特梭利的外国学校吗？

Would you be willing to visit a foreign Montessori school?

Yes

如果你喜欢：您是否对以下内容感兴趣：

短途游览蒙特梭利外国学校？

.....和你的孩子在一起？

.....没有你的孩子，只是自己去？

与您的孩子在学校注册的长期交流？

.....不到一个月？

.....大约一个月？

.....超过一个月？

If yes: would you be interested in:

A short tour of a foreign Montessori school?

... with your child?

... without your child, and just go by yourself?

A longer term exchange, with your child enrolled in the school?

... for less than one month?

... for about one month?

... for longer than one month?

P13: 您的其他家人是否了解蒙台梭利原则？

Do other members of your family know about Montessori principles?

A: *A little*

P14: 您的家庭月收入范围是多少？

What is your monthly household income range?

< ¥5,000 ¥5,000 - ¥9,999 ¥10,000 - ¥19,999 > ¥20,000

评论：

Comments:

Mother understands some English but some questions were answered in Chinese

最后的评论：非常感谢您参与我们的项目！如果您有任何问题或意见，可以通过gr-b18-

montessori@wpi.edu与我们联系。

Final Remarks: Thank you very much for participating in our project! If you have any questions or comments at any point, you can reach us at gr-b18-montessori@wpi.edu.

Parent Interview 4

参与者与一米儿童的关系: Participant's Relation to Yimi Children:	
母亲 父亲 祖母 祖父 其他 : _____ Mother Father Grandmother Grandfather Other: _____	
采访者姓名: Interviewer name: Finn Casey	
转录员姓名: Transcriber name: Kayla Swiston	译者姓名: Translator name: Betty
日期和时间: Date & Time of Session: 10/31/18 10:06 AM – 10:30 AM	
地点: Location: Yimi Children's House (Yuhang district)	
项目描述和目标：您好，我们是WPI的一群学生，我们与中国杭州的儿童之家蒙特梭利学校合作，为他们的 新双语课程开发最佳实践。我们想采访你，以便更好地了解父母对中美蒙台梭利学校交流项目的想法和 意见。 Project Description & Goal: Hello, we are a group of students from WPI working with the Children's House Montessori school in Hangzhou China to develop best practices for their new bilingual program. We would like to interview you to gain a better understanding of parents' thoughts and opinions on the matter of an exchange program between Chinese and U.S. Montessori schools.	
译者信息：为了帮助我们进行面试，我们邀请Betty担任翻译。如有必要，他们会用普通话向您提问，然 后将您的答案转发给我们。他们还会询问澄清问题以及我们可能会根据您的答案提出的任何后续问题。他 们已被指示保留采访中的所有信息，如下所述。 Translator Information: To aid us in this interview, we have invited Betty to serve as a translator. They will ask our questions to you in Mandarin if necessary, and then relay your answers to us. They will also ask clarifying questions and any follow up questions we may have following your answers. They have been instructed to keep all information from the interview as we described below.	
保密声明：我们是伍斯特理工学院的学生，与一米儿童之家蒙特梭利学校合作，为潜在的交流计划制定 最佳实践。我们希望进行此次访谈，以便更好地了解您对国际交流计划的兴趣。虽然我们将分别记录参与 者姓名以防止重复信息，但此访谈将保持匿名。您提供的任何信息都可以在我们的最终报告中在互联网上 公布，该报告将向公众开放。 这次采访完全是自愿的，需要30分钟才能完成。如果您在任何时候不想继续采访，请告诉我们，我们将停 止。	

你有什么问题吗？

Confidentiality Statement: We are students from Worcester Polytechnic Institute working with the Yimi Children's House Montessori school to develop best practices for a potential exchange program. We would like to conduct this interview to better understand your interest in an international exchange program.

This interview will be kept anonymous, although we will separately record participant names to prevent duplicate information. Any information you provide may be published on the internet in our final report, which will be available to the public.

This interview is completely voluntary and should take 30 minutes to complete. If at any time you do not wish to continue the interview, let us know and we will stop.

Do you have any questions?

P1: 我们是否有权录制本次会议的音频

Do we have permission to record audio of this session?

A: Yes

P2: 除了让学生注册之外, 你对一米儿童之家有什么关系

Other than having a student enrolled, what ties do you have to the Yimi Children's House?

无 指南 助理 雇员 其他: _____

None Guide Assistant Employee Other: _____

P3: 你的孩子是在几岁时注册就读蒙台梭利学校的？

What ages are your children who are enrolled at the school?

A: Just turned 3 years old

P4: 你能评价你的英语口语能力吗？

Could you rate your oral proficiency in English?

没有熟练程度 基本熟练程度 中级熟练程度 流利

No proficiency Basic proficiency Intermediate proficiency Fluent

P5: 你能评价你孩子的英语口语水平吗？

Could you rate your children's oral proficiency in English?

没有熟练程度 基本熟练程度 中级熟练程度 流利

No proficiency Basic proficiency Intermediate proficiency Fluent

They just started learning

P6: 你为什么让你的孩子入读蒙台梭利学校而不是传统学校？

Why did you enroll your child at a Montessori School instead of at a traditional school?

A: First is because they are permanent residents in Beijing not Hangzhou so they are limited in public schools
Second is because her friend listed why she liked this kind of school: pictures are printed out, no electronics, they have wooden furniture, glass and china (natural materials) to teach the children of precious object
Third is because they know some popular teachers here.

对于问题Q7-Q9：假设一米儿童之家与美国蒙特梭利学校合作，为教师启动交流计划。伊米老师将在美国待一年，然后再回到伊米教学

For questions Q7-Q9: Pretend the Yimi Children's House starts an exchange program for teachers in cooperation with a Montessori school in the United States. Yimi teachers would spend a year abroad in the U.S. and return to teach again at Yimi.

P7: 您对美国蒙特梭利的做法有任何背景知识吗？如果是这样，您从哪里获得这些信息？您有兴趣学习更多吗？

Do you have any background knowledge on American Montessori practices? If so, where did you get this information? Do you have any interest in learning more?

A: *Don't know anything, very interested in knowing more*

P8: 您是否相信这样的教师交流会让您的孩子在一米儿童之家的教育受益？

Do you believe such a teacher exchange would benefit your child's education at Yimi Children's House?
Emphasize "I don't know" is an okay answer

A: *Worried that the children's best teacher will be abroad and so the children won't see their favorite teachers for the year they are abroad. The other thing is that it is good for the children in the long run.*

P9: 您这样想的原因是什么？

What concerns do you see coming from such a program? *Emphasize "I don't know" is an okay answer*

A: *See above*

P10: 在一米儿童之家之后，您对孩子的教育有什么计划？

What are your plans for your child's education after the Yimi Children's House?

未定 公共教育 私人蒙特梭利 私人其他：____ 外国教育 其他：

Undecided Public Education Private Montessori Private Other: ____ Foreign Education Other: ____

They are registered in Beijing so they'd be turned away from most public schools

P11: 您认为您的孩子如何从外国蒙特梭利教室的互动中受益？

How do you think your child could benefit from interacting in a foreign Montessori classroom?

A: *Don't know foreign Montessori enough or if her child could adapt, and if child is abroad at an early age, where would her child go for an elementary school?*

P12: 你愿意去蒙特梭利的外国学校吗？

Would you be willing to visit a foreign Montessori school?

Currently the child is too young. Maybe in high school this would be better, but not elementary school.

如果你喜欢：您是否对以下内容感兴趣：

短途游览蒙特梭利外国学校？

.....和你的孩子在一起？

.....没有你的孩子，只是自己去？

与您的孩子在学校注册的长期交流？

.....不到一个月？

.....大约一个月？

.....超过一个月？

If yes: would you be interested in:

A short tour of a foreign Montessori school?

... with your child?

... without your child, and just go by yourself?

A longer term exchange, with your child enrolled in the school?

... for less than one month?

... for about one month?

... for longer than one month?

Due to work and a month is enough to visit

P13: 您的其他家人是否了解蒙台梭利原则？

Do other members of your family know about Montessori principles?

A: Husband knows a little

P14: 您的家庭月收入范围是多少？

What is your monthly household income range?

< ¥5,000 ¥5,000 - ¥9,999 ¥10,000 - ¥19,999 > ¥20,000

评论：

Comments:

Is there a Montessori series so that her child can continue in Montessori for as long as they can.

最后的评论：非常感谢您参与我们的项目！如果您有任何问题或意见，可以通过gr-b18-montessori@wpi.edu与我们联系。

Final Remarks: Thank you very much for participating in our project! If you have any questions or comments at any point, you can reach us at gr-b18-montessori@wpi.edu.

Parent Interview 5

<p>参与者与一米儿童的关系: Participant's Relation to Yimi Children:</p> <p>母亲 父亲 祖母 祖父 其他: _____ Mother Father Grandmother Grandfather Other: _____</p>	
<p>采访者姓名: Interviewer name: Fabian Gaziano</p>	
<p>转录员姓名: Transcriber name: Kayla Swiston</p>	<p>译者姓名: Translator name: Betty</p>
<p>日期和时间: Date & Time of Session: 10/31/2018 1:08 PM-1:26 PM</p>	
<p>地点: Location: Yimi Children's House (Yuhang Campus)</p>	
<p>项目描述和目标: 您好, 我们是WPI的一群学生, 我们与中国杭州的儿童之家蒙特梭利学校合作, 为他们的 新双语课程开发最佳实践。我们想采访你, 以便更好地了解父母对中美蒙台梭利学校交流项目的想法和 意见。 Project Description & Goal: Hello, we are a group of students from WPI working with the Children's House Montessori school in Hangzhou China to develop best practices for their new bilingual program. We would like to interview you to gain a better understanding of parents' thoughts and opinions on the matter of an exchange program between Chinese and U.S. Montessori schools.</p>	
<p>译者信息: 为了帮助我们进行面试, 我们邀请_____担任翻译。如有必要, 他们会用普通话向您提问, 然后将您的答案转发给我们。他们还会询问澄清问题以及我们可能会根据您的答案提出的任何后续问题。 他们已被指示保留采访中的所有信息, 如下所述。 Translator Information: To aid us in this interview, we have invited Betty to serve as a translator. They will ask our questions to you in Mandarin if necessary, and then relay your answers to us. They will also ask clarifying questions and any follow up questions we may have following your answers. They have been instructed to keep all information from the interview as we described below.</p>	
<p>保密声明: 我们是伍斯特理工学院的学生, 与一米儿童之家蒙特梭利学校合作, 为潜在的交流计划制定 最佳实践。我们希望进行此次访谈, 以便更好地了解您对国际交流计划的兴趣。虽然我们将分别记录参与 者姓名以防止重复信息, 但此访谈将保持匿名。您提供的任何信息都可以在我们的最终报告中在互联网上 公布, 该报告将向公众开放。 这次采访完全是自愿的, 需要30分钟才能完成。如果您在任何时候不想继续采访, 请告诉我们, 我们将停 止。</p>	

你有什么问题吗？

Confidentiality Statement: We are students from Worcester Polytechnic Institute working with the Yimi Children's House Montessori school to develop best practices for a potential exchange program. We would like to conduct this interview to better understand your interest in an international exchange program.

This interview will be kept anonymous, although we will separately record participant names to prevent duplicate information. Any information you provide may be published on the internet in our final report, which will be available to the public.

This interview is completely voluntary and should take 30 minutes to complete. If at any time you do not wish to continue the interview, let us know and we will stop.

Do you have any questions?

P1: 我们是否有权录制本次会议的音频

Do we have permission to record audio of this session?

A: Yes

P2: 除了让学生注册之外, 你对一米儿童之家有什么关系

Other than having a student enrolled, what ties do you have to the Yimi Children's House?

无 指南 助理 雇员 其他: _____

None Guide Assistant Employee Other: _____

P3: 你的孩子是在几岁时注册就读蒙台梭利学校的？

What ages are your children who are enrolled at the school?

A: 14 months

P4: 你能评价你的英语口语能力吗？

Could you rate your oral proficiency in English?

没有熟练程度 基本熟练程度 中级熟练程度 流利

No proficiency Basic proficiency Intermediate proficiency Fluent

P5: 你能评价你孩子的英语口语水平吗？

Could you rate your children's oral proficiency in English?

没有熟练程度 基本熟练程度 中级熟练程度 流利

No proficiency Basic proficiency Intermediate proficiency Fluent

Didn't teach her English: too young

P6: 你为什么让你的孩子入读蒙台梭利学校而不是传统学校？

Why did you enroll your child at a Montessori School instead of at a traditional school?

A: When she was pregnant she read books on raising children and they contained info about Montessori schools. Also, elementary schools in China are very conservative, and Montessori schools are more open and free which she liked.

对于问题Q7-Q9：假设一米儿童之家与美国蒙台梭利学校合作，为教师启动交流计划。伊米老师将在美国待一年，然后再回到伊米教学

For questions Q7-Q9: Pretend the Yimi Children's House starts an exchange program for teachers in cooperation with a Montessori school in the United States. Yimi teachers would spend a year abroad in the U.S. and return to teach again at Yimi.

P7: 您对美国蒙特梭利的做法有任何背景知识吗？如果是这样，您从哪里获得这些信息？你有兴趣学习更多吗？

Do you have any background knowledge on American Montessori practices? If so, where did you get this information? Do you have any interest in learning more?

A: No, just European Montessori and studied about early education in Finland. Wants to know differences between America and other countries

P8: 您是否相信这样的教师交流会让您的孩子在一米儿童之家的教育受益？

Do you believe such a teacher exchange would benefit your child's education at Yimi Children's House?

Emphasize "I don't know" is an okay answer

A: Yes, learn different country's cultures

P9: 您这样想的原因是什么？

What concerns do you see coming from such a program? Emphasize "I don't know" is an okay answer

A: If teacher goes abroad, who will take care of the children? New teachers are not the best ones because those are the ones leaving. Maybe when they go abroad it's just a surface understanding and not a complete understanding. Depends on ability of the teacher; mixed training if they don't understand.

P10: 在一米儿童之家之后，您对孩子的教育有什么计划？

What are your plans for your child's education after the Yimi Children's House?

未定 公共教育 私人蒙台梭利 私人其他：____ 外国教育 其他：

Undecided Public Education Private Montessori Private Other: ____ Foreign Education Other: ____

Pretty young so she's a bit undecided

P11: 您认为您的孩子如何从外国蒙台梭利教室的互动中受益？

How do you think your child could benefit from interacting in a foreign Montessori classroom?

A: English, New environment (adaptability), broaden their knowledge

P12: 你愿意去蒙特梭利的外国学校吗？

Would you be willing to visit a foreign Montessori school?

Yes

如果你喜欢：您是否对以下内容感兴趣：

短途游览蒙特梭利外国学校？

.....和你的孩子在一起？

.....没有你的孩子，只是自己去？

与您的孩子在学校注册的长期交流？

.....不到一个月？

.....大约一个月？

.....超过一个月？

If yes: would you be interested in:

A short tour of a foreign Montessori school?

... with your child?

... without your child, and just go by yourself?

If they were 3, maybe she would go with her child, but right now too young

A longer term exchange, with your child enrolled in the school?

... for less than one month?

... for about one month?

... for longer than one month?

If timing is too short, not long enough to gain insight about Montessori

P13: 您的其他家人是否了解蒙台梭利原则？

Do other members of your family know about Montessori principles?

A: Husband

P14: 您的家庭月收入范围是多少？

What is your monthly household income range?

< ¥5,000 ¥5,000 - ¥9,999 ¥10,000 - ¥19,999 > ¥20,000

评论：

Comments:

最后的评论：非常感谢您参与我们的项目！如果您有任何问题或意见，可以通过gr-b18-montessori@wpi.edu与我们联系。

Final Remarks: Thank you very much for participating in our project! If you have any questions or comments at any point, you can reach us at gr-b18-montessori@wpi.edu.

Parent Interview 6

<p>参与者与一米儿童的关系: Participant's Relation to Yimi Children:</p> <p>母亲 父亲 祖母 祖父 其他: _____ Mother Father Grandmother Grandfather Other: _____</p>	
<p>采访者姓名: Interviewer name: Fabian Gaziano</p>	
<p>转录员姓名: Transcriber name: Kayla Swiston</p>	<p>译者姓名: Translator name: Betty</p>
<p>日期和时间: Date & Time of Session: 10/31/18 3:01PM – 3:16PM</p>	
<p>地点: Location: Yimi Children's House (Yuhang district)</p>	
<p>项目描述和目标：您好，我们是WPI的一群学生，我们与中国杭州的儿童之家蒙特梭利学校合作，为他们的 新双语课程开发最佳实践。我们想采访你，以便更好地了解父母对中美蒙台梭利学校交流项目的想法和 意见。 Project Description & Goal: Hello, we are a group of students from WPI working with the Children's House Montessori school in Hangzhou China to develop best practices for their new bilingual program. We would like to interview you to gain a better understanding of parents' thoughts and opinions on the matter of an exchange program between Chinese and U.S. Montessori schools.</p>	
<p>译者信息：为了帮助我们进行面试，我们邀请Betty担任翻译。如有必要，他们会用普通话向您提问，然 后将您的答案转发给我们。他们还会询问澄清问题以及我们可能会根据您的答案提出的任何后续问题。他 们已被指示保留采访中的所有信息，如下所述。 Translator Information: To aid us in this interview, we have invited Betty to serve as a translator. They will ask our questions to you in Mandarin if necessary, and then relay your answers to us. They will also ask clarifying questions and any follow up questions we may have following your answers. They have been instructed to keep all information from the interview as we described below.</p>	
<p>保密声明：我们是伍斯特理工学院的学生，与一米儿童之家蒙特梭利学校合作，为潜在的交流计划制定 最佳实践。我们希望进行此次访谈，以便更好地了解您对国际交流计划的兴趣。虽然我们将分别记录参与 者姓名以防止重复信息，但此访谈将保持匿名。您提供的任何信息都可以在我们的最终报告中在互联网上 公布，该报告将向公众开放。 这次采访完全是自愿的，需要30分钟才能完成。如果您在任何时候不想继续采访，请告诉我们，我们将停 止。</p>	

你有任何问题吗？

Confidentiality Statement: We are students from Worcester Polytechnic Institute working with the Yimi Children's House Montessori school to develop best practices for a potential exchange program. We would like to conduct this interview to better understand your interest in an international exchange program.

This interview will be kept anonymous, although we will separately record participant names to prevent duplicate information. Any information you provide may be published on the internet in our final report, which will be available to the public.

This interview is completely voluntary and should take 30 minutes to complete. If at any time you do not wish to continue the interview, let us know and we will stop.

Do you have any questions?

P1: 我们是否有权录制本次会议的音频

Do we have permission to record audio of this session?

A: Yes

P2: 除了让学生注册之外, 你对一米儿童之家有什么关系

Other than having a student enrolled, what ties do you have to the Yimi Children's House

无 指南 助理 雇员 其他: _____

None Guide Assistant Employee Other: _____

P3: 你的孩子是在几岁时注册就读蒙台梭利学校的？

What ages are your children who are enrolled at the school?

A: 3 years

P4: 你能评价你的英语口语能力吗？

Could you rate your oral proficiency in English?

没有熟练程度 基本熟练程度 中级熟练程度 流利

No proficiency Basic proficiency Intermediate proficiency Fluent

P5: 你能评价你孩子的英语口语水平吗？

Could you rate your children's oral proficiency in English?

没有熟练程度 基本熟练程度 中级熟练程度 流利

No proficiency Basic proficiency Intermediate proficiency Fluent

P6: 你为什么让你的孩子入读蒙台梭利学校而不是传统学校？

Why did you enroll your child at a Montessori School instead of at a traditional school?

A: Children like thinking on their own, exploring and learning on their own. Montessori schools are very suitable for this kind of behavior. It respects the children.

对于问题Q7-Q9：假设一米儿童之家与美国蒙台梭利学校合作，为教师启动交流计划。伊米老师将在美国待一年，然后再回到伊米教学

For questions Q7-Q9: Pretend the Yimi Children's House starts an exchange program for teachers in cooperation with a Montessori school in the United States. Yimi teachers would spend a year abroad in the U.S. and return to teach again at Yimi.

