



**ALAGAPPA UNIVERSITY**

[Accredited with 'A+' Grade by NAAC (CGPA:3.64) in the Third Cycle and Graded as Category-I University by MHRD-UGC]

(A State University Established by the Government of Tamil Nadu)

**KARAIKUDI – 630 003**



## **Directorate of Distance Education**

### **Diploma in Montessori Education**

**VI - Semester**

**516 21**

## **Developing Teaching Competency in Montessori Education**

## **SYLLABUS**

### **UNIT I: Motivation**

Level of Motivation; Motivational environment; Dynamic classroom activity; Effective involvement and effective teaching is pursued in class room - simplification, enthusiastic participation and sensibility to children's needs.

### **UNIT II: Preparation**

Careful planning and competent performance; well preparation; Cherished of presentation and positive emotional impact; Intellectual Excitement; Acquisition of basic teaching skills; Associated with student learning - Habit of reflective practice - new direction for pursuing the performance - Self correction, self-confident, self-direction and self-evaluation.

### **UNIT III: Personal Philosophy**

Developing self-competency; promoting self-esteem; value characterized activities; sequential development in teaching activities; Teacher's role model - Effective implicit approach rather than direct approach - Enriched varieties of skill practice including language skill, Managerial skill and other relevant skills.

### **UNIT IV: Interpersonal Rapport**

Social climate; Socialization; Social relationship; Developing prosocial behavior, congenial classroom climate- Open, Warm and non-authoritarian attitude; Student centred and student friendly and predictable practices in classroom; Degrees of Effectiveness - Adequate, Socratic, competent, masterful facilitator and holistic behaviour of classroom master.

### **UNIT V: Teacher Commitment**

Commitment based on priorities offered by Teacher in classroom; values – Social, ethical and moral values; Attitude – professional attitudes; Excellence in Teaching - knowledge, values and reflection.

## UNIT VI: Emotional Intelligence and Professional Competency

Teachers emotional intelligence - competency; (Sensitivity and Maturity) Teaching competency - Developing capacity to elicit varieties of stimuli in different environment; sensitivity- Identifying and expressing feelings - balancing rate of heart and mind adaptability; sensorial activities s- broaden and refine a child's senses - it is logical, perceptive and aware; maturity - managing the immediate environment maintaining rapport; harmony and comforts etc.

## **UNIT I: MOTIVATION**

### **Structure**

- 1.0 Introduction
- 1.1 Objectives
- 1.2 Level of Motivation
- 1.3 Motivational Environment
- 1.4 Dynamic classroom activity
- 1.5 Involvement and effective teaching is pursued in class room
- 1.6 Simplification
- 1.7 Enthusiastic participation and sensibility to children's needs.
- 1.8 Let us Sum up
- 1.9 Unit-end exercises
- 1.10 Suggested Readings

### **1.0 INTRODUCTION**

Motivation is the word derived from the word 'motive' which means needs, desires, wants or drives within the individuals. It is the process of stimulating people to actions to accomplish the goals. In the work goal context the psychological factors stimulating the people's behaviour can be - desire for money, success, recognition, job-satisfaction, team work, etc.

One of the most important functions of management is to create willingness amongst the employees to perform in the best of their abilities. Therefore the role of a leader is to arouse interest in performance of employees in their jobs.

### **1.1 OBJECTIVES**

After going through this unit, you will be able to:

- Discuss the Level of Motivation
- Explain the Motivational Environment
- Describe the Dynamic classroom activity
- Discuss the Enthusiastic participation and sensibility to children's needs

## **1.2 LEVEL OF MOTIVATION**

### **Intrinsic Motivation in a Montessori Education**



Children are born with an innate curiosity, a desire to learn and need to explore. That's what makes children the way they are and why they come up with never-ending streams of questions about the world they are observing around them. That intrinsic motivation is the driving force behind a child's early development.

When a child is born, within the child there is an innate need to interact with the environment. Now imagine a school environment where choices are made based on the needs and wants that come from within the child. That is a Montessori education.

The Montessori environment is created specifically for a child to succeed. The Children's House is designed to encourage independence, coordination, concentration, and order which help to develop focus, attention span, and increases their desire to learn.

A Montessori education helps a child become independent, develop their own potential, build confidence, and make them a lifelong learner. With so much focus on independence in Montessori, it only makes sense that a child's motivation comes from within themselves, also known as intrinsic motivation. Too often children feel pressure to perform for their parents or their teachers.

As a Montessori guide, I want to encourage my students to love learning and become lifelong learners. I believe that when a child discovers their intrinsic motivation they will achieve a love for learning, which will, in turn, allow them to be lifelong learners. When a child comes to the realization that they enjoy learning, they seek out more knowledge, set goals, and are never satisfied.

Montessori education fosters a child's natural inclination to learn. As a Montessorian, I guide the child, rather than instruct the child. I link each student with activities that meet their interests, needs and developmental level. Allowing a child to be free from external expectations, allows them to set their own goals and aspirations.

The Montessori environment is set up to allow your child to succeed the moment they walk into the room. Everything is in its rightful place, clean, neat and organized. There are no toys or distractions in the environment. The environment is organized and prepared with purposeful materials. The materials are beautiful and in good condition to draw the child to them.

The Montessori guide takes your child where they are, learns their interests, and guides them on their own educational path. The skills in Montessori build on each other. The guide observes the child and presents new materials that they are ready for, then when the child has mastered the material, it's time for the next material.

The Montessori materials are designed so the child can check their own work; this is called the control of error. This way the child checks their own work and they are motivated to correct any mistakes they have made. The control of error allows the child to determine if their work is right or wrong, without having a guide pass judgment on their work, allowing intrinsic motivation to be in control. The guide acknowledges what the child has achieved, the focus is on the process, not the end result.

When a child struggles to master a skill, the Montessori guide reminds the child that sometimes things are hard and we just need to keep trying. Traditional education focuses too often on the end result, while a Montessori education focuses on the process. Montessori encourages children to try new approaches, experiment, explore, and never give up.

Montessori helps children develop essential skills already within him or her to master the creative learning process throughout their life. The desire is already within your child. The Montessori Method of education helps your child discover the joy of learning.

### **1.3 MOTIVATIONAL ENVIRONMENT**

The environment is built for success for each age group. The “prepared environment” is designed for independence, coordination, concentration, and order. Children are ready to learn, because the space is ready and available.

**Come as you are.** Teachers in Montessori see each individual child and their needs, respective of others. Imagine being yourself, throughout your educational journey, and what you would do with that acceptance.

**Reflection:** When a skill is mastered, or a task completed, we reflect. How did that feel? Now that you know (how to read, how to add, how to be pro-social), what does that feel like to

you? What can you do with this knowledge? The child is able to explore their own successes, instead of receiving outside praise or rewards.

**Collaborative Classroom.** Children are encouraged to give lessons to peers, share their knowledge, or reflect on their work together. Giving lessons furthers the mastery of a child's own skills while communicating wordlessly from teacher to child, "you are capable." Skills in Montessori build on one another. Children are 100% ready for the next skill introduced by displaying complete mastery of the previous skill. It's highly motivating to move forward with difficulty level.

**Acknowledgment over praise.** A Montessori Teacher is skilled in recognizing an accomplishment without adding extra opinion or judgment. "I see you've finished the entire bead frame equation, and you did it independently!" A smile and acknowledgment wins motivation over praise. Praise qualifies each accomplishment with an adult opinion, whereas acknowledgement leaves the child free to feel their own pride within each lesson.

Jessie has been a Montessori guide, ages 3-6, for 12 years, and has been a Montessori Parent for nearly 10. She has three daughters, ages 7, 7, and 9. She enjoys thinking and writing about keeping the home life consistent with Montessori Primary education.

## 1.4 DYNAMIC CLASSROOM ACTIVITY

In this post I am going to present how to do static and dynamic addition using the Montessori Golden Bead Material. I purchased our Golden Beads at Absorbent Minds UK and I am happy of the learning material despite of the high price. These materials can also be purchased in any Montessori Shop or in Amazon.

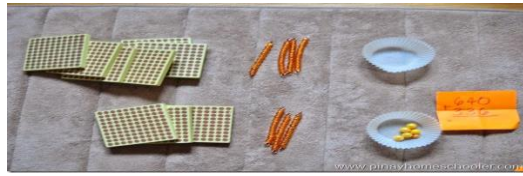


### Static Addition Using Montessori Golden Beads

Mavi would work on this in the morning. I find it hard to make him do Montessori activities in the afternoon as he tends to be tired or prefer to have a free play.

Anyway, we set up the materials together and he finishes the task with little assistance from me. I prepared the equations in advance in Post-Its rather than using the small number cards. During

the entire session he picks 4 to 5 Post-It's in our magic box and would solve the equations one by one. Shown below is an equation he worked on.



So given the equation, Mavi will layout the Golden beads (shown above). We read out the quantity of the beads from left to right.

Now to add, he combines the two sets of Golden beads. Emphasize to the student that addition is the task of putting together. Once the beads are combined, he counts the unit beads first and work through the tens and hundreds (to thousands if available). Here Mavi would take note of the quantity by getting a large number card to represent the quantity. He does the same thing with the tens and hundreds. Now, note that we are currently doing addition up to hundreds only.



To represent the sum Mavi stacked the number cards together as shown below. We would the read the number together. Now we do this most of the time because he keeps on forgetting how to read large numbers. If number cards are not available you can always use printable number cards or just let the child write the sum on paper.



### **Dynamic Addition Using Montessori Golden Beads (Regrouping Of Ones)**

Dynamic addition is commonly known as the process of addition wherein we need to carry over an amount to the next higher decimal place value. In Montessori they do this by regrouping. The process is similar to static addition but the regrouping takes place when we combine the Golden beads.





Based on the equation that Mavi worked on, 8 and 7 combined equals 15. When regrouped 15 is also equivalent to 10 and 5 units. Now, what we did here is to replace the 10 units with a ten gold bar and retain the 5 unit beads. Add the new ten bar to the left and you can now start counting the total sum by counting the regrouped beads (start counting from the right).



### **Dynamic Addition Using Montessori Golden Beads (Regrouping Of Tens)**

A similar process is applied when you need to regroup the tens. Replace 10 ten gold bars with a hundred bar and move it up to the left.



Then count the total sum of the beads from right to left.



And that's about it! This will visually illustrate to the child the concept carrying over a certain amount to the next decimal place value! You might think this is complicated but once you started working on it, it's fun and can be addicting... well, that's according to Mavi :)

If you are looking for extension work on Montessori Golden Beads you can check out this learning material, Montessori Golden Beads (Base 10) Task Cards.



## 1.5 EFFECTIVE INVOLVEMENT AND EFFECTIVE TEACHING IS PURSUED IN CLASS ROOM

The transformative power of an effective teacher is something almost all of us have experienced and understand on a personal level. If we were particularly fortunate, we had numerous exceptional teachers who made school an exciting and interesting place. Those teachers possessed a passion for the subjects that they taught and genuine care for the students with whom they worked. They inspired us to play with ideas, think deeply about the subject matter, take on more challenging work, and even pursue careers in a particular field of study. Some exceptional teachers achieve celebrity status, such as Jaime Escalante, the math teacher who inspired the film *Stand and Deliver*, but thousands of unsung heroes go unrecognized in their remarkable work with students on a daily basis.

### Qualities of Effective Teachers

We know intuitively that these highly effective teachers can have an enriching effect on the daily lives of children and their lifelong educational and career aspirations. We now know empirically that these effective teachers also have a direct influence in enhancing student learning. Years of research on teacher quality support the fact that effective teachers not only make students feel good about school and learning, but also that their work actually results in increased student achievement. Studies have substantiated that a whole range of personal and professional qualities are associated with higher levels of student achievement. For example, we know that verbal ability, content knowledge, pedagogical knowledge, certification status, ability to use a range of teaching strategies skillfully, and enthusiasm for the subject characterize more successful teachers.<sup>1</sup> The following are some of the key qualities of effective teachers:

- Have formal teacher preparation training.
- Hold certification of some kind (standard, alternative, or provisional) and are certified within their fields.

- Have taught for at least three years.
- Are caring, fair, and respectful.
- Hold high expectations for themselves and their students.
- Dedicate extra time to instructional preparation and reflection.
- Maximize instructional time via effective classroom management and organization.
- Enhance instruction by varying instructional strategies, activities, and assignments
- Present content to students in a meaningful way that fosters understanding.
- Monitor students' learning by utilizing pre- and postassessments, providing timely and informative feedback, and reteaching material to students who did not achieve mastery.
- Demonstrate effectiveness with the full range of student abilities in their classrooms, regardless of the academic diversity of the students.

For a complete listing of these qualities with references, please refer to Appendix A.

Not only does a reasonable consensus exist on what effective teachers do to enhance student learning, but also meta-analyses by researchers such as Marzano, Pickering, and Pollock (2001) have begun to quantify the average effects of specific instructional strategies. When properly implemented, instructional strategies such as identifying similarities and differences, summarizing and note taking, and reinforcing effort and providing recognition can result in percentile gains of 29–45 points in student achievement.<sup>2</sup> Such an increase would mean that the score of an average student at the 50th percentile might rise to the 79th or even the 95th percentile with the effective use of selected instructional strategies. While teaching undeniably will remain an art, there is also a science to it that we are only beginning to aggressively apply to practice. As observed by Mike Schmoker, author of *Results: The Key to Continuous School Improvement*, “when we begin to more systematically close the gap between what we know and what we do, we will be on the cusp of one of the most exciting epochs in the history of education.”<sup>3</sup> With state standards and federal legislation, such as No Child Left Behind, more explicitly defining accountability, the time has arrived for a systematic application of our research-based knowledge.

### **Impact of Teacher Effectiveness on Student Achievement**

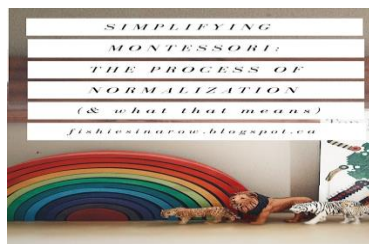
The work of Bill Sanders, formerly at the University of Tennessee's Value-Added Research and Assessment Center, has been pivotal in reasserting the importance of the individual teacher on student learning. One aspect of his research has been the additive or cumulative effect of teacher effectiveness on student achievement. Over a multi-year period, Sanders focused on what happened to students whose teachers produced high achievement versus those whose teachers produced low achievement results. He discovered that when children, beginning in 3rd grade, were placed with three high-performing teachers in a row, they scored on average at the 96th percentile on Tennessee's statewide mathematics assessment at the end of 5th grade. When children with comparable achievement histories starting in 3rd grade were placed with three low-performing teachers in a row, their average score on the same mathematics assessment was at the 44th percentile, an enormous 52-percentile point difference for children who presumably had comparable abilities and skills. Elaborating on this body of research, Dr. Sanders and colleagues reported the following:

. . . the results of this study well document that the most important factor affecting student learning is the teacher. In addition, the results show wide variation in effectiveness among teachers. The immediate and clear implication of this finding is that seemingly more can be done to improve education by improving the effectiveness of teachers than by any other single factor. Effective teachers appear to be effective with students of all achievement levels, regardless of the level of heterogeneity in their classrooms.

## 1.6 SIMPLIFICATION

### **Simplifying Montessori: The Beginning of Normalization**

Maria Montessori adopted the word not because she believed all children should, or could, be shaped into a version of what is considered “normal” but because she found that, over and over again in her study of children, every child, with different backgrounds, personalities and countless contributing factors, reached a similar level of development that she recognized as a normal aspect of human development.



She discovered that, without external factors that hindered normal development, all children shared similar characteristics.

The definition of normalization, in the field of anthropology, according to Michael Olaf, is to become a contributing member of society.

I find this interesting, in light of how we typically seem to view children, especially young children, in our society today.

They are rarely considered contributing members of their societies, be it their homes, families, schools. It seems that most children are regarded as somewhat incapable of contributing in a positive manner, in fact. How can children, who are so often disruptive, aggressive, emotional, unreasonable, unruly, and otherwise uncontrollable, be considered “contributing members of society?”

