

Montessori education



▶ <https://www.youtube.com/watch?v=UzmvvtVAuuyl>

▶ <https://www.youtube.com/watch?v=3NGRpzQ9vCE&t>

Maria Montessori

Italy 1870 - 1952 Spain

- father soldier, mother housewife
- strong social conscience
- the first woman in Italy who graduated in medicine
- devoted to the education of mentally retarded children
- she founded the first home for children from poor families
- observing children inspired her lifelong efforts to reform education
- research activity, engagement, international conference
- assistant at the Psychiatric University Clinic
- recognizes the life of mentally retarded children - the problem of health and social connected with the problem of teaching

Studied Education, experimental psychology; lecturing, publishing

Establishes nursing homes for poor children

Peace education

Nobel prize nomination

The main ideas of Maria Montessori

„Help me to do it myself“

- Children have different learning abilities and talents
- Children do not need to reach its goal to proceed at the same pace and the same steps
- absorbing spirit

Organisation of the pedagogical system

- Montessori system of education is based on the procedure from the concrete to the abstract
- emphasizes the need to focus on the human being and not an educational method
- system is set up so that every child can develop independently and has the same opportunities to develop

The main ideas of Maria Montessori

Learning areas

- practical life - they learn to care for their own person and body and to care for their surroundings and society as well as to practice social relationships
- sensory education - varied sensory material which can be used to practise identifying e.g. colours, shapes, weights, comparing and sorting, and which engages all the senses - touch, smell, sight, hearing and taste
- language education
- mathematics
- cosmic education - helps to understand the order of the world, to find one's place in it and to respect and honour one's surroundings
- physical, artistic and musical skills



The concept of freedom and independence

To be free means to be independent, standalone, responsible

the emphasis is on activity and independence of children
classes are divided on the interpretation and individual
information retrieval
analyzing information
information processing
transmission of information

- ▶ A key principle of the Montessori education is discovering its own independent findings by child. This principle awakens children need to learn, to understand the environment and the desire to orient in context
- ▶ The result is a deeper understanding of the topic, understanding the context, much better retention of information.

Freedom individuality and uniqueness, the orientation of the child as a human being.

Free choice and polarization of attention (concentration of physically psychic powers, leading to immerse yourself in an activity)

The principle of peace and quiet

Silence and peace work on the development of the child's thinking and encourage his concentration on the job



►Part of the exercise of silence is to practice muscle coordination, posture and balance by walking on the ellipse

The principle of leadership

Freedom does not consist in the fact that the child does what he wants. If the child decides something, it is his duty to finish the job.

absorbing spirit - without conscious effort, purely by "living", the child absorbs literally like a sponge everything that surrounds him (quite naturally, without blocks and inhibitions)

natural consequence - children need to feel not punishment for mistakes or bad behaviour, but the natural consequence of their actions

rules

The role of the teacher is "back seat", the center of all the action and time is pupil // student

- the teacher is not a teacher in the true sense of the word, but acts as a guide to education
- the teacher monitors sensitive phases of the child, creating a natural environment, promotes activity and creativity of the child
- the teacher for every child shall maintain records as managed individual steps

Working with error // mistake

Mistake is seen as a natural part of learning and as a source of new and additional information

- a mistake is not bad, a child learns by making a mistake, therefore children are not negatively evaluated for mistakes and incorrect solutions, but the mistake should be an indicator to the child himself of what he still needs to practice or repeat
- the child learns to see mistake as a normal, natural occurrence in the learning process, as a useful part of problem solving and as a rich source of new knowledge

Evaluation of work

- teacher does not use negative assessment
- praise is not used
- if is used, the child must not become dependent on it
- verbal evaluation
- self evaluation

The principle of social education

Children solve their own social conflicts, if not more than bearable.

Develop social skills and taking responsibility for his own actions.

The children work in groups, talking together, communicate, cooperate = develops a range of social skills (they have ideas, offer and receive support, evaluate, support each other, tolerated, resolve conflicts, provide each other with feedback immediately, rather than late, looking in dictionaries and encyclopedias and whenever they may ask the teacher).

The principle of normalization

The process from the condition where a child is educationally somehow wrong to condition of normalization, thus settlement

- the problem of depending of someone else, the lust for power, lying, inferiority complex

Schools should leave children who are able to find and retain the joy of life, are responsible for their surroundings and independently thinking and confident.

The child is able to intensely and long-term focus on the work that interests him.

Age heterogeneity

Mixed classes

- ▶ groups usually of three years
- ▶ creating more space for cooperation
- ▶ approaching the environment in family life

Children of different ages are together, which is important because the younger children can learn from the older ones and the older ones can test and consolidate their knowledge by explaining it to the younger ones, while also learning social skills and cooperation.

The mixed age groups of children are also important for gifted pupil or pupil with specific needs.

The principle of movement

The natural movement, walking on the ellipse

The ability to be able to move and act is the basis for mental and spiritual development of the child.

The movement is an important factor for building intelligence.

