

# The Professional

# Montessori Educator

WELCOME TO

# *The Professional Montessori Educator*

**ADDLO  
MONTESSORI TRAINING  
CENTER**

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AN ONLINE PROGRAM

Resource Book 2 - Philosophy 2



# Notice

THE PROFESSIONAL MONTESSORI EDUCATOR

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# Modules

## THE PROFESSIONAL MONTESSORI EDUCATOR

1. An Introduction
2. The Montessori Philosophy
3. The Montessori Child
4. The Montessori Teacher
5. The Montessori Environment
6. The Practical Life Exercises
7. Sensorial Education
8. Language Development
9. Mathematics
10. Cultural Subjects
11. The 0 to 3 Child
12. The Special Needs Child

# The Montessori Philosophy

## ♥ MODULE 2 LESSON 2

An overview of the Montessori Method  
- What you need to know about  
working with the Child.

Working With the Montessori Child

### ♥ THE LESSON OBJECTIVES

Lesson Objectives:

1. To know the benefits of the Montessori Education on a child
2. To understand how to prepare the environment for the child
3. To understand how Montessori Materials help the child.
4. To know how to work out a child's time schedule.

We are beginning our understanding of the Montessori Philosophy with the end in mind. What kind of child are we looking to produce in our schools, how do we achieve this?

# The Montessori Philosophy

## ♥ MODULE 2 LESSON 2

### Working With the Montessori Child

#### ♥ THE BENEFITS OF A MONTESSORI EDUCATION

People often wonder "What is so special about the Montessori way of educating a child?" Is it just a method that attempts to be different from the rest or is there more to it than meets the eye?

I personally believe that this is the best way to educate a child, as the method of teaching is child directed and centered. We actually engage a child and enable him to learn the way he wants to learn. The child is not forced to learn; the child wants to learn and enjoys learning. This is very crucial. As the child learns in this carefully prepared environment, she develops certain characteristics which make her prepared for the challenges of society as she grows into

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### Working With the Montessori Child

#### ♥ THE BENEFITS OF A MONTESSORI EDUCATION

adulthood.

These characteristics include:

- The ability to be make choices
- Able to concentrate
- Will be able make value judgments
- The ability to be just
- and rational
- Possess good cognitive skills
- Good control of body movement
- Has creative skills
- Can follow through thoughts with actions
- Is a happy child
- Is an independent child
- Possesses inner discipline

# The Montessori Philosophy

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### Working With the Montessori Child

#### ♥ THE BENEFITS OF A MONTESSORI

#### EDUCATION

- • Loves to learn
- • Loves to play
- • Loves to work
- • Is passionate
- • Is peace-loving
- • Is perceptive
- • Has a realistic responses to external approval
- • Is respectful of others
- • Respects the earth
- • Is responsible for self
- • Very secure
- • Is self-confident
- • Is self-motivated
- • A good communicator.
- These are just a few of the benefits a child gains from being educated in a Montessori setting.

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### Working With the Montessori Child

A very good starting place, this enables us to give a child a very good start in life.

### ♥ THE ENVIRONMENT MUST BE PREPARED

To help the child become all the above careful attention must be paid to the environment. Montessori asks of its teachers to prepare the environment.

The Montessori setting is prepared for the child's benefit. It is the teacher's duty to make sure that all elements of the environment (both indoor and outdoor) are prepared to meet the present needs of the child.

All the materials should be adapted to best meet the needs of the child.

Ensure that:



# The Montessori Philosophy

## ♥ MODULE 2 LESSON 2

### Working With the Montessori Child

#### ♥ **THE ENVIRONMENT MUST BE PREPARED**

- All items are child-sized, children are smaller than adults. If items you buy for example brooms, dust pans are too big for a child's hands, then he will not be able to manipulate and learn how to sweep and pack up the rubbish properly. Use items that the child can easily handle. If the brooms bought are big then divide them up into smaller units so that the child can easily handle the material.
- Use low tables and stools or chairs that fit the tables. All furniture should be child-sized. You can also get some plain mats as child may prefer to work on these than on a table with some of the materials.
- The shelves should be low and easily reachable for the child. Place activities on shelves that the child can reach without your help. They will learn

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### Working With the Montessori Child

♥ **THE ENVIRONMENT MUST BE PREPARED** to be independent, and will become self-confident if allowed to do easy tasks themselves. They should not be waited upon. Your job is to help them learn to be successful step by step.

- You need to have low sinks or a stool for the child to use to step up on. Toilets should also be child-sized. If you are using a converted building child-sized sinks and toilets may not be possible but eventually as time goes on convert your conveniences for the child. It will make a big difference and it would be easier to potty train and get the children to learn how to be independent and take care of themselves with dignity.
- Use small wastebaskets.
- Make sure that the toilet paper roll is placed at the right height.

