

Montessori education



Maria Montessori

Italy 1870 – 1952 Spain

- father soldier, mother housewife but very educated
- 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 conferences
- assistant at the Psychiatric University Clinic
- gets to know the life of mentally retarded children – she links the health and social problem with the problem of teaching

Studies Education, experimental psychology; lectures,

Found nursing homes for poor children

Education to Peace

Nobel prize

Marie Montessori's main ideas

Help me to do it myself

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

Arrangement of pedagogical system

- Montessori system of education is based on the progress from the concrete to the abstract
- emphasizes the need to focus on the human being and not on the educational method
- system is based, so that every child can develop separately and has the same possibilities

Learning area

- practical life
- education by sense
- language education
- mathematics
- cosmic education
- physical, artistic and musical skills

Eight principles of Montessori education



The concept of freedom and independence

To be free means to be independent, standalone, responsible

emphasis is on activity and independence of children

classes are divided into the interpretation and individual

searching of information

- analyzing information

- information processing

- transmission of information

A key principle of the Montessori education is to discover its independent findings by child. This principle awakens children's need to learn, to understand the environment and the desire to orient themselves in context

The result is a deeper understanding of the topic, understanding the context, much better retention of information.

Free individuality and uniqueness, focus on the child as a human being.

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

The principle of peace and quiet

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



Part of the exercise for 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 for something, it is his duty to finish the job.

absorbing spirit

natural consequence

rules

praise

The role of the teacher is "back seated", the center of all the action and time is the pupil

- 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, creates a natural environment and creativity of the child
- the teacher shall maintain records for every child as he managed individual steps

Working with mistake

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

Evaluation of work

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

The principle of social education

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

Develop social skills and take responsibility for their own actions.

Children work in groups, talk together, communicate, cooperate = develops a range of social skills (they have ideas, offer and receive support, evaluate, support each other, tolerate, resolve conflicts, provide each other with feedback immediately, rather than late, look 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 on someone else, the lust for power, lying, inferiority complex

When children leave the school they are able to find and retain the joy of life, be responsible for their surroundings, thinking independently and selfconfident.

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

Age heterogeneity

Mixed classes

groups usually of three years
creating more space for cooperation
getting closer to family life

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

The principle of movement

Natural movement, walking on the ellipse

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

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 in front of a group, present
- good space for solving problems and conflicts

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

- space for natural movement of children in classrooms
- children do not sit the whole time of teaching in the benches, children work in the aisles, 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 and are easily accessible for the child

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 contribute significantly to a deeper and more permanent retention of newly acquired knowledge and child's experience

Sensitive phases

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

– Types: 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 at all children

Trained educator can observe sensitive phases of the child

– it is important for children to be in the mood and to offer them adequate incentives during the sensitive phase

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

Montessori education in the world

Holland

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

Austria

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

Germany

- Berlin, Montessori in connection with practical life on a farm

Slovakia

- 2nd grade Montessori elementary school, Bratislava

Study plans (weekly)

Aufgabenbereiche		Inhaltliche Schwerpunkte
MATHEMATIK Grundlagen	Die Erzählungen von unseren Zahlen	
	Kleines Einmalehre	
	großes Einmalehre	
	Addition	
	Subtraktion	
	Multiplikation	
	Division	
	Textaufgaben	
	Vierfache und Teller	
	Primfaktoren	
Teilbarkeit von Zahlen	Kleinste Gemeinsame Vielfache	
	Größter Gemeinsamer Teiler	
	Teilbarkeiten	
	Das Kommutativgesetz	
	Das Distributivgesetz	
	Quadratzahlen / Quadrieren	
	Kubikzahlen / Kubieren	
	Rechen mit Quadratzahlen	
	Bruchrechnung/ Einführungen	
	Äquivalenzen / ggT / kgV	
Bruchrechnung Berechnen Wissen	Addition	
	Subtraktion	
	Multiplikation	
	Division	
	Textaufgaben	
	Addition	
	Subtraktion	
	Multiplikation	
	Division	
	Runden	
Dezimalbrüche Beimmal berechnen zahlen	Umwandlung von gewöhnlichen Brüchen in Dezimalbrüche	
	Umwandlung von Dezimalbrüchen im gewöhnliche Brüche	
	Textaufgaben	
	Spitze der Mathematik	

Handwritten notes in red ink:

- 11, 12, 13, 14, 15, 20*
- triviale 3. Binomische*
- Parallelogramm SEHR GUT!*
- auswendig auswendig 2. 10*
- mit geometrischen Beweis*
- bei 10 auswendig*
- 23. 2. 10*
- erster, letztes Buch, gemischte Sud am Merkmal, das Wort*
- gleichzeitig, Ungleichung*
- abzählbar*
- gleichzeitig*
- kgV*
- x 7 Übungen + Test*
- x 7 Übungen*
- verschiedene Verfahren*
- GUT*

Corridor, a banqueting hall



Tribal class



Art studio, workshop, music room



Language room with relaxing zones



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 curriculum for each subject

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

Lessons are held in organized cycles

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

- group lessons are obligatory

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

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

- pupils enroll for teachers they need

Teaching in mixed classes, in coherent blocks without bell

Emphasis on free choice and pupil's responsibility for his preparation.

Teaching organization II. - classrooms

At school dominates a kind and creative atmosphere, individual learning of pupils with uncertainties consulted 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, there are also available for specialized classrooms, a hallway and relaxation corners

- in the classroom there are different working areas

- wooden shelves for aids

- folders with thematic envelopes

- a rug

- a sofa, armchairs

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

The pupils use workbooks, computers, textbooks, books and their laptops

Teaching organization III. - teacher

In the classroom the teacher is absent and observes pupils, consults with them, directs them, when they need it, interprets subject

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, improvement.

The interview is recorded. Pupils have so called student books.

Student self-evaluation, teacher's evaluation, 2x a year evaluation of the pupil, teacher, parent.

Profile of the pupil (1x year) - more teachers processe it for each pupil – (emotional component, social component, creativity, space education, language, mathematics, physical component)

Cooperation with parents and pupils

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

Pupils cooperation is seen in

- cleaning

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

- service kitchen including washing the dishes

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

Situation of Montessori school in the Czech republic

Teaching at Montessori currently do not fit into RVP 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 then it runs in practices.

- the number of hours a week, separate hours

- mixed classes

- finding the teaching staff

The willingness of schools, their founders and headmasters to change to the "unauthorized" alternative is minimal.

Montessori in the Czech Republic (since 1999)

Montessori in the Czech Republic is covered by Montessori Society (active since 1999)

Montessori Society aim is to contribute to the development of alternative education in the Czech Republic and to 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)

2 x Center for Parents and Children

- Family Montessori Educational Center (also organizes numerous training programs in Montessori education - accredited by the Ministry of Education)
- Firefly club (Světluška)

3 x Kindergarten

- Sluníčko
- Perlička

3 x Montessori classes at elementary schools

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

In Brno nor in Moravia do not exist following Montessori education levels