



Research On the Rules and Regulations of Children's Homes

Li Wenquan*

College of Teacher Education, Zunyi Normal University, Zunyi, China. 563006

*Corresponding to: Li Wenquan

Abstract: The educational experiment of "children's home" has attracted the attention of the world, but its rules and regulations have not been paid attention to. The purpose of formulating rules and regulations of "children's homes" is to standardize operations, improve daily care and education management, and clarify the responsibilities of both home and school. The content of the rules and regulations mainly includes the purpose of running the school, the focus of the school, the composition of the staff, and the responsibilities of teachers and parents. The effect of the operation of rules and regulations is to standardize the management of "children's homes", promote the socialization of families, and ensure the implementation of new educational concepts. These systems provide useful enlightenment for the education management of kindergartens in our country. The school-running positioning of kindergartens is clear, attaching importance to the guidance and influence of families, and the rules and regulations should be in line with reality, specific and feasible.

Keywords: children's home; Regulations; Montessori

1 INTRODUCTION

Maria Montessori is another outstanding master of children's education in the history of preschool education after Froebel. Her theory and practice of child education have revolutionized children's education around the world [1]. The Montessori education movement has experienced the rise, decline, and revival, and its educational philosophy and effect have been widely recognized by all countries in the world [2]. In recent years, Montessori early childhood education has also been on the rise in our country, and some kindergartens in large and medium-sized cities have even used Montessori education as a signboard to attract parents, and has a trend of expanding to small counties, and its influence is becoming more and more widespread [3]. But what made Montessori educational ideas famous and went to the world was the experimental kindergarten she founded in the slums - "Children's Home". "Children's Home" solves the worries of parents who go out to work; "Children's Home" transforms those ordinary and poor children into students who are smart and confident, behave civilly, and have greatly improved their literacy and arithmetic skills; The "Children's Home" has allowed Montessori's early education ideas to form a system, and completed his transformation from a psychiatrist to a well-known educator at home and abroad; The great success of the "Children's Home" in early education has opened a new page in the history of preschool education, and has rich educational connotations worth exploring. The successful operation of the "children's home" is inseparable

from the guarantee of its rules and regulations. Therefore, the rules and regulations of "children's homes" are also worthy of in-depth analysis, which can provide reference for the education management of kindergartens in our country.

2 BACKGROUND TO THE BIRTH OF "CHILDREN'S HOME"

At the end of the 19th century, there were a large number of slums around the city of Rome, especially the San Lorenzo district. These places are inhabited by low-income people, often unemployed workers, and people released from prison. Multiple rooms in a house are crowded with different families or people, and there is not much privacy in the home. There are no sanitary facilities such as bathing in the suite. The streets are potholes, sewage flows, and the doorsteps are crooked and tattered, a scene after a catastrophe. The San Lorenzo district is also reported by local newspapers for its daily news of violence and morality. The Rome Home Improvement Association is a charitable organization. It gradually purchased and renovated the old houses in the San Lorenzo district, designing them according to the most modern architectural standards of the time, while taking into account hygienic and ethical issues as much as possible. The Rome Housing Improvement Association provides new low-rent housing to the poor, while hoping that the people who live there will also live a new life. The new life includes taking care of the facilities inside and outside the house, keeping the personal and environmental cleanliness, and



reshaping morality. The association hopes to bring together children in these buildings and be educated and managed by teachers. This can not only prevent children from scribbling and destroying these newly built buildings, but also solve the worries of migrant mothers. Children's activity venues and teachers' housing are in the building, and the association is responsible for arranging them. Children enjoy free education, which is financed by the association from the rent collected. Montessori was invited to supervise and guide the school in this building, and she was also trying to transform the previous educational experience for special children and promote it to normal children, and needed a test site. After a period of preparation on both sides, the first "children's home" was opened on January 6, 1907 in the San Lorenzo district. On April 7 of the same year, a second "children's home" was also opened in the San Lorenzo district. As the reputation of the "Children's Home" in the educational and social circles grew, the "Children's Home" was opened in Rome and other countries.