Maria Montessori, in her extensive research and observation of children found that, when children were given access to a familiar rhythm and the freedom to use their energy in ways that were suitable for their individual needs, they underwent a process that resulted in normalization: children that were peaceful, purposeful, and capable of living in harmony with those around them.

This process happened in four steps in the prepared environment:

- First, children developed a love of work.
- Second, this love of work resulted in a deep concentration and ability to become immersed in work.
- Third, when given the freedom to independently choose work that suited their needs and the space to work with perseverance, self-discipline emerged.

And finally, a characteristic referred to as sociability. In the classroom, for example, there is only one item of each material, and instead of fighting over it and arguing about whose turn it was, the children developed a sense of respect for the work of others and a pure desire to share the satisfaction of work with their peers.



A child that has reached the level of sociability "[displays] patience in getting the materials one wants, respect for the work of others, help and sympathy for others, and harmonious working relationships among members of the group."

One of the key ways a child reaches normalization is through the repetition of the work cycle, the familiar rhythm I referred to above.

### **The work cycle is in three phases:**

Choosing a work: the child gathers together all the necessary components of the activity, encourages independence, coordination, and cues the mind to begin to concentrate on the chosen work. This work is freely chosen, based on the inner guide of the child, which leads them to choose work which is meaningful, and necessary, for them.

Completing the work: the child completes and repeats the work, is where concentration and mastery of a skill or ability occurs.

Returning this work to its proper place before moving on to another work: this evokes the internal reward of satisfaction for the achievement of work, and restoration of order. As well as setting the child up to repeat the cycle.

Along with instituting a somewhat familiar rhythm, which allows for the work cycle, as well as preparing the environment for the needs of the child as I mentioned was a necessary component for the process of normalization above, I believe there are also three specific steps a parent, or the guiding adult in a child's life, can take in order to guide a child towards normalization.

### **1.7 ENTHUSIASTIC PARTICIPATION AND SENSIBILITY TO CHILDREN'S NEEDS.**

Sequin described an environment in which "each act contains both a motor function and a sensory function. Sequin used the physiological exercise of senses and muscles to construct and reconstruct complete circles of acts and he used the exercise of one sense to corroborate the action and verify the acquisition of another sense" (Spodek & Bernard, 1988, 8). It was the interplay of Itard and Sequin's visions of sensory education that Montessori thought knowledge

was acquired. The environment that students would manipulate knowledge and gain experience was an important part of Montessori's vision. Montessori claimed that the environment influences knowledge. The school is the ideal place to provide a child with more experiences with the physical and social phenomena of the world. It is the collaboration of the physical and the social and the ability to critically think about the experiences that increases knowledge.

Montessori created developmentally appropriate and scientifically sound apparatuses for children to manipulate in the classroom. Montessori created materials such as color cards, spool rods, sandpaper numbers, and 3D shapes and these materials needed to be in places that children could see, hear and work with at his/her own leisure. Montessori's ultimate aim in the development of these materials and her detailed methodology of education was to "...help children prepare for life with a more organized approach to academic skills and problem solving and the development of the child's independence, self-discipline, and interest in learning" (Hainstock, 1997, 37). It was the interaction between the structured materials and the environment that a student would gain knowledge. To simplify to its purest sense, knowledge is the result of the learning process.

## **1.8 LET US SUM UP**

A Motive is an impulse that causes a person to act. Motivation is an internal process that makes a person move toward a goal. Motivation, like intelligence, can't be directly observed. Instead, motivation can only be inferred by noting a person's behavior. Our desire could shift from one thing to another though. The term "motivation" is constantly changing especially when we have certain aspirations. What motivated us yesterday or today may not be what motivates us tomorrow.

## **1.9 UNIT-END EXERCISES**

1. Discuss the Level of Motivation.
2. Explain the Dynamic Classroom Activity.
3. Describe the Simplification.
4. Explain the enthusiastic participation and sensibility to children's needs.

## **1.10 SUGGESTED READING**

1. Albrecht G.L, Katherine D Seelman. & Michael Bury, (2001). Hand Book of Disability Studies. Sage, London.

2. Arcus, H.E. and Others (1993), Handbook of Family Life Education: The Practice of family Life Education (Vol II), New York:
3. Bandarkar, P.L. and Wilkinson T.S. (2000): Methodology and Techniques of Social research, Himalaya Publishing House, Mumbai.
4. Bigner, Jerry. (2010, 8th edition). Parent-child Relations. Pearson Merrill Prentice Hall: Columbus Ohio.
5. Blau,D.M. (Ed)(1991) Quality cost and parental choice of Child Care. New York: Russel Sage.

## **UNIT II- PREPARATION**

### **Structure**

- 2.0 Introduction
- 2.1 Objectives
- 2.2 Careful planning and competent performance
- 2.3 Well preparation, Cherished of presentation and positive emotional impact
- 2.4 Intellectual Excitement, Acquisition of basic teaching skills
- 2.5 Associated with student learning
- 2.6 Habit of reflective practice
- 2.7 New direction for pursuing the performance
- 2.8 Self-correction, self-confident, self-direction and self-evaluation.
- 2.9 Let us Sum up
- 2.10 Unit-end exercises
- 2.11 Suggested Readings

### **2.0 INTRODUCTION**

Preparation is a management principle whereby people get ready for a final product or for a successful experience. Preparation means "a substance especially prepared".Preparation is a proceeding or readiness for a future event as a goal and an acceptable accomplished final outcome. It is to make something (e.g., child, food, procedures, and machines) acceptable before you give it to others.



## **2.1 OBJECTIVES**

After going through this unit, you will be able to:

- Discuss the Careful planning and competent performance.
- Explain the Intellectual Excitement.
- Discuss the Self-correction, self-confident, self-direction and self-evaluation.
- Describe the Associated with student learning.

## **2.2 CAREFUL PLANNING AND COMPETENT PERFORMANCE**

### **Prepared Environment**

Children's needs change as they move through stages of development. At each level of Montessori education, this difference is honored through the preparation of the classroom environment. The environment is prepared in every way for optimal development: physically, cognitively, socially and emotionally. By aligning the activities in the environment with what each child needs at any moment, Montessori prepared environments liberate children's energy for growth and learning.

### **Hands-on Learning**

Montessori classrooms are interactive environments in which hands-on exploration is not only encouraged, it is necessary. By using the mind, the body, and the senses, learning becomes an activity that engages the whole self. Any parent will agree that children do; Montessori environments follow this natural inclination of children towards activity by offering an appropriate variety of objects and activities for meaningful engagement.

### **Discovery**

One of the most profound differences between Montessori education and conventional education is that, in Montessori, children are given the experience of discovering the answer for themselves. This leads to a much deeper learning experience, and creates a lifelong love of learning as a self-directed process of problem-solving and discovery.

### **A Montessori-Trained Adult**

The trained Montessori teacher links the child to activities and experiences in the prepared environment. Specialized training results in a deep knowledge of child development, the purposes and use of each activity, and an understanding of how to foster and maintain social harmony in the classroom. Learn more about Montessori teacher training at Montessori Northwest.

## **Imagination**

Montessori classrooms support the development of imagination and creativity at every stage of learning. The open-ended activities allow children to explore new ideas and relationships, providing a foundation for self-expression and innovation. In the early years, the building blocks of imagination are firmly established through sensory exploration of the world, launching both imagination and creative self-expression.

## **Freedom of Choice**

Maria Montessori recognized that when allowed freedom of choice within clear, firm and reasonable boundaries, children act in positive ways that further their development. Freedom is frequently misunderstood, and many people take it to mean that children can do whatever they want. Montessori believed that freedom without boundaries was abandonment. In Montessori classrooms, expectations are clear, and children experience the natural and logical consequences of their choices. This freedom within limits allows for the natural development of self-regulation within the society of the classroom, as well as mirroring behaviors expected by society in general.

## **Independence**

From the moment of birth onwards, humans strive towards independence. Children feel this need very strongly; they want to do things for themselves, and to participate in the world around them. In Montessori classrooms, this natural drive towards independence is fostered through practical, social and intellectual experiences. The child becomes an active agent in her own education, saying, “Help me to do it myself”. We honor this by helping children move to increasingly higher levels of independence and self-reliance.

## **2.3 WELL PREPARATION; CHERISHED OF PRESENTATION AND POSITIVE EMOTIONAL IMPACT**

### **The Montessori Method**

The Montessori Method is characterized by providing a prepared environment: tidy, pleasing in appearance, simple and real, where each element exists for a reason in order to help in the development of the child. A Montessori classroom integrates children of mixed ages that are grouped in periods of 3 years. This promotes socialization, respect and solidarity among them naturally.

The prepared environment offers the child opportunities to commit to interesting and freely chosen work, which brings out long periods of concentration that should not be interrupted. Freedom develops within clear limits, and this allows children to live in harmony with others in the small society they belong to in the classroom.

Children work with concrete materials that were scientifically designed, which provide them the keys to explore our world and develop basic cognitive abilities. The materials are designed to allow the child to recognize the error by him/herself and become responsible for his/her own learning. The adult is an observer and a guide: he/she helps and stimulates the child with all his/her effort. This allows children to act, want and think by themselves, and helps them to develop confidence and inner discipline. The Montessori education covers all periods in education, from birth to 18 years old, providing an integrated curriculum.

### **The Montessori Environment**

The Montessori environment is a spacious, open, tidy, pleasing in appearance, simple and real place, where each element exists for a reason in order to help in the development of the child. The environment is proportional to children's height and size, and it has low shelves and tables and chairs of different sizes where children can sit individually or in groups. The classroom is divided into theme areas where related materials and bibliography are exposed on the shelves, allowing great freedom of movement. Children can work in groups or individually, respecting their own style and rhythm. Each child uses the material he chose by taking it from the shelf and putting it back in its place so others can use it.

The environment promotes the child's independence in the exploring and learning process. Freedom and self-discipline make possible that each child finds activities that respond to their evolutionary needs.

Montessori classrooms gather children in 3 different ages: younger than 3 years old, from 3 to 6 years old, from 6 to 9 years old and from 9 to 13 years old. These "mixed age classrooms" favour spontaneous cooperation, desire to learn, mutual respect and the acquisition of deep knowledge in the process of teaching others.

### **The Child**

Dr. Montessori believed that every educator should "follow the child", recognizing the evolutionary needs and characteristics of each age, and building a favorable environment, both physical and spiritual, to respond to these needs. Children's development emerges as a need to adapt to his/her environment: the child needs to give a meaning to the world that surrounds him/her, and he/she constructs him/herself in relation to this world.

Maria Montessori observed that the child goes from infancy to adulthood through 4 evolutionary periods called "Planes of Development". Each period presents characteristics that are radically different from the other periods, but each of them constitutes the foundation of the following period. In her book, *The Absorbent Mind*, Montessori explained that: "In the same way, the caterpillar and the butterfly are two creatures very different to look at and in the way they behave, yet the beauty of the butterfly comes from its life in the larval form, and not through any efforts it may make to imitate another butterfly. We serve the future by protecting the present. The more fully the needs of one period are met, the greater will be the success of the next."

The first plane of development that starts at birth and continues until the child is 6 years old is characterized by children's "Absorbent Mind", which takes and absorbs every aspect, good and bad, from the environment that surrounds him/her, its language and its culture. In the second plane, from 6 to 12 years old, the child possesses a "rational mind" to explore the world with imagination and abstract thinking. In the third plane, from 12 to 18 years old, the teenager has a "humanistic mind" which desires to understand humanity and to contribute to society. In the last plane of development, from 18 to 24 years old, the adult explores the world with a "specialist mind", finding his/her place in it.

### **Tangible Materials**

Montessori materials were scientifically designed in an experimental context within the classroom, paying special attention to children's interests based on the evolutionary stage they were going through and with the belief that manipulating concrete objects helps the development of knowledge and abstract thinking.

These materials allow children to investigate and explore in a personal and independent way. They make repetition possible, and this promotes concentration. They have the quality of "isolating the difficulties", which means each one of these materials introduces a unique variable, only one new concept, isolating it and leaving the other concepts without modification. These

materials have a "control of error": the material itself will show the child if he/she used it correctly. This way, children know that errors are part of the learning process; they teach children to establish a positive attitude towards them, making children responsible for their own learning and helping them to develop self-confidence.

The Adult the Montessori teacher, called "directress", observes each child, his/her needs, capabilities and interests, and offers him/her opportunities to work intelligently and with a concrete purpose, to service the care of him/herself and of the small community in the classroom. The directress' final objective is to intervene the minimum possible as the child progresses in his/her development. The directress allows the child to act, want and think for him/herself, helping him/her to develop confidence and inner discipline. The Montessori directress doesn't give awards or punishments. Each child finds inner satisfaction that emerges from his/her personal work. When the child, based on his/her evolutionary development, is ready for a lesson, the directress introduces the use of new materials and presents activities individually or to a reduced group. With older children, the directress helps each child make a list of objectives at the beginning of the week and then the child administers his/her time during the week in order to achieve them. It is not the directress but the child him/herself who is responsible for his/her own learning and development.

## **The Montessori Curriculum**

### **From birth to 3 years old**

The foundations for the child's future development are set during his/her first three years of life. Montessori calls this period the one of a "spiritual embryo", in which the child does in the psychological sphere what the embryo did in the physical sphere. This process is achieved thanks to the child's "absorbent mind", which incorporates experiences, relations, emotions, images, language and culture through his/her senses and by the simple fact of living. These life experiences shape his/her brain, forming networks or neurons that have the potential of staying with the person for all his/her life. In this period from birth to 3 years old, the Montessori education concentrates in the development of speaking, coordinated movement and independence, which gives the child confidence, and allows him/her to discover his/her own potential and his/her place within a community.

### **From 3 to 6 years old**

The classroom curriculum for children from 3 to 6 years old is divided into four working areas:

**Practical Life:** These are activities that aim to the care of the person, of others and of the physical environment where they live in. These activities include tasks that are familiar to the child: washing, polishing, setting the table, arranging flowers, etc. They also include activities of "grace and courtesy", which are part of all civilized people. Through these and other activities, children achieve coordination and control of movement and exploration of his/her surroundings. Children learn to complete a task from beginning to end, they develop their will, self-discipline, the capacity of concentration and self-confidence.

**Sensorial:** Children at this age learn through senses more than through their intellect. The sensorial materials are tools for children to refine each of their senses. Each material isolates a specific quality: smell, size, weight, texture, flavour, colour, etc. In this preschool age, when children are "bombarded" with sensorial information, these materials allow them to find order and meaning to the world, raising his/her capacity of perception, favouring observation and a sense of admiration for everything that surrounds him/her.

**Language:** When the child enters an environment at age 3, they enrich the language that they had already acquired. They are capable of using it intelligently with precision and beauty, slowly realizing its properties. They learn to write, starting with their senses (hearing and touching), and as a natural consequence they learn to read. As an extension of language activities, children learn about geography, history, art and music. These areas help the child to know his/her surroundings and to realize the place the child occupies in this world. They teach him to respect and love for his/her environment, and they create a sense of solidarity with all humanity and his/her habitat.

**Mathematics:** The materials help the child to learn and understand mathematical concepts when working with concrete materials that lead him/her intuitively to abstract concepts. They offer him/her sensorial impressions of the numbers and set the foundations for algebra and geometry.

### **From 6 to 12 years old**

The classroom curriculum for children from 6 to 12 years old presents a historical, evolutionary and integrated vision of knowledge and human development. It includes five Great Lessons or fundamental lessons from which specific studies of different areas will develop. These lessons are designed to awaken imagination, curiosity and admiration for the creative and innovative capacity of human spirit.

## **2.4 INTELLECTUAL EXCITEMENT; ACQUISITION OF BASIC TEACHING SKILLS**

### **Introduction to Montessori**

The basic idea in the Montessori philosophy of education is that all children carry unseen within themselves the person they will become. In order to develop their unique physical, emotional, intellectual and spiritual powers to the fullest, they must have freedom; a freedom achieved through order and self-discipline.

### **Background on Montessori**

The Montessori Method of education, developed by Dr. Maria Montessori, is a child-centered educational approach based on scientific observations of children from birth to adulthood. Dr. Montessori's Method has been time-tested, with over 100 years of success in diverse cultures throughout the world.

