

The Montessori Teacher



The Montessori Teacher
Transformed to Impact
Lives

Montessori Philosophy 1

ADDLO MONTESSORI T

ayopejufale



**ADDLO
MONTESSORI**

TRAINING
CENTER

Notice THE MONTESSORI TEACHER

Copyright 2018 - ADDLO MONTESSORI - ALL RIGHTS RESERVED

You do not have the right to reprint, sell, copy, share, or give away this content.

If you obtained this publication from anywhere or anyone other than Addlo

Montessori Training Center or Ayopeju Falekulo it is a pirated copy.

Please help to stop internet crime and piracy by reporting this to admin@ayopejufalekulo.com

© 2018 - Present

Ayopeju Falekulo

ALL RIGHTS RESERVED



The Montessori Philosophy

THE LESSON OBJECTIVES

1. To know and understand the 3 pillars that support the Montessori Educational System
2. To be able to explain the core ideas of the child as:- a psychic embryo, absorbent mind, the sensitive periods and normalization
3. To understand the differences between a Montessori Teacher and a traditional teacher.
4. To explore the core components of a Montessori Environment.

The PILLARS OF THE MONTESSORI METHOD

An overview of the Montessori Method - The Three Pillars on which this method stands.

There are three pillars:

The Child,

The Teacher and

The Prepared Environment

It starts from the child, the core component, but none is more important than the other. If one is missing or exists without the right Montessori characteristics then you can be certain that it is not a Montessori based approach to education.

The Child

The Montessori method is child- centered, concentrating on child growth and how to help the child along to fulfill its innate developmental needs.

We must recognize that children are: 1. To be respected as individuals who differ from each other and are different from adults 2. Able to absorb and learn from their environment with unusual sensitive and mental abilities. 3. The most important years for a child are 0- 6.

These are the foundation years when a child starts learning unconsciously (0-3 years) and then gradually is brought to the conscious level of learning (3-6 years). 4. Capable of doing lots of work which we as adults may consider as play, and love doing this: Work for an adult is purposeful though sometimes not for profit but is always a means to an end, but for the child work is done for the sake of the process of the activity, the process is actually always the child's goal. He works for himself to develop his mental, physical and psychological powers. So we usually say the adult is interested in the end product but the child in the process. So let us consider the act of sweeping a room for example:- Adult= Clean room. That is the end product of sweeping the room. Child= Process of sweeping over and over again. That is the focal and interest point for a child.

Psychic Embryo The first three years of life is a period of mental creation, just as the nine months in the uterus is a period of physical creation. The brain awaits experiences from the environment to flesh out the genetic blueprint. As a lot of mental development occurs after birth, Montessori called the human infant a psychic embryo.

It is therefore important to provide materials and an environment that stimulates the development of the mental faculties of babies and the growing child, without this we will be impeding the child's development.

The Absorbent Mind . The Absorbent Mind permits the child the ability to absorb information from the environment by means of a special pre-conscious state of mind.

Montessori often compared the child's mind from ages 0-6 as a sponge which absorbs everything in its environment.

Dr. Montessori said:

A child begins life without any knowledge of their environment. Little by little they establish memory, the power to understand, and the ability to reason....creating absorption.

"Impressions do not merely enter his mind, they form it, they incarnate themselves in him." "Unconscious activity prepares the mind, it is succeeded by a conscious process which slowly awakens and takes from the unconscious what it can offer."

Montessori believed that it is important to start early development of mental functions with a child:

"Before three, the functions are being created; after three, they develop."

Unconscious absorption occurs 0-3 years and conscious absorption 3-6 years.

The Sensitive Periods

The Sensitive period is a specific time when a child is tuned into learning a specific skill and experiencing a specific aspect of the environment. These are also referred to as developmental milestones or windows of opportunity by other early childhood theorists. What makes Montessori's understanding of the Sensitive periods so special and different is that, the method observes the child closely, we follow the child,

There are 12 basic Sensitive periods which have been identified. Movement* Language* Small objects* Weaning* Order* Grace and Courtesy* Sensory Impressions* Mathematics* Writing Interest* Reading Interest* Music* Spatial Relationships*

When we notice the interest of the child in a specific area we prepare the environment, by providing relevant activities that would enable the child to key into the specific interest and learn what they need to learn. Sensitive periods occur only once. The child will still learn the skill but at a slower rate and may not be very successful at it. The child is interested in learning and working on that skill or aspect of the environment only and excludes everything else in his path. Imagine how frustrated a child who wants to learn how to walk, climb or run but who is prevented from doing this by an over protective parent.

