



FMS Beginning-of-Year Classroom Team Meeting

Classroom: _____

Lead Teacher: _____

Assistant Teacher(s): _____

Meeting Date: _____

Our Purpose

Why do we do this work?

Take one minute to reflect individually, then share.

I do this work because...

Our shared purpose

Complete this statement together:

Because of our team, the children in our classroom will experience...

Recognizing Our Strengths

Each person shares one strength they bring to the classroom.

Team Member	A strength I bring	A way I would like to contribute

What is one strength or quality we appreciate about each person on this team?

Our Vision for the Classroom

Imagine it is several months into the school year and our classroom team is thriving.

What will children experience?

What will families experience?

What will the adults on our team experience?

What words do we want people to use when describing our classroom?

Circle or add the qualities that matter most to your team:

Calm · Joyful · Respectful · Organized · Warm · Consistent · Collaborative · Safe · Peaceful · Inclusive · Purposeful

Other: _____

How We Will Work Together

Discuss and agree upon the following:

Communication

- How will we share important information during the school day?

- How will we respectfully raise a concern or disagreement?

- What should we do when it is not a good time to talk?

- How will we make sure all team members feel heard?

Feedback

Complete these statements individually and share:

I receive feedback best when...

If I make a mistake, it helps me when my teammate...

If I have a concern, I agree to speak directly to the appropriate person rather than about them to others.

☐ We agree

Team Agreements

As a classroom team, we agree to:

- Speak respectfully to and about one another.
- Address concerns early, privately, and directly.
- Ask questions instead of assuming intent.
- Give one another the benefit of the doubt while still addressing concerns.
- Avoid correcting another adult in front of children or families unless immediate safety is involved.
- Follow through on agreed-upon responsibilities.
- Ask for help before frustration becomes resentment.
- Celebrate one another's contributions and growth.

Additional team agreement:

Roles, Responsibilities, and Shared Ownership

Discuss the major parts of the classroom day and determine who will take the lead. Responsibilities may rotate as the team grows.

Classroom Responsibility	Primary Person	Support Person	What Success Looks Like
Arrival and family greetings			
Attendance and name-to-face checks			
Work cycle/classroom activities			
Diapering, toileting or bathroom routines			
Meals and snacks			
Transitions			
Outdoor time			

Rest time			
Classroom cleaning and organization			
Dismissal			
Materials and prepared environment			
Family communication			

Responsibilities that should rotate:

Areas where someone needs additional modeling or support:

The lead teacher maintains responsibility for the classroom's culture, safety, communication, and systems. This does not mean the lead must control or personally complete every task. Effective leadership creates clarity and helps every team member contribute meaningfully.

Safety and Professional Expectations

Review the expectations that are especially important for your classroom:

- ☐ Active supervision
- ☐ Name-to-face accountability during every transition
- ☐ Accurate Brightwheel and classroom attendance records
- ☐ Incident and accident reporting
- ☐ Confidentiality
- ☐ Professional family communication
- ☐ Personal phone expectations
- ☐ Staff attendance and punctuality
- ☐ Appropriate classroom coverage and ratios
- ☐ Following the proper communication and escalation process

Choose one expectation and identify the matching leadership boundary.

Our team expectation:

What the lead teacher will model, communicate, or consistently reinforce:

What every team member agrees to do:

Supporting Growth Without Hierarchy

Each assistant identifies one area in which they would like greater knowledge, ownership, or responsibility.

Growth Area	First Opportunity or “Small Bite”	Support Needed	Check-In Date

Possible areas include:

- Child observation
- Montessori materials and lessons
- Leading a transition
- Preparing or rotating materials
- Family greetings and communication
- Facilitating group activities
- Behavior guidance
- Classroom documentation
- Leading part of a classroom meeting

How will the lead teacher provide coaching, modeling, and feedback?

Our Classroom Team Goal

Select one meaningful goal for the first six weeks of school.

Our goal:

Why this goal matters for children and our classroom community:

What will we do consistently?

1.

2.

3.

How will we know we are making progress?

What support or resources do we need?

Date we will review our progress: _____

Our Classroom Meeting Rhythm

Meeting day and time: _____

Meeting frequency:

- ☐ Weekly
- ☐ Every other week
- ☐ Other: _____

How we will protect this meeting time:

Standing Classroom Meeting Agenda

1. What is working well?
2. What are we observing about the children?
3. What needs attention in the environment or daily routines?
4. Are safety and school procedures being followed consistently?
5. Is there a conversation we need to have?
6. What responsibilities or action steps need to be assigned?
7. What support does each team member need?

Closing Commitment

Each person completes and shares:

One thing my teammates can count on me for is...

One leadership or teamwork practice I will strengthen is...

Because of us, the children in this classroom will...

Team Signatures

Our signatures represent our shared commitment to communicate honestly, uphold school expectations, support one another's growth, and create a safe and respectful Montessori classroom community.

Lead Teacher: _____ **Date:** _____

Assistant Teacher: _____ **Date:** _____

Assistant Teacher: _____ **Date:** _____