It is a view of the child as one who is naturally eager for knowledge and capable of initiating learning in a supportive, thoughtfully prepared learning environment. It is an approach that values the human spirit and the development of the whole child—physical, social, emotional, cognitive. To aid the children in this momentous task, Dr. Montessori developed what she called the “prepared environment”, for it maintains a certain kind of order, a framework through which to view and evaluate sensory input. This environment allows children to develop at their own speed, according to their own capacities and natural interest, and exposes the children to the world environment, scaled to their size and broken down into their component parts. Children focus on how they do what they do and on their own growth and development rather than how they do what they do relative to others; they help one another to mutual achievement rather than competing amongst themselves. To introduce stress and competition at this age is to add a great impediment to the natural joy of discovery and the love of learning.

The structure of Montessori learning involves the use of many materials with which the child may work independently. Dr. Montessori emphasizes that the hand is the chief teacher of the children – they learn by doing. Children develop concentration and good working skills by fixing their attention on the task they are performing with their hands. Thus the environment is equipped with apparatus that the children may manipulate to discover many concepts that later can be applied to a variety of circumstances and situations. These materials often contain a control of error so that the child can understand and correct any errors in perception without adult intervention.

## **Hallmarks of Montessori**

Components necessary for a program to be considered authentically Montessori include multi-age groupings that foster peer learning, uninterrupted blocks of work time, and guided choice of work activity. In addition, a full complement of specially designed Montessori learning materials are meticulously arranged and available for use in an aesthetically pleasing environment.

The teacher, child, and environment create a learning triangle. The classroom is prepared by the teacher to encourage independence, freedom within limits, and a sense of order. The child, through individual choice, makes use of what the environment offers to develop himself, interacting with the teacher when support and/or guidance is needed.

Multi-age groupings are a hallmark of the Montessori Method: younger children learn from older children; older children reinforce their learning by teaching concepts they have already mastered. This arrangement also mirrors the real world, where individuals work and socialize with people of all ages and dispositions.

Dr. Montessori observed that children experience sensitive periods, or windows of opportunity, as they grow. As their students develop, Montessori teachers match appropriate lessons and materials to these sensitive periods when learning is most naturally absorbed and internalized.

In early childhood, Montessori students learn through sensory-motor activities, working with materials that develop their cognitive powers through direct experience: seeing, hearing, tasting, smelling, touching, and movement.

In the elementary years, the child continues to organize his thinking through work with the Montessori learning materials and an interdisciplinary curriculum as he passes from the concrete to the abstract. He begins the application of his knowledge to real-world experiences. This organization of information—facts and figures—prepares the child for the world of adolescence, when thought and emotion evolve into understanding more abstract, universal concepts such as equity, freedom, and justice.

## **Montessori at the Ivy School.**

The acquisition of these skills, the development of these patterns of learning, and the growth of self-confidence is an on-going process. It is also of utmost importance that the parents work hand-in-hand with the school, learning about the Montessori approach and implementing it



in the home. This is the essence of Dr. Montessori's educational philosophy. Patterns of inner direction and concentration, exploration and discovery, and the joy of self-satisfaction from the completion of an interesting task are created as the foundation upon which the child can build. These stay with the children as they go onto higher learning and set a positive attitude toward the self. Thus the children are confident in their ability to acquire knowledge, solve problems, and cope with new information and experiences.

At The Ivy School we adhere to Dr. Montessori's philosophy of education and to manifest it in all of our classrooms. To do this, it is essential that parents and teachers work together as the mutual educators of the children and agree to work toward the goals of this philosophy. Freedom of choice, independence of movement, cooperation vs. competition, peaceful problem solving skills, self-motivation and inner direction and community and world awareness and concern are cornerstones upon which all future work is constructed. We must be working together in both the home and the school environments to foster these building blocks. Choosing a Montessori school for your child means making a commitment to living towards these ideals, making a commitment to education for peace, education for life.

## **2.5 ASSOCIATED WITH STUDENT LEARNING**

### **Freedom within Structure**

One of the biggest misconceptions about Montessori education is that it is too unstructured and permissive to be effective. Parents hear about "student-centered" environments with "freedom of choice" and "freedom of movement" and picture a playhouse, with everyone running wild. Indeed, when children are left with no structure at all, you may end up with a scene like that. Montessori education isn't about removing all structure and rules, though. Montessori education prioritizes freedom of choice, within the structure of the school day.



### **Real World Experience**

Montessori education strives to provide a motivational educational experience that translates to the real world. Even our youngest students refer to their classroom tasks as "works"

because they enjoy undertaking the work of a child—which is to learn. Students enjoy thinking of their daily tasks as work, rather than play, because it legitimizes and validates what they are doing.



Student work in a Montessori environment is actually more similar to what an adult may consider "work" than most school environments you may be familiar with. It's rare in today's work environment to find a job where you are required to work on a specific task for an allotted amount of time, and then move on to another for an equal block of time. It's also rare to find a job where you work only with people of your exact age, all doing the same tasks at the same time.

You are much more likely to find a situation where you are required to manage your own time, determine priorities, and work on completing a multitude of tasks throughout the day, all to the best of your ability. Montessori education recreates this real-world situation by encouraging students to plan out their week, setting short- and long-term goals, and then manage their time and resources to accomplish those goals. The skills of goal-setting, time management, resource allocation, flexibility, and adaptation are on display in every well-managed Montessori classroom.

### **Structured Class Time**

Montessori education strives to deliver knowledge and skills in the ways that are most natural for the child. Depending on the child and the specific content, a variety of approaches may be used. Montessori class time is structured, but adaptive. In a multi-age classroom, some lessons are group based, depending on experience and age level.



Students may break into small groups for lessons or to work together on a project. In some cases, it makes the most sense to present a lesson to the full class. At other times, students work one-on-one with their teacher, or independently with minimal intervention. Montessori instructors are trained to observe, and intervene only when it is necessary and beneficial.

Every aspect of a well-designed Montessori education is aimed at creating self-sufficient, self-motivated, life-long learners. By allowing students to pursue their goals with the support and resources they need, they learn that they can take risks, grow their skills, and accomplish what they are passionate about.

## **2.6 HABIT OF REFLECTIVE PRACTICE**

### **1. Respect your child as a person**

We respect our elders, we respect our partners, but the thought of respecting children seems a bit strange at first. After all, they are still new to this world! But that's all the more reason to show in daily interactions. They will feel heard, they will feel loved, and they will learn how to respect others through your example.

**Example:** If your child wants your attention, but you ask them to wait a moment, make sure you turn to them when you've finished your task. Say, "Thank you for waiting, what can I help you with?" This shows them you respect what they have to say.

### **2. Foster your child's freedom and independence**

When one cares deeply about a child or family member, it's difficult to watch them struggle—we want to step in to help! But this isn't always helpful in a child's learning process, their self-confidence and their intrinsic motivation.

Most in the Montessori classroom are designed to allow children to use them independently, including the kitchen and bathroom areas. Children love the fact that they have control and independence over basic tasks like washing their hands or using the toilet!

At home, look for areas where you can give your. Maybe a low snack shelf that is all their own? Lower coat hooks so they can reach?

**Example:** Let your child dress themselves. It might take longer, and the clothes might be mismatched, but in the end, they are learning fine motor skills, step-by-step logic and decision making.

### **3. Give them freedom—within limits**

A delicate Montessori concept, freedom within limits means letting your child guide their own daily activities based on their interests. However, setting limits is important as they help your child understand what is and isn't acceptable. Any activity that hurts themselves or others would be an example of when to set limits.

**Example:** At the park, let your child decide how they would like to play. Set some limits before you go, "It's not okay (it's unsafe) to go outside of the fence onto the busy road."

#### **4. Slow down—and give them space**

An element of the Montessori philosophy that you can use at home is giving your child ample time and space to explore. Children run on a different internal clock than grown-ups, and it can be difficult to take a step back to appreciate that. Make sure you consider your child when making your daily schedule!

**Example:** Rather than rushing through a trip to the library, leave enough time for your child to explore the books on the shelves or ask the librarian questions.

#### **5. Use big words—even with little kids**

Using "big words" isn't exclusively a Montessori concept, but it is implemented daily in the classroom. Most first-time observers of a classroom are surprised when they hear the teacher announce, "I see some debris on the floor that needs to be picked up before lunchtime!"

You can start at home. Children will pick up the definition of new words through contextual clues or by asking you, "What does that mean?" Very soon your child will be using rich and descriptive language in everyday life

### **2.7 NEW DIRECTION FOR PURSUING THE PERFORMANCE**

#### **Montessori Education: The Importance of Direction and Intervention by Gary Goodwin**

Every facet of authentic work in Montessori has a guiding principle underlying its practice. These principles follow from remarkable observations of the child in the course of his fundamental development. Dr. Montessori's observations led to discoveries: That the child's development follows natural laws that are universal among all children. These laws are expressed in tendencies which engage and underlie the child's formative activity. Education can only be meaningful if it first considers who is the child and takes into account this profound process of human construction.

The pedagogical principle we use follows from these observations: as teachers we look out for and are guided by the child's expression of these tendencies that inform what and when we present to the child. Also in keeping with these principles, the child requires an environment prepared by the adult with tools designed especially to attract the interest and activity-response characteristic of his plane of development.

“The pedagogical principle we use follows from these observations: as teachers we look out for and are guided by the child's expression of these tendencies that inform what and when we present to the child.”

It follows that the adult directing this environment is trained in the practical application of these materials, the principles, and appropriate manner to guide and direct children with emotional sensitivity. The adult who has learned of the gifts of the child's potential, often with compelling enthusiasm, accepts the role of securely assisting them, not in learning school subjects, but to be the subject of their own development and learning.

### **The Role of intervention and direction**

“Intervention” (also referred to here as “direction” and “assistance”) is central to our daily pedagogy in the child's work environment. It recalls specific guiding benchmarks from our preparation as teachers: the material content of the Montessori approach, Montessori Materials, and our personal training—our training-in-spirit. It has goals and guidelines, but its practice is an art. Capturing this art requires practice, and its spirit, patience. The practice of Montessori often requires a personal and transformational departure from previous understandings of education. It requires continuous observation and learning. Intervention requires, in principle, a creative application, boldly applied by adults who appreciate the positive response children will make to confident adults capable of understanding and maintaining the components of leadership as a Montessori teacher/guide. Perhaps most important is the teacher's ongoing daily attitude. The adult is not just a leader in teaching or directing, but also in her internal compass and mind set, and in her being as an individual. An adult can give presentations to the child which in their content is very complete. Unless however the adult has found in herself a personal *raison d'être* related to her role with children, her presentations may not contain a sustaining source and enthusiasm, a light that exposes the beauty of her character, and the children may not find inspiration for their own interest in what they choose to do.

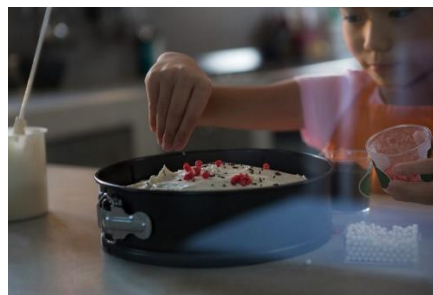
## 2.8 SELF CORRECTION, SELF-CONFIDENT, SELF-DIRECTION AND SELF-EVALUATION



### Why Self-Directed Learning in Preschool Matters

Things have been eerily quiet these past few days since the announcement of our school's temporary closure due to COVID-19. We hope your family is finding solace in each other's company and that everyone is staying safe and healthy. We're here to share our Montessori resources and wisdom until we get to see you again in person—hopefully very soon!

There's a reason why self-directed learning is at the forefront of the Montessori Method. Think about the last time you wanted to learn a new skill. Say you decided to bake an angel food cake, a type of cake you'd never attempted before. First, you had to locate a recipe in a cookbook or on the Internet. You read or watched carefully, and followed the instructions. Finally, you tasted the cake to see if it met your expectations.



Teaching yourself to bake a cake is self-directed learning in a nutshell.

In short, you knew how to learn what you wanted to learn. This skillset, known as self-directed learning or independent learning, has always been valuable to humans. Today, though, as we navigate the constantly changing landscape of the 21st century, this competency is more crucial than ever. In fact, lifelong self-directed learning is being touted as an economic imperative.

Self-directed learning requires skills such as these:

- Determining one's own learning needs

- Setting a goal
- Identifying resources (people, books, websites, etc.)
- Practicing the new skill

### **Evaluating one's own learning**

This may seem like a sophisticated approach to learning—and it is. Remarkably, though, as Maria Montessori pointed out, humans are self-directed learners from the earliest days of life. In fact, Montessori referred to her teaching method as auto-education because her greatest discovery was that children teach themselves.

### **Self-Directed Learning and Montessori**

Infants don't need a curriculum to tell them when and how to roll over, sit up, and eventually walk. They have an innate desire to acquire and perfect the skills necessary to be fully human. Montessori Center School responds to this learning drive by offering hundreds of enticing learning activities, with teachers specially trained to guide children's independent learning.

### **Self-Correcting Materials**

The Montessori learning materials are scientifically designed to appeal to young children visually through attractive colors and shapes. Their real genius, however, is in their built-in “control of error,” which allows the child to see and correct his own mistakes.

The Pink Tower, for instance, is a set of 10 cubes graduated in size from a hefty 10 cubic centimeters to a diminutive 1 cubic centimeter. If a child builds the tower with the cubes in the wrong order, the error will be immediately apparent from the lack of symmetry—and the tower may even fall down!

This instant feedback built into the Montessori materials fosters self-directed learning in preschool by developing in the child a habit of evaluating his own work. Because criticism doesn't have to come from outside (that is, no teacher has to point out the child's mistakes), errors do not damage the child's self-esteem. On the contrary, the habit of self-evaluation lets the child take increasing responsibility for, and pride in, his own learning.

### **Specially Trained Guides**

Montessori teachers are often referred to as “guides” because they do very little direct teaching. Instead, they function as the link between each child and the self-teaching materials. As

Maria Montessori advised, they “cultivate a friendly feeling towards error,” recognizing the vital role of mistakes in independent learning.



Mrs. Cynthia gently guides our children to recognize and correct mistakes.

### **Outcomes of Self-Directed Learning**

Independent learning cultivates skills and attitudes that will serve a child well for a lifetime. Taking responsibility for their own learning and correcting their own mistakes gives children problem-solving skills that lead to self-confidence. Choosing and pursuing their own work builds decision-making skills and creates opportunities to recognize connections between different branches of knowledge.

Metacognition - thinking about one's own thinking - can lead to the realization that different people think in different ways. That concept is the foundation for understanding others' views and respecting others' opinions.

### **The Adaptable Adult**

As an adult in the 21st century, you may have already experienced multiple career changes. Each time, you had to learn new skills as well as recall, refresh, and reapply skills you already possessed. As the national and world economy evolves, that kind of adaptability are becoming increasingly important.

Independent learning in preschool fosters a lifetime of curiosity and willingness to try new things. Self-directed learners are motivated and persistent, independent, self-disciplined, self-confident, and goal-oriented; they view problems as challenges. Everything we do at Montessori Center School is designed to foster self-directed learning in your child.

### **2.9 LET US SUM UP**

Although there are many reason for entering the teaching profession, research indicates that most people enter the profession to help young children and to provide a service to



society. Most teachers are satisfied with most aspects of their jobs, but there is significant dissatisfaction with salaries and other non-teaching considerations. Although the prestige of the profession is well above average, the occupational status of teachers has probably decline over the past two decades.

## **2.10 UNIT END EXERCISES**

1. Discuss Careful planning and competent performance.
2. Explain the Cherished of presentation and positive emotional impact.
3. Differentiate between Self correction and self-confident.

## **2.11 SUGGESTING READING**

1. Albrecht G.L, Katherine D Seelman. & Michael Bury, (2001). Hand Book of Disability Studies. Sage, London.
2. Arcus, H.E. and Others (1993), Handbook of Family Life Education: The Practice of family Life Education (Vol II), New York:
3. Bandarkar, P.L. and Wilkinson T.S. (2000): Methodology and Techniques of Social research, Himalaya Publishing House, Mumbai.
4. Bigner, Jerry. (2010, 8th edition). Parent-child Relations. Pearson Merrill Prentice Hall: Columbus Ohio.
5. Blau,D.M. (Ed)(1991) Quality cost and parental choice of Child Care. New York: Russel Sage.