P7: 您对美国蒙特梭利的做法有任何背景知识吗？如果是这样，您从哪里获得这些信息？你有兴趣学习更多吗？

Do you have any background knowledge on American Montessori practices? If so, where did you get this information? Do you have any interest in learning more?

A: No, but she has interest in learning more

P8: 您是否相信这样的教师交流会让您的孩子在一米儿童之家的教育受益？

Do you believe such a teacher exchange would benefit your child's education at Yimi Children's House? Emphasize "I don't know" is an okay answer

A: Worries teachers will gain advantage from program but the kids will be affected but the year the teachers will change as they go abroad.

P9: 您这样想的原因是什么？

What concerns do you see coming from such a program? Emphasize "I don't know" is an okay answer

A: See above

P10: 在一米儿童之家之后，您对孩子的教育有什么计划？

What are your plans for your child's education after the Yimi Children's House?

未定 公共教育 私人蒙台梭利 私人其他：___ 外国教育 其他：

Undecided Public Education Private Montessori Private Other: ___ Foreign Education Other: ___

Private school has more resources and finances to help children. Parents can follow their plans because they have a stiffer curriculum.

P11: 您认为您的孩子如何从外国蒙台梭利教室的互动中受益？

How do you think your child could benefit from interacting in a foreign Montessori classroom?

A: Higher ability to observe than adults, so they can compare experiences. It's the same style of education so it's not too overwhelming for the child because the environment of the school would be similar.

P12: 你愿意去蒙特梭利的外国学校吗？

Would you be willing to visit a foreign Montessori school?

Yes

如果你喜欢：您是否对以下内容感兴趣：

短途游览蒙特梭利外国学校？

.....和你的孩子在一起？ □

.....没有你的孩子，只是自己去？

与您的孩子在学校注册的长期交流？

.....不到一个月？

.....大约一个月？

.....超过一个月？

If yes: would you be interested in:

A short tour of a foreign Montessori school?

... with your child?

... without your child, and just go by yourself?

A longer term exchange, with your child enrolled in the school?

... for less than one month?

... for about one month? *At most, because of health of the body, and it's hard to take care of health in a foreign country. Also the parents don't know foreign languages too well.*

... for longer than one month?

P13: 您的其他家人是否了解蒙台梭利原则？

Do other members of your family know about Montessori principles?

A: No

P14: 您的家庭月收入范围是多少？

What is your monthly household income range?

< ¥5,000 ¥5,000 - ¥9,999 **¥10,000 - ¥19,999** > ¥20,000

评论：

Comments:

最后的评论：非常感谢您参与我们的项目！如果您有任何问题或意见，可以通过[gr-b18-](mailto:gr-b18-montessori@wpi.edu)

montessori@wpi.edu与我们联系。

Final Remarks: Thank you very much for participating in our project! If you have any questions or comments at any point, you can reach us at gr-b18-montessori@wpi.edu.

Parent Interview 7

参与者与一米儿童的关系: Participant's Relation to Yimi Children:	
母亲 父亲 祖母 祖父 其他: _____ Mother Father Grandmother Grandfather Other: _____	
采访者姓名: Interviewer name: Finn Casey	
转录员姓名: Transcriber name: Kayla Swiston	译者姓名: Translator name: Betty
日期和时间: Date & Time of Session: 10/31/18 3:32PM-3:52PM	
地点: Location: Yimi Children's House (Yuhang district)	
项目描述和目标: 您好, 我们是WPI的一群学生, 我们与中国杭州的儿童之家蒙特梭利学校合作, 为他们的 新双语课程开发最佳实践。我们想采访你, 以便更好地了解父母对中美蒙台梭利学校交流项目的想法和 意见。 Project Description & Goal: Hello, we are a group of students from WPI working with the Children's House Montessori school in Hangzhou China to develop best practices for their new bilingual program. We would like to interview you to gain a better understanding of parents' thoughts and opinions on the matter of an exchange program between Chinese and U.S. Montessori schools.	
译者信息: 为了帮助我们进行面试, 我们邀请Betty担任翻译。如有必要, 他们会用普通话向您提问, 然 后将您的答案转发给我们。他们还会询问澄清问题以及我们可能会根据您的答案提出的任何后续问题。他 们已被指示保留采访中的所有信息, 如下所述。 Translator Information: To aid us in this interview, we have invited Betty to serve as a translator. They will ask our questions to you in Mandarin if necessary, and then relay your answers to us. They will also ask clarifying questions and any follow up questions we may have following your answers. They have been instructed to keep all information from the interview as we described below.	
保密声明: 我们是伍斯特理工学院的学生, 与一米儿童之家蒙特梭利学校合作, 为潜在的交流计划制定 最佳实践。我们希望进行此次访谈, 以便更好地了解您对国际交流计划的兴趣。虽然我们将分别记录参与 者姓名以防止重复信息, 但此访谈将保持匿名。您提供的任何信息都可以在我们的最终报告中在互联网上 公布, 该报告将向公众开放。 这次采访完全是自愿的, 需要30分钟才能完成。如果您在任何时候不想继续采访, 请告诉我们, 我们将停 止。	

你有什么问题吗？

Confidentiality Statement: We are students from Worcester Polytechnic Institute working with the Yimi Children's House Montessori school to develop best practices for a potential exchange program. We would like to conduct this interview to better understand your interest in an international exchange program.

This interview will be kept anonymous, although we will separately record participant names to prevent duplicate information. Any information you provide may be published on the internet in our final report, which will be available to the public.

This interview is completely voluntary and should take 30 minutes to complete. If at any time you do not wish to continue the interview, let us know and we will stop.

Do you have any questions?

P1: 我们是否有权录制本次会议的音频

Do we have permission to record audio of this session?

A: Yes

P2: 除了让学生注册之外, 你对一米儿童之家有什么关系

Other than having a student enrolled, what ties do you have to the Yimi Children's House?

无 指南 助理 雇员 其他: _____

None Guide Assistant Employee Other: _____

P3: 你的孩子是在几岁时注册就读蒙台梭利学校的？

What ages are your children who are enrolled at the school?

A: 3 years and 3 months, 1 child

P4: 你能评价你的英语口语能力吗？

Could you rate your oral proficiency in English?

没有熟练程度 基本熟练程度 中级熟练程度 流利

No proficiency Basic proficiency Intermediate proficiency Fluent

P5: 你能评价你孩子的英语口语水平吗？

Could you rate your children's oral proficiency in English?

没有熟练程度 基本熟练程度 中级熟练程度 流利

No proficiency Basic proficiency Intermediate proficiency Fluent

P6: 你为什么让你的孩子入读蒙台梭利学校而不是传统学校？

Why did you enroll your child at a Montessori School instead of at a traditional school?

A: Parents have compared bilingual and Montessori schools. Montessori schools let the children find their own work, discover on their own, cultivates independence. After 2 months their child became more outspoken, will say if they're happy or upset, willing to explain themselves. Very important that they learned on their own. Became more able to do things on his own.

对于问题Q7-Q9：假设一米儿童之家与美国蒙特梭利学校合作，为教师启动交流计划。伊米老师将在美国待一年，然后再回到伊米教学

For questions Q7-Q9: Pretend the Yimi Children's House starts an exchange program for teachers in cooperation with a Montessori school in the United States. Yimi teachers would spend a year abroad in the U.S. and return to teach again at Yimi.

P7: 您对美国蒙特梭利的做法有任何背景知识吗？如果是这样，您从哪里获得这些信息？你有兴趣学习更多吗？

Do you have any background knowledge on American Montessori practices? If so, where did you get this information? Do you have any interest in learning more?

A: *Trying to learn more and she's buying books for herself to learn.*

P8: 您是否相信这样的教师交流会让您的孩子在一米儿童之家的教育受益？

Do you believe such a teacher exchange would benefit your child's education at Yimi Children's House?
Emphasize "I don't know" is an okay answer

A: *Worried about all the good teachers going abroad – they are like the second parent of the child, and these connections are really hard to build so them going abroad will have an impact on the children because they have to get used to new teachers. But teachers getting improvement from this program is good, because they will have more knowledge and experience.*

P9: 您这样想的原因是什么？

What concerns do you see coming from such a program? *Emphasize "I don't know" is an okay answer*

A: *See Above*

P10: 在一米儿童之家之后，您对孩子的教育有什么计划？

What are your plans for your child's education after the Yimi Children's House?

未定 公共教育 私人蒙特梭利 私人其他：____ 外国教育 其他：

Undecided Public Education Private Montessori Private Other: ____ Foreign Education Other: ____

Private education because she likes the idea of foreign language

P11: 您认为您的孩子如何从外国蒙特梭利教室的互动中受益？

How do you think your child could benefit from interacting in a foreign Montessori classroom?

A: *There are different ethnicities out there, so getting exposed to a new environment is good for language learning and building his confidence.*

P12: 你愿意去蒙特梭利的外国学校吗？

Would you be willing to visit a foreign Montessori school?

Yes

如果你喜欢：您是否对以下内容感兴趣：

短途游览蒙特梭利外国学校？

.....和你的孩子在一起？

.....没有你的孩子，只是自己去？

与您的孩子在学校注册的长期交流？

.....不到一个月？

.....大约一个月？

.....超过一个月？

If yes: would you be interested in:

A short tour of a foreign Montessori school?

... with your child?

... without your child, and just go by yourself?

A longer term exchange, with your child enrolled in the school?

... for less than one month?

... for about one month?

... for longer than one month?

Husband is exposed to a lot of English in his work (newspapers, articles) and he can read and understand, but when he speaks there's an accent. A month would allow them to fully absorb the foreign environment and improve their English pronunciation.

P13: 您的其他家人是否了解蒙台梭利原则？

do other members of your family know about Montessori principles?

A: Husband

P14: 您的家庭月收入范围是多少？

What is your monthly household income range?

< ¥5,000 ¥5,000 - ¥9,999 ¥10,000 - ¥19,999 > ¥20,000

评论：

Comments:

最后的评论：非常感谢您参与我们的项目！如果您有任何问题或意见，可以通过gr-b18-montessori@wpi.edu与我们联系。

Final Remarks: Thank you very much for participating in our project! If you have any questions or comments at any point, you can reach us at gr-b18-montessori@wpi.edu.

Parent Interview 8

参与者与一米儿童的关系: Participant's Relation to Yimi Children:	
母亲 父亲 祖母 祖父 其他: _____ Mother Father Grandmother Grandfather Other: _____	
采访者姓名: Interviewer name: Samuel Goldman	
转录员姓名: Transcriber name: Kayla Swiston	译者姓名: Translator name: Summer
日期和时间: Date & Time of Session: 11/05/18 9:00AM-9:17AM	
地点: Location: Yimi Children's House (Xiasha district)	
项目描述和目标: 您好, 我们是WPI的一群学生, 我们与中国杭州的儿童之家蒙特梭利学校合作, 为他们的双语课程开发最佳实践。我们想采访你, 以便更好地了解父母对中美蒙台梭利学校交流项目的想法和意见。 Project Description & Goal: Hello, we are a group of students from WPI working with the Children's House Montessori school in Hangzhou China to develop best practices for their new bilingual program. We would like to interview you to gain a better understanding of parents' thoughts and opinions on the matter of an exchange program between Chinese and U.S. Montessori schools.	
译者信息: 为了帮助我们进行面试, 我们邀请Summer担任翻译。如有必要, 他们会用普通话向您提问, 然后将您的答案转发给我们。他们还会询问澄清问题以及我们可能会根据您的答案提出的任何后续问题。他们已被指示保留采访中的所有信息, 如下所述。 Translator Information: To aid us in this interview, we have invited Summer to serve as a translator. They will ask our questions to you in Mandarin if necessary, and then relay your answers to us. They will also ask clarifying questions and any follow up questions we may have following your answers. They have been instructed to keep all information from the interview as we described below.	

保密声明：我们是伍斯特理工学院的学生，与一米儿童之家蒙特梭利学校合作，为潜在的交流计划制定最佳实践。我们希望进行此次访谈，以便更好地了解您对国际交流计划的兴趣。虽然我们将分别记录参与者姓名以防止重复信息，但此访谈将保持匿名。您提供的任何信息都可以在我们的最终报告中在互联网上公布，该报告将向公众开放。

这次采访完全是自愿的，需要30分钟才能完成。如果您在任何时候不想继续采访，请告诉我们，我们将停止。

你有任何问题吗？

Confidentiality Statement: We are students from Worcester Polytechnic Institute working with the Yimi Children's House Montessori school to develop best practices for a potential exchange program. We would like to conduct this interview to better understand your interest in an international exchange program.

This interview will be kept anonymous, although we will separately record participant names to prevent duplicate information. Any information you provide may be published on the internet in our final report, which will be available to the public.

This interview is completely voluntary and should take 30 minutes to complete. If at any time you do not wish to continue the interview, let us know and we will stop.

Do you have any questions?

P1: 我们是否有权录制本次会议的音频

Do we have permission to record audio of this session?

A: Yes

P2: 除了让学生注册之外，你对一米儿童之家有什么关系

Other than having a student enrolled, what ties do you have to the Yimi Children's House

无 指南 助理 雇员 其他: _____

None Guide Assistant Employee Other: _____

P3: 你的孩子是在几岁时注册就读蒙特梭利学校的？

What ages are your children who are enrolled at the school?

A: 3.5 years

P4: 你能评价你的英语口语能力吗？

Could you rate your oral proficiency in English?

没有熟练程度 基本熟练程度 中级熟练程度 流利

No proficiency Basic proficiency Intermediate proficiency Fluent

P5: 你能评价你孩子的英语口语水平吗？

Could you rate your children's oral proficiency in English?

没有熟练程度 基本熟练程度 中级熟练程度 流利

No proficiency Basic proficiency Intermediate proficiency Fluent

P6: 你为什么让你的孩子入读蒙台梭利学校而不是传统学校？

Why did you enroll your child at a Montessori School instead of at a traditional school?

A: She thinks it's a good school principle. Child independence, follow your interests, environment is loving and caring and they can reach their potential.

对于问题Q7-Q9：假设一米儿童之家与美国蒙台梭利学校合作，为教师启动交流计划。伊米老师将在美国待一年，然后再回到伊米教学

For questions Q7-Q9: Pretend the Yimi Children's House starts an exchange program for teachers in cooperation with a Montessori school in the United States. Yimi teachers would spend a year abroad in the U.S. and return to teach again at Yimi.

P7: 您对美国蒙特梭利的做法有任何背景知识吗？如果是这样，您从哪里获得这些信息？您有兴趣学习更多吗？

Do you have any background knowledge on American Montessori practices? If so, where did you get this information? Do you have any interest in learning more?

A: None. Interested in learning more because she wants her children to study longer in the school, beyond elementary school.

P8: 您是否相信这样的教师交流会让您的孩子在一米儿童之家的教育受益？

Do you believe such a teacher exchange would benefit your child's education at Yimi Children's House? *Emphasize "I don't know" is an okay answer*

A: Yes. Teacher will be more professional, and this will benefit children because the teaching will improve.

P9: 您这样想的顾虑是什么？

What concerns do you see coming from such a program? *Emphasize "I don't know" is an okay answer*

A: I don't know. Further study will be better, shouldn't have issues.

P10: 在一米儿童之家之后，您对孩子的教育有什么计划？

What are your plans for your child's education after the Yimi Children's House?

未定 公共教育 私人蒙台梭利 私人其他：___ 外国教育 其他：

Montessori classrooms

Undecided Public Education Private Montessori Private Other: ___ Foreign Education Other:

Montessori classrooms

Did not specify why 'other' and not 'Private Montessori'

P11: 您认为您的孩子如何从外国蒙台梭利教室的互动中受益？

How do you think your child could benefit from interacting in a foreign Montessori classroom?

A: Her kids will be exposed to more variety of culture

P12: 你愿意去蒙特梭利的外国学校吗？

Would you be willing to visit a foreign Montessori school?

Yes

如果你喜欢：您是否对以下内容感兴趣：

短途游览蒙特梭利外国学校？

.....和你的孩子在一起？

.....没有你的孩子，只是自己去？

与您的孩子在学校注册的长期交流？

.....不到一个月？

.....大约一个月？

.....超过一个月？

If yes: would you be interested in:

A short tour of a foreign Montessori school?

... with your child?

... without your child, and just go by yourself?

A longer term exchange, with your child enrolled in the school?

... for less than one month?

... for about one month?

... for longer than one month?

Why?

Her English is not too good, so she's a bit worried. She'd be homesick if it went for longer than a month.

P13: 您的其他家人是否了解蒙台梭利原则？

do other members of your family know about Montessori principles?

A: None. They've heard of it but haven't much idea about the school.

P14: 您的家庭月收入范围是多少？

What is your monthly household income range?

< ¥5,000 ¥5,000 - ¥9,999 ¥10,000 - ¥19,999 > ¥20,000

评论：

Comments:

最后的评论：非常感谢您参与我们的项目！如果您有任何问题或意见，可以通过gr-b18-montessori@wpi.edu与我们联系。

Final Remarks: Thank you very much for participating in our project! If you have any questions or comments at any point, you can reach us at gr-b18-montessori@wpi.edu.

Parent Interview 9

<p>参与者与一米儿童的关系: Participant's Relation to Yimi Children:</p> <p>母亲 父亲 祖母 祖父 其他: _____ Mother Father Grandmother Grandfather Other: _____</p>	
<p>采访者姓名: Interviewer name: Samuel Goldman</p>	
<p>转录员姓名: Transcriber name: Kayla Swiston</p>	<p>译者姓名: Translator name: Summer</p>
<p>日期和时间: Date & Time of Session: 11/05/18 9:18AM-9:33AM</p>	
<p>地点: Location: Yimi Children's House (Xiasha district)</p>	
<p>项目描述和目标: 您好, 我们是WPI的一群学生, 我们与中国杭州的儿童之家蒙特梭利学校合作, 为他们的 新双语课程开发最佳实践。我们想采访你, 以便更好地了解父母对中美蒙台梭利学校交流项目的想法和 意见。 Project Description & Goal: Hello, we are a group of students from WPI working with the Children's House Montessori school in Hangzhou China to develop best practices for their new bilingual program. We would like to interview you to gain a better understanding of parents' thoughts and opinions on the matter of an exchange program between Chinese and U.S. Montessori schools.</p>	
<p>译者信息: 为了帮助我们进行面试, 我们邀请_____担任翻译。如有必要, 他们会用普通话向您提问, 然后将您的答案转发给我们。他们还会询问澄清问题以及我们可能会根据您的答案提出的任何后续问题。 他们已被指示保留采访中的所有信息, 如下所述。 Translator Information: To aid us in this interview, we have invited Summer to serve as a translator. They will ask our questions to you in Mandarin if necessary, and then relay your answers to us. They will also ask clarifying questions and any follow up questions we may have following your answers. They have been instructed to keep all information from the interview as we described below.</p>	
<p>保密声明: 我们是伍斯特理工学院的学生, 与一米儿童之家蒙特梭利学校合作, 为潜在的交流计划制定 最佳实践。我们希望进行此次访谈, 以便更好地了解您对国际交流计划的兴趣。虽然我们将分别记录参与 者姓名以防止重复信息, 但此访谈将保持匿名。您提供的任何信息都可以在我们的最终报告中在互联网上 公布, 该报告将向公众开放。 这次采访完全是自愿的, 需要30分钟才能完成。如果您在任何时候不想继续采访, 请告诉我们, 我们将停 止。</p>	

你有任何问题吗？

Confidentiality Statement: We are students from Worcester Polytechnic Institute working with the Yimi Children's House Montessori school to develop best practices for a potential exchange program. We would like to conduct this interview to better understand your interest in an international exchange program. This interview will be kept anonymous, although we will separately record participant names to prevent duplicate information. Any information you provide may be published on the internet in our final report, which will be available to the public. This interview is completely voluntary and should take 30 minutes to complete. If at any time you do not wish to continue the interview, let us know and we will stop. Do you have any questions?