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### Working With the Montessori Child

#### ♥ THE MONTESSORI MATERIALS: FEATURES AND RELEVANCE

The materials designed by Maria Montessori are intended to assist the child in his drive to sort out his experiences and master the skills he needs. Below are some of the characteristics of the Montessori Materials:

The materials are carefully sequenced to break down each step for the child, and you can adapt the presentations to become as simple as possible so that she can feel success at each step.

The materials used progress from the concrete to the abstract, appealing first to the child's senses. It does not make any sense to introduce

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### Working With the Montessori Child

#### ♥ THE MONTESSORI MATERIALS: FEATURES AND RELEVANCE

abstract concepts to a child who has no understanding of the actual or concrete concept. Always start from concrete concepts, what the child can see, touch, feel, smell and taste, once he has made sense of these and put them in order in his mind then he can begin to work on abstract concepts with understanding.

The materials are manipulative, based on the fact that a child learns by doing. As the child works with the materials he begins to develop concepts and deeper understanding of the materials and his environment.

The materials are designed to isolate the

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### Working With the Montessori Child

#### ♥ THE MONTESSORI MATERIALS: FEATURES AND RELEVANCE

difficulties of the concept being learned.

The materials provide a control of error. This means they are self-corrective. The child does not need the adult correcting him or showing him he is wrong. In most cases he can tell if his work is right or wrong. If wrong he can work it out and correct himself. As long as you do not give the child work that is developmentally above their understanding the child can figure out if he is doing ok with most of the materials, if they have their own control of error.

The materials are real and teach concepts that are applicable to life.

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### Working With the Montessori Child

#### ♥ THE MONTESSORI MATERIALS: FEATURES AND RELEVANCE

The materials are attractive, therefore motivating the child to want to be engaged with them.

Another important point about Montessori Materials is the issue of Miniature Sets (these are smaller versions of the original Montessori sized materials). Should we be using these? No. Why? They are too small and therefore do not give the child the right concepts about the concrete nature of the materials. Having said this it is important to note that if this is what you can afford to start with it is better than nothing, also they can be used in the toddler sections successfully especially the Sensorial Education materials. If you do use these in your 3 to 6

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### Working With the Montessori Child

#### ♥ **THE MONTESSORI MATERIALS: FEATURES AND RELEVANCE**

classrooms, as time goes on replace the miniatures with the right sized materials and pass down the smaller versions to the toddler class. (The miniatures, though, may be a very useful asset for lecturers/trainers who have to do presentations in non-Montessori settings.)

#### ♥ **THE MONTESSORI WORK SCHEDULE**

There are no hard and fast rules to the time schedule for a child to work on materials either at home or in school. Remember you are following the child, watch and observe what the child feels comfortable with and adjust accordingly. Why do we do this in the Montessori setting? This makes it possible to not frustrate the child, we allow their inner teacher to guide their learning.

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### Working With the Montessori Child

#### ♥ THE MONTESSORI WORK SCHEDULE

If you insist that a new 3 year old should spend 45 minutes learning numbers or sounds then you will have a very unhappy child who would not want to come back to school next day. Give them choices, let them pick out what they want to do, also do not hurry the child and stop them in the middle of something to put away their work. (In some cases, it may be better to leave the work out for next time if possible, so they can complete work.)

As a teacher, be flexible and recognize that the child who is given freedom can choose and learn much more than we could have achieved if we insisted on the schedule ourselves.



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### Working With the Montessori Child

#### ♥ THE MONTESSORI WORK SCHEDULE

In Nigeria depending on your setting it may be difficult to run the school as a total Montessori school but you must be aware that the benefits to the child is so much more useful, so try as much as possible to keep the Montessori ethos of allowing the children freedom of choice in what they do for at least 1 hour each day. Work at extending this to one and a half to two hours a day. The Montessori standard is a three hour period of choice daily.

Other issues would involve children choosing the same activities every day and leaving out important work such as Language Development and Mathematics activities. This may become an issue if over time you observe that the child

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### Working With the Montessori Child

#### ♥ THE MONTESSORI WORK SCHEDULE

has no interest in working with these materials. If this is the case I would work on these specific areas when I have one on one session with the child and assess if they do not understand concepts or it's just a preference issue. My findings would now determine my next course of action. If they don't understand concepts, the presentation etc., then we would work on this to help the child overcome these blocks. If on the other hand it is simply a preference issue then I would set out other work with her materials of preference which would include Language development and Mathematics work to cover what she is not working on in general. This may mean more work and creativity from the teacher, but this is what it is all about.

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#### ♥ THE MONTESSORI WORK SCHEDULE

Now if the child is older, 4 ½ and above, I would have a talk with them and discuss the kind and amount of work that needs to be done in the class room. Have an agreement that they can do as much of their favorite work as long as they get a certain amount of work in the core areas they don't cover done each week. Get them to sign a schedule agreement. Stick it up on the notice board, let them tick what they have done each week and review. Change will come, responsibility, self-confidence and much more, is being developed in the child. Notice that the child is not being forced. Work with choices and the child will change the habits that have previously not been beneficial.

# Montessori Philosophy

♥ MODULE 2:2



## WORKING WITH THE MONTESSORI CHILD

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