The Normalized Child

This is the state a child achieves as he develops and passes through the early formative years to maturity. There are 11 characteristics of a Normalized child:

1. The child loves order, he loves his environment and wants to keep it in order.
2. The child loves to work, he loves the activities he does, involving his whole self and personality. He uses these activities to unconsciously construct his personality.
3. Ability to concentrate, a child finds it difficult to concentrate for long but a normalized child can concentrate, listen and learn. Concentration is needed in the Primary School years so normalization should be reached by the time the child is in Primary 2. This is where intelligence develops and the child constructs himself through communicating with the outside world about what they are learning.
4. Understanding the environment (Reality), the child has the ability to transform the information assimilated from the environment through reason and imagination into order and then intelligence. In order for a child to grow and function properly his intellect must pass through a thorough understanding of the external environment.
5. The child now loves silence and wants to work alone this is more a psychological isolation as opposed to working in solitude. Concentration meaning the child is thinking internally.
6. The child's possessive instincts are reduced the child now fixes his attention on the knowledge of the object and not the object itself. "To use and not to possess"
7. The child now has the power to act based on choice and not just curiosity : The child starts from his impulse of using appropriate materials to learn about the world around him this develops knowledge which leads to making choices.
8. Obedience: The child will gain inner discipline through the freedom to use materials, he progresses to the point at which the child can will himself to obey the request of others.
9. Independence and initiative: The child wants to be independent as we help him through the care of self, environment, correct social interactions and intellectual progress the child constructive energies achieve this desire of independence which allows him to use his initiative.
10. Joyful: The Montessori child who is normalized is joyful, loves school and this comes from acting in obedience to the laws of nature.
11. Ability to co-operate with peers: By the age of six the child is ready to work in a team, share with others recognizing that they have a shared purpose in learning. Solitary play On-looker Parallel play Associate play

The child needs to interact with its environment using the 2 internal aids provided by God, i.e. Sensitive periods and an absorbent mind with freedom so that the physis embryo will develop according to plan.

Children use the environment to improve themselves and adults use themselves to improve the environment.

Children work for the sake of process while adults work to achieve an end result.

The Montessori Teacher

Qualities a Montessori Teacher Must possess include:

Patience Love Humility Diligence Persistence Resourcefulness Knowledge of the didactic materials
Observant Good listener, Firm Smart Well presented Well informed Generous Friendly Know the sequence of
teaching the curriculum and materials Self-confident Understanding Admits faults Respectful Self-
disciplined

The Montessori Teacher is a scientific observer of the child "In the "Children's Houses", the old-time teacher, who was herself, out maintaining discipline of immobility, and who wasted her breath in loud and continual discourse, has disappeared. For this teacher we have substituted the didactic material, which contains within itself the control of errors and which makes auto-education possible to each child. The teacher has thus become a director of spontaneous work of the children. She is not a passive force but a silent presence." Maria Montessori.

You need to learn about the children you are looking after. Skills you need are an observant eye, knowledge of child psychology and child development.

If you watch over the child's physical, intellectual and moral progress you will find that the Montessori Method will produce a child with splendid physical development who will unfold his true nature and will show you the best pattern by which he can be helped.

You must give a lot of attention to your personal preparation of work for the children.

Your aim is to 1. Bring out the potential of the child 2. Bring up the child to the highest possible intellectual, moral and cultural attainments.

A Montessori teacher must believe in the Montessori Method of Education and that if you teach children using the materials and method that the children would will reveal themselves and be their very best. Forget all your preconceived ideas of children, learn the new ones you have now been exposed to through the method and become a careful observer of the child.

You must understand children, watch and observe the children in your care, take them from where they are to where they need to be. You can only do this if you understand child development, child psychology, Montessori philosophy, and the Montessori didactic materials, their objectives and presentation and place in the Montessori Curriculum.

The Montessori Environment

This includes more than the surroundings and inanimate objects, also the teacher, the atmosphere all interact with the child to create the Montessori prepared environment.

The characteristics of the Montessori Environment Physical: child sized equipment, real objects, use of a garden and or plants for stimulating interest in the natural environment. Also the classroom walls should not be over crowded with decorations and colours. Put instructional materials that are relevant on the walls and at the eye level of the children. Make materials accessible to the children, use low shelves and not high shelves or cupboards. Aesthetic: Beauty, order, cleanliness, calmness and peace Intellectual: Use of the didactic materials which are self-correcting and isolate one area of concentration. Social and Emotional: Vertical grouping of age groups, the teacher as a guide, freedom of movement.

So always remember the following should form aspects of your Montessori classroom and school. 1. Freedom: of movement, to explore, from interference, to interact 2. Structure and order: ground rules and guidance on how to complete tasks 3. Beauty: harmony, simple environment, attitude of the adult 4. Nature and reality: close to nature, and use of materials that are child sized. 5. Social: freedom of interaction, vertical grouping, which refers to the multi aged grouping of the children (ages 0-3, 3-6, 7-9, 9-12 etc.) 6. Intellectual: curriculum provides basis for the intellectual development of the child. Critical thinking skills and problem solving

References 1. B Efuniyi, The Fundamentals of Montessori 1999 2. Maria Montessori, The Secrets of Childhood 3. Maria Montessori, The Discovery of the Child 4. Maria Montessori The Absorbent Mind

Copyright 2018 - ADDLO MONTESSORI - ALL RIGHTS RESERVED