P1: 我们是否有权录制本次会议的音频
Do we have permission to record audio of this session?
A: Yes

P2: 除了让学生注册之外, 你对一米儿童之家有什么关系
Other than having a student enrolled, what ties do you have to the Yimi Children's House
无 指南 助理 雇员 其他: _____
None Guide Assistant Employee Other: _____

The boss here is her previous coworker. Unclear if the boss at this campus, Yimi overall, or otherwise

P3: 你的孩子是在几岁时注册就读蒙台梭利学校的?
What ages are your children who are enrolled at the school?
A: 2.5 years

P4: 你能评价你的英语口语能力吗?
Could you rate your oral proficiency in English?
没有熟练程度 基本熟练程度 中级熟练程度 流利
No proficiency Basic proficiency Intermediate proficiency Fluent

P5: 你能评价你孩子的英语口语水平吗?
Could you rate your children's oral proficiency in English?
没有熟练程度 基本熟练程度 中级熟练程度 流利
No proficiency Basic proficiency Intermediate proficiency Fluent

P6: 你为什么让你的孩子入读蒙台梭利学校而不是传统学校?
Why did you enroll your child at a Montessori School instead of at a traditional school?
A: Happier and have more freedom. They are able to focus better. (She is not as patient as the teachers, so she hopes she can send her children here to learn so they can have more focus, and the children has the ability to learn multiple languages so she wants to pay attention more to that opportunity)

对于问题Q7-Q9：假设一米儿童之家与美国蒙特梭利学校合作，为教师启动交流计划。伊米老师将在美国待一年，然后再回到伊米教学

For questions Q7-Q9: Pretend the Yimi Children's House starts an exchange program for teachers in cooperation with a Montessori school in the United States. Yimi teachers would spend a year abroad in the U.S. and return to teach again at Yimi.

P7: 您对美国蒙特梭利的做法有任何背景知识吗？如果是这样，您从哪里获得这些信息？你有兴趣学习更多吗？

Do you have any background knowledge on American Montessori practices? If so, where did you get this information? Do you have any interest in learning more?

A: *Doesn't know too well. But she does know some famous people who had this education as children. Yes, she has interest in learning more.*

P8: 您是否相信这样的教师交流会让您的孩子在一米儿童之家的教育受益？为什么？

Do you believe such a teacher exchange would benefit your child's education at Yimi Children's House? *Emphasize "I don't know" is an okay answer*

A: *Yes, because teacher will know more and be more professional.*

P9: 您这样想的顾虑是什么？

What concerns do you see coming from such a program? *Emphasize "I don't know" is an okay answer*

A: *Doesn't know*

P10: 在一米儿童之家之后，您对孩子的教育有什么计划？

What are your plans for your child's education after the Yimi Children's House?

未定 公共教育 私人蒙特梭利 私人其他：____ 外国教育 其他：

Undecided Public Education Private Montessori Private Other: ____ Foreign Education Other: ____

P11: 您认为您的孩子如何从外国蒙特梭利教室的互动中受益？

How do you think your child could benefit from interacting in a foreign Montessori classroom?

A: *Thinks the questions are all very similar*

P12: 你愿意去蒙特梭利的外国学校吗？

Would you be willing to visit a foreign Montessori school?

Haven't thought about it before.

如果你喜欢：您是否对以下内容感兴趣：

短途游览蒙特梭利外国学校？

.....和你的孩子在一起？

.....没有你的孩子，只是自己去？

与您的孩子在学校注册的长期交流？

.....不到一个月？

.....大约一个月？

.....超过一个月？

If yes: would you be interested in:

A short tour of a foreign Montessori school?

... with your child?

... without your child, and just go by yourself?

A longer term exchange, with your child enrolled in the school?

... for less than one month?

... for about one month?

... for longer than one month?

Why?

Her kid would go alone

2 months – not sure why, it seems would help integrate with the different environment.

P13: 您的其他家人是否了解蒙台梭利原则？

do other members of your family know about Montessori principles?

A: **Husband**

P14: 您的家庭月收入范围是多少？（不需要回答）

What is your monthly household income range?

< ¥5,000 ¥5,000 - ¥9,999 ¥10,000 - ¥19,999 **> ¥20,000**

评论：

Comments:

最后的评论：非常感谢您参与我们的项目！如果您有任何问题或意见，可以通过gr-b18-montessori@wpi.edu与我们联系。

Final Remarks: Thank you very much for participating in our project! If you have any questions or comments at any point, you can reach us at gr-b18-montessori@wpi.edu.

Parent Interview 10

<p>参与者与一米儿童的关系: Participant's Relation to Yimi Children:</p> <p>母亲 父亲 祖母 祖父 其他: _____ Mother Father Grandmother Grandfather Other: _____</p>	
<p>采访者姓名: Interviewer name: Fabian Gaziano</p>	
<p>转录员姓名: Transcriber name: Kayla Swiston</p>	<p>译者姓名: Translator name: Summer</p>
<p>日期和时间: Date & Time of Session: 11/05/18 9:34AM</p>	
<p>地点: Location: Yimi Children's House (Xiasha district)</p>	
<p>项目描述和目标: 您好, 我们是WPI的一群学生, 我们与中国杭州的儿童之家蒙特梭利学校合作, 为他们的 新双语课程开发最佳实践。我们想采访你, 以便更好地了解父母对中美蒙台梭利学校交流项目的想法和 意见。 Project Description & Goal: Hello, we are a group of students from WPI working with the Children's House Montessori school in Hangzhou China to develop best practices for their new bilingual program. We would like to interview you to gain a better understanding of parents' thoughts and opinions on the matter of an exchange program between Chinese and U.S. Montessori schools.</p>	
<p>译者信息: 为了帮助我们进行面试, 我们邀请_____担任翻译。如有必要, 他们会用普通话向您提问, 然后将您的答案转发给我们。他们还会询问澄清问题以及我们可能会根据您的答案提出的任何后续问题。 他们已被指示保留采访中的所有信息, 如下所述。 Translator Information: To aid us in this interview, we have invited _____ to serve as a translator. They will ask our questions to you in Mandarin if necessary, and then relay your answers to us. They will also ask clarifying questions and any follow up questions we may have following your answers. They have been instructed to keep all information from the interview as we described below.</p>	
<p>保密声明: 我们是伍斯特理工学院的学生, 与一米儿童之家蒙特梭利学校合作, 为潜在的交流计划制定 最佳实践。我们希望进行此次访谈, 以便更好地了解您对国际交流计划的兴趣。虽然我们将分别记录参与 者姓名以防止重复信息, 但此访谈将保持匿名。您提供的任何信息都可以在我们的最终报告中在互联网上 公布, 该报告将向公众开放。 这次采访完全是自愿的, 需要30分钟才能完成。如果您在任何时候不想继续采访, 请告诉我们, 我们将停 止。</p>	

你有什么问题吗？

Confidentiality Statement: We are students from Worcester Polytechnic Institute working with the Yimi Children's House Montessori school to develop best practices for a potential exchange program. We would like to conduct this interview to better understand your interest in an international exchange program.

This interview will be kept anonymous, although we will separately record participant names to prevent duplicate information. Any information you provide may be published on the internet in our final report, which will be available to the public.

This interview is completely voluntary and should take 30 minutes to complete. If at any time you do not wish to continue the interview, let us know and we will stop.

Do you have any questions?

P1: 我们是否有权录制本次会议的音频

Do we have permission to record audio of this session?

A: Yes

P2: 除了让学生注册之外, 你对一米儿童之家有什么关系

Other than having a student enrolled, what ties do you have to the Yimi Children's House

无 指南 助理 雇员 其他: _____

None Guide Assistant Employee Other: _____

P3: 你的孩子是在几岁时注册就读蒙台梭利学校的？

What ages are your children who are enrolled at the school?

A: 30 months

P4: 你能评价你的英语口语能力吗？

Could you rate your oral proficiency in English?

没有熟练程度 基本熟练程度 中级熟练程度 流利

No proficiency Basic proficiency Intermediate proficiency Fluent

P5: 你能评价你孩子的英语口语水平吗？

Could you rate your children's oral proficiency in English?

没有熟练程度 基本熟练程度 中级熟练程度 流利

No proficiency Basic proficiency Intermediate proficiency Fluent

P6: 你为什么让你的孩子入读蒙台梭利学校而不是传统学校？

Why did you enroll your child at a Montessori School instead of at a traditional school?

A: Because she likes the principles of the school. Respect the children and freedom to develop themselves.

对于问题Q7-Q9：假设一米儿童之家与美国蒙特梭利学校合作，为教师启动交流计划。伊米老师将在美国待一年，然后再回到伊米教学

For questions Q7-Q9: Pretend the Yimi Children's House starts an exchange program for teachers in cooperation with a Montessori school in the United States. Yimi teachers would spend a year abroad in the U.S. and return to teach again at Yimi.

P7: 您对美国蒙特梭利的做法有任何背景知识吗？如果是这样，您从哪里获得这些信息？你有兴趣学习更多吗？

Do you have any background knowledge on American Montessori practices? If so, where did you get this information? Do you have any interest in learning more?

A: **No. Yes she has interest.**

P8: 您是否相信这样的教师交流会让您的孩子在一米儿童之家的教育受益？

Do you believe such a teacher exchange would benefit your child's education at Yimi Children's House?
Emphasize "I don't know" is an okay answer

A: **Yes. You can interact more with the foreign environment. Language skill is very important, and going overseas would be very important and useful.**

P9: 您这样想的顾虑是什么？

What concerns do you see coming from such a program? *Emphasize "I don't know" is an okay answer*

A: **Concern with the teachers being gone, and the consistency of the teaching.**

P10: 在一米儿童之家之后，您对孩子的教育有什么计划？

What are your plans for your child's education after the Yimi Children's House?

未定 公共教育 私人蒙特梭利 私人其他：____ 外国教育 其他：

Undecided Public Education Private Montessori Private Other: ____ Foreign Education Other: ____

P11: 您认为您的孩子如何从外国蒙特梭利教室的互动中受益？

How do you think your child could benefit from interacting in a foreign Montessori classroom?

A: **Develop language skills**

P12: 你愿意去蒙特梭利的外国学校吗？

Would you be willing to visit a foreign Montessori school?

Their child can go, and if it's short term she will go.

如果你喜欢：您是否对以下内容感兴趣：

短途游览蒙特梭利外国学校？

.....和你的孩子在一起？

.....没有你的孩子，只是自己去？

与您的孩子在学校注册的长期交流？

.....不到一个月？

.....大约一个月？

.....超过一个月？

If yes: would you be interested in:

A short tour of a foreign Montessori school?

... with your child?

... without your child, and just go by yourself?

A longer term exchange, with your child enrolled in the school?

... for less than one month?

... for about one month?

... for longer than one month?

Why?

2-3 months = short

P13: 您的其他家人是否了解蒙台梭利原则？

Do other members of your family know about Montessori principles?

A: No

P14: 您的家庭月收入范围是多少？

What is your monthly household income range?

< ¥5,000 ¥5,000 - ¥9,999 ¥10,000 - ¥19,999 > ¥20,000

评论：

Comments:

最后的评论：非常感谢您参与我们的项目！如果您有任何问题或意见，可以通过gr-b18-

montessori@wpi.edu与我们联系。

Final Remarks: Thank you very much for participating in our project! If you have any questions or comments at any point, you can reach us at gr-b18-montessori@wpi.edu.

Parent Interview 11

<p>参与者与一米儿童的关系: Participant's Relation to Yimi Children:</p> <p>母亲 父亲 祖母 祖父 其他: _____ Mother Father Grandmother Grandfather Other: _____</p>	
<p>采访者姓名: Interviewer name: Finn Casey</p>	
<p>转录员姓名: Transcriber name: Kayla Swiston</p>	<p>译者姓名: Translator name: Kayla Swiston (in person), August via recording</p>
<p>日期和时间: Date & Time of Session: 11/05/18 12:26PM-12:35PM</p>	
<p>地点: Location: Yimi Children's House (Xiasha district)</p>	
<p>项目描述和目标：您好，我们是WPI的一群学生，我们与中国杭州的儿童之家蒙特梭利学校合作，为他们的 新双语课程开发最佳实践。我们想采访你，以便更好地了解父母对中美蒙台梭利学校交流项目的想法和 意见。 Project Description & Goal: Hello, we are a group of students from WPI working with the Children's House Montessori school in Hangzhou China to develop best practices for their new bilingual program. We would like to interview you to gain a better understanding of parents' thoughts and opinions on the matter of an exchange program between Chinese and U.S. Montessori schools.</p>	
<p>译者信息：为了帮助我们进行面试，我们邀请_____担任翻译。如有必要，他们会用普通话向您提问， 然后将您的答案转发给我们。他们还会询问澄清问题以及我们可能会根据您的答案提出的任何后续问题。 他们已被指示保留采访中的所有信息，如下所述。 Translator Information: To aid us in this interview, we have invited _____ to serve as a translator. They will ask our questions to you in Mandarin if necessary, and then relay your answers to us. They will also ask clarifying questions and any follow up questions we may have following your answers. They have been instructed to keep all information from the interview as we described below.</p>	
<p>保密声明：我们是伍斯特理工学院的学生，与一米儿童之家蒙特梭利学校合作，为潜在的交流计划制定 最佳实践。我们希望进行此次访谈，以便更好地了解您对国际交流计划的兴趣。虽然我们将分别记录参与 者姓名以防止重复信息，但此访谈将保持匿名。您提供的任何信息都可以在我们的最终报告中在互联网上 公布，该报告将向公众开放。 这次采访完全是自愿的，需要30分钟才能完成。如果您在任何时候不想继续采访，请告诉我们，我们将停 止。</p>	

你有什么问题吗？

Confidentiality Statement: We are students from Worcester Polytechnic Institute working with the Yimi Children's House Montessori school to develop best practices for a potential exchange program. We would like to conduct this interview to better understand your interest in an international exchange program.

This interview will be kept anonymous, although we will separately record participant names to prevent duplicate information. Any information you provide may be published on the internet in our final report, which will be available to the public.

This interview is completely voluntary and should take 30 minutes to complete. If at any time you do not wish to continue the interview, let us know and we will stop.

Do you have any questions?

P1: 我们是否有权录制本次会议的音频

Do we have permission to record audio of this session?

A: Yes

P2: 除了让学生注册之外, 你对一米儿童之家有什么关系

Other than having a student enrolled, what ties do you have to the Yimi Children's House

无 指南 助理 雇员 其他: _____

None Guide Assistant Employee Other: _____

P3: 你的孩子是在几岁时注册就读蒙台梭利学校的？

What ages are your children who are enrolled at the school?

A: 26 months

P4: 你能评价你的英语口语能力吗？

Could you rate your oral proficiency in English?

没有熟练程度 基本熟练程度 中级熟练程度 流利

No proficiency Basic proficiency Intermediate proficiency Fluent

P5: 你能评价你孩子的英语口语水平吗？

Could you rate your children's oral proficiency in English?

没有熟练程度 基本熟练程度 中级熟练程度 流利

No proficiency Basic proficiency Intermediate proficiency Fluent

P6: 你为什么让你的孩子入读蒙台梭利学校而不是传统学校？

Why did you enroll your child at a Montessori School instead of at a traditional school?

A: [Kayla]: Freedom

[August]: Comparing to the traditional schools, children will be freer in the Montessori Schools.

对于问题Q7-Q9：假设一米儿童之家与美国蒙特梭利学校合作，为教师启动交流计划。伊米老师将在美国待一年，然后再回到伊米教学

For questions Q7-Q9: Pretend the Yimi Children's House starts an exchange program for teachers in cooperation with a Montessori school in the United States. Yimi teachers would spend a year abroad in the U.S. and return to teach again at Yimi.

P7: 您对美国蒙特梭利的做法有任何背景知识吗？如果是这样，您从哪里获得这些信息？你有兴趣学习更多吗？

Do you have any background knowledge on American Montessori practices? If so, where did you get this information? Do you have any interest in learning more?

A: [Kayla]: No. Is there much difference?

[August]: She has no background knowledge on it, and she wants to know the differences between the US and China.

P8: 您是否相信这样的教师交流会让您的孩子在一米儿童之家的教育受益？

Do you believe such a teacher exchange would benefit your child's education at Yimi Children's House? Emphasize "I don't know" is an okay answer

A: [Kayla]: Yes. After a month their behavior changes/improves

[August]: Yes. And it's because she saw how her kid had changed evidently in a month especially in following the rules and carrying out tasks better.

P9: 您这样想的原因是什么？

What concerns do you see coming from such a program? Emphasize "I don't know" is an okay answer

A: Trouble communicating this question

P10: 在一米儿童之家之后，您对孩子的教育有什么计划？

What are your plans for your child's education after the Yimi Children's House?

未定 公共教育 私人蒙特梭利 私人其他：___ 外国教育 其他：

Undecided Public Education Private Montessori Private Other: ___ Foreign Education Other: ___

P11: 您认为您的孩子如何从外国蒙特梭利教室的互动中受益？

How do you think your child could benefit from interacting in a foreign Montessori classroom?

A: [Kayla]: What's the difference?

[August]: She has no background knowledge of foreign Montessori education, so she doesn't know.

P12: 你愿意去蒙特梭利的外国学校吗？

Would you be willing to visit a foreign Montessori school?

Yes if there is bilingual speaker?

如果你喜欢：您是否对以下内容感兴趣：

短途游览蒙特梭利外国学校？

.....和你的孩子在一起？

.....没有你的孩子，只是自己去？

与您的孩子在学校注册的长期交流？

.....不到一个月？

.....大约一个月？

.....超过一个月？

If yes: would you be interested in:

A short tour of a foreign Montessori school?

... with your child?

... without your child, and just go by yourself?

A longer term exchange, with your child enrolled in the school?

... for less than one month?

... for about one month?

... for longer than one month?

Why?

P13: 您的其他家人是否了解蒙台梭利原则？

Do other members of your family know about Montessori principles?

A: [Kayla]: None of them are very interested, so no.

P14: 您的家庭月收入范围是多少？

What is your monthly household income range?

< ¥5,000 ¥5,000 - ¥9,999 ¥10,000 - ¥19,999 > ¥20,000

评论：

Comments:

No translator, but she only understood Chinese. Kayla attempted to translate.

[August]: Very satisfied

She wants to know what are the differences and similarities between the Montessori and the Positive Discipline. And a teacher explains that their educational ideas and ways are similar, but the Montessori will use more teaching aids to educate children, and if the mother wants to learn more she can attend parent classrooms.

最后的评论：非常感谢您参与我们的项目！如果您有任何问题或意见，可以通过gr-b18-montessori@wpi.edu与我们联系。

Final Remarks: Thank you very much for participating in our project! If you have any questions or comments at any point, you can reach us at gr-b18-montessori@wpi.edu.

Parent Interview 12

<p>参与者与一米儿童的关系: Participant's Relation to Yimi Children:</p> <p>母亲 父亲 祖母 祖父 其他: _____ Mother Father Grandmother Grandfather Other: _____</p>	
<p>采访者姓名: Interviewer name: Finn Casey</p>	
<p>转录员姓名: Transcriber name: Kayla Swiston</p>	<p>译者姓名: Translator name: Kayla (in person), Betty (via recording)</p>
<p>日期和时间: Date & Time of Session: 11/05/18 1:21PM</p>	
<p>地点: Location: Yimi Children's House (Xiasha Campus)</p>	
<p>项目描述和目标: 您好, 我们是WPI的一群学生, 我们与中国杭州的儿童之家蒙特梭利学校合作, 为他们的 新双语课程开发最佳实践。我们想采访你, 以便更好地了解父母对中美蒙台梭利学校交流项目的想法和 意见。 Project Description & Goal: Hello, we are a group of students from WPI working with the Children's House Montessori school in Hangzhou China to develop best practices for their new bilingual program. We would like to interview you to gain a better understanding of parents' thoughts and opinions on the matter of an exchange program between Chinese and U.S. Montessori schools.</p>	
<p>译者信息: 为了帮助我们进行面试, 我们邀请_____担任翻译。如有必要, 他们会用普通话向您提问, 然后将您的答案转发给我们。他们还会询问澄清问题以及我们可能会根据您的答案提出的任何后续问题。 他们已被指示保留采访中的所有信息, 如下所述。 Translator Information: To aid us in this interview, we have invited _____ to serve as a translator. They will ask our questions to you in Mandarin if necessary, and then relay your answers to us. They will also ask clarifying questions and any follow up questions we may have following your answers. They have been instructed to keep all information from the interview as we described below.</p>	
<p>保密声明: 我们是伍斯特理工学院的学生, 与一米儿童之家蒙特梭利学校合作, 为潜在的交流计划制定 最佳实践。我们希望进行此次访谈, 以便更好地了解您对国际交流计划的兴趣。虽然我们将分别记录参与 者姓名以防止重复信息, 但此访谈将保持匿名。您提供的任何信息都可以在我们的最终报告中在互联网上 公布, 该报告将向公众开放。 这次采访完全是自愿的, 需要30分钟才能完成。如果您在任何时候不想继续采访, 请告诉我们, 我们将停 止。</p>	

你有什么问题吗？

Confidentiality Statement: We are students from Worcester Polytechnic Institute working with the Yimi Children's House Montessori school to develop best practices for a potential exchange program. We would like to conduct this interview to better understand your interest in an international exchange program.