## **UNIT III: PERSONAL PHILOSOPHY**

### **Structure**

- 3.0 Introduction
- 3.2 Objectives
- 3.3 Developing self-competency
- 3.4 Promoting self-esteem
- 3.5 Value characterized activities
- 3.6 Sequential development in teaching activities
- 3.7 Teacher's role model
- 3.8 Implicit approach rather than direct approach

3.9 Enriched varieties of skill practice including language skill, Managerial Skill and Other Relevant Skills.

3.10 Let us sum up

3.11 Unit end exercises

3.12 Suggested Reading

### **3.0 INTRODUCTION**

A personal philosophy is a set of guiding principles that we live by. It influences everything from the words you say, to the steps you take, to the items that you will and will not purchase at the store. And individuals conceptualize philosophies in many ways. For example, some think of them as filters to sift all thoughts and actions through. Some think of them as a guiding paths, a yellow brick road that you shouldn't stray from. And others simply consider them a whisper in the back of their head—always reminding and keeping them conscious. Ultimately, through all of these, the goal is to have an alignment between your thoughts, words, and actions that make them unmistakably true to you and that lead you on a path to success.

### **3.2 OBJECTIVES**

After going through this unit, you will be able to:

1. Discuss the Developing self-competency.
2. Explain the Value characterized activities.
3. How do you Promoting self-esteem.
4. Discuss the Managerial Skill and Other Relevant Skills.

### **3.3 DEVELOPING SELF-COMPETENCY**



Self-esteem is not a skill, but a characteristic, that needs stimulation to develop. Feeling good about oneself, isn't that the most important ingredient for a happy and productive life? People who feel good and are proud of themselves achieve a lot! To name just a few related personal characteristics:

- Enthusiasm instead of detachment
- Joy instead of boredom
- Positive energy instead of apathy
- Contentment instead of jealousy
- Receptiveness to new things instead of aversion
- Readiness to contribute instead of feeling entitled

Montessori education has the development of a good self-esteem as a core aim. All other positive characteristics will follow. A child with a good self-image does not need competition to excel. They remain respectful of others, and at the same time exceed their own expectations!

- To assist the development of a positive self-image:
  - The teachers are in tune with the child's basic characteristics and learning styles
  - There is an environment with multi-age ranges and therefore multi-levels
  - Children are given opportunities to choose, to make decisions and to make mistakes
  - Age-appropriate limits are set which give the message that your freedom ends where someone else's freedom begins
  - Development of self-discipline, self-will and self-direction are nurtured,
  - Age-appropriate independence is encouraged which grows competence and consequently self-confidence
  - Opportunities for being productive and responsible members of the group are brought forward
  - Respect and trust are the focal point of the relationship between the student and teacher

For more information on the different intelligences and additional skills to develop, please read the 8 Intelligences brochures:

- Linguistic intelligence
- Logical-mathematical intelligence
- Bodily-kinesthetic intelligence
- Musical intelligence
- Visual-Spatial intelligence
- Interpersonal intelligence

- Intrapersonal intelligence
- Naturalistic intelligence

### **3.4 PROMOTING SELF-ESTEEM**

#### **7 Ways Montessori Education Gives Your Child Confidence for Life**



As a parent, you want the best for your child now and at every moment of their lives. And a part of ensuring that long-term success is raising a son or daughter who has confidence. Children who are confident about themselves and their ability to handle new experiences are more likely to handle life's complexities with resilience and long-term success. And a sense of competence and a can-do attitude will pay off in many ways as your son or daughter grows up and takes on life with enthusiasm. So, how can you help your child develop self-confidence?

The secret is competence the belief that we can accomplish something new right now because we have successfully mastered new situations in the past. In other words, young children who have many practical experiences of mastery and accomplishment, both big and small, are more likely to feel a sense of self-confidence in every area of life.

#### **Confidence for Preschool-Age Children**

This is an area where a Montessori education can be very beneficial, especially for preschool-aged children. The Montessori approach focuses on fostering those special moments of accomplishment and pride in academic, social, and practical skills. Here are seven ways that a Montessori education can help your preschool-aged child develop confidence for life.

##### **1. Accepting individuality**

One of the best ways for a young child to develop a sense of confidence is to simply let the child be himself. Rather than trying to force your son or daughter to do things your way, encourage them as they pursue what interests them. A child with a strong sense of who they are as a person, including their passions and strengths, is more likely to be confident than a child

who hasn't developed a strong sense of themselves as individuals. In our classes, for example, students are invited to choose projects that spark their curiosity and creativity, to foster their sense of individuality.

## **2. Making decisions**

It's all too easy to tell a child what to do, but in doing so, we don't give our child practice in the vital, lifelong skill of decision-making. Even young children can begin to learn the process of thinking through a decision and considering what makes a wise choice. Rather than just asking your son or daughter to clean their room or put away toys, for example, chat with them about why these things matter. Ask them what they think, and allow them to come up with answers. This models critical thinking skills, which every child needs to develop.

## **3. Learning practical skills at a young age**

Parents are often tempted to do things for their preschool-aged child rather than giving the child a chance to practice new skills until they master them. But when you do tasks for your child instead of coaching them as they do it themselves, you rob them of the sense of competence. Montessori teachers coach young students in developing not just academic skills, but also practical skills like tying shoes, zipping up coats, and straightening up the classroom — all simple tasks that help children learn they can do things well with enough practice.

## **4. Keeping up the encouragement**

An important element of confidence is a sense that we can pick ourselves back up when we fail, and try again. Failure is often a part of life, especially for preschool-aged children who are learning all sorts of new skills and facts for the first time. When we frame those failures for them in positive terms, it helps them to see that making mistakes and being imperfect are not the end of the world. Montessori classrooms are designed so that teachers can take time with students one-on-one to offer encouragement, and older students can also offer encouragement and help to younger ones.

## **5. Acknowledging emotions**

Often, young children feel strong emotions that they don't even know how to name, much less channel. As parents and teachers, we can do much good for our preschoolers by acknowledging, accepting, and talking about emotions in a positive way. Rather than labeling an emotion as good or bad, or ignoring emotions that we don't like, we can encourage children with the truth — emotions come and go, and they don't have to be scary.

## **6. Maintaining boundaries**

Preschool aged children benefit greatly from clear, kindly but firmly enforced boundaries. Knowing what is acceptable and what isn't is important for them, and it enables them to make good choices and feel secure in what is often a confusing, overwhelming world of new information. At home, you can set rules and stick to them — with kindness, of course! In the classroom, we do the same, so children always feel confident that they know how to be a successful student.

## **7. Impacting their world**

From the time your child is very young, it's a good idea to help them develop a sense of their own ability to make a difference. Children who are given regular opportunities to help others not only develop a sense of confidence and control, but they also develop empathy — a key social skill that will aid them in the classroom, on the sports field, with family and friends, and later on, at work and other adult pursuits. Montessori classrooms teach even the youngest children to impact their world by encouraging them to help each other with tasks like preparing for lunchtime and cleaning up afterwards. It's simple, but it's effective.

### **3.5 VALUE CHARACTERIZED ACTIVITIES**

#### **The Five Characteristics of Play - And of Montessori Work**

“The children in our schools have proved to us that their real wish is to be always at work—a thing never before suspected, just as no one had ever before noticed the child's power of choosing his work spontaneously. Following an inner guide, the children busied themselves with something (different for each) which gave them serenity and joy.”



If you observe children in a Montessori preschool program, you'll notice that children's "work" has all the key characteristics of play. A very thoughtful article by Peter Grey in Psychology Today identifies five such key characteristics. Let's look at a child's experience in a Montessori toddler or preschool environment in light of these five characteristics:

**“Play is self-chosen and self-directed; players are always free to quit.”**

As Grey’s article puts it, play is “what one wants to do, as opposed to what one is obliged to do.” Montessori fully honors this requirements: In a good Montessori preschool program, children have three hours every morning, and two hours every afternoon where they choose freely which of the hundreds of activities in the classroom they want to engage with, from using the Golden Beads to preparing a snack for their peers. There are no required group activities, no teacher telling them what to do, or when to stop an activity, or how long to keep at it. In contrast, other preschools have teachers directing board games, group singing sessions, arts and crafts activities—while these may look like “play”, in spirit they will be less playful for those children who’d rather be doing something else. “The ultimate freedom in play is the freedom to quit”, says Grey. This freedom is always honored in Montessori: When a teacher introduces a new activity to a child by inviting the child to a lesson, the child can (politely) decline to join the lesson. And after the lesson has been completed, the child can choose to immediately put the material back on the shelf. In a Montessori classroom, we “follow the child” rather than mandating any activity. In Dr. Montessori’s words:

A teacher simply assists [the child] at the beginning to get his bearings among so many different things and teaches him the precise use of each of them, that is to say, she introduces him to the ordered and active life in the environment. But then she leaves him free in the choice and execution of his work. “Play is an activity in which means are more valued than ends.”

Montessori observed that children are very focused on processes, not ends. Every Montessori teacher can tell stories of children who carefully polish a mirror until it shines beautifully. The adult may move to put the mirror away, but often, the child will start the polishing process all over again! As the article on play puts it, “[t]o the degree we engage in an activity purely to achieve some end, or goal, which is separate from the activity itself, that activity is not play. ... Play is an activity conducted primarily for its own sake. “While some Montessori activities in the Practical Life area are the type of things adults do as a means to an end (table washing, shoe polishing, sewing), Montessori children explore these activities in a totally self-absorbed, end-in-itself way, choosing to repeat them over and over, not to achieve a result, but to joyfully engage in and master a process.

Again from the article: “Play often has goals, but the goals are experienced as an intrinsic part of the game... For example, constructive play (the playful building of something) is always

directed toward the goal of creating the object that the player has in mind. But notice that the primary object in such play is the creation of the object, not the halving of the object.” This beautifully captures the Montessori child’s activities with many of the sensorial objects—building the pink tower, arranging the red rods or the constructive triangles, fitting the knobbed cylinders in their proper spots, solving the trinomial cube—activities which the children freely choose to repeat over and over again, and which challenge them to master successively more difficult tasks.

**“Play is guided by mental rules.”**

Often, when parents observe in a Montessori classroom, they are struck by the focus, the structure, the calmness of the children. It is obviously a very different environment than the chaos we typically associate with early childhood! Yet does the presence of rules mean that these children are not playing? Not according to Peter Grey: “Play is freely chosen activity, but it is not freeform activity. Play always has structure, and that structure derives from rules in the player’s mind. ... The rules are not like rules of physics, nor like biological instincts, which are automatically followed. Rather, they are mental concepts that often require conscious effort to keep in mind and follow. ... The main point I want to make here is that every form of play involves a good deal of self-control. ... Play draws and fascinates the player precisely because it is structured by rules that the player herself or himself has invented or accepted.”

This is so true in Montessori! It is one reason why authentic Montessori preschools encourage Montessori materials be used in accordance with their intended purpose (e.g., the knobless cylinders are meant for building, not for using as pretend trains). It’s also evident in the fact that children delight in being shown how to do simple activities, such as transferring beads with a spoon, or rolling a mat, in a very precise manner. These points of interests—rolling the mat tightly so it stands up straight; pouring water so none spills—serve as the rules that make the activity interesting—they are an essential element of playful learning, not an obstacle to it! Also note that these rules are visible to the child himself: he needs no adult to observe and correct him. Instead, the control of error is built into the material, keeping the child in charge of judging his own progress.

Why does this matter? Says Peter Gray, “I would content that the greatest value of play’s many values for our species lies in the learning of self-control. Self-control is the essence of being human. ... Everywhere, to live in human society, people must behave in accordance with



conscious, shared mental conceptions of what is appropriate; and this is what children practice constantly in their play. In play, from their own desires, children practice the art of being human.”

**“Play is non-literal, imaginative, marked off in some way from reality.”**

Play often involves engaging activities that are “serious yet not serious, real yet not real.” Play may involve imagination, pretending to do things, fantasy. For children, the pretending often involves acting like adults: preparing and serving a snack to the dolls, using pretend tools, pretending to sweep floors or vacuum, going on imaginative journeys to fantasy lands populated with princesses, knights and dragons. In Montessori, there are no pretend kitchens, no pretend tools, no small doll tea sets, no dress-up corner, and, at least for the early years, few if any fairy-tale books. Yet does this mean an absence of imaginative play?

Far from it! Instead of merely pretending to prepare and serve a snack to stuffed animals, Montessori children have the opportunity to do the real thing! Instead of using a plastic knife to cut a wooden, fake banana, to serve to dolls, they use a real knife, cut up a real banana, and serve it to their real friends. They quite literally step outside of the child’s world, where they are needy and dependent, into a world that is so optimized around their capacities that, while in it, they can actually be the strong, independent people they aspire to grow into.

Instead of escaping into a fantasy fairy land in books, the young child in Montessori purposefully gets surrounded with stories about the real world, full of the wonders of strange animals in distant places, different human experiences in different times and locations, and heroic tales that really happened. Imagination is at the forefront of these children’s experiences: they’ve never been to Africa on a safari; they’ve never climbed an icy mountain covered with glaciers; they can’t ever meet dinosaurs. Yet as they imagine these real but far-away places, they also acquire actual knowledge—which in no way negates the playfulness of their experiences. Writes Grey about the role of imagination in his own work as a writer: “The fact that part of my fantasy could possibly turn into reality does not negate its status as fantasy.”

**“Play involves an active, alert, but non-stressed frame of mind.”**

Here’s an excellent, longer passage from the article, which beautifully captures the state of mind of the Montessori child: This final characteristic of play follows naturally from the other four. Because play involves conscious control of one’s own behavior, with attention to process and rules, it requires an active, alert mind. Players do not just passively absorb information from

the environment, or reflexively respond to stimuli, or behave automatically in accordance with habit. Moreover, because play is not a response to external demands or immediate strong biological needs, the person at play is relatively free from the strong drives and emotions that are experienced as pressure or stress. And because the player's attention is focused on process more than outcome, the player's mind is not distracted by fear of failure. So, the mind at play is active and alert, but not stressed. The mental state of play is what some researchers call "flow." Attention is attuned to the activity itself, and there is reduced consciousness of self and time. The mind is wrapped up in the ideas, rules, and actions of the game.

### **3.6 SEQUENTIAL DEVELOPMENT IN TEACHING ACTIVITIES**



#### **Sequencing in Montessori**

Montessori education has a number of components that create a marvelously effective way to help young children optimize their natural development. Once you see it all fit together, you appreciate the genius of Maria Montessori's vision.

Sequencing is one example. Montessori learning materials are sequenced from the simplest to the most challenging. Montessori did this because children develop skills sequentially. She designed everything based on how children grow and develop according to nature. It just made sense for the materials to support how children actually develop new motor, cognitive, and social skills.

Children are eager to learn. Put interesting materials in front of them that fill their true developmental needs and they go right to work without prompting, pleading, rewards, or punishments. You can see this in any Montessori classroom. There won't be a single disposable plastic toy, yet the children will be enthusiastically busy.

#### **Examples of sequencing in Montessori include:**

Practical Life materials that progress from simple tasks like pouring beans between plain cups and sponging water, right up to sewing a button on with a real needle, using all types of clothing fasteners, and using a screwdriver;

Sensorial materials that progress from matching two objects by color and simple sorting activities into the dimensional materials, and on up to using smell and taste materials, the Trinomial Cube, and the geometric solids.

Math materials that go from simple counting to amounts and numerals up to 10,000 and beyond, operations with numbers, the decimal system, fractions, measurement, and using math in everyday life; and Written language materials that follow a logical sequence to help young children learn to write and read.

What if a child chooses something too challenging and gets frustrated? What if she chooses a material that is too easy for her and gets bored? In each case, the child's time is not being used effectively. Frustration and boredom are two outcomes to be avoided whenever possible with young children.

