

May 2021

From the Editor

Welcome to the spring 2021 issue of the *Journal of Montessori Research*. After a challenging year, we are pleased to bring you four important and timely articles. In fact, I am incredibly thankful for the authors, reviewers, and editors who have pulled together to produce three issues of the publication during a particularly stressful and unpredictable period for all of us. My hope is that these articles provide readers an opportunity to feel more connected to the broader field of Montessori education and to the growing body of research related to it, even while we were isolated.

When the world faced stay-at-home orders because of the COVID-19 pandemic last spring, I was inspired to reach out to colleagues to document the experience in a research study. The first two articles in this issue, parts 1 and 2 of “Montessori Education at a Distance,” represent the results of my collaboration with coauthors Katie Brown, from the National Center for Montessori in the Public Sector, and Patricia Barton, who is a graduate student and Montessori educator.

In the third article in this issue, “Leading Reflective Practices in Montessori Schools” long-time Montessori leader, Sharon Damore, and her colleague, Barbara Rieckhoff, report on the development of a coaching protocol designed to support the developing capabilities of Montessori school leaders. The final article in this issue, “Second Language Corner for Children’s House: A Practitioner–Researcher Journey Into Bilingualism in Montessori Education,” was contributed by Romali Rosales Chavarría, who is an independent researcher currently working as a Spanish language specialist in Edinburgh, Scotland.

As we look forward to the fall issue, we sincerely hope that the pandemic situation improves around the world so that everyone has opportunities for a gradual return to friends, family, and colleagues.



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