This interview will be kept anonymous, although we will separately record participant names to prevent duplicate information. Any information you provide may be published on the internet in our final report, which will be available to the public.

This interview is completely voluntary and should take 30 minutes to complete. If at any time you do not wish to continue the interview, let us know and we will stop.

Do you have any questions?

P1: 我们是否有权录制本次会议的音频

Do we have permission to record audio of this session?

A: Yes

P2: 除了让学生注册之外, 你对一米儿童之家有什么关系

Other than having a student enrolled, what ties do you have to the Yimi Children's House

无 指南 助理 雇员 其他: _____

None Guide Assistant Employee Other: _____

P3: 你的孩子是在几岁时注册就读蒙台梭利学校的？

What ages are your children who are enrolled at the school?

A: 3 years

P4: 你能评价你的英语口语能力吗？

Could you rate your oral proficiency in English?

没有熟练程度 基本熟练程度 中级熟练程度 流利

No proficiency Basic proficiency Intermediate proficiency Fluent

P5: 你能评价你孩子的英语口语水平吗？

Could you rate your children's oral proficiency in English?

没有熟练程度 基本熟练程度 中级熟练程度 流利

No proficiency Basic proficiency Intermediate proficiency Fluent

P6: 你为什么让你的孩子入读蒙台梭利学校而不是传统学校？

Why did you enroll your child at a Montessori School instead of at a traditional school?

A: [Betty]: I heard the teacher says that such education can cultivate children's autonomy and concentration and my child's concentration is poor.

对于问题Q7-Q9：假设一米儿童之家与美国蒙特梭利学校合作，为教师启动交流计划。伊米老师将在美国待一年，然后再回到伊米教学

For questions Q7-Q9: Pretend the Yimi Children's House starts an exchange program for teachers in cooperation with a Montessori school in the United States. Yimi teachers would spend a year abroad in the U.S. and return to teach again at Yimi.

P7: 您对美国蒙特梭利的做法有任何背景知识吗？如果是这样，您从哪里获得这些信息？你有兴趣学习更多吗？

Do you have any background knowledge on American Montessori practices? If so, where did you get this information? Do you have any interest in learning more?

A: [Kayla]: Interested in learning.

P8: 您是否相信这样的教师交流会让您的孩子在一米儿童之家的教育受益？

Do you believe such a teacher exchange would benefit your child's education at Yimi Children's House? Emphasize "I don't know" is an okay answer

A: [Kayla]: Yes. Because Montessori is from America, so they can learn the technique better.

P9: 您这样想的顾虑是什么？

What concerns do you see coming from such a program? Emphasize "I don't know" is an okay answer

A: None

P10: 在一米儿童之家之后，您对孩子的教育有什么计划？

What are your plans for your child's education after the Yimi Children's House?

未定 公共教育 私人蒙特梭利 私人其他：____ 外国教育 其他：____
Undecided Public Education Private Montessori Private Other: ____ Foreign Education Other: ____

[Kayla]: China and Foreign schools together?

P11: 您认为您的孩子如何从外国蒙特梭利教室的互动中受益？

How do you think your child could benefit from interacting in a foreign Montessori classroom?

A: [Kayla]: Easier to practice if they're in an environment with other foreign students.

[Betty]: They can study from each other (for they have received different Montessori education from different country)

P12: 你愿意去蒙特梭利的外国学校吗？

Would you be willing to visit a foreign Montessori school?

[Kayla]: Yes she wants to go (very enthusiastic)

[Betty]: If I'm able to

如果你喜欢：您是否对以下内容感兴趣：

短途游览蒙特梭利外国学校？

.....和你的孩子在一起？

.....没有你的孩子，只是自己去？

与您的孩子在学校注册的长期交流？

.....不到一个月？

.....大约一个月？

.....超过一个月？

If yes: would you be interested in:

A short tour of a foreign Montessori school?

... with your child?

... without your child, and just go by yourself?

A longer term exchange, with your child enrolled in the school?

... for less than one month?

... for about one month?

... for longer than one month?

why

P13: 您的其他家人是否了解蒙台梭利原则？

do other members of your family know about Montessori principles?

A: [Kayla]: They are not too interested, but they have heard of it.

[Betty]: they don't know much ,but they can tell the difference from child's changes

P14: 您的家庭月收入范围是多少？

What is your monthly household income range?

< ¥5,000 ¥5,000 - ¥9,999 **¥10,000 - ¥19,999** > ¥20,000

评论：

Comments:

最后的评论：非常感谢您参与我们的项目！如果您有任何问题或意见，可以通过gr-b18-montessori@wpi.edu与我们联系。

Final Remarks: Thank you very much for participating in our project! If you have any questions or comments at any point, you can reach us at gr-b18-montessori@wpi.edu.

Parent Interview 13

参与者与一米儿童的关系: Participant's Relation to Yimi Children:	
母亲 父亲 祖母 祖父 其他: _____ Mother Father Grandmother Grandfather Other: _____	
采访者姓名: Interviewer name: Finn Casey	
转录员姓名: Transcriber name: Kayla Swiston	译者姓名: Translator name: Kayla (in person), Summer (via recording)
日期和时间: Date & Time of Session: 11/05/2018 2:07PM	
地点: Location: Yimi Children's House (Xiasha campus)	
项目描述和目标: 您好, 我们是WPI的一群学生, 我们与中国杭州的儿童之家蒙特梭利学校合作, 为他们的 新双语课程开发最佳实践。我们想采访你, 以便更好地了解父母对中美蒙台梭利学校交流项目的想法和 意见。 Project Description & Goal: Hello, we are a group of students from WPI working with the Children's House Montessori school in Hangzhou China to develop best practices for their new bilingual program. We would like to interview you to gain a better understanding of parents' thoughts and opinions on the matter of an exchange program between Chinese and U.S. Montessori schools.	
译者信息: 为了帮助我们进行面试, 我们邀请_____担任翻译。如有必要, 他们会用普通话向您提问, 然后将您的答案转发给我们。他们还会询问澄清问题以及我们可能会根据您的答案提出的任何后续问题。 他们已被指示保留采访中的所有信息, 如下所述。 Translator Information: To aid us in this interview, we have invited _____ to serve as a translator. They will ask our questions to you in Mandarin if necessary, and then relay your answers to us. They will also ask clarifying questions and any follow up questions we may have following your answers. They have been instructed to keep all information from the interview as we described below.	
保密声明: 我们是伍斯特理工学院的学生, 与一米儿童之家蒙特梭利学校合作, 为潜在的交流计划制定 最佳实践。我们希望进行此次访谈, 以便更好地了解您对国际交流计划的兴趣。虽然我们将分别记录参与 者姓名以防止重复信息, 但此访谈将保持匿名。您提供的任何信息都可以在我们的最终报告中在互联网上 公布, 该报告将向公众开放。 这次采访完全是自愿的, 需要30分钟才能完成。如果您在任何时候不想继续采访, 请告诉我们, 我们将停 止。	

你有什么问题吗？

Confidentiality Statement: We are students from Worcester Polytechnic Institute working with the Yimi Children's House Montessori school to develop best practices for a potential exchange program. We would like to conduct this interview to better understand your interest in an international exchange program.

This interview will be kept anonymous, although we will separately record participant names to prevent duplicate information. Any information you provide may be published on the internet in our final report, which will be available to the public.

This interview is completely voluntary and should take 30 minutes to complete. If at any time you do not wish to continue the interview, let us know and we will stop.

Do you have any questions?

P1: 我们是否有权录制本次会议的音频

Do we have permission to record audio of this session?

A: Yes

P2: 除了让学生注册之外, 你对一米儿童之家有什么关系

Other than having a student enrolled, what ties do you have to the Yimi Children's House

无 指南 助理 雇员 其他: _____

None Guide Assistant Employee Other: _____

P3: 你的孩子是在几岁时注册就读蒙台梭利学校的？

What ages are your children who are enrolled at the school?

A: 2 years

P4: 你能评价你的英语口语能力吗？

Could you rate your oral proficiency in English?

没有熟练程度 基本熟练程度 中级熟练程度 流利

No proficiency Basic proficiency Intermediate proficiency Fluent

P5: 你能评价你孩子的英语口语水平吗？

Could you rate your children's oral proficiency in English?

没有熟练程度 基本熟练程度 中级熟练程度 流利

No proficiency Basic proficiency Intermediate proficiency Fluent

P6: 你为什么让你的孩子入读蒙台梭利学校而不是传统学校？

Why did you enroll your child at a Montessori School instead of at a traditional school?

A: [Summer]: Children will learn things across the board and won't feel bound by rigid school rules

对于问题Q7-Q9：假设一米儿童之家与美国蒙特梭利学校合作，为教师启动交流计划。伊米老师将在美国待一年，然后再回到伊米教学

For questions Q7-Q9: Pretend the Yimi Children's House starts an exchange program for teachers in cooperation with a Montessori school in the United States. Yimi teachers would spend a year abroad in the U.S. and return to teach again at Yimi.

P7: 您对美国蒙特梭利的做法有任何背景知识吗？如果是这样，您从哪里获得这些信息？你有兴趣学习更多吗？

Do you have any background knowledge on American Montessori practices? If so, where did you get this information? Do you have any interest in learning more?

A: [Kayla]: No.

P8: 您是否相信这样的教师交流会让您的孩子在一米儿童之家的教育受益？

Do you believe such a teacher exchange would benefit your child's education at Yimi Children's House?
Emphasize "I don't know" is an okay answer

A: [Kayla]: Yes. At Yimi her child is more (adapting?)

[Summer]: My kids feel at ease at Yimi and I think when they are really integrated into Yimi's environment they will learn more things.

P9: 您这样想的原因是什么？

What concerns do you see coming from such a program? *Emphasize "I don't know" is an okay answer*

A: [Kayla]: None

[Summer]: I have no concerns and do think they can be better educated in this project.

P10: 在一米儿童之家之后，您对孩子的教育有什么计划？

What are your plans for your child's education after the Yimi Children's House?

未定 公共教育 私人蒙特梭利 私人其他：____ 外国教育 其他：

Undecided Public Education Private Montessori Private Other: ____ Foreign Education Other: ____

P11: 您认为您的孩子如何从外国蒙特梭利教室的互动中受益？

How do you think your child could benefit from interacting in a foreign Montessori classroom?

A: [Kayla]: Learn more ...? (See recording)

[Summer]: Kids are very pure and innocent when they are in an environment with different language environment they can learn better about how to deal with social relationship.

P12: 你愿意去蒙特梭利的外国学校吗？

Would you be willing to visit a foreign Montessori school?

[Kayla]: Yes

如果你喜欢：您是否对以下内容感兴趣：

短途游览蒙特梭利外国学校？

.....和你的孩子在一起？

.....没有你的孩子，只是自己去？

与您的孩子在学校注册的长期交流？

.....不到一个月？

.....大约一个月？

.....超过一个月？

If yes: would you be interested in:

A short tour of a foreign Montessori school?

... with your child?

... without your child, and just go by yourself?

A longer term exchange, with your child enrolled in the school?

... for less than one month?

... for about one month?

... for longer than one month?

why

P13: 您的其他家人是否了解蒙台梭利原则？

do other members of your family know about Montessori principles?

A: [Kayla]: No

P14: 您的家庭月收入范围是多少？

What is your monthly household income range?

< ¥5,000 ¥5,000 - ¥9,999 ¥10,000 - ¥19,999 > ¥20,000

评论：

Comments:

最后的评论：非常感谢您参与我们的项目！如果您有任何问题或意见，可以通过gr-b18-montessori@wpi.edu与我们联系。

Final Remarks: Thank you very much for participating in our project! If you have any questions or comments at any point, you can reach us at gr-b18-montessori@wpi.edu.

Parent Interview 14

<p>参与者与一米儿童的关系: Participant's Relation to Yimi Children:</p> <p>母亲 父亲 祖母 祖父 其他: _____ Mother Father Grandmother Grandfather Other: _____</p>	
<p>采访者姓名: Interviewer name: Fabian Gaziano</p>	
<p>转录员姓名: Transcriber name: Kayla Swiston</p>	<p>译者姓名: Translator name: Kevin</p>
<p>日期和时间: Date & Time of Session: 11/06/18 9:50AM – 10:01AM</p>	
<p>地点: Location: Yimi Children's House (GuoLing district)</p>	
<p>项目描述和目标：您好，我们是WPI的一群学生，我们与中国杭州的儿童之家蒙特梭利学校合作，为他们的 新双语课程开发最佳实践。我们想采访你，以便更好地了解父母对中美蒙台梭利学校交流项目的想法和 意见。 Project Description & Goal: Hello, we are a group of students from WPI working with the Children's House Montessori school in Hangzhou China to develop best practices for their new bilingual program. We would like to interview you to gain a better understanding of parents' thoughts and opinions on the matter of an exchange program between Chinese and U.S. Montessori schools.</p>	
<p>译者信息：为了帮助我们进行面试，我们邀请Kevin担任翻译。如有必要，他们会用普通话向您提问，然 后将您的答案转发给我们。他们还会询问澄清问题以及我们可能会根据您的答案提出的任何后续问题。他 们已被指示保留采访中的所有信息，如下所述。 Translator Information: To aid us in this interview, we have invited Kevin to serve as a translator. They will ask our questions to you in Mandarin if necessary, and then relay your answers to us. They will also ask clarifying questions and any follow up questions we may have following your answers. They have been instructed to keep all information from the interview as we described below.</p>	
<p>保密声明：我们是伍斯特理工学院的学生，与一米儿童之家蒙特梭利学校合作，为潜在的交流计划制定 最佳实践。我们希望进行此次访谈，以便更好地了解您对国际交流计划的兴趣。虽然我们将分别记录参与 者姓名以防止重复信息，但此访谈将保持匿名。您提供的任何信息都可以在我们的最终报告中在互联网上 公布，该报告将向公众开放。 这次采访完全是自愿的，需要30分钟才能完成。如果您在任何时候不想继续采访，请告诉我们，我们将停 止。</p>	

你有什么问题吗？

Confidentiality Statement: We are students from Worcester Polytechnic Institute working with the Yimi Children's House Montessori school to develop best practices for a potential exchange program. We would like to conduct this interview to better understand your interest in an international exchange program.

This interview will be kept anonymous, although we will separately record participant names to prevent duplicate information. Any information you provide may be published on the internet in our final report, which will be available to the public.

This interview is completely voluntary and should take 30 minutes to complete. If at any time you do not wish to continue the interview, let us know and we will stop.

Do you have any questions?

P1: 我们是否有权录制本次会议的音频

Do we have permission to record audio of this session?

A: Yes

P2: 除了让学生注册之外, 你对一米儿童之家有什么关系

Other than having a student enrolled, what ties do you have to the Yimi Children's House

无 指南 助理 雇员 其他: _____

None Guide Assistant Employee Other: _____

P3: 你的孩子是在几岁时注册就读蒙台梭利学校的？

What ages are your children who are enrolled at the school?

A: They haven't enrolled yet, almost 3 years old.

P4: 你能评价你的英语口语能力吗？

Could you rate your oral proficiency in English?

没有熟练程度 基本熟练程度 中级熟练程度 流利

No proficiency Basic proficiency Intermediate proficiency Fluent

P5: 你能评价你孩子的英语口语水平吗？

Could you rate your children's oral proficiency in English?

没有熟练程度 基本熟练程度 中级熟练程度 流利

No proficiency Basic proficiency Intermediate proficiency Fluent

They know simple words like animals, colors, etc. (elementary)

P6: 你为什么让你的孩子入读蒙台梭利学校而不是传统学校？

Why did you enroll your child at a Montessori School instead of at a traditional school?

A: Saw advertisements and heard from friends and found that it's better for the child.

对于问题Q7-Q9：假设一米儿童之家与美国蒙特梭利学校合作，为教师启动交流计划。伊米老师将在美国待一年，然后再回到伊米教学

For questions Q7-Q9: Pretend the Yimi Children's House starts an exchange program for teachers in cooperation with a Montessori school in the United States. Yimi teachers would spend a year abroad in the U.S. and return to teach again at Yimi.

P7: 您对美国蒙特梭利的做法有任何背景知识吗？如果是这样，您从哪里获得这些信息？你有兴趣学习更多吗？

Do you have any background knowledge on American Montessori practices? If so, where did you get this information? Do you have any interest in learning more?

A: No. Yes, she's interested.

P8: 您是否相信这样的教师交流会让您的孩子在一米儿童之家的教育受益？

Do you believe such a teacher exchange would benefit your child's education at Yimi Children's House?
Emphasize "I don't know" is an okay answer

A: Yes, because there's a difference between American and Chinese Montessori, so they can benefit more from the greater knowledge. It might not benefit her child though, because after a year, her child probably won't be taught by that teacher, but in the long run it will be beneficial.

P9: 您这样想的原因是什么？

What concerns do you see coming from such a program? *Emphasize "I don't know" is an okay answer*

A: No

P10: 在一米儿童之家之后，您对孩子的教育有什么计划？

What are your plans for your child's education after the Yimi Children's House?

未定 公共教育 私人蒙特梭利 私人其他：kindergarten? 外国教育 其他：

Undecided Public Education Private Montessori Private Other: _____ Foreign Education Other: _____

P11: 您认为您的孩子如何从外国蒙特梭利教室的互动中受益？

How do you think your child could benefit from interacting in a foreign Montessori classroom?

A: I don't know because never been to America.

P12: 你愿意去蒙特梭利的外国学校吗？

Would you be willing to visit a foreign Montessori school?

Yes

如果你喜欢：您是否对以下内容感兴趣：

短途游览蒙特梭利外国学校？

.....和你的孩子在一起？

.....没有你的孩子，只是自己去？

与您的孩子在学校注册的长期交流？

.....不到一个月？

.....大约一个月？

.....超过一个月？

If yes: would you be interested in:

A short tour of a foreign Montessori school?

... with your child?

... without your child, and just go by yourself?

A longer term exchange, with your child enrolled in the school?

... for less than one month?

... for about one month?

... for longer than one month? (6month-1year)

why

Better exposure, and they can take in the environment and advantages of the American Montessori school.

P13: 您的其他家人是否了解蒙台梭利原则？

Do other members of your family know about Montessori principles?

A: No

P14: 您的家庭月收入范围是多少？

What is your monthly household income range?

< ¥5,000 ¥5,000 - ¥9,999 ¥10,000 - ¥19,999 > ¥20,000 (almost 20,000, not more than)

评论：

Comments:

最后的评论：非常感谢您参与我们的项目！如果您有任何问题或意见，可以通过gr-b18-montessori@wpi.edu与我们联系。

Final Remarks: Thank you very much for participating in our project! If you have any questions or comments at any point, you can reach us at gr-b18-montessori@wpi.edu.