What we ideally like to see is a child actively concentrating on her chosen work, who is not discouraged when she makes some mistakes. Mistakes are expected, even welcomed, in Montessori. Despite errors, he does not get frustrated and continues eagerly working with the material until he masters it. That is what I call the Learning Sweet Spot. This is the 'cutting edge' of a child's development.

In Montessori, a child can always find a material(s) in each area in her personal learning sweet spot. When he masters it, he moves right into the next level of challenge with a new material. Staying in her learning sweet spot keeps each child progressing at her or his own just-right rate.

This child-paced process turns out to be generally much faster than children progress in traditional, Teacher-directed programs based on lesson plans and learning schedules that the children are coerced to follow using rewards and punishments. Montessori teachers follow each child. Traditional teachers follow a pre-designed program and try to plug the kids into it. This is one reason traditional education fails, despite the efforts of the many great teachers who are its only saving grace.

Now we have the jewel in the crown of this failure – Common Core. Hopefully this is the dying gasp of educational systems that ignore and subvert the primal curiosity and developmental urge present in all children. Montessori works with nature; traditional education is seemingly oblivious to it.

Over time, each child in a Montessori environment experiences hundreds of successes in mastering sequences of challenging materials through self-effort. This creates children with strong self-confidence and a positive self-image. They become adults who welcome new learning, challenges, and experiences. They don't remember why, it is simply who they are. That is the awesome power of early learning in a Montessori environment.

Along with developing strong, efficient brain nerve architecture and self-confidence, Montessori kids typically learn reading, writing, and math much earlier than children in traditional programs. They do this without a hint of pressure or stress; but instead with total enthusiasm, each at her own perfect pace. This is because they stay in their Learning Sweet Spots most of the time. Their individual interests and differences are respected rather than ignored. Traditional education pays lip service to equal respect for each child as an individual, then lumps them all together to try to force kids to all learn the same things on the same schedule. Montessori schools actually practice individualized learning.

If traditional educators would give kids a chance to do this from age 3 on, and then continue a Montessori approach right through high school, they could pack up their grade levels, lesson plans, and common core and toss it all. The children would be learning far faster - and with far more joy - without them. You can watch this happen in any Montessori school. It is easy to replicate and actually far less expensive to implement than traditional education.

If all children had access to Montessori environments from age three on you could do away with all the ridiculous, anxiety-ridden testing schools do. Montessori kids are always significantly ahead of their public school peers.

Supported by having freedom of movement and choice in a rich environment; and unhindered by one-size-fits-all educational systems, Montessori children reach more of the true potential available to all children; and quickly. On the way, they develop self-confidence, responsibility, and excellent social skills that include respecting others and their environment.

Sequencing in Montessori, along with free choice, respects each child as an individual. In Montessori, children have the freedom to choose their own work and practice with it as long and often as they like in order to master it. While sharing the same space and using the same materials, each child has a unique set of experiences that is optimal just for them. Pretty cool! All of this happens in an environment that is not directed by the Teacher, as in traditional education. The motivation, enthusiasm, and choices come from the children. All children have

this capacity for self-directing their own learning. All young children have incredible energy and an Inner Teacher. Unfortunately, many never get the chance to develop and follow their natural instincts to master their world.

“All children are born geniuses, and we spend the first six years of their lives degeniusing them.”

### **Buckminster Fuller**

Working with their kids at home, parents can give their children many of the same experiences and benefits found in a Montessori school. You can help your child choose from hundreds of materials and activities, most made with common, inexpensive items, that will let her spend time in her Learning Sweet Spot. I have spent five years writing clear, inexpensive

### **3.7 TEACHER’S ROLE MODEL**



It takes a special person to become a Montessori educator. This teaching method emphasizes the heightened learning ability of children when they’re allowed to make their own choices. It was developed by Dr. Maria Montessori in the early 20th century to improve children’s education by helping them help themselves. Today’s Montessori teacher training revolves around absorbing this method of guiding young minds. There are five characteristics that parents should look for in educators when they’re choosing a Montessori school for their children.

#### **1. Sets a Great Example**

Children love to mimic what they see and hear. It’s part of the learning process. Montessori teachers lead by example, making it easier for kids to understand how things work. These educators are constant role models, setting a great example for students in behavior, communication and orderliness.

The primary way that a Montessori teacher becomes a role model is by treating all children with serious respect as individuals. A Montessori teacher understands that rampant curiosity is a child’s superpower. By thoughtfully harnessing that power through empathic

listening and keen observation, a teacher can most effectively direct that curiosity onto productive paths. Thus, children learn that their curiosity is vital, respected, and an important part of their growing selves. They also learn that the teachers care about their interests and can teach them fun and fascinating things. In a Montessori classroom, this is how mutual trust and respect grows.

## **2. Observes Carefully**

A Montessori teacher uses techniques very different from what you, as a parent, may be used to in a traditional classroom. In a Montessori classroom, there are no rows of seats facing a blackboard. Very rarely does a Montessori teacher stand up and lecture for great lengths of time. Indeed, the Montessori philosophy does set up academic milestones for a child's advancement, but the teaching itself isn't done "top-down" through multiple quizzes, test, and note-taking lessons, but from more of an organic "bottom-up" philosophy, taking cues from the children themselves to direct individualized instruction.

One of the fundamentals of the Montessori teaching method is that children progress at their own pace. Good observers can guide students in the right direction with the right materials. They can also sense more clearly when children are ready to master a skill and move onto the next level. The ability to carefully observe and guide instead of simply disciplining and taking charge is an important difference between the Montessori classroom and a traditional preschool or daycare.

## **3. Becomes a Link**

In a Montessori school, even the toys are different. Wisely crafted, colorful, and eye-catching, these toys may seem like simple playthings to the casual observer (and the child), but each one has been designed for a learning purpose. Lovely golden beads can be strung on wires to guide older children into understanding the decimal system. Colorful cubes and prisms teach visual shape and color discrimination. A button frame allows a toddler to focus on small motor skills. As a bonus, the toddler can see immediately if the buttons are done up incorrectly, so he can gain independence by fixing it himself.

Educators are taught during Montessori teacher training that their primary role is to become the link between the children and their learning materials. Teachers conduct presentations to the students which creates the connection of curiosity and child interaction. Parents considering which Montessori school to choose should look for teachers who can

communicate well with children and where all of their classroom materials are easily accessible for a child.

#### **4. Thrives on New Discoveries**

People who love to learn thrive on new discoveries. Educators who effectively teach children to enjoy the learning process are also ready to learn new things. Children and teachers can learn from each other in the Montessori environment. The founder of this teaching (Dr. Maria Montessori) method was an avid learner who enhanced her own knowledge base and studies while working with vast array of children.

Not only do Montessori teachers learn from their students, but they're also involved in continuing professional growth. In fact, The American Montessori Society requires that certified teachers take thirty to fifty hours of continuing education every three to five years, depending on when certification was issued, in order to continue to hold credentials. The topics covered range from curriculum, child development, classroom management, social or emotional issues, and special education to tech training and educational policy. These requirements keep Montessori educators curious, engaged, and at the leading edge of their profession.

#### **5. Learns from Mistakes**

If you've been to a high school or college graduation recently, you may have noticed that the topic of many a commencement speech focuses on the importance of "accepting failure." Professionals at the top of their fields understand that making mistakes is a given and failure is inevitable. How a person reacts to failure is the defining feature of some of the most productive and inspiring people, who have overcome great odds by not letting failure daunt them. It's no mistake that Larry Page and Sergey Brin of Google, Jeff Bezos of Amazon, and Sean "P. Diddy" Combs have this in common: They all went to Montessori schools.

The Montessori philosophy revolves around encouraging children not to be discouraged by mistakes, but rather to be galvanized into correcting them on their own, with gentle guidance from the teachers.

#### **6. Embraces Special Training**

Aside from having special characteristics to be a Montessori teacher, these educators must also complete at least a bachelor's degree before pursuing Montessori training. The

professional requirements to be a teacher are different in each state and can vary according to the age group taught. People with a college degree are eligible for an accredited Montessori teaching program that can take either one year or two consecutive summers to complete. A year-long teaching internship is also required before a teacher is considered for a Montessori school.

### **7. Encourages Initiative, Independence, and Self-Reliance**

Montessori teaching encourages self-reliance in children from a very early age by training teachers to be guides in each child's journey to academic success. A Montessori teacher knows when to intervene and demonstrate and when to step back and allow the child to learn from his own mistakes. A child who learns through trial and error (and gentle guidance) how to zip, fasten buttons, and tie a knot will soon be dressing himself on his own, proud of what he's learned.

This focus on learning through trial and error and taking mistakes in stride has domino-like consequences. Pride in one's own successes breeds confidence. Confidence breeds boldness and independence. Independence leads to self-reliance. These qualities are difficult to "teach" by any other method than trial-and-error by one's own hands. They are qualities of character that will help children no matter what they choose to do in the world.

### **8. Encourages Creativity**

When a child is enthusiastic about something, he or she doesn't need to be nagged, nudged, or stressed to learn more about it. Creativity is the engine of innovation. Montessori teachers, based on sharp observation and daily record-keeping, maintain specialized and individual teaching plans and goals for each child in the classroom. These plans help move the children toward new academic, social, and developmental milestones. But a Montessori teacher doesn't force a child toward those milestones. Instead, he or she uses the child's own curiosity and innate, boundless creativity as the fuel to propel the student well past those milestones.

If you're considering a Montessori school for your child, indulge your natural curiosity. Learn more about the educational philosophy, talk to fellow parents who have enrolled their own children, and observe an active classroom. Most of all, spend some time talking to our teachers. They are Maria Montessori's true heirs, continuing to learn on a daily basis the joys, challenges, and new adventures that their students bring to the classroom.



### 3.8 IMPLICIT APPROACH RATHER THAN DIRECT APPROACH

Implicit and Explicit analysis differ in the approach to time incrementation. In Implicit analysis each time increment has to converge, but you can set pretty long time increments. Explicit on the other hand doesn't have to converge each increment, but for the solution to be accurate time increments must be super small.

Both implicit and explicit solvers have some areas where they shine. And there is an overlap in their use:

- The implicit analysis allows you to select how big the time increment should be! This increment will take some time to compute since it has to iterate for global equilibrium first. But you can make it “reasonably big” for your analysis.
- Explicit time increments calculate really fast! Simply because they do not iterate for global equilibrium... but the time increment there is not your choice! Solver simply assumes, that the “acceptable” time increment is “X” and goes with it. Note, that this “X” can easily be something like  $5e-7s$ ... This is super small! To solve a problem happening over 1s, you would need 2 000 000 increments!
- And that is it! The speed of computing is exactly the difference between implicit and explicit. Of course, the size of explicit step depends on your model and computing times depends on your hardware. There are however simple observations that we can easily make:
- **The implicit solver** is really good if things in your analysis happen relatively slowly. Let's say analysis is longer than 1s without any abrupt stuff happening during that time. The advantage is that you can pick how big the time increment you want. Even if the single increment takes longer to compute, there are much fewer of them!
- **The explicit solver** is great for fast happening things (let's say faster than 0.1s). You don't get to choose the time increment here – solver will automatically set it. While they are usually super small, at least they compute much faster than the “implicit ones”. Explicit solver calculates how big the time increment should be. This depends on the sound speed in your material, minimal finite element size (and element quality!). In some cases, you can change density (even automatically only in “deciding elements”!) to adjust this time increment. This works, because the speed of sound in your material depends on its density! This is called “mass scaling”.

### **3.9 ENRICHED VARIETIES OF SKILL PRACTICE INCLUDING LANGUAGE SKILL, MANAGERIAL SKILL AND OTHER RELEVANT SKILLS.**

#### **Educational Practices**

This chapter provides an in-depth discussion of some of the key educational practices identified in that, when applied with consistency and high quality over time for children as they age, can continuously support the development and early learning of children from birth through age 8. First is a discussion of cross-cutting principles for instructional practices and curricula, with an overview followed by examples of applications of instructional practices specific to working with infants and toddlers, language and literacy, mathematics, science, and socio-emotional development. The sections that follow then cover other important educational practices, including using technology effectively, supporting the early learning of dual language learners, supporting children with and at risk for disabilities, working with families, and conducting child assessments.

#### **Cross-Cutting Principles for Instructional Practices**

This section reviews some of the principles for instructional practices that are generally applicable provided that they are developed and applied in specific ways for different developmental domains and learning needs, including general learning competencies, socio-emotional development, cognitive development, and specific subject-matter content (as illustrated in the specific sections that follow). These principles include managing the learning environment, teaching subject-matter content through learning trajectories, using tiered intervention approaches, using a mix of instructional methods, using interdisciplinary approaches to instruction, and ensuring

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The discussion of several of these principles includes some the context of available validated, research-based curricula and other materials that serve as an important means to support educators in their work, especially given the broad range of content areas and domains they are responsible for in educating young children. These tools help educators by presenting material in sequences aligned with learning trajectories, providing the teacher with instructional activities and questions to ask children, informing the teacher of common misconceptions that

children may hold or mistakes commonly made and how to address them, and providing updated information as research becomes available.

Unfortunately, research-based curricula and tools are not equally available across age ranges and subjects. Educators working with infants and toddlers have fewer such resources than other educators, which hinders the quality of their practice and puts the burden entirely on the provider. They lack, for example, developmentally appropriate curricula to help them lay the specific foundations needed for later learning in core subject areas, compared to some tools that have been developed for language and mathematics in preschool and those for educators in the early elementary years, who have greater availability of curricular resources. In addition, some subject areas have had greater research and development invested in curricular tools than others.

### **Managing the Learning Environment**

Managing the learning environment encompasses managing a number of important components of the context in which young children are educated

### **Teaching Subject-Matter Content through Learning Trajectories**

Although children are ready and eager to learn, many early childhood educators are not prepared to engage children in rich subject-matter experiences that lay the groundwork for success later in school and in the workplace (Brenneman et al., 2009b; Clements and Sarama, 2009; NRC, 2001b, 2007; Sarama and Clements, 2009). In general, teachers historically have not been prepared to teach subject-specific knowledge to young children (Isenberg, 2000), although language and literacy has received more attention for young children relative to other subject-matter areas (Aydogan et al., 2005; Cervetti et al., 2006). Decisions about what subject-matter content is taught are made locally, and such subjects as mathematics and science usually are underemphasized for young children (Barnett et al., 2009).

General pedagogical knowledge is knowledge of general teaching strategies that apply to many different subjects.

Content knowledge is knowledge of the subject matter itself, including common content knowledge, specialized content knowledge, and horizon knowledge.

### **Common content knowledge is that which students are to learn.**

Specialized content knowledge includes concepts and skills used in teaching but not taught to students directly.

Horizon knowledge is how the content is developed over years so that teaching and learning are coherent, and teachers are effective with exceptional students. Such knowledge includes how subjects differ. For example, mathematics knowledge relies heavily on logic, and scientific knowledge depends largely on observation and experimentation.

Pedagogical content knowledge is knowing the subject matter for teaching. This involves knowledge of students, including how students understand and learn specific topics; common conceptions or misconceptions; what makes concepts and skills difficult or easy to learn, and what students typically find challenging or motivating. It also involves knowledge of teaching, including how to represent and present concepts from a particular subject such as science or math or reading (through good illustrations, analogies, examples, and explanation), the sequencing of content, and what teaching strategies affect the learning of certain topics.

Children learn in a developmental sequence. Well-designed curricula are therefore based on developmentally sequenced activities, and quality instructional practice requires educators who understand those sequences and can assess progress and remediate accordingly. Learning trajectories can help educators of young children understand and be responsive to children's developmental processes and constraints and their potential for thinking about and understanding content, and apply that understanding in creating more effective environments, instructional activities, and conversations. The learning trajectories construct organizes, connects, and operationalizes the above three types of knowledge—especially content knowledge and pedagogical content knowledge—for teaching specific subject-matter content. It also adds an essential component of knowledge gained from psychological and educational research on how children think and learn about the content. Understanding and applying developmental sequences of learning and teaching requires that educators understand the components of distinct learning trajectories in each subject-matter area. Those components include

- the goal and subject-matter content (understanding the subject itself);
- The developmental progression of children's thinking and understanding as they learn particular content (the levels of thinking through which children develop as they gain competence and the patterns of thinking they display at each level).