3 THE PURPOSE OF THE "CHILDREN'S HOME" IN FORMULATING RULES AND REGULATIONS

3.1 STANDARDIZE THE OVERALL OPERATION OF "CHILDREN'S HOMES"

The "Children's Home" was founded with the support of the Roman Housing Association and with the care of parents. Although the original intention of the establishment of the "Children's Home" was to discipline the children in the building and solve the worries of parents going out to work, the manager still hopes to promote it to other newly built low-rent housing buildings in a chain manner through more professional operation and demonstration. This requires a complete and scientific set of rules and regulations to achieve the purpose of education and childcare.

3.2 IMPROVE THE DAILY MANAGEMENT OF "CHILDREN'S HOMES"

Although the "Children's Home" is a kindergarten in the building, Montessori does not want it to be just a childcare center. The focus of the "Children's Home" is mainly education and childcare. In order to highlight this focus of work, it is necessary to formulate a set of specific regulations on daily management around childcare and education, and realize the standardization and regularization of daily management, so that the focus of work can be guaranteed.

3.3 CLARIFY THE RIGHTS AND RESPONSIBILITIES OF BOTH PARENTS AND KINDERGARTENS

Early childhood education is inseparable from the cooperation of kindergartens and parents, so it is necessary to clearly define the responsibilities, rights and interests of both parties, so that the activities of both parties can be based on evidence. Some provisions in the system require parents, such as picking up and

dropping off their children on time, and children must be freshened and clean when they arrive at the "children's home", and respect the teachers and staff of the "children's home". There are also some provisions for kindergartens and teachers, such as paying attention to children's education and physical and mental development, formulating work plans and schedules, and guiding parents to educate their children. Mothers communicate with teachers at least once a week, which promotes close cooperation between family education and kindergarten education.

4 THE CONTENT OF THE RULES AND REGULATIONS OF THE "CHILDREN'S HOME"

The content of the rules and regulations of children's homes mainly involves the following aspects:

(1) The purpose of holding a "children's home". The purpose of the children's homes organized by the Rome Housing Improvement Association was to provide free childcare for migrant parents, educating preschoolers and preventing them from damaging newly built buildings.

(2) The focus of the children's home is to pay attention to the education, health, and physical and mental development of children aged 3-6.

(3) The composition of the staff of the children's home. The kindergarten in the building is mainly convenient for parents to pick up and drop off their children, and is generally small, employing a teacher, a doctor and a nursery teacher. Kindergartens with more than 50 children can add health care doctors, and even professional chefs should be added as conditions improve.

(4) Obligations that parents must fulfill. This aspect occupies a lot of space in the rules and regulations, mainly including: parents should send their children to the "children's home" on time, and the children's bodies and clothes should be clean and tidy; Parents should respect the teachers and other staff of the children's home, work closely with the teachers, communicate with the teachers at least once a week, introduce the child's performance at home, and listen to the advice and guidance of the teachers of the children's home [4].

(5) Teachers' job responsibilities. The job responsibilities of a children's home teacher include: formulating work plans and work schedules; Appropriate educational methods are used according to the age of the child; guide parents to educate their children; Living in this building and living with the families of the students, he is a vivid and lasting neighbor and role model among the residents of this building.

(6) The situation of expulsion of students. Students who do not comb their hair, wash their faces, or wear dirty clothes to the children's home will be expelled; students who have been taught repeatedly; Students whose parents do not respect the staff of the children's home; Students whose parents' bad behavior seriously hinders the work of children's homes.