Parent Interview 15

<p>参与者与一米儿童的关系: Participant's Relation to Yimi Children:</p> <p>母亲 父亲 祖母 祖父 其他 : _____ Mother Father Grandmother Grandfather Other: _____</p>	
<p>采访者姓名: Interviewer name: Fabian Gaziano</p>	
<p>转录员姓名: Transcriber name: Kayla Swiston</p>	<p>译者姓名: Translator name: Kevin</p>
<p>日期和时间: Date & Time of Session: 11/06/18 10:03AM-10:13AM</p>	
<p>地点: Location: GuoLing</p>	
<p>项目描述和目标：您好，我们是WPI的一群学生，我们与中国杭州的儿童之家蒙特梭利学校合作，为他们的 新双语课程开发最佳实践。我们想采访你，以便更好地了解父母对中美蒙台梭利学校交流项目的想法和 意见。 Project Description & Goal: Hello, we are a group of students from WPI working with the Children's House Montessori school in Hangzhou China to develop best practices for their new bilingual program. We would like to interview you to gain a better understanding of parents' thoughts and opinions on the matter of an exchange program between Chinese and U.S. Montessori schools.</p>	
<p>译者信息：为了帮助我们进行面试，我们邀请Kevin担任翻译。如有必要，他们会用普通话向您提问，然 后将您的答案转发给我们。他们还会询问澄清问题以及我们可能会根据您的答案提出的任何后续问题。他 们已被指示保留采访中的所有信息，如下所述。 Translator Information: To aid us in this interview, we have invited Kevin to serve as a translator. They will ask our questions to you in Mandarin if necessary, and then relay your answers to us. They will also ask clarifying questions and any follow up questions we may have following your answers. They have been instructed to keep all information from the interview as we described below.</p>	
<p>保密声明：我们是伍斯特理工学院的学生，与一米儿童之家蒙特梭利学校合作，为潜在的交流计划制定 最佳实践。我们希望进行此次访谈，以便更好地了解您对国际交流计划的兴趣。虽然我们将分别记录参与 者姓名以防止重复信息，但此访谈将保持匿名。您提供的任何信息都可以在我们的最终报告中在互联网上 公布，该报告将向公众开放。</p> <p>这次采访完全是自愿的，需要30分钟才能完成。如果您在任何时候不想继续采访，请告诉我们，我们将停 止。</p>	

你有什么问题吗？

Confidentiality Statement: We are students from Worcester Polytechnic Institute working with the Yimi Children's House Montessori school to develop best practices for a potential exchange program. We would like to conduct this interview to better understand your interest in an international exchange program.

This interview will be kept anonymous, although we will separately record participant names to prevent duplicate information. Any information you provide may be published on the internet in our final report, which will be available to the public.

This interview is completely voluntary and should take 30 minutes to complete. If at any time you do not wish to continue the interview, let us know and we will stop.

Do you have any questions?

P1: 我们是否有权录制本次会议的音频

Do we have permission to record audio of this session?

A: Yes

P2: 除了让学生注册之外, 你对一米儿童之家有什么关系

Other than having a student enrolled, what ties do you have to the Yimi Children's House

无 指南 助理 雇员 其他: _____

None Guide Assistant Employee Other: _____

P3: 你的孩子是在几岁时注册就读蒙台梭利学校的？

What ages are your children who are enrolled at the school?

A: 33 months (not enrolled yet)

P4: 你能评价你的英语口语能力吗？

Could you rate your oral proficiency in English?

没有熟练程度 基本熟练程度 中级熟练程度 流利

No proficiency Basic proficiency Intermediate proficiency Fluent

She learned English for business but hasn't spoken in a while

P5: 你能评价你孩子的英语口语水平吗？

Could you rate your children's oral proficiency in English?

没有熟练程度 基本熟练程度 中级熟练程度 流利

No proficiency Basic proficiency Intermediate proficiency Fluent

P6: 你为什么让你的孩子入读蒙台梭利学校而不是传统学校？

Why did you enroll your child at a Montessori School instead of at a traditional school?

A: She just came to here to compare traditional vs Montessori education, she doesn't know yet.

对于问题P7-P9：假设一米儿童之家与美国蒙特梭利学校合作，为教师启动交流计划。伊米老师将在美国待一年，然后再回到伊米教学

For questions P7-P9: Pretend the Yimi Children's House starts an exchange program for teachers in cooperation with a Montessori school in the United States. Yimi teachers would spend a year abroad in the U.S. and return to teach again at Yimi.

P7: 您对美国蒙特梭利的做法有任何背景知识吗？如果是这样，您从哪里获得这些信息？您有兴趣学习更多吗？

Do you have any background knowledge on American Montessori practices? If so, where did you get this information? Do you have any interest in learning more?

A: **No. Yes, she's interested in learning more.**

P8: 您是否相信这样的教师交流会让您的孩子在一米儿童之家的教育受益？

Do you believe such a teacher exchange would benefit your child's education at Yimi Children's House?
Emphasize "I don't know" is an okay answer

A: **Maybe**

P9: 您这样想的原因是什么？

What concerns do you see coming from such a program? *Emphasize "I don't know" is an okay answer*

A: **No**

P10: 在一米儿童之家之后，您对孩子的教育有什么计划？

What are your plans for your child's education after the Yimi Children's House?

未定 公共教育 私人蒙特梭利 私人其他：___ 外国教育 其他：___

Undecided Public Education Private Montessori **Private Other:** ___ Foreign Education Other: ___

P11: 您认为您的孩子如何从外国蒙特梭利教室的互动中受益？

How do you think your child could benefit from interacting in a foreign Montessori classroom?

A: **She only hopes she'll be happy in the class, haven't thought much about other factors?**

P12: 你愿意去蒙特梭利的外国学校吗？

Would you be willing to visit a foreign Montessori school?

Yes

如果你喜欢：您是否对以下内容感兴趣：

短途游览蒙特梭利外国学校？

.....和你的孩子在一起？

.....没有你的孩子，只是自己去？

与您的孩子在学校注册的长期交流？

.....不到一个月？

.....大约一个月？

.....超过一个月？

If yes: would you be interested in:

A short tour of a foreign Montessori school?

... with your child?

... without your child, and just go by yourself?

A longer term exchange, with your child enrolled in the school?

... for less than one month?

... for about one month?

... for longer than one month?

why

No reason, she just kinda chose an option? Start with a month, she doesn't know what to expect, just want to see how it goes. Could stay longer.

P13: 您的其他家人是否了解蒙台梭利原则？

do other members of your family know about Montessori principles?

A: No

P14: 您的家庭月收入范围是多少？

What is your monthly household income range?

< ¥5,000 ¥5,000 - ¥9,999 ¥10,000 - ¥19,999 > ¥20,000

评论：

Comments:

Conducted in English

最后的评论：非常感谢您参与我们的项目！如果您有任何问题或意见，可以通过gr-b18-montessori@wpi.edu与我们联系。

Final Remarks: Thank you very much for participating in our project! If you have any questions or comments at any point, you can reach us at gr-b18-montessori@wpi.edu.

Parent Interview 16

<p>参与者与一米儿童的关系: Participant's Relation to Yimi Children:</p> <p>母亲 父亲 祖母 祖父 其他: _____ Mother Father Grandmother Grandfather Other: _____</p>	
<p>采访者姓名: Interviewer name: Fabian Gaziano</p>	
<p>转录员姓名: Transcriber name: Kayla Swiston</p>	<p>译者姓名: Translator name: Kevin</p>
<p>日期和时间: Date & Time of Session: 11/06/18 10:14AM-10:33AM</p>	
<p>地点: Location: GuoLing</p>	
<p>项目描述和目标: 您好, 我们是WPI的一群学生, 我们与中国杭州的儿童之家蒙特梭利学校合作, 为他们的 新双语课程开发最佳实践。我们想采访你, 以便更好地了解父母对中美蒙台梭利学校交流项目的想法和 意见。 Project Description & Goal: Hello, we are a group of students from WPI working with the Children's House Montessori school in Hangzhou China to develop best practices for their new bilingual program. We would like to interview you to gain a better understanding of parents' thoughts and opinions on the matter of an exchange program between Chinese and U.S. Montessori schools.</p>	
<p>译者信息: 为了帮助我们进行面试, 我们邀请Kevin担任翻译。如有必要, 他们会用普通话向您提问, 然 后将您的答案转发给我们。他们还会询问澄清问题以及我们可能会根据您的答案提出的任何后续问题。他 们已被指示保留采访中的所有信息, 如下所述。 Translator Information: To aid us in this interview, we have invited Kevin to serve as a translator. They will ask our questions to you in Mandarin if necessary, and then relay your answers to us. They will also ask clarifying questions and any follow up questions we may have following your answers. They have been instructed to keep all information from the interview as we described below.</p>	
<p>保密声明: 我们是伍斯特理工学院的学生, 与一米儿童之家蒙特梭利学校合作, 为潜在的交流计划制定 最佳实践。我们希望进行此次访谈, 以便更好地了解您对国际交流计划的兴趣。虽然我们将分别记录参与 者姓名以防止重复信息, 但此访谈将保持匿名。您提供的任何信息都可以在我们的最终报告中在互联网上 公布, 该报告将向公众开放。 这次采访完全是自愿的, 需要30分钟才能完成。如果您在任何时候不想继续采访, 请告诉我们, 我们将停 止。</p>	

你有什么问题吗？

Confidentiality Statement: We are students from Worcester Polytechnic Institute working with the Yimi Children's House Montessori school to develop best practices for a potential exchange program. We would like to conduct this interview to better understand your interest in an international exchange program.

This interview will be kept anonymous, although we will separately record participant names to prevent duplicate information. Any information you provide may be published on the internet in our final report, which will be available to the public.

This interview is completely voluntary and should take 30 minutes to complete. If at any time you do not wish to continue the interview, let us know and we will stop.

Do you have any questions?

P1: 我们是否有权录制本次会议的音频

Do we have permission to record audio of this session?

A: Yes

P2: 除了让学生注册之外, 你对一米儿童之家有什么关系

Other than having a student enrolled, what ties do you have to the Yimi Children's House

无 指南 助理 雇员 其他: _____

None Guide Assistant Employee Other: _____

P3: 你的孩子是在几岁时注册就读蒙台梭利学校的？

What ages are your children who are enrolled at the school?

A: 1 year old, still haven't enrolled, but are interested

P4: 你能评价你的英语口语能力吗？

Could you rate your oral proficiency in English?

没有熟练程度 基本熟练程度 中级熟练程度 流利

No proficiency Basic proficiency Intermediate proficiency Fluent

Note: She's fluent ...

P5: 你能评价你孩子的英语口语水平吗？

Could you rate your children's oral proficiency in English?

没有熟练程度 基本熟练程度 中级熟练程度 流利

No proficiency Basic proficiency Intermediate proficiency Fluent

P6: 你为什么让你的孩子入读蒙台梭利学校而不是传统学校？

Why did you enroll your child at a Montessori School instead of at a traditional school?

A: Traditional school has many rules (sit down, be quiet) and her cousins sent their children into kindergarten but they are not very happy there. At 1, they have to sleep, but if they don't want to sleep, they have to stay on the bed and have to be quiet. She does not want her daughter to experience something like this, it's bad.

对于问题P7-P9：假设一米儿童之家与美国蒙台梭利学校合作，为教师启动交流计划。伊米老师将在美国待一年，然后再回到伊米教学

For questions P7-P9: Pretend the Yimi Children's House starts an exchange program for teachers in cooperation with a Montessori school in the United States. Yimi teachers would spend a year abroad in the U.S. and return to teach again at Yimi.

P7: 您对美国蒙特梭利的做法有任何背景知识吗？如果是这样，您从哪里获得这些信息？你有兴趣学习更多吗？

Do you have any background knowledge on American Montessori practices? If so, where did you get this information? Do you have any interest in learning more?

A: Yes, from the internet and her friends are also interested in the education. Yes, she interested in learning more.

P8: 您是否相信这样的教师交流会让您的孩子在一米儿童之家的教育受益？

Do you believe such a teacher exchange would benefit your child's education at Yimi Children's House?
Emphasize "I don't know" is an okay answer

A: Yes, because the teacher also needs to learn to improve themselves, so the teacher also needs to consistently learn. If they go to America and come back, they will be more excellent in teaching.

P9: 您这样想的顾虑是什么？

What concerns do you see coming from such a program? *Emphasize "I don't know" is an okay answer*

A: Read articles about the program on the internet, if she was a teacher she'd want to go. (Probably no concerns?)

P10: 在一米儿童之家之后，您对孩子的教育有什么计划？

What are your plans for your child's education after the Yimi Children's House?

未定 公共教育 私人蒙台梭利 私人其他：___ 外国教育 其他：___

Undecided Public Education Private Montessori Private Other: ___ Foreign Education Other: ___

2 months ago she went to "My Gym" an early education center (from America) and other centers to compare. Maybe when her daughter is older, she will bring her to Yimi because she likes the environment and it's closer to home.

P11: 您认为您的孩子如何从外国蒙台梭利教室的互动中受益？

How do you think your child could benefit from interacting in a foreign Montessori classroom?

A: Yes, because she has good habits, self-care and motor skills. If she came here, she will adapt better into society. Before they are 3, she'll teach them English, and after 3 years old send them to America is fine. Good to learn language early. Going to America to learn Montessori, it'll help her English very much, as well as experiences different cultures.

P12: 你愿意去蒙特梭利的外国学校吗？

Would you be willing to visit a foreign Montessori school?

Yes – and she knows many other mothers who are looking for opportunities to go abroad like this.

如果你喜欢：您是否对以下内容感兴趣：

短途游览蒙特梭利外国学校？

.....和你的孩子在一起？

.....没有你的孩子，只是自己去？

与您的孩子在学校注册的长期交流？

.....不到一个月？

.....大约一个月？

.....超过一个月？

If yes: would you be interested in:

A short tour of a foreign Montessori school?

... with your child?

... without your child, and just go by yourself?

A longer term exchange, with your child enrolled in the school?

... for less than one month?

... for about one month?

... for longer than one month?

why

At least a month, it would be nice if it were longer to better take it all in and experience it.

P13: 您的其他家人是否了解蒙台梭利原则？

do other members of your family know about Montessori principles?

A: Husband

P14: 您的家庭月收入范围是多少？不需要回答

What is your monthly household income range?

< ¥5,000 ¥5,000 - ¥9,999 ¥10,000 - ¥19,999 > ¥20,000

评论：

Comments:

Mostly conducted in English

最后的评论：非常感谢您参与我们的项目！如果您有任何问题或意见，可以通过gr-b18-montessori@wpi.edu与我们联系。

Final Remarks: Thank you very much for participating in our project! If you have any questions or comments at any point, you can reach us at gr-b18-montessori@wpi.edu.

Parent Interview 17

<p>参与者与一米儿童的关系: Participant's Relation to Yimi Children:</p> <p>母亲 父亲 祖母 祖父 其他: _____ Mother Father Grandmother Grandfather Other: _____</p>	
<p>采访者姓名: Interviewer name: Finn Casey</p>	
<p>转录员姓名: Transcriber name: Kayla Swiston</p>	<p>译者姓名: Translator name: Kevin</p>
<p>日期和时间: Date & Time of Session: 11/06/18 10:43AM-11:00AM</p>	
<p>地点: Location: GuoLing</p>	
<p>项目描述和目标: 您好, 我们是WPI的一群学生, 我们与中国杭州的儿童之家蒙特梭利学校合作, 为他们的 新双语课程开发最佳实践。我们想采访你, 以便更好地了解父母对中美蒙台梭利学校交流项目的想法和 意见。 Project Description & Goal: Hello, we are a group of students from WPI working with the Children's House Montessori school in Hangzhou China to develop best practices for their new bilingual program. We would like to interview you to gain a better understanding of parents' thoughts and opinions on the matter of an exchange program between Chinese and U.S. Montessori schools.</p>	
<p>译者信息: 为了帮助我们进行面试, 我们邀请Kevin担任翻译。如有必要, 他们会用普通话向您提问, 然 后将您的答案转发给我们。他们还会询问澄清问题以及我们可能会根据您的答案提出的任何后续问题。他 们已被指示保留采访中的所有信息, 如下所述。 Translator Information: To aid us in this interview, we have invited Kevin to serve as a translator. They will ask our questions to you in Mandarin if necessary, and then relay your answers to us. They will also ask clarifying questions and any follow up questions we may have following your answers. They have been instructed to keep all information from the interview as we described below.</p>	
<p>保密声明: 我们是伍斯特理工学院的学生, 与一米儿童之家蒙特梭利学校合作, 为潜在的交流计划制定 最佳实践。我们希望进行此次访谈, 以便更好地了解您对国际交流计划的兴趣。虽然我们将分别记录参与 者姓名以防止重复信息, 但此访谈将保持匿名。您提供的任何信息都可以在我们的最终报告中在互联网上 公布, 该报告将向公众开放。 这次采访完全是自愿的, 需要30分钟才能完成。如果您在任何时候不想继续采访, 请告诉我们, 我们将停 止。</p>	

你有什么问题吗？

Confidentiality Statement: We are students from Worcester Polytechnic Institute working with the Yimi Children's House Montessori school to develop best practices for a potential exchange program. We would like to conduct this interview to better understand your interest in an international exchange program.

This interview will be kept anonymous, although we will separately record participant names to prevent duplicate information. Any information you provide may be published on the internet in our final report, which will be available to the public.

This interview is completely voluntary and should take 30 minutes to complete. If at any time you do not wish to continue the interview, let us know and we will stop.

Do you have any questions?

P1: 我们是否有权录制本次会议的音频

Do we have permission to record audio of this session?

A: Yes

P2: 除了让学生注册之外, 你对一米儿童之家有什么关系

Other than having a student enrolled, what ties do you have to the Yimi Children's House

无 指南 助理 雇员 其他: _____

None Guide Assistant Employee Other: _____

P3: 你的孩子是在几岁时注册就读蒙台梭利学校的？

What ages are your children who are enrolled at the school?

A: Still hasn't enrolled; 3 years old and 18 months (2 children)

P4: 你能评价你的英语口语能力吗？

Could you rate your oral proficiency in English?

没有熟练程度 基本熟练程度 中级熟练程度 流利

No proficiency Basic proficiency Intermediate proficiency Fluent

P5: 你能评价你孩子的英语口语水平吗？

Could you rate your children's oral proficiency in English?

没有熟练程度 基本熟练程度 中级熟练程度 流利

No proficiency Basic proficiency Intermediate proficiency Fluent

P6: 你为什么让你的孩子入读蒙台梭利学校而不是传统学校？

Why did you enroll your child at a Montessori School instead of at a traditional school?

A: At home there are two babies, and it's close to her house, so it's convenient. 3 year old is the oldest.

对于问题P7-P9：假设一米儿童之家与美国蒙特梭利学校合作，为教师启动交流计划。伊米老师将在美国待一年，然后再回到伊米教学

For questions P7-P9: Pretend the Yimi Children's House starts an exchange program for teachers in cooperation with a Montessori school in the United States. Yimi teachers would spend a year abroad in the U.S. and return to teach again at Yimi.

P7: 您对美国蒙特梭利的做法有任何背景知识吗？如果是这样，您从哪里获得这些信息？你有兴趣学习更多吗？

Do you have any background knowledge on American Montessori practices? If so, where did you get this information? Do you have any interest in learning more?

A: No. Interested in learning more.

P8: 您是否相信这样的教师交流会让您的孩子在一米儿童之家的教育受益？

Do you believe such a teacher exchange would benefit your child's education at Yimi Children's House?
Emphasize "I don't know" is an okay answer

A: Yes, "I think it can ... we want to learn from foreign countries, from our country, and use them together"

P9: 您这样想的顾虑是什么？

What concerns do you see coming from such a program? *Emphasize "I don't know" is an okay answer*

A: "So, they teach my child for a year and then they leave to study for a year before coming back. Then who is going to teach my child for that year? ... We hope they could study abroad during winter or summer vacation, so they aren't gone for the year and have to separate from the child"

P10: 在一米儿童之家之后，您对孩子的教育有什么计划？

What are your plans for your child's education after the Yimi Children's House?

未定 公共教育 私人蒙特梭利 私人其他：___ 外国教育 其他：___

Undecided Public Education Private Montessori Private Other: ___ Foreign Education Other: ___

P11: 您认为您的孩子如何从外国蒙特梭利教室的互动中受益？

How do you think your child could benefit from interacting in a foreign Montessori classroom?

A: Too young, haven't thought of it yet. She thinks it's a good idea, but the children are a bit young right now.

P12: 你愿意去蒙特梭利的外国学校吗？

Would you be willing to visit a foreign Montessori school?

No, there are two children. Maybe going with her children for maybe half a month is okay.

如果你喜欢：您是否对以下内容感兴趣：

短途游览蒙特梭利外国学校？

.....和你的孩子在一起？ □

.....没有你的孩子，只是自己去？

与您的孩子在学校注册的长期交流？

.....不到一个月？

.....大约一个月？

.....超过一个月？

If yes: would you be interested in:

A short tour of a foreign Montessori school?