Learning of subject-matter content for children from birth through age 8 is best promoted through the use of learning trajectories that are specific to subject areas and developed through research as the core of learning standards, instruction, and curricula. To foster comprehensive,

high-quality early learning, educators need to understand and employ all three components of learning trajectories: the subject-matter content itself, the developmental progression of how children’s thinking and understanding grows as they learn particular content, and the instructional tasks and strategies that promote learning along that progression.

### **Teaching Subject-Matter Content: Implications for Professional Learning**

Professional learning needs to include all three categories of knowledge for teaching subject-matter content: content knowledge, general pedagogical knowledge, and pedagogical content knowledge. Current educational opportunities need to be expanded to help educators develop such knowledge in language and literacy, mathematics, and other core subjects. At the same time, professional learning needs to support professionals in their practice across all domains of development and learning, which will also contribute to children’s progress in subject-matter learning.

### **Using Tiered Intervention Approaches**

Tiered intervention approaches, also called response-to-intervention models, have been used to reading, mathematics, and socio-emotional development. These approaches make use of ongoing formative assessment to determine which children have mastered specific skills or knowledge and which might benefit from additional, more intensive instruction and learning opportunities. These additional learning opportunities, called Tier 2 interventions, are differentiated by being offered in smaller groups with more scaffolded instruction. Often children respond quickly to Tier 2 interventions (e.g., see Fuchs and Fuchs, 2006; Horner, 1990; Lewis et al., 2010; O’Connor et al., 2013; Sugai and Horner, 2009)—some to the extent that they catch up to their peers and begin to learn better in typical preschool and K-3 classroom instruction and experiences.

### **The Use of Tiered Intervention Approaches**

Tiered intervention approaches, in which educators identify which children have learned particular content or skills and which children might benefit from additional instruction and support, are important for early prevention and intervention. Educators need to be able to implement these approaches so that they are continuous, flexible, dynamic, and focused on the range of critical skills and proficiencies children need to develop.

## **Using a Mix of Instructional Methods**

Many seemingly dichotomous approaches to instruction actually serve children best when used in combination. Some of these “dichotomies” include “direct” versus “inquiry” instruction, play-based versus academic instruction, development of content knowledge versus socio-emotional learning, and mainstreaming versus special instruction. Even the structure of examining instructional strategies in a dichotomous frame may restrict what can be learned about when, how, and how much to use each. For example, for teaching mathematics a recent review found that different methods are effective for different learning goals, and most dichotomies describing ways of teaching mathematics were not helpful (Hiebert and Grouws, 2007). Similarly, students benefit from a mix of code-based and meaning-based approaches to learning to read compared to instruction that focuses on only one approach (Connor et al., 2009; Graves et al., 2006).

## **Student Centered Versus Educator Directed)**

One of the 10 pedagogical issues investigated by the National Mathematics Advisory Panel (NMP, 2008) was whether instruction should be student centered or educator directed. Given the tendency of some to promote one approach over the other, the panel’s conclusion was important: “all-encompassing recommendations that instruction should be entirely ‘student centered’ or ‘teacher directed’ are not supported by research” (NMP, 2008, p. xxii). This same dichotomy has been investigated with respect to instructional practices for reading (Connor et al., 2009).

Another dimension of this discussion is the use of peer-assisted learning. Research has found that cooperative learning strategies lead to more positive academic and social outcomes than competitive or individualistic strategies (see reviews in Johnson and Johnson, 2009; Nastasi and Clements, 1991). For elementary students, for example, such cooperative learning strategies might include constructive group discussions with different views presented, group engagement, solicitation and provision of explanations, and shared leadership (Wilkinson et al., 1994).

## **Conceptual Versus Practice Based**

Substantial practice is required for learning certain knowledge and skills, but this requirement is not incompatible with the establishment of conceptual foundations. The term repeated experiencing describes activities that support practice as well as generalization and transfer (Baroody, 1999; Clements and Sarama, 2012; Sarama and Clements, 2009). Also,

distributed, spaced practice has been found to be more effective than massed practice (all in one session, repetition of the same item over and over) (Cepeda et al., 2006), although in some cases students learn and retain information longer when they first experience frequent, repetitive practice followed by distributed practice.

### **3.10LET US SUM UP**

Defining one's personal philosophy has other benefits beyond the personal since one of the classic definitions of politics is "the authoritative distribution of values."<sup>21</sup> And politics is like gravity – found everywhere. Values analysis is a prime methodology for examining what people, groups, organizations, corporations, nations, and alliances prefer. This one is a personal self-examination, but the questions asked and the sources pursued create a general model.

### **3.11UNIT END EXERCISES**

1. Discuss theDeveloping self-competency.
2. Explain the Value characterized activities.
3. How do you Promoting self-esteem.
4. Discuss the Managerial Skill and Other Relevant Skills.

### **3.12SUGGESTED READING**

1. Albrecht G.L, Katherine D Seelman. & Michael Bury, (2001). Hand Book of Disability Studies. Sage, London.
2. Arcus, H.E. and Others (1993), Handbook of Family Life Education: The Practice of family Life Education (Vol II), New York:
3. Bandarkar, P.L. and Wilkinson T.S. (2000): Methodology and Techniques of Social research, Himalaya Publishing House, Mumbai.
4. Bigner, Jerry. (2010, 8th edition). Parent-child Relations. Pearson Merrill Prentice Hall: Columbus Ohio.
5. Blau,D.M. (Ed)(1991) Quality cost and parental choice of Child Care. New York: Russel Sage.

## **UNIT IV: INTERPERSONAL RAPPORT**

### **Structure**

- 4.0 Introduction
- 4.1 Objectives
- 4.2 Social climate; Socialization; Social relationship
- 4.3 Developing Pro-social behavior
- 4.4 Congenial classroom climate
- 4.5 Open, Warm and non-authoritarian attitude
- 4.6 Student centered and student friendly and predictable practices in classroom
- 4.7 Degrees of Effectiveness
- 4.8 Adequate, Socratic, competent, masterful facilitator and holistic behavior of classroom master
- 4.9 Let us sum up
- 4.10 Unit end question
- 4.11 Suggested reading

### **4.0 INTRODUCTION**

Rapport is a connection or relationship with someone else. It can be considered as a state of harmonious understanding with another individual or group. Building rapport is the process of developing that connection with someone else. Sometimes rapport happens naturally. We have all had experiences where we 'hit it off' or 'get on well' with somebody else without having to try. This is often how friendships start. However, rapport can also be built and developed consciously by finding common ground, and being empathic.

### **4.1 OBJECTIVES**

After going through this unit, you will be able to:

1. Discuss the social climate; socialization; social relationship.
2. Describe the Congenial classroom climate
3. Explain the Student centered and student friendly and predictable practices in classroom.
4. Discuss the Degrees of Effectiveness.



## 4.2 SOCIAL CLIMATE; SOCIALIZATION; SOCIAL RELATIONSHIP

From the moment of birth, your baby began to develop his or her personality. All infants develop this way through social relationships and experiences.



Infants are born with drives that urge them to relate to others and help others relate to them. The first impulses to root and suck, grasp and smile, and gaze and cuddle in the mother's arms are precisely those needed to establish and maintain closeness. By age three, the little child has already laid down the basic foundations of his or her personality and is now ready to experience an ever-widening circle of adults and other children. According to Montessori's plan, around the age of two and a half or three, children enter a Casa dei Bambini or Children's House. Dr. Montessori told students in a 1946 teacher-training course that children "need the society of other children at this age."

The activities available to the children in a Montessori classroom are "purposive"—they are able to be performed by the children for both selfish and social ends. When children work in this way they increase their level of independence and come to realize that their actions benefit others.

In the social life of a Montessori classroom, children come to prefer one another's company to dolls, and they prefer "real" utensils to toys. While working with objects such as real brushes for cleaning, and real carpets to sweep, children attain real skills that allow them to participate more fully in life at home as well as at school.

Along with such practical lessons as cleaning and sweeping, the children in a Montessori class learn pro-social behaviors. The exercises of Grace and Courtesy, as the names imply, help children control their bodies and move more gracefully while giving them the courtesies of social life, the "pleases" and "thank you" that denote distinguished manners.

A casual observer might not notice the richness of the social atmosphere in a Montessori classroom. From age three to six, little children tend to work side by side rather than together. Montessori pointed out that it was because the first essential of the child's development is not

really play at all! Instead, the first essential of the child's development is concentration because it lays the basis for the development of an individual's character and subsequent social behavior. Concentration is always solitary, even in the midst of a crowd, and there is no real achievement without it.

Emotions are the newborn's first spontaneous expressions. They control the mother's behavior and establish and maintain significant relationships between the infant and the environment. An atmosphere of love and affection is the most critical influence during the child's early years of development. The quality of the infant's environment determines the quality of the infant's adaptive functioning in that environment.

Emotional factors, such as the child's close relationship with the adults who care for him or her, help form the child's personality. By age three, if children are not rejected, they respond with gratitude, trust and respect for those who are willing to help them orient themselves in their world. They evolve a sense of worth, security and a means for emotional expression, along with autonomy and independence. If babies are treated with love and respect within the family and without violence or oppression, they will grow to have confidence and feelings of adequacy.

Children continue to grow in maturity as they carry out certain activities and acquire certain experiences. However, their choices can also be dictated by repressed negative experiences that distort the children's outlook and cause feelings such as insecurity, inadequacy, inferiority or fear.

A good Montessori primary classroom creates conditions that allow children to manifest their natural developmental propensities. With a prepared environment and freedom to act within it according to their inner needs, individual rhythm and tempo, children exhibit characteristics not generally attributed to them.

The activities young children are most enthusiastic about are those that further structure the personality through the processes of differentiation and integration. When children are able to concentrate, doubt and timidity disappear. The children become calmer, more intelligent and more expansive. When children work to assimilate the environment, their personalities are unified. However, the improvement will be purely temporary if children go back to live in conditions that have not been altered.

Children derive so much joy from constructive activities that satisfy their inner needs, that it seems to onlookers as if they are playing. When they have the opportunity to realize their

own development, they become, as Dr. Montessori describe, “supremely happy.” Acquiring new skills and new knowledge changes children; they are no longer discontented.

#### **4.3 DEVELOPING PRO-SOCIAL BEHAVIOR,**

Pro-social behaviour is well-known as a characteristic of Montessori classrooms. Pro-social behaviour is “voluntary behaviour intended to benefit another person” The Montessori Method emphasizes care of self, care of the (classroom and wider) environment, and care of others. Many specific lessons, particularly in Children’s House, are aimed at developing children’s practical skills in these areas. Encouraging cooperative behaviour, rather than competition, provides opportunities for children to demonstrate pro-social behaviour.

**Some of the recent examples that I have observed in our classrooms are:**

- A Children’s House child helping a younger friend to zip his coat
- An Elementary child spontaneously opening the door for a teacher with a heavy load
- An Infant Community child comforting a friend who was upset
- A Children’s House child offering to share her seat
- An Elementary child checking that everyone had filled his or her water bottle

Teachers establish situations in which pro-social behaviour are possible, most notably in our multi-age classrooms – the benefit is greatest for the older children in each class (Urberg & Kaplan, 1986 cited in Long, 2017: 22). These children are expected to “take responsibility for making decisions and choices for themselves while considering the well-being of their peers” These explicit expectations are important as teachers and parents have the largest effect on the development of pro-social behaviour. However, it is important to note that this type of spontaneous interaction is adversely affected by rewards. Alfie Kohn’s research showed that children performed Pro-social acts because “the other child had needed help” rather than to benefit or to please adults (1991: online).

In addition to creating strong classroom communities, Pro-social behaviour can also benefit the whole school – for example, when children are involved in gardening projects that everyone can enjoy. Pro-social behaviour have long-lasting effects, such as helping children become “more able to regulate their emotions and negotiate social situations” (Nissen & Hawkins, 2010 cited in Malley 2017: online). Each time that children interact together in a positive and helpful way helps to strengthen relationships across the school.

**You can encourage your child to develop Pro-social behaviour in the following ways:**

Send them to a Montessori school! (Known as a system that emphasizes character education)

- Model Pro-social and altruistic behaviour;
- Identify Pro-social behaviour (being careful not to over-praise);
- Provide opportunities for and encourage cooperative play;
- Read books that include characters behaving in caring and empathic ways.

I look forward to seeing many further examples of our children demonstrating respect and care for one another and our school.

#### **4.4 CONGENIAL CLASSROOM CLIMATE**

##### **Careful preparation**

The layout of the classroom encourages exploration, communication and the development of relationships on all levels. Everything reflects a dedication to quality, beauty and to the children's abilities to do things for themselves. Montessori saw that careful preparation of the environment is an essential ingredient for the successful development of children. She realized that the child relies completely on the environment for the sensorial impressions through which he or she gains a sense of the world in which he or she lives. Montessori therefore paid a great deal of attention to the way in which her schoolrooms were laid out. She wanted the classroom to be a happy, friendly place where children felt at home, where they knew where everything was and where they didn't always have to rely on adults to help them.



##### **Think child-sized**

Everything in a Montessori classroom is made to be easily accessible to the children. Montessori was the first educator to produce child-sized tables and chairs and to think about the fact that children need to have cupboards and shelves at their own height. She wanted the children to feel that the schoolroom belonged to them rather than the teachers. She knew that order is very important to children and she therefore ensured that everything had its place and that all materials were kept as neatly as possible. She created materials that she saw the children

were drawn to and she removed those items in which they showed no interest. She tried to ensure that the materials provided met the interests of the children. It was the children who led her development of the materials and the children who showed her how the environment should be prepared.

### **Life skills**

Montessori saw that very young children are frequently frustrated in their attempts to do things for themselves and that what they need is to have specific exercises, as closely linked to real life as possible, that allow them to master the tasks that they see going on around them in everyday life. She also saw that, unlike the adults in their lives, the children are not interested in achieving end results as quickly as possible, but are far more interested in the learning processes. As a result they will happily repeat exercises again and again until they feel satisfied. Practical life activities are therefore an important part of the Montessori environment. The young child is attracted to activities that he sees going on around him and that give him independence and control of his own life. She therefore introduced into her classrooms materials and exercises that allow children the maximum possible opportunity to learn how to both look after themselves and their environment. In the practical life area you will see things such as special frames to help children learn to do up and undo clothes, lots of spooning and pouring exercises, stirring, whisking and grating trays, cutting and threading activities and many other activities that children see going on around them at home. Practical life also includes helping children do other important tasks such as opening and closing doors, carrying trays and chairs, washing and drying hands, caring for books and blowing noses.



### **The sensorial materials**

The need for order, exactness, self-correction and quiet reflection are all qualities that Montessori saw are needed for children to develop as they should. When she saw that children are particularly drawn to certain activities she concentrated on developing materials that would extend that interest. She carefully took each of the senses and thought how best she could help

the children to clarify and expand their existing experiences. By isolating specific qualities in the materials and by grading each set in ever-refined series, she was able to give the children the ability to increasingly refine each of their senses. Many of the exercises in this area are also indirect preparations for later mathematics and language work as they enable the child to order, classify, seriate and describe sensory impressions in relation to length, width, temperature, mass and color.

## **Mathematics**

Montessori believed that children have mathematical minds and she revolutionized the way in which mathematics is taught. She developed a wonderful set of materials, many of which have now been copied by educators throughout the world. The mathematical concept is presented firstly in a very concrete form followed by the abstract written version. The materials for mathematics introduce the concept of quantity and the symbols 1 through to 10. Then, using a variety of beads and symbol cards, the child becomes familiar with the numbers as a decimal system by means including concrete experiences with the operation of addition, subtraction, multiplication and division. These operations not only teach the child to calculate, but they provide a deep understanding of how numbers function.



