Testimonial from Semillitas Early Childhood Centre – Buin, Chile

Dear Sylvia,

I would like to share with you, from the heart of my experience as an early childhood educator, director and operator of Semillitas Early Childhood Centre, what working with the Langford Method has meant to us from 2012 through to today, November 2026.

Over more than 35 years working in early childhood education, I have learned that educating children is not simply about imparting knowledge, planning activities or meeting learning objectives. Education also means helping children grow as people, develop habits, learn to live alongside others, strengthen their willingness to act, become more independent and acquire tools that will help them navigate life with confidence.

Along this journey, the Langford Method has been much more than a teaching approach for us. It has profoundly changed the way we see children, their capabilities and their learning processes.

One of the most significant changes was understanding the importance of moving away from an assessment focused solely on whether a child can or cannot do something, towards an approach that recognises and values whether the child has made their best effort. This change may seem simple, but it opened up a completely different perspective on education for us.

We stopped looking only at the outcome and began to value the process, perseverance, readiness, willingness and personal growth. We learned to convey to our children that we do not all have to do things in the same way or at the same pace, but that we can all make an effort, progress and improve.

That outlook transformed us as an educational team as well. It made us more aware of our role as adults who guide children, of the importance of consistency, of giving clear instructions, of maintaining routines and of genuinely believing in children's capabilities.

In our everyday experience, the results have been extraordinarily positive.

We have observed children developing greater attention and concentration, following instructions, taking turns, waiting, listening and participating in a range of learning experiences.

Our children, aged two to five, have developed routines and habits that allow them to participate with confidence and increasing independence. They can anticipate what comes next, understand the different parts of the day and take part in them naturally.

One of the things that gives us the greatest satisfaction is seeing how they interact with one another. We see children relating to each other with respect, learning to share, to acknowledge others, to wait and to understand that everyone has a place in our community.

We have also seen them develop the ability to surpass their previous achievements. They feel proud when they accomplish something that was once difficult, finish an activity, manage to do something independently or discover that perseverance can help them reach their goals.

In our experience, since adopting this approach, we have not had any children receive a diagnosis of attention deficit disorder. I mention this as an observation from our own educational setting, not as a claim that the method prevents such a diagnosis or replaces clinical assessment. What I can say is that we have learned to work intentionally on attention, concentration, consistency and the ability to follow instructions from the earliest years.

There is something I consider fundamental, which the Langford Method has helped us understand and deeply appreciate: routines do not restrict children; they give them a sense of security.

A child who knows what comes next, understands the stages of their day and knows the shared expectations for getting along with others feels more secure and calm. They do not need to wait constantly for an adult to tell them what to do, because little by little they develop these habits and make them their own.

Today we see two-year-olds who can follow simple instructions, participate in a routine, help with small responsibilities and understand basic rules. We see these abilities grow stronger as they get older.

This has also allowed us to reaffirm something I believe deeply: our early childhood centre is a place of education. Of course, children learn through play, because play is essential in early childhood education. But that does not mean we should confuse play with an absence of structure, purpose or rules.

At Semillitas, we believe children learn by playing, exploring, experimenting and discovering, but also by learning to listen, respect others, wait, concentrate, make an

effort and live alongside one another.

I would also like to emphasise that the benefits have not been limited to the children and their families. Our staff have experienced a process of learning and transformation too.

Working with the Langford Method has helped us understand that adults play a fundamental role in developing habits. It is not enough to ask children to behave in a certain way: we need to teach them, model the behaviours, remain consistent and maintain a calm, caring and coherent approach.

We have learned to trust children's capabilities more, give them opportunities to do things for themselves and resist the urge to solve every difficulty before they have had a chance to try.

This has changed how we support children, how we observe them and how we value the small steps they take each day.

It has also strengthened our conviction that children need adults who guide them, set boundaries with kindness and believe in them. Children do not need everything to be easy. They need us to help them discover that they are capable of facing small challenges and exploring their own possibilities.

Sylvia, after so many years working with this approach, I can say with great conviction that it has been one of the most valuable contributions we have incorporated into our educational project.

As the centre's director and operator, I have had the opportunity to watch generations of children grow and to see how small habits, developed consistently from early childhood, become essential tools for life.

I sincerely believe that education needs to restore the importance of developing habits, strengthening the willingness to act, teaching respect, fostering independence and helping children discover that they are capable of much more than they imagine.

At a time when we speak so often about difficulties with attention, relationships and behaviour, I believe we need to reflect on how much we can do through early childhood education, our everyday practices and the commitment of adults.

The Langford Method has taught us that educating also involves coaching, supporting, repetition, perseverance and trust. That effort matters, that habits are developed and

that discipline, when guided by respect and kindness, is not simply an imposition but a tool for achieving greater freedom and independence.

I want to thank you for developing an approach that has allowed us to see education from a different perspective and that, in our experience, has left a tangible mark on the children, their families and our educational team.

I hope more early childhood centres and schools will have the opportunity to learn about and experience this approach. I am convinced that we need children who not only know more, but who also learn to live alongside others, respect one another, make an effort, persevere and believe in their own capabilities.

With affection, appreciation and gratitude,

Silvia Carrasco Tapia
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Psychopedagogue
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Educating with a vision for the future.

10 November 2026