... with your child?

... without your child, and just go by yourself?

A longer term exchange, with your child enrolled in the school?

... for less than one month?

... for about one month?

... for longer than one month?

why

P13: 您的其他家人是否了解蒙台梭利原则？

do other members of your family know about Montessori principles?

A: No

P14: 您的家庭月收入范围是多少？ 不需要回答

What is your monthly household income range?

< ¥5,000 ¥5,000 - ¥9,999 ¥10,000 - ¥19,999 > ¥20,000

评论：

Comments:

最后的评论：非常感谢您参与我们的项目！如果您有任何问题或意见，可以通过gr-b18-montessori@wpi.edu与我们联系。

Final Remarks: Thank you very much for participating in our project! If you have any questions or comments at any point, you can reach us at gr-b18-montessori@wpi.edu.

Parent Interview 18

<p>参与者与一米儿童的关系: Participant's Relation to Yimi Children:</p> <p>母亲 父亲 祖母 祖父 其他: _____ Mother Father Grandmother Grandfather Other: _____</p>	
<p>采访者姓名: Interviewer name: Finn Casey</p>	
<p>转录员姓名: Transcriber name: Kayla Swiston</p>	<p>译者姓名: Translator name: Kevin</p>
<p>日期和时间: Date & Time of Session: 11/06/18 11:00AM-11:23AM</p>	
<p>地点: Location: GuoLing</p>	
<p>项目描述和目标: 您好, 我们是WPI的一群学生, 我们与中国杭州的儿童之家蒙特梭利学校合作, 为他们的 新双语课程开发最佳实践。我们想采访你, 以便更好地了解父母对中美蒙台梭利学校交流项目的想法和 意见。 Project Description & Goal: Hello, we are a group of students from WPI working with the Children's House Montessori school in Hangzhou China to develop best practices for their new bilingual program. We would like to interview you to gain a better understanding of parents' thoughts and opinions on the matter of an exchange program between Chinese and U.S. Montessori schools.</p>	
<p>译者信息: 为了帮助我们进行面试, 我们邀请Kevin担任翻译。如有必要, 他们会用普通话向您提问, 然 后将您的答案转发给我们。他们还会询问澄清问题以及我们可能会根据您的答案提出的任何后续问题。他 们已被指示保留采访中的所有信息, 如下所述。 Translator Information: To aid us in this interview, we have invited Kevin to serve as a translator. They will ask our questions to you in Mandarin if necessary, and then relay your answers to us. They will also ask clarifying questions and any follow up questions we may have following your answers. They have been instructed to keep all information from the interview as we described below.</p>	
<p>保密声明: 我们是伍斯特理工学院的学生, 与一米儿童之家蒙特梭利学校合作, 为潜在的交流计划制定 最佳实践。我们希望进行此次访谈, 以便更好地了解您对国际交流计划的兴趣。虽然我们将分别记录参与 者姓名以防止重复信息, 但此访谈将保持匿名。您提供的任何信息都可以在我们的最终报告中在互联网上 公布, 该报告将向公众开放。 这次采访完全是自愿的, 需要30分钟才能完成。如果您在任何时候不想继续采访, 请告诉我们, 我们将停 止。</p>	

你有什么问题吗？

Confidentiality Statement: We are students from Worcester Polytechnic Institute working with the Yimi Children's House Montessori school to develop best practices for a potential exchange program. We would like to conduct this interview to better understand your interest in an international exchange program. This interview will be kept anonymous, although we will separately record participant names to prevent duplicate information. Any information you provide may be published on the internet in our final report, which will be available to the public. This interview is completely voluntary and should take 30 minutes to complete. If at any time you do not wish to continue the interview, let us know and we will stop. Do you have any questions?

P1: 我们是否有权录制本次会议的音频
Do we have permission to record audio of this session?
A: Yes

P2: 除了让学生注册之外, 你对一米儿童之家有什么关系
Other than having a student enrolled, what ties do you have to the Yimi Children's House
无 指南 助理 雇员 其他: _____
None Guide Assistant Employee Other: _____

P3: 你的孩子是在几岁时注册就读蒙台梭利学校的?
What ages are your children who are enrolled at the school?
A: Still hasn't enrolled; 20 months

P4: 你能评价你的英语口语能力吗?
Could you rate your oral proficiency in English?
没有熟练程度 基本熟练程度 中级熟练程度 流利
No proficiency Basic proficiency Intermediate proficiency Fluent

P5: 你能评价你孩子的英语口语水平吗?
Could you rate your children's oral proficiency in English?
没有熟练程度 基本熟练程度 中级熟练程度 流利
No proficiency Basic proficiency Intermediate proficiency Fluent

The child learns at home with her dad and at her school.

P6: 你为什么让你的孩子入读蒙台梭利学校而不是传统学校?
Why did you enroll your child at a Montessori School instead of at a traditional school?
A: Her sister sent her child to Montessori school and said it was very good, so she wants to send her children to study in Montessori before they're 6 because the family all likes the Montessori principles.

对于问题P7-P9：假设一米儿童之家与美国蒙特梭利学校合作，为教师启动交流计划。伊米老师将在美国待一年，然后再回到伊米教学

For questions P7-P9: Pretend the Yimi Children's House starts an exchange program for teachers in cooperation with a Montessori school in the United States. Yimi teachers would spend a year abroad in the U.S. and return to teach again at Yimi.

P7: 您对美国蒙特梭利的做法有任何背景知识吗？如果是这样，您从哪里获得这些信息？您有兴趣学习更多吗？

Do you have any background knowledge on American Montessori practices? If so, where did you get this information? Do you have any interest in learning more?

A: No. Interested in learning. Very interested. But doesn't know how to learn. Her sister's child was sent to Canada and the child benefited a lot from it. (They had two children, one is 4 years old, the other is 3 years 2 months)

P8: 您是否相信这样的教师交流会让您的孩子在一米儿童之家的教育受益？

Do you believe such a teacher exchange would benefit your child's education at Yimi Children's House? Emphasize "I don't know" is an okay answer

A: Yes, because they can combine and find a better way to educate the children. And the teacher's English will become better. The teaching styles are also different, America is more "professional" and she hopes they can bring that back to China.

P9: 您这样想的顾虑是什么？

What concerns do you see coming from such a program? Emphasize "I don't know" is an okay answer

A: Worried the teachers will change when the teachers go abroad, and it impacts the children. How they choose the teachers.

P10: 在一米儿童之家之后，您对孩子的教育有什么计划？

What are your plans for your child's education after the Yimi Children's House?

未定 公共教育 私人蒙特梭利 私人其他：___ 外国教育 其他：___

Undecided Public Education Private Montessori Private Other: ___ Foreign Education Other: ___

P11: 您认为您的孩子如何从外国蒙特梭利教室的互动中受益？

How do you think your child could benefit from interacting in a foreign Montessori classroom?

A: Language, learn foreign culture and broaden their horizons.

P12: 你愿意去蒙特梭利的外国学校吗？

Would you be willing to visit a foreign Montessori school?

Yes

如果你喜欢：您是否对以下内容感兴趣：

短途游览蒙特梭利外国学校？

.....和你的孩子在一起？

.....没有你的孩子，只是自己去？

与您的孩子在学校注册的长期交流？

.....不到一个月？

.....大约一个月？

.....超过一个月？

If yes: would you be interested in:

A short tour of a foreign Montessori school?

... with your child?

... without your child, and just go by yourself?

A longer term exchange, with your child enrolled in the school?

... for less than one month?

... for about one month?

... for longer than one month?

why

Longer the better because you can slowly adapt to local environment and then you can learn and have opportunities to explore.

P13: 您的其他家人是否了解蒙台梭利原则？

do other members of your family know about Montessori principles?

A: *Sister's family*

P14: 您的家庭月收入范围是多少？ 不需要回答

What is your monthly household income range?

< ¥5,000 ¥5,000 - ¥9,999 ¥10,000 - ¥19,999 > ¥20,000

评论：

Comments:

最后的评论：非常感谢您参与我们的项目！如果您有任何问题或意见，可以通过gr-b18-montessori@wpi.edu与我们联系。

Final Remarks: Thank you very much for participating in our project! If you have any questions or comments at any point, you can reach us at gr-b18-montessori@wpi.edu.

Parent Interview 19

<p>参与者与一米儿童的关系: Participant's Relation to Yimi Children:</p> <p>母亲 父亲 祖母 祖父 其他: _____ Mother Father Grandmother Grandfather Other: _____</p>	
<p>采访者姓名: Interviewer name: Samuel Goldman</p>	
<p>转录员姓名: Transcriber name: Kayla Swiston</p>	<p>译者姓名: Translator name: Kevin</p>
<p>日期和时间: Date & Time of Session: 11/06/18 12:02 PM-12:20PM</p>	
<p>地点: Location: GuoLing</p>	
<p>项目描述和目标: 您好, 我们是WPI的一群学生, 我们与中国杭州的儿童之家蒙特梭利学校合作, 为他们的 新双语课程开发最佳实践。我们想采访你, 以便更好地了解父母对中美蒙台梭利学校交流项目的想法和 意见。 Project Description & Goal: Hello, we are a group of students from WPI working with the Children's House Montessori school in Hangzhou China to develop best practices for their new bilingual program. We would like to interview you to gain a better understanding of parents' thoughts and opinions on the matter of an exchange program between Chinese and U.S. Montessori schools.</p>	
<p>译者信息: 为了帮助我们进行面试, 我们邀请Kevin担任翻译。如有必要, 他们会用普通话向您提问, 然 后将您的答案转发给我们。他们还会询问澄清问题以及我们可能会根据您的答案提出的任何后续问题。他 们已被指示保留采访中的所有信息, 如下所述。 Translator Information: To aid us in this interview, we have invited Kevin to serve as a translator. They will ask our questions to you in Mandarin if necessary, and then relay your answers to us. They will also ask clarifying questions and any follow up questions we may have following your answers. They have been instructed to keep all information from the interview as we described below.</p>	
<p>保密声明: 我们是伍斯特理工学院的学生, 与一米儿童之家蒙特梭利学校合作, 为潜在的交流计划制定 最佳实践。我们希望进行此次访谈, 以便更好地了解您对国际交流计划的兴趣。虽然我们将分别记录参与 者姓名以防止重复信息, 但此访谈将保持匿名。您提供的任何信息都可以在我们的最终报告中在互联网上 公布, 该报告将向公众开放。 这次采访完全是自愿的, 需要30分钟才能完成。如果您在任何时候不想继续采访, 请告诉我们, 我们将停 止。</p>	

你有什么问题吗？

Confidentiality Statement: We are students from Worcester Polytechnic Institute working with the Yimi Children's House Montessori school to develop best practices for a potential exchange program. We would like to conduct this interview to better understand your interest in an international exchange program. This interview will be kept anonymous, although we will separately record participant names to prevent duplicate information. Any information you provide may be published on the internet in our final report, which will be available to the public. This interview is completely voluntary and should take 30 minutes to complete. If at any time you do not wish to continue the interview, let us know and we will stop. Do you have any questions?

P1: 我们是否有权录制本次会议的音频
Do we have permission to record audio of this session?
A: Yes

P2: 除了让学生注册之外, 你对一米儿童之家有什么关系
Other than having a student enrolled, what ties do you have to the Yimi Children's House
无 指南 助理 雇员 其他: _____
None Guide Assistant Employee Other: _____

P3: 你的孩子是在几岁时注册就读蒙台梭利学校的?
What ages are your children who are enrolled at the school?
A: Still haven't enrolled yet, almost 3 years.

P4: 你能评价你的英语口语能力吗?
Could you rate your oral proficiency in English?
没有熟练程度 基本熟练程度 中级熟练程度 流利
No proficiency Basic proficiency Intermediate proficiency Fluent

P5: 你能评价你孩子的英语口语水平吗?
Could you rate your children's oral proficiency in English?
没有熟练程度 基本熟练程度 中级熟练程度 流利
No proficiency Basic proficiency Intermediate proficiency Fluent

P6: 你为什么让你的孩子入读蒙台梭利学校而不是传统学校?
Why did you enroll your child at a Montessori School instead of at a traditional school?
A: She's comparing different schools and she likes the principles of Montessori schools.

对于问题Q7-Q9：假设一米儿童之家与美国蒙特梭利学校合作，为教师启动交流计划。伊米老师将在美国待一年，然后再回到伊米教学

For questions Q7-Q9: Pretend the Yimi Children's House starts an exchange program for teachers in cooperation with a Montessori school in the United States. Yimi teachers would spend a year abroad in the U.S. and return to teach again at Yimi.

P7: 您对美国蒙特梭利的做法有任何背景知识吗？如果是这样，您从哪里获得这些信息？你有兴趣学习更多吗？

Do you have any background knowledge on American Montessori practices? If so, where did you get this information? Do you have any interest in learning more?

A: No. Yes, she's interested.

P8: 您是否相信这样的教师交流会让您的孩子在一米儿童之家的教育受益？

Do you believe such a teacher exchange would benefit your child's education at Yimi Children's House? Emphasize "I don't know" is an okay answer

A: Sure, but she doesn't know too much about it.

P9: 您这样想的顾虑是什么？

What concerns do you see coming from such a program? Emphasize "I don't know" is an okay answer

A: No, she'd like to know more first.

P10: 在一米儿童之家之后，您对孩子的教育有什么计划？

What are your plans for your child's education after the Yimi Children's House?

未定 公共教育 私人蒙特梭利 私人其他：traditional 外国教育 其他：___

Undecided Public Education Private Montessori Private Other: ___ Foreign Education Other: ___

P11: 您认为您的孩子如何从外国蒙特梭利教室的互动中受益？

How do you think your child could benefit from interacting in a foreign Montessori classroom?

A: Teaching style? Better for the child's ability to learn as well as their independence.

P12: 你愿意去蒙特梭利的外国学校吗？

Would you be willing to visit a foreign Montessori school?

Yes

如果你喜欢：您是否对以下内容感兴趣：

短途游览蒙特梭利外国学校？

.....和你的孩子在一起？

.....没有你的孩子，只是自己去？

与您的孩子在学校注册的长期交流？

.....不到一个月？

.....大约一个月？

.....超过一个月？

If yes: would you be interested in:

A short tour of a foreign Montessori school?

... with your child?

... without your child, and just go by yourself?

A longer term exchange, with your child enrolled in the school?

... for less than one month?

... for about one month?

... for longer than one month? (half a year)

why

The countries are different, so taking them for longer it's better to compare the education styles. Learn better in long term.

P13: 您的其他家人是否了解蒙台梭利原则？

do other members of your family know about Montessori principles?

A: No, just her

P14: 您的家庭月收入范围是多少？ 不需要回答

What is your monthly household income range?

< ¥5,000 ¥5,000 - ¥9,999 ¥10,000 - ¥19,999 > ¥20,000

评论：

Comments:

最后的评论：非常感谢您参与我们的项目！如果您有任何问题或意见，可以通过gr-b18-montessori@wpi.edu与我们联系。

Final Remarks: Thank you very much for participating in our project! If you have any questions or comments at any point, you can reach us at gr-b18-montessori@wpi.edu.

Parent Interview 20

<p>参与者与一米儿童的关系: Participant's Relation to Yimi Children:</p> <p>母亲 父亲 祖母 祖父 其他: _____ Mother Father Grandmother Grandfather Other: _____</p>	
<p>采访者姓名: Interviewer name: Samuel Goldman</p>	
<p>转录员姓名: Transcriber name: Kayla Swiston</p>	<p>译者姓名: Translator name: Kevin</p>
<p>日期和时间: Date & Time of Session: 11/06/18 12:21PM-12:35P</p>	
<p>地点: Location: GuoLing</p>	
<p>项目描述和目标: 您好, 我们是WPI的一群学生, 我们与中国杭州的儿童之家蒙特梭利学校合作, 为他们的 新双语课程开发最佳实践。我们想采访你, 以便更好地了解父母对中美蒙台梭利学校交流项目的想法和 意见。 Project Description & Goal: Hello, we are a group of students from WPI working with the Children's House Montessori school in Hangzhou China to develop best practices for their new bilingual program. We would like to interview you to gain a better understanding of parents' thoughts and opinions on the matter of an exchange program between Chinese and U.S. Montessori schools.</p>	
<p>译者信息: 为了帮助我们进行面试, 我们邀请Kevin担任翻译。如有必要, 他们会用普通话向您提问, 然 后将您的答案转发给我们。他们还会询问澄清问题以及我们可能会根据您的答案提出的任何后续问题。他 们已被指示保留采访中的所有信息, 如下所述。 Translator Information: To aid us in this interview, we have invited Kevin to serve as a translator. They will ask our questions to you in Mandarin if necessary, and then relay your answers to us. They will also ask clarifying questions and any follow up questions we may have following your answers. They have been instructed to keep all information from the interview as we described below.</p>	
<p>保密声明: 我们是伍斯特理工学院的学生, 与一米儿童之家蒙特梭利学校合作, 为潜在的交流计划制定 最佳实践。我们希望进行此次访谈, 以便更好地了解您对国际交流计划的兴趣。虽然我们将分别记录参与 者姓名以防止重复信息, 但此访谈将保持匿名。您提供的任何信息都可以在我们的最终报告中在互联网上 公布, 该报告将向公众开放。 这次采访完全是自愿的, 需要30分钟才能完成。如果您在任何时候不想继续采访, 请告诉我们, 我们将停 止。</p>	

你有什么问题吗？

Confidentiality Statement: We are students from Worcester Polytechnic Institute working with the Yimi Children's House Montessori school to develop best practices for a potential exchange program. We would like to conduct this interview to better understand your interest in an international exchange program.

This interview will be kept anonymous, although we will separately record participant names to prevent duplicate information. Any information you provide may be published on the internet in our final report, which will be available to the public.

This interview is completely voluntary and should take 30 minutes to complete. If at any time you do not wish to continue the interview, let us know and we will stop.

Do you have any questions?

P1: 我们是否有权录制本次会议的音频

Do we have permission to record audio of this session?

A: Yes

P2: 除了让学生注册之外, 你对一米儿童之家有什么关系

Other than having a student enrolled, what ties do you have to the Yimi Children's House

无 指南 助理 雇员 其他: _____

None Guide Assistant Employee Other: _____

P3: 你的孩子是在几岁时注册就读蒙台梭利学校的？

What ages are your children who are enrolled at the school?

A: 2.5 years, not enrolled

P4: 你能评价你的英语口语能力吗？

Could you rate your oral proficiency in English?

没有熟练程度 基本熟练程度 中级熟练程度 流利

No proficiency Basic proficiency Intermediate proficiency Fluent

P5: 你能评价你孩子的英语口语水平吗？

Could you rate your children's oral proficiency in English?

没有熟练程度 基本熟练程度 中级熟练程度 流利

No proficiency Basic proficiency Intermediate proficiency Fluent

P6: 你为什么让你的孩子入读蒙台梭利学校而不是传统学校？

Why did you enroll your child at a Montessori School instead of at a traditional school?

A: It's closer, so it's more convenient. There are fewer students so, teachers can concentrate better on them, and she agrees with their principles. Freedom of the children and hands-on learning.

对于问题P7-P9：假设一米儿童之家与美国蒙特梭利学校合作，为教师启动交流计划。伊米老师将在美国待一年，然后再回到伊米教学

For questions P7-P9: Pretend the Yimi Children's House starts an exchange program for teachers in cooperation with a Montessori school in the United States. Yimi teachers would spend a year abroad in the U.S. and return to teach again at Yimi.

P7: 您对美国蒙特梭利的做法有任何背景知识吗？如果是这样，您从哪里获得这些信息？你有兴趣学习更多吗？

Do you have any background knowledge on American Montessori practices? If so, where did you get this information? Do you have any interest in learning more?

A: No; yes she's interested.

P8: 您是否相信这样的教师交流会让您的孩子在一米儿童之家的教育受益？

Do you believe such a teacher exchange would benefit your child's education at Yimi Children's House? Emphasize "I don't know" is an okay answer

A: Yes, she's not totally sure what the benefits are.

P9: 您这样想的顾虑是什么？

What concerns do you see coming from such a program? Emphasize "I don't know" is an okay answer

A: None, it sounds good.

