Montessori 101

Fundamental Principles of Montessori Educational Practices

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• Welcome & Introductions

• Who Was Dr. Maria Montessori?
  o MD
  o Child Psychiatrist
  o Anthropologies
  o Activist and Advocate for women and children

• Context and Relevance
  An education capable of saving humanity is no small undertaking:
  it involves the spiritual development of man, the enhancement of his value as an individual, and
  the preparation of young people to times in which they live.
  -Dr. Montessori

• The Framework for Montessori Education
  o Human Development: The understanding of the developmental needs of children as they grow toward adulthood (Human Tendencies and how they are manifested over time)
  o The Prepared Environment: preparing an environment specifically designed to each stage of development to support and enhance optimal development
  o Purposeful Activity: Movement is consistent with learning
  o Education for Life: Education is aimed at the development of an integrated personality of the future adult
  o Inner Discipline/ Responsible Independence: Encourages the understanding of ones freedom of action and its limits within the Social group to gain internal control and conscientious participation within a community.

• Human Tendencies
  o Ordering (order): Arranging the environment to a logical or proper state or condition.
  o Orienting (orientation): Recognizing and/or maintaining order.
  o Controlling self (control of self): Restraining or inhibiting movement or behaviors.
  o Exploring (exploration): Exerting effort toward achieving or discovering something.
• Communicating/belonging (communication/belonging): imparting information or intelligence by word or writing or symbol.
• Acting/Manipulating (activity/manipulation): The interacting with the environment to gain understanding
• Working (work): Engaging in activity that is self-perceived as worthwhile, and which leads to feelings of accomplishment.
• Repeating (repetition): Engaging in activity over and over which leads toward perfection and exactness.
• Perfecting/Exacting (perfection/exactness): Engaging in effort that leads toward that which is without blemish or defect.
• Abstracting: (abstraction) [Latin: Abstractum-To draw away] To consider separately what is united in a complete object.
• Imagining: (imagination): Thinking of things not immediately present.

• Stages/Planes of Development
  o See 4 Planes of Development Chart

• Role of the Adult
  o Guide on the Side not the Sage on the Stage

• What We Know about Optimal Learning
  o Learning is optimized when MOVEMENT is consistent with thinking.
  o Children learn best when we are INTERESTed in what we are learning.
  o Children learn best in meaningful CONTEXT.
  o Children thrive on ORDER, ROUTINE and RITUAL.
  o Children thrive when they have CHOICE and CONTROL.
  o Children’s SOCIAL/EMOTIONAL DEVELOPMENT is directly linked to their cognitive/academic development.