Ellipse

- walk along the ellipse - exercise muscle coordination, balance
- children learn concentration and patience.
- children learn to speak before a group, present
- good space for solving problems and conflicts

Maria Montessori: „Learning to walk is a child like a second birth, as it passes from the state of helplessness to a state of free activities.“

- classroom space for natural movement of children
- children do not sit the whole time teaching in the benches, children work in the corridors, on the ground, on carpets, individually they bring and take away tools
- natural movement of children during school hours

The prepared environment

Includes both teachers personality and amenities class devices that have their permanent placement for the child and are easily accessible

Didactically prepared environment with special tools

Safe Environment -

The atmosphere of trust, respect, peace, safety and security, based on openness



Montessori aids

- specially developed tools, which are used for different areas of learning
- aids facilitate the understanding of new phenomena
- aids significant contribution to a deeper and more permanent retention of newly acquired knowledge and experience of the child

Sensitive phases

Sensitive phases are special periods of heightened receptivity of child who is accompanied by an increased ability to acquire certain skills

- Species: the phase of speech, the phase of order, refining the senses, the phase of fascination with small things, the phase of social relationships, the movement phase
- They are universal, occurring in all children

Trained educator can sensitive phases of the child to observe

- it is important for children to be tuned and during the sensitive phases to offer them adequate incentives

Sensitive phase last just temporarily and are irrevocably terminated, whether used or not

Montessori Education - world representatives

Holand

- World Montessori Center in Amsterdam
- every second school is a Montessori school
- Montessori Lyceum Amsterdam

Austria

- a strong tradition of Montessori education at all levels
- Vienna, Pottenbrunn

Germany

- Berlin, Montessori connection with practical life on the farm

Slovakia

- 1st and 2nd grade Montessori elementary school, Bratislava

Corridor, a banqueting hall



Tribal class



Art studio, workshop, music room



Language room with relaxation place



Different relaxation zones ...



Drama studio, gym



Chemistry, Physics



Teaching organization I.

Teaching is planned and carried out in the framework of weekly (up to 6-week) cycles

Weekly schedules are based on the curricula for individual subjects

Weekly plans, objectives and methods, as they occur, are agreed with the teacher

Lessons are held in complete cycles

- group lessons (interpretation of the curriculum, briefings) and free labor (individual work)

- group lessons are mandatory

- in a free labor pupils choose and plan on their own work (they choose the subjects and teachers)

- market of teachers - at the beginning of the cycle, teachers will offer their program, projects, they will list their office hours - interpretation of the new curriculum, consultations

- pupils enroll for teachers who just need

▶ Teaching in mixed classes, in coherent blocks without school ringing

▶ Emphasis on free choice and responsibility for pupil preparation.

Teaching organization II. - classrooms

► At school dominates kind and creative atmosphere, individual learning of pupils with uncertainties consult with teachers or classmates, with prepared environment.

Always present prepared environment

Open and interconnected space

About 20 students per class (1-3, 4-6,7-9)

Each class has its home classroom, they are also available for specialized classrooms, hallway and relaxation corners

in the classroom are different jobs

wooden shelves for accessories

folders with thematic envelopes

rug

sofa, armchairs

Pupils move freely in the school, they work individually, in groups, with the teacher

The pupils use workbooks, computers, textbooks, books, notebook

Teaching organization III. - teacher

- ▶ In the classroom the teacher is absent and observes pupils, consult with them, directs them, when they need it, interprets substance
- ▶ The teacher is present the whole week, but his role is different - a teaching guide.
- ▶ At the end of the week (cycle) interview with a teacher to meet the weekly schedule, output, improved.
- ▶ The interview is recorded in the register. Pupils have student books.
- ▶ Student self-evaluation, teacher evaluation, 2x a year evaluation of teacher, student, parent.
- ▶ Profile of the student (1x year) - more teachers per pupil processes - (emotional component, social component, creativity, space education, language, mathematics, physical component)

Cooperation with parents and pupils

Parental participation in school management, but also in teaching
Extracurricular activities organized by parents

Cooperation pupils in the school is seen

- cleaning

- services to prepare snacks and lunch somewhere (including the purchase of raw materials)

- service kitchen including washing dishes

► After the transition of pupils to another school it takes about a year to acclimate for these pupils. The advantage is that the children are socialized, communicative, able to solve conflicts, focusing on emotions and knows how to learn.

Situation of Montessori school in Czech republic

Teaching at Montessori currently not fit into RVP (Framework Educational Programme) approved by the Ministry of Education

exemption under experimental testing

RVP adjustment, consideration of alternatives

Teaching in schools in the Czech Republic (and Slovak) is formally (for Czech School Inspection) reported differently in practice runs.

the number of hours a week, a separate hours

mixed classes

ensuring the teaching staff

The willingness of schools, their founders and principals to switch to the "unauthorised" alternative is minimal.

Montessori in the Czech Republic (since 1999)

Montessori in the Czech Republic covers Montessori Society (active since 1999)

Montessori Society aims to contribute to the development of alternative education in the Czech Republic and associate professional, parental and general public who is interested in expanding the Montessori method of education.

Organizes a diploma course on "Education and Training Montessori Method" (Ministry of Education accreditation č.j.14 189 / 2009-25-355)

Gradual development based on the initiative of parents and educators
Schools with Montessori principles rather than a Montessori school

In the Czech Republic, there are about 10 maternity centers, 40 kindergartens, 15 primary schools, 2 secondary schools which use Montessori method of work or classified elements of Montessori education.

Montessori facilities in Brno (since 2001)

3 x Center for Parents and Children

- Family Montessori Educational Center (also organizes numerous training programs in Montessori education - accredited by the Ministry of Education)
- Children's group Světluška
- Children's group Žabka

5 x Kindergarten

- Sluníčko
- Perlička

3 x Montessori classes at elementary school

- ZŠ Gajdošova (1.-9. grade)
- ZŠ Pastviny (1.-5. grade)
- ZŠ Sluníčko (1.-5. grade)

In Brno nor in Czech republic not exist follow Montessori Education (high school)