P10: 在一米儿童之家之后，您对孩子的教育有什么计划？

What are your plans for your child's education after the Yimi Children's House?

未定 公共教育 私人蒙特梭利 私人其他：___ 外国教育 其他：___

Undecided Public Education Private Montessori Private Other: ___ Foreign Education Other: ___

Depends on what the child wants; she can choose when she gets older.

P11: 您认为您的孩子如何从外国蒙特梭利教室的互动中受益？

How do you think your child could benefit from interacting in a foreign Montessori classroom?

A: Haven't thought of them traveling this young. Not clear what the difference is between American and Chinese Montessori.

P12: 你愿意去蒙特梭利的外国学校吗？

Would you be willing to visit a foreign Montessori school?

yes

如果你喜欢：您是否对以下内容感兴趣：

短途游览蒙特梭利外国学校？

.....和你的孩子在一起？

.....没有你的孩子，只是自己去？

与您的孩子在学校注册的长期交流？

.....不到一个月？

.....大约一个月？

.....超过一个月？

If yes: would you be interested in:

A short tour of a foreign Montessori school?

... with your child?

... without your child, and just go by yourself?

A longer term exchange, with your child enrolled in the school?

... for less than one month?

... for about one month?

... for longer than one month?

why

Can't stay for too long, she'd learn and travel at the same time

P13: 您的其他家人是否了解蒙台梭利原则？

do other members of your family know about Montessori principles?

A: No

P14: 您的家庭月收入范围是多少？ 不需要回答

What is your monthly household income range?

< ¥5,000 ¥5,000 - ¥9,999 **¥10,000 - ¥19,999** > ¥20,000

评论：

Comments:

最后的评论：非常感谢您参与我们的项目！如果您有任何问题或意见，可以通过gr-b18-montessori@wpi.edu与我们联系。

Final Remarks: Thank you very much for participating in our project! If you have any questions or comments at any point, you can reach us at gr-b18-montessori@wpi.edu.

Parent Interview 21

<p>参与者与一米儿童的关系: Participant's Relation to Yimi Children:</p> <p>母亲 父亲 祖母 祖父 其他: _____ Mother Father Grandmother Grandfather Other: _____</p>	
<p>采访者姓名: Interviewer name: Samuel Goldman</p>	
<p>转录员姓名: Transcriber name: Kayla Swiston</p>	<p>译者姓名: Translator name: Kevin</p>
<p>日期和时间: Date & Time of Session: 11/06/18 12:50-1:00PM</p>	
<p>地点: Location: GuoLing</p>	
<p>项目描述和目标: 您好, 我们是WPI的一群学生, 我们与中国杭州的儿童之家蒙特梭利学校合作, 为他们的 新双语课程开发最佳实践。我们想采访你, 以便更好地了解父母对中美蒙台梭利学校交流项目的想法和 意见。 Project Description & Goal: Hello, we are a group of students from WPI working with the Children's House Montessori school in Hangzhou China to develop best practices for their new bilingual program. We would like to interview you to gain a better understanding of parents' thoughts and opinions on the matter of an exchange program between Chinese and U.S. Montessori schools.</p>	
<p>译者信息: 为了帮助我们进行面试, 我们邀请Kevin担任翻译。如有必要, 他们会用普通话向您提问, 然 后将您的答案转发给我们。他们还会询问澄清问题以及我们可能会根据您的答案提出的任何后续问题。他 们已被指示保留采访中的所有信息, 如下所述。 Translator Information: To aid us in this interview, we have invited Kevin to serve as a translator. They will ask our questions to you in Mandarin if necessary, and then relay your answers to us. They will also ask clarifying questions and any follow up questions we may have following your answers. They have been instructed to keep all information from the interview as we described below.</p>	
<p>保密声明: 我们是伍斯特理工学院的学生, 与一米儿童之家蒙特梭利学校合作, 为潜在的交流计划制定 最佳实践。我们希望进行此次访谈, 以便更好地了解您对国际交流计划的兴趣。虽然我们将分别记录参与 者姓名以防止重复信息, 但此访谈将保持匿名。您提供的任何信息都可以在我们的最终报告中在互联网上 公布, 该报告将向公众开放。 这次采访完全是自愿的, 需要30分钟才能完成。如果您在任何时候不想继续采访, 请告诉我们, 我们将停 止。</p>	

你有什么问题吗？

Confidentiality Statement: We are students from Worcester Polytechnic Institute working with the Yimi Children's House Montessori school to develop best practices for a potential exchange program. We would like to conduct this interview to better understand your interest in an international exchange program.

This interview will be kept anonymous, although we will separately record participant names to prevent duplicate information. Any information you provide may be published on the internet in our final report, which will be available to the public.

This interview is completely voluntary and should take 30 minutes to complete. If at any time you do not wish to continue the interview, let us know and we will stop.

Do you have any questions?

P1: 我们是否有权录制本次会议的音频

Do we have permission to record audio of this session?

A: Yes

P2: 除了让学生注册之外, 你对一米儿童之家有什么关系

Other than having a student enrolled, what ties do you have to the Yimi Children's House

无 指南 助理 雇员 其他: _____

None Guide Assistant Employee Other: _____

P3: 你的孩子是在几岁时注册就读蒙台梭利学校的？

What ages are your children who are enrolled at the school?

A: 2 years 10 months, she'll enroll next year when they're 3.

P4: 你能评价你的英语口语能力吗？

Could you rate your oral proficiency in English?

没有熟练程度 基本熟练程度 中级熟练程度 流利

No proficiency Basic proficiency Intermediate proficiency Fluent

P5: 你能评价你孩子的英语口语水平吗？

Could you rate your children's oral proficiency in English?

没有熟练程度 基本熟练程度 中级熟练程度 流利

No proficiency Basic proficiency Intermediate proficiency Fluent

P6: 你为什么让你的孩子入读蒙台梭利学校而不是传统学校？

Why did you enroll your child at a Montessori School instead of at a traditional school?

A: One of the Montessori principles is "sensitive period" and she agrees with the principles. She learned about it half a year ago, reading a book.

对于问题P7-P9：假设一米儿童之家与美国蒙特梭利学校合作，为教师启动交流计划。伊米老师将在美国待一年，然后再回到伊米教学

For questions Q7-Q9: Pretend the Yimi Children's House starts an exchange program for teachers in cooperation with a Montessori school in the United States. Yimi teachers would spend a year abroad in the U.S. and return to teach again at Yimi.

P7: 您对美国蒙特梭利的做法有任何背景知识吗？如果是这样，您从哪里获得这些信息？你有兴趣学习更多吗？

Do you have any background knowledge on American Montessori practices? If so, where did you get this information? Do you have any interest in learning more?

A: **No, she hasn't learned much of foreign, and she would be interested in learning more.**

P8: 您是否相信这样的教师交流会让您的孩子在一米儿童之家的教育受益？

Do you believe such a teacher exchange would benefit your child's education at Yimi Children's House?
Emphasize "I don't know" is an okay answer

A: **"It will be beneficial ... because I think China and foreign countries, their background is different, their background and culture should be different. Every country's education has their own strengths." They can broaden their horizons. They can take what they learn from American and apply it in China.**

P9: 您这样想的顾虑是什么？

What concerns do you see coming from such a program? *Emphasize "I don't know" is an okay answer*

A: **None, it's a good thing.**

P10: 在一米儿童之家之后，您对孩子的教育有什么计划？

What are your plans for your child's education after the Yimi Children's House?

未定 公共教育 私人蒙特梭利 私人其他：___ 外国教育 其他：___

Undecided **Public Education** Private Montessori Private Other: ___ Foreign Education Other: ___

Wants to do 6-12 but can't find any

P11: 您认为您的孩子如何从外国蒙特梭利教室的互动中受益？

How do you think your child could benefit from interacting in a foreign Montessori classroom?

A: **Activities and Language, they will learn more about local culture and find new friends.**

P12: 你愿意去蒙特梭利的外国学校吗？

Would you be willing to visit a foreign Montessori school?

Yes

如果你喜欢：您是否对以下内容感兴趣：

短途游览蒙特梭利外国学校？

.....和你的孩子在一起？

.....没有你的孩子，只是自己去？

与您的孩子在学校注册的长期交流？

.....不到一个月？

.....大约一个月？

.....超过一个月？

If yes: would you be interested in:

A short tour of a foreign Montessori school?

... with your child?

... without your child, and just go by yourself?

Child is too young, maybe older. Together is okay.

A longer term exchange, with your child enrolled in the school?

... for less than one month?

... for about one month?

... for longer than one month?

why

In a month you can better learn, half a month is too short, not enough time to learn basic things about American Montessori. If she likes it, she can stay longer.

P13: 您的其他家人是否了解蒙台梭利原则？

do other members of your family know about Montessori principles?

A: *Husband, but mostly her*

P14: 您的家庭月收入范围是多少？不需要回答

What is your monthly household income range?

< ¥5,000 ¥5,000 - ¥9,999 **¥10,000 - ¥19,999** > ¥20,000

评论：

Comments:

最后的评论：非常感谢您参与我们的项目！如果您有任何问题或意见，可以通过gr-b18-montessori@wpi.edu与我们联系。

Final Remarks: Thank you very much for participating in our project! If you have any questions or comments at any point, you can reach us at gr-b18-montessori@wpi.edu.

Parent Interview 22

<p>参与者与一米儿童的关系: Participant's Relation to Yimi Children:</p> <p>母亲 父亲 祖母 祖父 其他: _____ Mother Father Grandmother Grandfather Other: _____</p>	
<p>采访者姓名: Interviewer name: Fabian Gaziano</p>	
<p>转录员姓名: Transcriber name: Kayla Swiston</p>	<p>译者姓名: Translator name: Kevin</p>
<p>日期和时间: Date & Time of Session: 11/06/18 1:06PM-1:19PM</p>	
<p>地点: Location: GuoLing</p>	
<p>项目描述和目标: 您好, 我们是WPI的一群学生, 我们与中国杭州的儿童之家蒙特梭利学校合作, 为他们的 新双语课程开发最佳实践。我们想采访你, 以便更好地了解父母对中美蒙台梭利学校交流项目的想法和 意见。 Project Description & Goal: Hello, we are a group of students from WPI working with the Children's House Montessori school in Hangzhou China to develop best practices for their new bilingual program. We would like to interview you to gain a better understanding of parents' thoughts and opinions on the matter of an exchange program between Chinese and U.S. Montessori schools.</p>	
<p>译者信息: 为了帮助我们进行面试, 我们邀请_____担任翻译。如有必要, 他们会用普通话向您提问, 然后将您的答案转发给我们。他们还会询问澄清问题以及我们可能会根据您的答案提出的任何后续问题。 他们已被指示保留采访中的所有信息, 如下所述。 Translator Information: To aid us in this interview, we have invited _____ to serve as a translator. They will ask our questions to you in Mandarin if necessary, and then relay your answers to us. They will also ask clarifying questions and any follow up questions we may have following your answers. They have been instructed to keep all information from the interview as we described below.</p>	
<p>保密声明: 我们是伍斯特理工学院的学生, 与一米儿童之家蒙特梭利学校合作, 为潜在的交流计划制定 最佳实践。我们希望进行此次访谈, 以便更好地了解您对国际交流计划的兴趣。虽然我们将分别记录参与 者姓名以防止重复信息, 但此访谈将保持匿名。您提供的任何信息都可以在我们的最终报告中在互联网上 公布, 该报告将向公众开放。 这次采访完全是自愿的, 需要30分钟才能完成。如果您在任何时候不想继续采访, 请告诉我们, 我们将停 止。</p>	

你有什么问题吗？

Confidentiality Statement: We are students from Worcester Polytechnic Institute working with the Yimi Children's House Montessori school to develop best practices for a potential exchange program. We would like to conduct this interview to better understand your interest in an international exchange program.

This interview will be kept anonymous, although we will separately record participant names to prevent duplicate information. Any information you provide may be published on the internet in our final report, which will be available to the public.

This interview is completely voluntary and should take 30 minutes to complete. If at any time you do not wish to continue the interview, let us know and we will stop.

Do you have any questions?

P1: 我们是否有权录制本次会议的音频

Do we have permission to record audio of this session?

A: Yes

P2: 除了让学生注册之外, 你对一米儿童之家有什么关系

Other than having a student enrolled, what ties do you have to the Yimi Children's House

无 指南 助理 雇员 其他: _____

None Guide Assistant Employee Other: _____

P3: 你的孩子是在几岁时注册就读蒙台梭利学校的？

What ages are your children who are enrolled at the school?

A: 16 months; enroll when he's 2 years old

P4: 你能评价你的英语口语能力吗？

Could you rate your oral proficiency in English?

没有熟练程度 基本熟练程度 中级熟练程度 流利

No proficiency Basic proficiency Intermediate proficiency Fluent

P5: 你能评价你孩子的英语口语水平吗？

Could you rate your children's oral proficiency in English?

没有熟练程度 基本熟练程度 中级熟练程度 流利

No proficiency Basic proficiency Intermediate proficiency Fluent

P6: 你为什么让你的孩子入读蒙台梭利学校而不是传统学校？

Why did you enroll your child at a Montessori School instead of at a traditional school?

A: She's currently deciding, she's comparing, trying to learn about it.

对于问题P7-P9：假设一米儿童之家与美国蒙特梭利学校合作，为教师启动交流计划。伊米老师将在美国待一年，然后再回到伊米教学

For questions P7-P9: Pretend the Yimi Children's House starts an exchange program for teachers in cooperation with a Montessori school in the United States. Yimi teachers would spend a year abroad in the U.S. and return to teach again at Yimi.

P7: 您对美国蒙特梭利的做法有任何背景知识吗？如果是这样，您从哪里获得这些信息？你有兴趣学习更多吗？

Do you have any background knowledge on American Montessori practices? If so, where did you get this information? Do you have any interest in learning more?

A: Haven't learned much, but heard of it before. Interested in learning more.

P8: 您是否相信这样的教师交流会让您的孩子在一米儿童之家的教育受益？

Do you believe such a teacher exchange would benefit your child's education at Yimi Children's House? Emphasize "I don't know" is an okay answer

A: Yes, teacher can absorb more knowledge

P9: 您这样想的顾虑是什么？

What concerns do you see coming from such a program? Emphasize "I don't know" is an okay answer

A: It seems okay, doesn't have many worries. Since there are multiple teachers in a classroom, all teachers can't go, should be fine.

P10: 在一米儿童之家之后，您对孩子的教育有什么计划？

What are your plans for your child's education after the Yimi Children's House?

未定 公共教育 私人蒙特梭利 私人其他：___ 外国教育 其他：___

Undecided Public Education Private Montessori Private Other: ___ Foreign Education Other: ___

P11: 您认为您的孩子如何从外国蒙特梭利教室的互动中受益？

How do you think your child could benefit from interacting in a foreign Montessori classroom?

A: Communication/language

P12: 你愿意去蒙特梭利的外国学校吗？

Would you be willing to visit a foreign Montessori school?

Yes

如果你喜欢：您是否对以下内容感兴趣：

短途游览蒙特梭利外国学校？

.....和你的孩子在一起？ □

.....没有你的孩子，只是自己去？

与您的孩子在学校注册的长期交流？

.....不到一个月？

.....大约一个月？

.....超过一个月？

If yes: would you be interested in:

A short tour of a foreign Montessori school?

... **with your child?**

... without your child, and just go by yourself?

A longer term exchange, with your child enrolled in the school?

... for less than one month?

... for about one month?

... for longer than one month?

why

If he's older it would be okay, but he's too young. The time doesn't matter, it depends how she feels.

P13: 您的其他家人是否了解蒙台梭利原则？

do other members of your family know about Montessori principles?

A: **No**

P14: 您的家庭月收入范围是多少？ 不需要回答

What is your monthly household income range?

< ¥5,000 **¥5,000 - ¥9,999** ¥10,000 - ¥19,999 > ¥20,000

评论：

Comments:

最后的评论：非常感谢您参与我们的项目！如果您有任何问题或意见，可以通过gr-b18-montessori@wpi.edu与我们联系。

Final Remarks: Thank you very much for participating in our project! If you have any questions or comments at any point, you can reach us at gr-b18-montessori@wpi.edu.

Parent Interview 23

<p>参与者与一米儿童的关系: Participant's Relation to Yimi Children:</p> <p>母亲 父亲 祖母 祖父 其他: _____ Mother Father Grandmother Grandfather Other: _____</p>	
<p>采访者姓名: Interviewer name: Fabian Gaziano</p>	
<p>转录员姓名: Transcriber name: Kayla Swiston</p>	<p>译者姓名: Translator name: Kevin</p>
<p>日期和时间: Date & Time of Session: 11/06/18 1:22PM-1:42PM</p>	
<p>地点: Location: Yimi Children's House (GuoLing campus)</p>	
<p>项目描述和目标：您好，我们是WPI的一群学生，我们与中国杭州的儿童之家蒙特梭利学校合作，为他们的 新双语课程开发最佳实践。我们想采访你，以便更好地了解父母对中美蒙台梭利学校交流项目的想法和 意见。 Project Description & Goal: Hello, we are a group of students from WPI working with the Children's House Montessori school in Hangzhou China to develop best practices for their new bilingual program. We would like to interview you to gain a better understanding of parents' thoughts and opinions on the matter of an exchange program between Chinese and U.S. Montessori schools.</p>	
<p>译者信息：为了帮助我们进行面试，我们邀请Kevin担任翻译。如有必要，他们会用普通话向您提问，然 后将您的答案转发给我们。他们还会询问澄清问题以及我们可能会根据您的答案提出的任何后续问题。他 们已被指示保留采访中的所有信息，如下所述。 Translator Information: To aid us in this interview, we have invited Kevin to serve as a translator. They will ask our questions to you in Mandarin if necessary, and then relay your answers to us. They will also ask clarifying questions and any follow up questions we may have following your answers. They have been instructed to keep all information from the interview as we described below.</p>	
<p>保密声明：我们是伍斯特理工学院的学生，与一米儿童之家蒙特梭利学校合作，为潜在的交流计划制定 最佳实践。我们希望进行此次访谈，以便更好地了解您对国际交流计划的兴趣。虽然我们将分别记录参与 者姓名以防止重复信息，但此访谈将保持匿名。您提供的任何信息都可以在我们的最终报告中在互联网上 公布，该报告将向公众开放。</p> <p>这次采访完全是自愿的，需要30分钟才能完成。如果您在任何时候不想继续采访，请告诉我们，我们将停 止。</p>	

你有什么问题吗？

Confidentiality Statement: We are students from Worcester Polytechnic Institute working with the Yimi Children's House Montessori school to develop best practices for a potential exchange program. We would like to conduct this interview to better understand your interest in an international exchange program.

This interview will be kept anonymous, although we will separately record participant names to prevent duplicate information. Any information you provide may be published on the internet in our final report, which will be available to the public.

This interview is completely voluntary and should take 30 minutes to complete. If at any time you do not wish to continue the interview, let us know and we will stop.

Do you have any questions?

P1: 我们是否有权录制本次会议的音频

Do we have permission to record audio of this session?

A: Yes

P2: 除了让学生注册之外, 你对一米儿童之家有什么关系

Other than having a student enrolled, what ties do you have to the Yimi Children's House

无 指南 助理 雇员 其他: _____

None Guide Assistant Employee Other: _____

P3: 你的孩子是在几岁时注册就读蒙台梭利学校的？

What ages are your children who are enrolled at the school?

A: 1 year, not enrolled

P4: 你能评价你的英语口语能力吗？

Could you rate your oral proficiency in English?

没有熟练程度 基本熟练程度 中级熟练程度 流利

No proficiency Basic proficiency Intermediate proficiency Fluent

Self-taught, wanted to come here to practice with us

P5: 你能评价你孩子的英语口语水平吗？

Could you rate your children's oral proficiency in English?

没有熟练程度 基本熟练程度 中级熟练程度 流利

No proficiency Basic proficiency Intermediate proficiency Fluent

P6: 你为什么让你的孩子入读蒙台梭利学校而不是传统学校？

Why did you enroll your child at a Montessori School instead of at a traditional school?

A: Teachers here are very responsible, and the world is full of information with everything changing very quickly. I want to change too. Montessori education is more free.