## **Language**

Montessori was a great believer in indirect preparation. By this, we mean that she found clever ways in which children can learn how to do things without even realizing that that is what they are doing. For example, she created sets of metal insets that children use for drawing but that actually help form the fine motor skills for subsequent writing. Many of the practical life and sensorial exercises were designed with this in mind. When the child is ready, we begin to teach the phonetic sounds of the letters; then we move on to word building and recognition, and then book reading. She found that writing comes as part of the child's natural desire to express his or her new knowledge and nearly always precedes reading. One of the most wonderful times for

children and teachers is when the children share the excitement of finding that they can put their thoughts down on paper and there is a subsequent explosion into emergent writing.

### **Cultural studies**

Montessori saw that young children were full of curiosity and loved exploring new things for themselves. She also saw that they wanted to explore things in increasingly complex ways. When she experimented with what they might be interested in she was astonished just how much they wanted to know and how much they were able to remember. She therefore tried to find ways to help them understand the world beyond their own environments. She developed a wide range of beautiful materials that allowed the children to gain an appreciation of biology, geography, simple science and history. Each of these areas then allowed the children to explore and experiment with concepts such as metamorphosis, life cycles, land formations, the planets and time lines. As in all other areas of her work she was careful to let the children lead her in their interests and she was surprised to find that they very easily learnt not only the simple, but also the technical names of the new things that they were introduced to. In fact, Montessori children frequently astonish adults with their in-depth knowledge of the subjects they are studying.



### **Art and creativity**

Montessori felt that it is very important for children to be allowed to express themselves freely. She was aware, however, that they are very often frustrated by the fine motor skills they need for such things as cutting and gluing. She therefore developed many indirect activities that help children develop the necessary abilities. The Montessori environment is full of opportunities to experiment with different and exciting materials. Whether involved in painting, singing, playing instruments or dancing, children are allowed to be individuals, free to express their feelings and emotions and free to enjoy the rich worlds of movement, sound, color and sensation.

### **Imagination**

Montessori schools tend to offer the children activities that are based on real activities of the everyday world, because Montessori felt that very young children need such experiences. In a Montessori school, therefore, you are much more likely to see children actually washing, cleaning and cooking rather than pretending to do these activities.



### **Outdoors**

Being outdoors is very important. Children develop gross motor skills as they climb, jump and swing, and also social skills as they take turns on equipment and play hide and seek. Montessori believed strongly that children should be in touch with the substance of their world, encouraging work with clay, gardening and growing activities, and even building little houses. Contrary to the belief that a sandpit has no place in a Montessori nursery, it has been suggested that Maria Montessori invented the idea.

### **Social skills**

Children aren't born with an innate knowledge of why we shake hands, or kiss, or rub noses depending on our culture and in the Montessori classroom they learn appropriate greetings. As they become aware of other cultures they are encouraged to celebrate differences and value them equally. During circle time children are shown how to move quietly and carefully around the classroom, push in chairs, wait patiently before politely gaining someone's attention and are reminded how important it is to allow others to work undisturbed. These ground rules in the classroom give every child total security. Children also learn to notice if somebody needs help and that nobody is too small to be useful.





## **A loving community**

Above all, a Montessori environment is one where adults and children care for one other and aren't afraid to show it. It is somewhere where you can learn as much as possible about all the things that interest you without being scared about the things that don't. It is where you can be yourself and can learn to really love learning.

## **Teachers**

Montessori teachers are frequently referred to as directresses because it is a better summing up of what they do. They direct the child towards learning opportunities rather than teach. The staff in a Montessori school should be calm and unhurried and should move around the room discreetly and quietly. They should be responsive to the needs of individual children who should not have to wait until they become bored or upset before they get attention, but vigilance is maintained in a low-key way so the children do not feel as if they are being policed.

The teachers should never shout, never lose their tempers, never smack, shake or push a child or even speak crossly. They should be pleasant and polite, firm without anger and be able to deal with a misdemeanor with sympathy and assistance rather than with punishment. All children should be shown respect, never humiliated or laughed at, and their remarks should be listened to seriously and answered thoughtfully and courteously.



## **4.5 OPEN, WARM AND NON-AUTHORITARIAN ATTITUDE**

### **The Montessori Teacher, Environment & Child Interaction**

The teacher, child, and environment create a learning triangle. The “educational triangle” mentioned by Maria Montessori, corresponds to that dynamic interaction between the teacher, the child and the environment united in a whole, which parts are inseparable and are in a continuous process of development.

The classroom is prepared by the teacher with dedication, attention to detail and making sure that the activities are specifically designed for the children and their needs. The teachers observe the child and prepare the environment according to those observations. The activities encourage independence, freedom within limits, and a sense of order.

The child, through individual choice, makes use of what the environment offers interacting with the teacher when support and/or guidance is needed. The teacher is aware of each student's progress as the child works toward mastering the particular concept or skill. The teacher knows when to step in to offer special guidance, and when to challenge a student with the next step in a learning sequence.

The teachers in Autana receive periodic training for their own spiritual preparation. This preparation is the key for keeping this dynamic interaction healthy and strong.

#### **4.6 STUDENT CENTERED AND STUDENT FRIENDLY AND PREDICTABLE PRACTICES IN CLASSROOM**

A high-quality Montessori education depends on a well-curated, student-centered classroom space.



The best Montessori classrooms are known for allowing for freedom of movement; containing a variety of workspaces for different types of learners, and different types of work; housing Montessori materials and resources where students can access and use them.

Montessori classrooms are made with independence in mind. Students are allowed, and encouraged, to find the resources they need, and to make use of the learning areas around them. Within the structure of the school day, students have independent work blocks when they are allowed to choose the work that they need to engage in, and for how long. Students in a student-centered classroom gain more than just knowledge. By determining their own needs, seeking out resources, and planning their time and assignments, students develop independence, research skills, persistence, and a desire to learn.

#### **Freedom within Structure**

One of the biggest misconceptions about Montessori education is that it is too unstructured and permissive to be effective. Parents hear about "student-centered" environments with "freedom of choice" and "freedom of movement" and picture a playhouse, with everyone running wild. Indeed, when children are left with no structure at all, you may end up with a scene

like that. Montessori education isn't about removing all structure and rules, though. Montessori education prioritizes freedom of choice, within the structure of the school day.



### **Real World Experience**

Montessori education strives to provide a motivational educational experience that translates to the real world. Even our youngest students refer to their classroom tasks as "works" because they enjoy undertaking the work of a child—which is to learn. Students enjoy thinking of their daily tasks as work, rather than play, because it legitimizes and validates what they are doing.

### **Montessori Work**



Student work in a Montessori environment is actually more similar to what an adult may consider "work" than most school environments you may be familiar with. It's rare in today's work environment to find a job where you are required to work on a specific task for an allotted amount of time, and then move on to another for an equal block of time. It's also rare to find a job where you work only with people of your exact age, all doing the same tasks at the same time.

You are much more likely to find a situation where you are required to manage your own time, determine priorities, and work on completing a multitude of tasks throughout the day, all to the best of your ability. Montessori education recreates this real-world situation by encouraging students to plan out their week, setting short- and long-term goals, and then manage their time and resources to accomplish those goals. The skills of goal-setting, time management, resource allocation, flexibility, and adaptation are on display in every well-managed Montessori classroom.

## **Structured Class Time**

Montessori education strives to deliver knowledge and skills in the ways that are most natural for the child. Depending on the child and the specific content, a variety of approaches may be used. Montessori class time is structured, but adaptive. In a multi-age classroom, some lessons are group-based, depending on experience and age level.



Students may break into small groups for lessons or to work together on a project. In some cases, it makes the most sense to present a lesson to the full class. At other times, students work one-on-one with their teacher, or independently with minimal intervention. Montessori instructors are trained to observe, and intervene only when it is necessary and beneficial.

Every aspect of a well-designed Montessori education is aimed at creating self-sufficient, self-motivated, life-long learners. By allowing students to pursue their goals with the support and resources they need, they learn that they can take risks, grow their skills, and accomplish what they are passionate about.

## **4.7 DEGREES OF EFFECTIVENESS**

Maria Montessori (1870-1952) was by any measure an extraordinary individual. She initially resisted going into teaching-one of the few professions available to women in the late 19th century-and instead became one of the very first women to qualify as a medical doctor in Italy. As a doctor she specialized in psychiatry and pediatrics. While working with children with intellectual disabilities she gained the important insight that in order to learn, they required not medical treatment but rather an appropriate pedagogy.

In 1900, she was given the opportunity to begin developing her pedagogy when she was appointed director of an Orthophrenic school for developmentally disabled children in Rome. When her pupils did as well in their exams as typically developing pupils and praise was lavished upon her for this achievement, she did not lap up that praise; rather, she wondered what it was about the education system in Italy that was failing children without disabilities. What was holding them back and preventing them from reaching their potential? In 1907 she had the opportunity to start working with non-disabled children in a housing project located in a slum

district of Rome. There, she set up her first 'Casa dei Bambini' ('children's house') for 3–7-year olds. She continued to develop her distinctive pedagogy based on a scientific approach of experimentation and observation. On the basis of this work, she argued that children pass through sensitive periods for learning and several stages of development, and that children's self-construction can be fostered through engaging with self-directed activities in a specially prepared environment. There was international interest in this new way of teaching, and there are now thousands of Montessori schools (predominantly for children aged 3–6 and 6–12) throughout the world.

#### **4.8 ADEQUATE, SOCRATIC, COMPETENT, MASTERFUL FACILITATOR AND HOLISTIC BEHAVIOR OF CLASSROOM MASTER.**

In Montessori education we believe in the importance of three things, that all work together: the child, teacher, and materials, where each part is important. We believe that each child has many gifts and talents to be discovered, and not that a child is an empty container waiting to be filled up by the teacher. The teacher is an observer, follower, and guide bringing wisdom, thoughtfulness, and experience to the child's academic, social, and intellectual exploration. The Montessori approach demands special professionals who are confident and skilled enough to allow children to be active participants in their learning. It also means that all school decisions are driven by what is best for the child. The authentic and beautiful Montessori materials provide activities that are cherished by the children and that help them learn with joy and understanding.

The teacher establishes guidelines for work and behavior, showing children how to be successful within the structure of the curriculum and the community. As a result, a pattern of good work habits and a sense of responsibility and cooperation are established in the classroom.

Maria Montessori believed in children having “sensitive periods” for learning. From birth to 6, the child shows a strong interest on particular things he wants to master. This leads to the child doing a task repeatedly, with great interest, until the child has reached his goal of mastery.

The purpose of each sensitive period, which is actually an inner sensibility possessed by children, is to help them acquire a certain skill or characteristic necessary for their growth. As they acquire the skill or characteristic, their sensitivity for it decreases and another sensitivity increases.

#### **Absorbent Mind**

Dr. Montessori observed that the first six years of children's lives are directed by their absorbent minds. She divided this six- year time span into two three-year periods. The first three years she calls “unconscious learning” and the second three years, “conscious learning”.

During the first three years of life children absorb and take in all that is around them in their environment. They absorb impressions from the environment, “creating themselves”. Dr. Montessori said, "The child takes in his whole environment, not with his mind but with his life". The task of adults around the child in this stage of development is not to intervene but to provide a safe, rich environment for the child.

#### **4.9 LET US SUM UP**

Developing rapport is an essential part of every relationship. Without rapport, you would basically not have a relationship at all! Being able to build rapport consciously is therefore extremely useful both personally and professionally. As a skill, it means that you can build relationships faster, and improve communication more rapidly. Your working relationships will be more effective, and your personal relationships will be stronger as a result.

#### **4.10 UNIT END QUESTION**

1. Discuss the social climate; socialization; social relationship.
2. Describe the Congenial classroom climate
3. Explain the Student centered and student friendly and predictable practices in classroom.
4. Discuss the Degrees of Effectiveness.

#### **4.11 SUGGESTED READING**

1. Albrecht G.L, Katherine D Seelman. & Michael Bury, (2001). Hand Book of Disability Studies. Sage, London.
2. Arcus, H.E. and Others (1993), Handbook of Family Life Education: The Practice of family Life Education (Vol II), New York:
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5. Blau,D.M. (Ed)(1991) Quality cost and parental choice of Child Care. New York: Russel Sage.

## **UNIT V: TEACHER COMMITMENT**

### **Structure**

- 5.1 Introduction
- 5.2 Objectives
- 5.3 Commitment based on priorities offered by Teacher in classroom
- 5.4 Values– Social, ethical and moral values
- 5.5 Attitude– professional attitudes
- 5.6 Excellence in Teaching - knowledge, values and reflection.
- 5.7 Let us sum up
- 5.8 Unit end exercises
- 5.9 Suggested Reading

### **5.1 INTRODUCTION**

Historically speaking, the field of education has a tendency to be viewed by prospective teachers as a career choice that pays a respectable salary and comes with a built-in three-month summer vacation. Additionally, some individuals may view teaching as an “easy” profession because they attended school and watched their own teachers in action. How difficult could such a career truly be?

In reality, educating children and young adults requires not only extensive training, practice, and skills, but also a number of personal commitments that teachers must embrace if they are to succeed in the field and ultimately leave a positive and lasting impression on their students.

### **5.2 OBJECTIVES**

After going through this unit, you will be able to:

1. Discuss the Commitment based on priorities offered by Teacher in classroom.
2. Describe the Social, ethical and moral values.
3. Explain about professional attitudes.
4. Discuss about Excellence in Teaching

### **5.3 COMMITMENT BASED ON PRIORITIES OFFERED BY TEACHER IN CLASSROOM**

"Montessori" can mean a lot of things: the Montessori Method, Dr. Montessori, a philosophy of parenting, of teaching, of life, the materials we use in the classroom... this is a complicated philosophy that's far more than just a curricular package. In brief, Montessori is a philosophy of education that believes that children are born with certain intrinsic qualities that, if protected and supported through carefully prepared, responsive environments, will persist into adulthood and ultimately change our society for the better.

But specifically? What about all those special words? Here's a cheat sheet:

The Montessori Method is a model of education that is comprised of multiage classrooms matched to specific qualities of children's development within which teachers practice the norms of scientific inquiry to prepare materials and lessons responsive to the observed, evidence-based developmental needs of the individual child.

Montessori as a philosophy expands beyond the classroom, to include parenting, social structures, community engagement and other factors influencing how individuals and groups interact. It presumes that children are born intrinsically good, intrinsically motivated to learn and intrinsically driven to contribute in meaningful ways to the communities around them.

Freedom with limits is a guiding principle of both the Method and the philosophy, describing the balance between personal choice and social responsibility instilled through Montessori practice. One's own freedoms are limited by their influence on others. In the classroom, you'll see this principle influence how many materials are on the shelf, expectations for children's behavior, teacher language and lesson design.

The prepared environment describes the physical, social, emotional, and intellectual space of the Montessori classroom or home, within which design elements prioritize the developmental needs of the learner and are crafted based on evidence-driven observations of the members of the community. The prepared environment is prepared to allow learners full agency as they practice independence, concentration, order and coordination toward the mastery of content across five primary areas of the classroom: Practical Life, Sensorial, Math, Language and Cultural materials.

Montessori materials are the concrete manipulatives available in most Montessori schools. Montessori materials share certain qualities: they are beautiful, simple, self-correcting, didactic and focused on a single concept to master. They are presented on the shelf from easiest to most complicated, and in most countries from left to right and top to bottom, in the same pattern that



language follows. Some are universal: the Pink Tower, Broad Stair, Number Rods, Golden Beads, and Moveable Alphabet. Others are designed by classroom teachers to meet needs of the children in their communities: three-part cards, Practical Life materials, Cultural materials. In either scenario, they share the same self-correcting, simple, elegant design.

#### **5.4 VALUES - SOCIAL, ETHICAL AND MORAL VALUES**

Mater Amoris Montessori School is dedicated to the philosophy of Dr. Maria Montessori. Maria Montessori believed in using children's energy and imagination to the advantage of the child. The Mater Amoris philosophy follows the Montessori Method focusing our program on developing each child based on their motivations and interests.

Montessori is a method of education that is based on self-directed activity, hands-on learning and collaborative play. In Montessori classrooms children make creative choices in their learning, while the classroom and the teacher offer age-appropriate activities to guide the process. Children work in groups and individually to discover and explore knowledge of the world and to develop their maximum potential.