5 THE EFFECT OF THE RULES AND REGULATIONS OF THE "CHILDREN'S HOME"

5.1 THE OPERATION AND MANAGEMENT OF "CHILDREN'S HOMES" ARE STANDARDIZED

The rules and regulations of the "children's home" involve the school's positioning and service scope, clarify the specific responsibilities and rights of staff and parents, and even have specific requirements for cooperation between kindergartens and parents, so that teachers, parents, nursery teachers, and doctors know what they should do [5]. Especially later, more "children's homes" were opened in various places, and it was impossible to rely on Montessori himself to supervise, inspect and guide. The rules and regulations that are highly operational and in line with the social reality at that time were the action guidelines for many "children's homes" and the source of ensuring that the school's positioning did not deviate and the school-running effect did not slip.

5.2 PROMOTE THE SOCIALIZATION OF THE FAMILY

The establishment of "children's homes" has its important social significance. This is inseparable from the characteristics of "children's homes". The "Children's Home" is a kindergarten run by the Rome Housing Improvement Association in a residential building that provides free education to the preschoolers of the residents of the building. This kind of school makes it very convenient for children to go to school, extends the original simple family education to school education, expands the activity space and scope of preschool children's activities, and helps the child's mother to go out to work, increase family income, and improve social status. The teacher lives in the building, both as a teacher of the children and a neighbor of these families. This teacher is cultured, has a literate appearance and behavior, and is the "goddess of morality" of the people around her, and can play a good role as a role model. Teachers and parents communicate at least once a week, which is conducive to promoting these parents to care about their children's education, family hygiene, and the surrounding environment. In short, "children's homes" allow children to get out of the family and receive formal school education; let mothers relieve the burden of taking care of their children and go to society; Let the residents of the building form a new trend of paying attention to personal appearance, caring for the surrounding environment, and paying attention to behavior.

5.3 ENSURE THE IMPLEMENTATION OF THE NEW EDUCATIONAL CONCEPT

The system requires parents to pick up and drop off their children on time, which ensures the time for their children to receive education and the time for teachers to work and rest. After the children leave, teachers also organize the observations and records of the day and arrange the teaching content of the next day. Teachers should also have enough rest time to

maintain a good attitude for a long time and devote themselves wholeheartedly to teaching. The system stipulates that the work plan and schedule of the "children's home" are formulated by the teacher. Teachers can change the traditional teacher-centered education method and implement Montessori children's independent education and free development. A new way of education is bound to be implemented, and there will inevitably be some resistance. The system also stipulates that parents should respect the teachers and staff of the "children's home". This respect is not only the respect for personality, but also the educational philosophy and teaching methods. The system stipulates that parents should report their children's performance at home to the teacher at least once a week and receive guidance from the teacher. This not only increases the teacher's understanding of students' performance in the family, but also closes the cooperation between the family and the kindergarten, so that the family education is as consistent as possible with the concept of school education.

6 THE ENLIGHTENMENT OF THE "CHILDREN'S HOME" RULES AND REGULATIONS ON THE EDUCATION MANAGEMENT OF KINDERGARTENS IN OUR COUNTRY

6.1 THE POSITIONING OF KINDERGARTENS IS CLEAR

In the rules and regulations, the "Children's Home" has a clear description of its school-running positioning: providing free services for children aged 3-6 whose parents work in and out of the apartment where the school is located. The school pays attention to the education, health and physical and mental development of these students and adopts appropriate education and care measures according to the age of the children. This kind of school-running positioning is very clear, and kindergarten staff and parents can understand it thoroughly. The work of kindergartens and families should be carried out around this goal. This suggests that the founders of modern kindergartens should also have a corresponding system to fix their school-running positioning and not change it easily. At the same time, the narrative should be concise and concise so that staff and parents can deeply understand and actively implement it.