对于问题P7-P9：假设一米儿童之家与美国蒙特梭利学校合作，为教师启动交流计划。伊米老师将在美国待一年，然后再回到伊米教学

For questions P7-P9: Pretend the Yimi Children's House starts an exchange program for teachers in cooperation with a Montessori school in the United States. Yimi teachers would spend a year abroad in the U.S. and return to teach again at Yimi.

P7: 您对美国蒙特梭利的做法有任何背景知识吗？如果是这样，您从哪里获得这些信息？你有兴趣学习更多吗？

Do you have any background knowledge on American Montessori practices? If so, where did you get this information? Do you have any interest in learning more?

A: No, but he's interested in learning more.

P8: 您是否相信这样的教师交流会让您的孩子在一米儿童之家的教育受益？

Do you believe such a teacher exchange would benefit your child's education at Yimi Children's House?
Emphasize "I don't know" is an okay answer

A: Yes, they can take what they learn in America and bring it to China, they can also take the Chinese version and bring it to America, build relations.

P9: 您这样想的顾虑是什么？

What concerns do you see coming from such a program? *Emphasize "I don't know" is an okay answer*

A: Learn real things in America, not just for fun travels. (Not really a concern)

P10: 在一米儿童之家之后，您对孩子的教育有什么计划？

What are your plans for your child's education after the Yimi Children's House?

未定 公共教育 私人蒙特梭利 私人其他：___ 外国教育 其他：___

Undecided Public Education Private Montessori Private Other: ___ Foreign Education Other: ___

Depends on expense

P11: 您认为您的孩子如何从外国蒙特梭利教室的互动中受益？

How do you think your child could benefit from interacting in a foreign Montessori classroom?

A: Learn good habits from the foreign country, learn the advantages in America; learn something good.

P12: 你愿意去蒙特梭利的外国学校吗？

Would you be willing to visit a foreign Montessori school?

Yes

如果你喜欢：您是否对以下内容感兴趣：

短途游览蒙特梭利外国学校？

.....和你的孩子在一起？

.....没有你的孩子，只是自己去？

与您的孩子在学校注册的长期交流？

.....不到一个月？

.....大约一个月？

.....超过一个月？

If yes: would you be interested in:

A short tour of a foreign Montessori school?

... with your child?

... without your child, and just go by yourself?

A longer term exchange, with your child enrolled in the school?

... for less than one month?

... for about one month?

... for longer than one month?

why

He is retired so the time doesn't matter.

P13: 您的其他家人是否了解蒙台梭利原则？

do other members of your family know about Montessori principles?

A: No...?

P14: 您的家庭月收入范围是多少？ 不需要回答

What is your monthly household income range?

< ¥5,000 ¥5,000 - ¥9,999 ¥10,000 - ¥19,999 > ¥20,000

评论：

Comments:

最后的评论：非常感谢您参与我们的项目！如果您有任何问题或意见，可以通过gr-b18-montessori@wpi.edu与我们联系。

Final Remarks: Thank you very much for participating in our project! If you have any questions or comments at any point, you can reach us at gr-b18-montessori@wpi.edu.

Appendix K: Administrator Interview Transcripts

Administrator Interview 1: Ceng

Interviewee Occupation: Yimi Administrator
Interviewer name: Finn Casey
Transcriber: Kayla Swiston
Translator: Betty
Interviewee name (if permission was granted): Ceng 老师
Date & Time of Interview: 10/31/18 10:45 AM – 11:17 AM
Location: Yimi Children’s House (Yuhang District)
Project Description & Goal: Hello, we are a group of students from WPI working with the Yimi Children’s House Montessori school in Hangzhou China to develop best practices for establishing an exchange program. We would like to interview you to gain a better understanding of your thoughts in order to recommend the best solutions for the Yimi Children’s House.
Confidentiality Statement: We are students from Worcester Polytechnic Institute working with the Children’s House Montessori school to develop best practices for an exchange program. We would like to interview you to better understand your thoughts and opinions on the matter. Unless you give us permission otherwise, we will keep your interview confidential. Any information you provide may be published on the internet in our final report, which will be available to the public. This interview is completely voluntary and should take 20-30 minutes to complete. If at any time you do not wish to continue the interview, let us know and we will stop. Do you have any questions?
Q: Do we have permission to use your name in our final report? A: yes
Q: Do we have permission to record this interview? A: yes
A1: Can you describe your role in the school? A: Niece is also in this school (3 years old), but he’s just an administrator here
A2: Are there specific training resources or programs you prefer your teaching staff to have? A: General is AMI training. Besides this is inner training or invite other professors to Yimi to lecture, or send teachers abroad.
A3: What challenges do you face in administering a Montessori school? A: Some teachers receive AMS and CMS training and some are hired for their different perceptions, but if he talks to them, they don’t always understand the different perceptions. Prefer AMI training because it is more authentic (CMS comes from China), and AMI needs 3 years vs the other two programs lasting a month.

A4: What benefits do you see in training teachers abroad?

A: If they are already certified in AMI they don't need to re-certify abroad. They sent some to Germany for a year for AMI training, because they haven't been certified, and they have been performing well in Montessori teaching. Limited in China, so sending abroad is beneficial.

Why Germany

Germany only needs 1 year while in China it takes 3 years (this is also similar in America)
They also send teachers all over the world, though it is more expensive abroad.

Teachers pay or school pays

Sign a contract – if you pay by yourself you aren't bound, if you get school to fund you, you have to teach at the school for 3 years.

A5: How do you think a teacher exchange program with the United States might benefit your school?

A: Teachers will be able to be more professional and learn more

A6: How might Yimi Children's House be involved in student/parent exchanges?

A: They will give a platform (overseas tour) for parents and children to go as a group (parents pay for themselves and their children), the time depends on the willingness of parents. This is also just an idea, still hasn't happened. Met lots of difficulties – couldn't find a connection abroad (school) to help them out. They need to rely on travel agencies so they can take more than 10 families abroad.

A7: Are there any concerns you would have regarding such an exchange program, whether it involves teachers, students, or both?

A: If there are teachers abroad there are teachers in reserve to stand in. Financial/contract support is same as the abroad, and they will help find housing for the foreign teachers. If they send their teachers abroad, they will organize the program for them.

A8: Should an exchange program be established, how would it likely be funded?

A: See A4, A6 and A7

A9: Have you heard of the American Montessori Society (AMS)? Would you consider partnering or working with AMS associated organizations?

A: They have heard of it, haven't looked into it. (Some teachers in China have received AMS training) they are willing to work with them, but AMS is a shorter certification and AMI is preferred.

A10: Why are you currently focusing on Montessori schools in California and Georgia for potential connections?

A: If teachers want to get a certificate for AMI, they must observe/intern for a week, so they are looking which schools abroad can take 10 or more Chinese teachers to observe so they can be certified. CA and GA accept Chinese teachers to intern at schools.

Comments:

Yimi is broken into two different groups; one for the administrator (deals with society) and the other is focused on the kids.

Yansong helped answer for the other administrator nearing the second half of the interview.

Final Remarks: Thank you very much for participating in our project! If you have any questions or comments at any point, you can reach us at gr-b18-montessori@wpi.edu.

Administrator Interview 2: Yansong

Interviewee Occupation: Yimi Administrator
Interviewer name: Samuel Goldman
Transcriber: Kayla Swiston
Interviewee name (if permission was granted): Yansong
Date & Time of Interview: 10/31/18 11:25
Location: Yimi Children's House (Yuhang District)
Project Description & Goal: Hello, we are a group of students from WPI working with the Yimi Children's House Montessori school in Hangzhou China to develop best practices for establishing an exchange program. We would like to interview you to gain a better understanding of your thoughts in order to recommend the best solutions for the Yimi Children's House.
Confidentiality Statement: We are students from Worcester Polytechnic Institute working with the Children's House Montessori school to develop best practices for an exchange program. We would like to interview you to better understand your thoughts and opinions on the matter. Unless you give us permission otherwise, we will keep your interview confidential. Any information you provide may be published on the internet in our final report, which will be available to the public. This interview is completely voluntary and should take 20-30 minutes to complete. If at any time you do not wish to continue the interview, let us know and we will stop. Do you have any questions?
Q: Do we have permission to use your name in our final report? A: Yes
Q: Do we have permission to record this interview? A: Yes
A1: Can you describe your role in the school? A: Administrator (一米学院) -- Find schools abroad to accept Chinese teachers for interactions; for public interest: find a school for communication.
A2: Are there specific training resources or programs you prefer your teaching staff to have? A: Prefer AMI, but are okay with AMS and CMS teachers Organize some inner training and abroad – feedback from Holland and Germany, their AMI is better than China because the life and spiritual ties are different (diff culture and concepts)
A3: What challenges do you face in administering a Montessori school? A: Language – foreign connections and schools to accept Chinese teachers (needle in a haystack~!) <i>How to overcome language barrier:</i> English app studying Translator <i>School finding criteria:</i>

Find schools through facebook and twitter

Age - (0-3, 3-6, 6-12) -- 0-3 focus

Large scale vs small scale school – Both are ok, bigger schools have more people, smaller has more focus

Teachers introductions/profile for expectations

Email contact -- connections

A4: What benefits do you see in training teachers abroad?

A: See Admin Interview 1

A5: How do you think a teacher exchange program with the United States might benefit your school?

A: See Admin Interview 1

A6: You've mentioned interest in various types of student/parent exchange programs. How might Yimi Children's House be involved in these?

A: They tried with Japan previously, but it didn't work out so parents were a bit worried. Now they plan for America during summer because time, but also to expose their children to English as soon as possible. If they want to do exchange program with America, mostly language based. In regard to Japan it was mostly parent curiosity about the Montessori program.

A7: Are there any concerns you would have regarding such an exchange program, whether it involves teachers, students, or both?

A: Finances of sending teachers abroad; they have children -- maturity of teacher's children because of time abroad.

Safety of the children in a foreign country because not much knowledge of the foreign society. If they stay for a month, question of host families and conflicts there.

A8: Should an exchange program be established, how would it likely be funded?

A: See Admin Interview 1

A9: Have you heard of the American Montessori Society (AMS)? Would you consider partnering or working with AMS associated organizations?

A: (doesn't seem particularly inclined towards AMS)

Cooperating with Montessori college abroad – rule in America if they go to a certain Montessori college, they can get a masters in Montessori education.

A10: Why are you currently focusing on Montessori schools in California and Georgia for potential connections?

A: See Admin Interview 1

Comments:

Final Remarks: Thank you very much for participating in our project! If you have any questions or comments at any point, you can reach us at gr-b18-montessori@wpi.edu.

Administrator Interview 3: Marie Zhao

Interviewee Occupation: Yimi Administrator
Interviewer name: Finn Casey
Transcriber: Kayla Swiston
Interviewee name (if permission was granted): Marie Zhao
Date & Time of Interview: 11/01/18 3:00PM
Location: Hangzhou Dianzi University
Project Description & Goal: Hello, we are a group of students from WPI working with the Yimi Children’s House Montessori school in Hangzhou China to develop best practices for establishing an exchange program. We would like to interview you to gain a better understanding of your thoughts in order to recommend the best solutions for the Yimi Children’s House.
Confidentiality Statement: We are students from Worcester Polytechnic Institute working with the Children’s House Montessori school to develop best practices for an exchange program. We would like to interview you to better understand your thoughts and opinions on the matter. Unless you give us permission otherwise, we will keep your interview confidential. Any information you provide may be published on the internet in our final report, which will be available to the public. This interview is completely voluntary and should take 20-30 minutes to complete. If at any time you do not wish to continue the interview, let us know and we will stop. Do you have any questions?
Q: Do we have permission to use your name in our final report? A: Yes
Q: Do we have permission to record this interview? A: Yes
A1: Can you describe your role in the school? A: <No asked>
A2: Are there specific training resources or programs you prefer your teaching staff to have? A: Short term classes
A3: What challenges do you face in administering a Montessori school? A: Government/parent needs/expectation for the children’s curriculum vs Montessori practices – don’t match up all the time
A4: What benefits do you see in training teachers abroad? A: Broaden their knowledge base; More advanced abroad; Learn original Montessori
A5: How do you think a teacher exchange program with the United States might benefit your school? A: Dunno

A6: You've mentioned interest in various types of student/parent exchange programs. How might Yimi Children's House be involved in these?

A: They would learn language and social skills but cannot do short times Maybe easier not to try for Montessori and just do a traditional Chinese-English classroom?

A7: Are there any concerns you would have regarding such an exchange program, whether it involves teachers, students, or both?

A: For children, no issue, but parents are concerned for their children's safety.

A8: Should an exchange program be established, how would it likely be funded?

A: School administration

A9: Have you heard of the American Montessori Society (AMS)? Would you consider partnering or working with AMS associated organizations?

A: Yes. AMI is very strict with rules on how the teachers are allowed to interact and teach. AMS is more flexible and loose with these rules, and allows teachers to have their own take and feel for the Montessori method.

A10: Why are you currently focusing on Montessori schools in California and Georgia for potential connections?

A: <didn't ask>

Comments:

Final Remarks: Thank you very much for participating in our project! If you have any questions or comments at any point, you can reach us at gr-b18-montessori@wpi.edu.

Appendix L: Potential Partner School Survey Results

S4 - What school are you associated with?

What school are you associated with?

decaturn montessori school

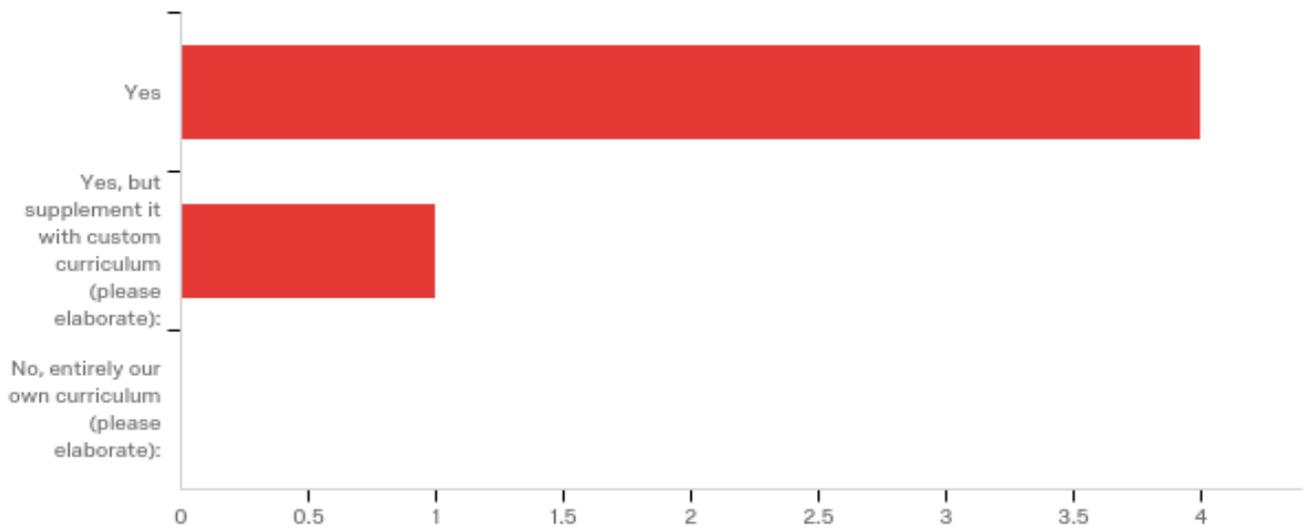
Centennial Montessori School

Children's World Bilingual Montessori School

Montessori In Town

Maria Montessori School

S5 - Do you or your teachers follow a predefined curriculum (from AMI or AMS)?



#	Answer	%	Count
1	Yes	80.00%	4
2	Yes, but supplement it with custom curriculum (please elaborate):	20.00%	1
3	No, entirely our own curriculum (please elaborate):	0.00%	0
	Total	100%	5

Answer	%	Count
Teachers develop additional units of study	100.00%	1
Total	100%	1

S6 - For the purpose of this question, assume that there is Chinese Montessori school interested in sending teachers to spend time in the United States learning about American Montessori practices.

#	Question	Not at All Interested	Not Very Interested	Neutral	Somewhat Interested	Very Interested	Total
1	Would you be interested in hosting foreign teachers at your school (in any fashion)?	0.00% 0	0.00% 0	40.00% 2	40.00% 2	20.00% 1	5
2	Would you be interested in having such teachers observe your classroom(s)?	0.00% 0	0.00% 0	20.00% 1	60.00% 3	20.00% 1	5
3	Would you be interested in having such teachers teach for a period of time at your school?	20.00% 1	20.00% 1	0.00% 0	60.00% 3	0.00% 0	5

S7 - Comments regarding the questions above:

Comments regarding the questions above:

We do support practice teaching for AMI training centers, but we have a lot of teachers wanting to come so scheduling can be difficult

AMI already sends students to observe and practice teach at our school, many of whom are international. It would be difficult to have too many students within one semester, as we do not want too many adults in a classroom regularly.

S8 - For the purpose of this question, assume that there is a Chinese Montessori school interested in accepting host teachers sent by their schools to learn about Chinese Montessori practices.

#	Question	Not at All Interested		Not Very Interested		Neutral		Somewhat Interested		Very Interested		Total
1	Would you be interested in sending interested teachers to the school?	20.00%	1	0.00%	0	20.00%	1	40.00%	2	20.00%	1	5
2	Would you be interested sending interested teachers to observe classrooms at the school?	20.00%	1	20.00%	1	0.00%	0	40.00%	2	20.00%	1	5
3	Would you be interested in sending interested teachers to teach for a period of time at the school?	20.00%	1	20.00%	1	20.00%	1	40.00%	2	0.00%	0	5

S9 - Comments regarding the questions above:

Comments regarding the questions above:

As a school that has to follow AMI guidelines there is little room to explore new practices.

S10 - For the purpose of this question, assume that there is a Chinese Montessori school interested supporting a program in which parents and/or students at their schools would spend time in the United States learning about American Montessori practices.

#	Question	Not at All Interested		Not Very Interested		Neutral		Somewhat Interested		Very Interested		Total
1	Would you be interested in hosting such parents and/or students (in any fashion)?	0.00%	0	20.00%	1	0.00%	0	80.00%	4	0.00%	0	5
2	Would you be interested in providing tours for these parents (with or without their students)?	0.00%	0	20.00%	1	20.00%	1	40.00%	2	20.00%	1	5
3	Would you be interested in offering temporary enrollment (less than one month) for such students?	20.00%	1	40.00%	2	20.00%	1	20.00%	1	0.00%	0	5
4	Would you be interested in offering temporary enrollment	20.00%	1	40.00%	2	20.00%	1	20.00%	1	0.00%	0	5

	(about one month) for such students?											
5	Would you be interested in offering temporary enrollment (more than one month) for such students?	20.00%	1	20.00%	1	40.00%	2	20.00%	1	0.00%	0	5

S11 - Comments regarding the questions above:

Comments regarding the questions above:

We would consider temporary enrollment, but we are generally full and numbers are dictated by our state license so logistics could be difficult.

It is a lot of work for a guide to have a new student. To come in temporarily is difficult for the young child and for their community.

S12 - Please select any areas of concern you have with implementing or supporting any type of teacher exchange.

#	Answer	%	Count
1	Cost	10.53%	2
2	Language Barrier	10.53%	2
3	General Logistics	21.05%	4
4	Disrupting Classrooms	21.05%	4
5	Teacher Willingness	21.05%	4
6	Parent Willingness	15.79%	3
7	Other:	0.00%	0
	Total	100%	19

S13 - Comments regarding the question above:

Comments regarding the question above:

S14 - Please select any areas of concern you have with implementing or supporting any type of student exchange.

#	Answer	%	Count
1	Cost	8.33%	1
2	Language Barrier	8.33%	1
3	General Logistics	25.00%	3
4	Disrupting Classrooms	33.33%	4
5	Teacher Willingness	16.67%	2
6	Parent Willingness	8.33%	1
7	Other:	0.00%	0
	Total	100%	12

S15 - Comments regarding the question above:

Comments regarding the question above:

space is the biggest factor here. Our Elementary is not limited by the state but under 6 is.

S16 - Do you have any additional general questions or comments?

Do you have any additional general questions or comments?

Interested to learn more, but seems like an interesting endeavor.