

# Montessori education



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

# 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 conference
- assistant at the Psychiatric University Clinic
- recognizes the life of mentally retarded children - the problem of health and social links with the problem of teaching

**Studies Education, experimental psychology; lectures**

**Based 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

## Arrangement 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 based, so that every child can develop separately and should develop the same capabilities

## Learning area

- practical life
- sensory education
- language education
- mathematics
- cosmic education
- 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

natural consequence

rules

praise

The role of the teacher is "back seat", the center of all the action and time is 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 mistake

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

## Evaluation work

- teacher does not 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, 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
- ▶ the zoom setting for family life

The mixed age groups of children are 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

- 2nd grade Montessori elementary school, Bratislava





# Corridor, a banqueting hall



# Tribal class



# Art studio, workshop, music room



# Language room with resting space



# 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 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 called 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 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 directors go to the "unauthorized" alternative minimum.

# 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)

## 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 Kindergarden

- 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 Moravia not exist follow Montessori education**