6.2 KINDERGARTENS ATTACH IMPORTANCE TO THE GUIDANCE AND INFLUENCE OF FAMILIES

The "children's home" system has clear requirements for cooperation between families and kindergartens. The family is the main living place of children, and parents bear the responsibility of children's education and management. At the same time, parents are also role models for their children to imitate in terms of behavioral norms. Therefore, parents' educational concepts and behavioral literacy have a very direct impact on their children. Kindergartens should not only



recognize this, but also reflect and restrain it in the system. This work involves two aspects. First, kindergartens must guide parents' educational concepts and methods. The vast majority of parents do not have a professional background in preschool education, and often use their parents' discipline to treat their children in the same way, or absorb some sporadic practices from hearsay around them. Kindergarten teachers must guide them to ensure consistency with school education, otherwise it will offset the effect of school education. In addition, due to the limitation of experience, parents and housekeepers will also encounter some difficult problems to solve. Teachers can improve the educational effect through targeted communication and guidance with parents, and through the cooperation of both parties. Second, play a social function through the influence of parents. Kindergartens give parents rights in rules and regulations, and at the same time require them to assume corresponding obligations. For example, "children's homes" require parents not to send their children to school who have not combed their hair and washed their faces and have unclean clothes. This is of great practical significance to promote the residents of the slums at that time to pay attention to hygiene and take care of the environment of the new apartment. At the same time, the teacher lives in the apartment, is a neighbor of the residents, and is also a role model who is cultured, pays attention to appearance, and behaves well. All of this helps parents transform into hygienic and civilized citizens. In short, the system should not only highlight the educational function of kindergartens, but also pay attention to its social functions [6].

6.3 THE RULES AND REGULATIONS ARE IN LINE WITH REALITY AND ARE SPECIFIC AND FEASIBLE.

Rules and regulations are for implementation, not decoration. Therefore, the formulation of rules and regulations must take into account the kindergarten's own conditions such as teachers and economic strength. The terms of the children's home also fully take into account the specific situation when the kindergarten is first opened. The "Children's Home" stipulates that the kindergarten staff must be equipped with a teacher, a nursery teacher, and a doctor, but there is no requirement to have a professional chef who serves children, and there are no special health doctors and health rooms. Although professional chefs and health care doctors are worth hiring, the initial "children's home" does not have the conditions in this regard, and can only rely on the existing manpower to expand some responsibilities to make up for this shortcoming. In addition, the description of the provisions in the system should be specific so that teachers and parents can be operable and self-check whether they have been completed. For example, in terms of home-school cooperation, it is not said that the mother communicates with the female teacher at least once a week to report on the situation of the child at home and listen to the female teacher's advice on disciplining the child [7]. There is a detailed description from the frequency of communication between the two parties to the content of the exchange. It can be seen that the description of the clause should not only consider the actual situation of the kindergarten and the student's family, but also be specific and concise, so that teachers and parents can be supervised,

reminded, and inspected to implement it in accordance with relevant requirements, so that the system can be implemented and its management effect can be exerted.

7 CONCLUSION

The educational activities of the "Children's Home" are a new milestone in the history of world preschool education, and a spiritual treasure trove left by Montessori to mankind, which is worthy of continuous excavation and learning by future generations.

REFERENCES

- [1]Tian JingzhengMontessori's "Children's Home" Early Childhood Education Experiment[J]Preschool Education Research, 2000, 3:16-18
- [2]Zhou Cai, Yang Hanlin. Beijing: Beijing Normal University Press, 1999: 324
- [3]Tian ZhengpingMontessori Educational Thought in Modern China[J] Journal of Hebei Normal University (Education Science Edition), 2007, 9(4): 52-55
- [4]Maria. Written by Montessori, translated by Lihong. Beijing: Jinghua Publishing House, 2008:50.
- [5]Pan Liqin. The Enlightenment of Montessori Discipline Education[J]Decision Exploration (II), 2021, (08): 93-94
- [6]Chen Ping, Ding Zhongyuan. Research on the Problems and Countermeasures of the Sinicization of Montessori Education Method[J]Journal of Xinzhou Normal University, 2025,41(02):113-118
- [7]Wang Rui. Exploration of the application of Montessori pedagogy in family labor education[J]Journal of Heilongjiang Institute of Technology, 2025,25(04):42-46