The Montessori Method provides a scientifically based system which not only aids your child during early development, but throughout their life. The Montessori philosophy is based on love for the child, respect for each child's dignity as a person, and a strong desire to help every child realize their fullest potential in society. The Montessori philosophy emphasizes the development of ethical behavior based on moral and spiritual values. It is an approach that values the human spirit and the development of the whole child—physical, social, emotional, cognitive.

#### **Individuality, Independence and Confidence**

Mater Amoris is committed to the development of each individual child according to the needs and potential. Children learn the skills necessary for self-discipline and self-awareness. Following the Montessori Method, students move at their own pace through age-appropriate lessons -- taking initiative, finding the most meaningful ways to learn for them, and building confidence in their capabilities in the process.

#### **Problem Solving and Love for Learning**

Education at Mater Amoris is purposeful but allows for spontaneous learning. Children learn to absorb impressions and concepts which leads to the ability to abstract, explore, and self-motivate. Children learn at their pace and are not beholden to standardized test scores.

## **Peer Learning and Citizenship**

By design, Montessori programs feature multi-age groupings so younger children can learn from older children and older children can reinforce their understanding of concepts by teaching their younger friends. This arrangement echoes real life working scenarios while fostering kindness, socialization, lifelong friendships and a sense of belonging in a tight-knit community.

## **Creativity**

Montessori programs are built on experiential learning, not rote memorization and endless worksheets. Students learn by doing things themselves, not by watching a teacher do things for them.

## **Diversity, Equity, Justice, and Inclusion**

Mater Amoris is a community that believes in equity, love, kindness, and inclusion. We value diversity in all forms and embrace the power it provides us to prepare children to be positive and productive global citizens. We are committed to building a more socially just society by educating our children about diversity, equity, inclusion, and justice; by helping our children learn to converse about differences in a respectful and nonjudgmental way; by empowering our children to undertake efforts that support underserved populations and reduce social disparities; and by modeling self-reflection and a commitment to lifelong personal growth.

## **5.5 ATTITUDE - PROFESSIONAL ATTITUDES**

The teacher becomes the keeper and custodian of the environment. She attends to this instead of being distracted by the children's restlessness... All the apparatus is to be kept meticulously in order, beautiful and shining, in perfect condition... This means that the teacher also must be...tidy and clean, calm and dignified...The teacher's first duty is therefore to watch over the environment, and this takes precedence over all the rest. Its influence is indirect, but unless it be well done there will be no effective and permanent results of any kind, physical, intellectual or spiritual.

The teacher must...entice the children... The teacher, in this first period, before concentration has shown itself, must be like the flame, which heartens all by its warmth, enlivens and invites. There is no need to fear that she will interrupt some important psychic process, since these have not yet begun. Before concentration occurs, the [Montessori teacher] may do more or less what she thinks best she can interfere with the children's activities as she deems necessary.

She can tell stories, have some games and singing, use nursery rhymes and poetry. The teacher who has a gift for charming the children can have them do various exercises, which, even if they have no great value educationally, are useful in calming them. Everyone knows that a lively teacher attracts more than a dull one, and we can all be lively if we try... If at this stage there is some child who persistently annoys the others, the most practical thing to do is interrupt him...to break the flow of disturbing activity. The interruption may take the form of any kind of exclamation, or in showing a special and affectionate interest in the troublesome child.

## **5.6 EXCELLENCE IN TEACHING - KNOWLEDGE, VALUES AND REFLECTION.**

Montessori is a method of education that is based on self-directed activity, hands-on learning and collaborative play. In Montessori classrooms children make creative choices in their learning, while the classroom and the highly trained teacher offer age-appropriate activities to guide the process. Children work in groups and individually to discover and explore knowledge of the world and to develop their maximum potential.

Montessori classrooms are beautifully crafted environments designed to meet the needs of children in a specific age range. Dr. Maria Montessori discovered that experiential learning in this type of classroom led to a deeper understanding of language, mathematics, science, music, social interactions and much more. Most Montessori classrooms are secular in nature, although the Montessori educational method can be integrated successfully into a faith-based program.

Every material in a Montessori classroom supports an aspect of child development, creating a match between the child's natural interests and the available activities. Children can learn through their own experience and at their own pace. They can respond at any moment to the natural curiosities that exist in all humans and build a solid foundation for life-long learning.

The Association Montessori International (AMI) was established by Maria Montessori in 1929 to protect the integrity of her work and to support high standards for both teacher training and schools. Today, AMI continues to uphold Maria Montessori's vision while collaborating with contemporary research in neuroscience and child development. Montessori Northwest is proud to be an official teacher training center of AMI, training teachers to work with children from birth to age twelve.

Montessori environments support the learning of children from birth to middle school:

### **Infant/Toddler**

- For children ages birth to three years

- Provide a safe, engaging and nurturing environment for the child
- Promote trust in themselves and their world
- Develop confidence in their emerging abilities
- Develop gross motor coordination, fine motor skills, and language skills
- Offer opportunities to gain independence in daily tasks
- Learn about the Assistants to Infancy (0-3) Teacher Training Course

### **Primary (Also Called the Casa or Children's House)**

- For children ages three to six years
- Foster the growth of functional independence, task persistence and self-regulation
- Promote social development through respectful, clear communication and safe, natural consequences
- Contain a large variety of materials for the refinement of sensory perception and the development of literacy and mathematical understanding
- Offer opportunities for imaginative exploration leading to confident, creative self-expression
- Learn about the Primary (3-6) Teacher Training Course

### **Elementary**

- For children ages six to twelve years (Lower Elementary, ages six to nine; Upper Elementary, ages nine to twelve)
- Offer opportunities for collaborative intellectual exploration in which the child's interests are supported and guided
- Support the development of self-confidence, imagination, intellectual independence and self-efficacy
- Foster an understanding of the child's role in their community, in their culture and in the natural world
- Learn about the Elementary (6-12) Teacher Training Course

### **Adolescence (Also Called Erdkinder or Farm Schools)**

- For adolescents ages twelve to fifteen years
- Ideally a working farm in which adolescents engage in all aspects of farm administration and economic interdependence, but also include non-farm environments in urban settings

- Assist the young adult in the understanding of oneself in wider and wider frames of reference
- Provide a context for practical application of academics
- Emphasize the development of self-expression, true self-reliance, and agility in interpersonal relationships.
- Dr. Montessori died before the educational approach to this level was completed. Consequently, there is currently no AMI teacher training program for this level. However, many Montessori adolescent learning environments exist, with Montessori professionals working towards standards for this level.

Above all, Montessori classrooms at all levels nurture each child's individual strengths and interests. Montessori education encourages children to explore their world, and to understand and respect the life forms, systems and forces of which it consists.

### **5.7LET US SUM UP**

Teaching is a profession that requires nearly constant giving on the part of the educator. If teachers are not careful, they can be subject to unnecessary fatigue and burnout. In order to avoid these pitfalls, teachers should intentionally make time to spend with their friends and families and generally doing activities they find to be relaxing. Often, professional educators focus so much on their careers that they forget to make time for themselves and their own health and wellbeing. Ultimately, teachers cannot be fully effective if their own needs are not met, so purposefully planning “non-school” time is paramount both to good health as well as good teaching.

### **5.8UNIT END EXERCISES**

1. Discuss the Commitment based on priorities offered by Teacher in classroom.
2. Describe the Social, ethical and moral values.
3. Explain about professional attitudes.
4. Discuss about Excellence in Teaching

### **5.9SUGGESTED READING**

1. Albrecht G.L, Katherine D Seelman. & Michael Bury, (2001). Hand Book of Disability Studies. Sage, London.
2. Arcus, H.E. and Others (1993), Handbook of Family Life Education: The Practice of family Life Education (Vol II), New York:

3. Bandarkar, P.L. and Wilkinson T.S. (2000): Methodology and Techniques of Social research, Himalaya Publishing House, Mumbai.
4. Bigner, Jerry. (2010, 8th edition). Parent-child Relations. Pearson Merrill Prentice Hall: Columbus Ohio.

## **UNIT VI - EMOTIONAL INTELLIGENCE AND PROFESSIONAL COMPETENCY**

### **Structure**

- 6.0 Introduction
- 6.1 Objectives
- 6.2 Teachers emotional intelligence - competency; (Sensitivity and Maturity)  
Teaching competency
- 6.3 Developing capacity to elicit varieties of stimuli in different environment;
- 6.4 Sensitivity
- 6.5 Identifying and expressing feelings
- 6.6 Balancing rate of heart and mind adaptability;
- 6.7 Sensorial activities
- 6.8 Broaden and refine a child's sense
- 6.9 It is logical, perceptive and aware;
- 6.10 Managing the immediate environment maintaining rapport;
- 6.11 Harmony and comforts etc.
- 6.12 Let us sum up
- 6.13 Unit end exercises
- 6.14 Suggested Reading

### **6.0 INTRODUCTION**

Emotional Intelligence, a different way of being smart, is a key to high performance at all levels, particularly for outstanding leadership. Emotional Intelligence is the capacity to recognize our own feelings and those of others, and to manage emotions effectively in ourselves and our relationships. It is about much more than just having empathy or being “sensitive” – that’s a common misconception about EI. Emotional and Social Intelligence Leadership Competencies are each a learned capacity, based on Emotional Intelligence, which contributes to effective performance at work – and often greater satisfaction in life as well.

## 6.1 OBJECTIVES

After going through this unit, you will be able to:

1. Discuss about the Teachers emotional intelligence.
2. Describe the Sensitivity.
3. Explain the Identifying and expressing feelings
4. Discuss the Sensorial activities.

## 6.2 TEACHERS EMOTIONAL INTELLIGENCE - COMPETENCY; (SENSITIVITY AND MATURITY) TEACHING COMPETENCY



The course aims to develop in students a high level of professional competence as teachers of the Montessori Method of Education to children from 6 years to 9 years of age. It will give students:

A deep grounding and understanding of the characteristics and development stages of a child in the 6 – 9 age range according to Dr. Montessori's principle. To enable students to acquire knowledge in the use and understanding principles of the Montessori materials appropriate to the 6 – 9 age group. To guide students in the design and adaptation of the materials to fulfill curriculum needs. To create a Montessori learning environment that is sensitive to children in the 6 – 9 age range. Create a safe and healthy living environment for children. To be able to design and implement Montessori lesson plans for children in accordance to the Montessori curriculum guideline.

Show a high level of self-awareness and contribute positively to the Montessori workplace environment.

### Mode of Instruction

Presentation of lessons will be done through lectures, small group activities and group/individual class presentations

### Assessment Mode

A combination of assignments, examination, observations, projects, individual presentations, journals, and essay and class tests will be held.

### **Self-Awareness**

Self-Awareness is the ability to recognize and understand your moods, emotions, and drives, as well as their effect on others. Students with low self-awareness tend to misunderstand the effects of their action and words on others. Montessori teachers help children to identify the emotions they are experiencing, and to be able to identify the emotions displayed by others- which is empathy. Montessori students are taught to understand the difference between “sad”, “disappointed” and “upset”, which helps them to develop appropriate strategies for each.

### **Emotional Control**

A students’ ability to regulate their thoughts, feelings, and actions is an important contributor to their overall emotional intelligence. After students learn how to identify their feelings, they are able to identify strategies that help them manage their emotions, and how they respond to the. Techniques such as positive self-talk, re-framing, and visualizations are taught and modeled to students so that they have the tools they need to manage their emotions.

### **Self-Motivation**

Self-Motivation is at the core of Montessori philosophy. At an early age, students are taught to find their own motivations for learning and growth through freedom in the classroom balanced with responsibility. This in turn helps them develop into lifelong learners who are curious about life and those around them!

### **Empathy**

Empathy is the ability to take the perspective of another person while being non-judgmental, recognizing the emotions they are feeling, and being able to convey their perspective back to them. Once students can accurately identify the emotions they feel, they then have the ability to look at situations from other perspectives. This concept is taught and modeled daily in our Montessori classrooms through the implementation of the Peace Table. Children are taken to the Peace Table when they need to resolve conflicts that arise with their peers. Students have the opportunity to express how they feel using “I” statements (i.e. “I felt hurt”, or “I felt angry”). After exchanging their perspectives, the children then practice empathy for each other in order to come to a mutually satisfactory solution.

### **Relationship Skills**



A variety of relationship skills are taught and modeled in Montessori classrooms as a result of our Peace Curriculum, which encourages healthy problem-solving, and strong interpersonal skills. Among these, the skill of active listening is emphasized. Active listening is a key part of helping create genuine two-way communication – and it is about far more than just paying attention. It involves genuinely following dialogue and responding to others using your own body language. While resolving conflict, students are taught to be conscious of their own body language and tone, and to give each member of the conversation an opportunity to be heard. Students are also encouraged offer thanks and praise to others. This helps them find common ground with their peers and further develop their relationships.

By partnering emotional intelligence instruction with academics, our students receive a total education, and given a foundation for not only their academic careers, but for the rest of their lives.

### **6.3 DEVELOPING CAPACITY TO ELICIT VARIETIES OF STIMULI IN DIFFERENT ENVIRONMENT**

The Montessori Method is characterized by providing a prepared environment: tidy, pleasing in appearance, simple and real, where each element exists for a reason in order to help in the development of the child. A Montessori classroom integrates children of mixed ages that are grouped in periods of 3 years. This promotes socialization, respect and solidarity among them naturally.

The prepared environment offers the child opportunities to commit to interesting and freely chosen work, which brings out long periods of concentration that should not be interrupted. Freedom develops within clear limits, and this allows children to live in harmony with others in the small society they belong to in the classroom.

Children work with concrete materials that were scientifically designed, which provide them the keys to explore our world and develop basic cognitive abilities. The materials are designed to allow the child to recognize the error by him/herself and become responsible for his/her own learning.

The adult is an observer and a guide: he/she helps and stimulates the child with all his/her effort. This allows children to act, want and think by themselves, and helps them to develop confidence and inner discipline.

The Montessori education covers all periods in education, from birth to 18 years old, providing an integrated curriculum.

### **The Montessori Environment**

The Montessori environment is a spacious, open, tidy, pleasing in appearance, simple and real place, where each element exists for a reason in order to help in the development of the child. The environment is proportional to children's height and size, and it has low shelves and tables and chairs of different sizes where children can sit individually or in groups. The classroom is divided into theme areas where related materials and bibliography are exposed on the shelves, allowing great freedom of movement. Children can work in groups or individually, respecting their own style and rhythm. Each child uses the material he chose by taking it from the shelf and putting it back in its place so others can use it.

The environment promotes the child's independence in the exploring and learning process. Freedom and self-discipline make possible that each child finds activities that respond to their evolutionary needs.

Montessori classrooms gather children in 3 different ages: younger than 3 years old, from 3 to 6 years old, from 6 to 9 years old and from 9 to 13 years old. These "mixed age classrooms" favour spontaneous cooperation, desire to learn, mutual respect and the acquisition of deep knowledge in the process of teaching others.

### **The Child**

Dr. Montessori believed that every educator should "follow the child", recognizing the evolutionary needs and characteristics of each age, and building a favorable environment, both physical and spiritual, to respond to these needs. Children's development emerges as a need to adapt to his/her environment: the child needs to give a meaning to the world that surrounds him/her, and he/she constructs him/herself in relation to this world.

Maria Montessori observed that the child goes from infancy to adulthood through 4 evolutionary periods called "Planes of Development". Each period presents characteristics that are radically different from the other periods, but each of them constitutes the foundation of the following period. In her book, *The Absorbent Mind*, Montessori explained that: "In the same way, the caterpillar and the butterfly are two creatures very different to look at and in the way they behave, yet the beauty of the butterfly comes from its life in the larval form, and not through any efforts it may make to imitate another butterfly. We serve the future by protecting the

present. The more fully the needs of one period are met, the greater will be the success of the next."

The first plane of development that starts at birth and continues until the child is 6 years old is characterized by children's "Absorbent Mind", which takes and absorbs every aspect, good and bad, from the environment that surrounds him/her, its language and its culture. In the second plane, from 6 to 12 years old, the child possesses a "rational mind" to explore the world with imagination and abstract thinking. In the third plane, from 12 to 18 years old, the teenager has a "humanistic mind" which desires to understand humanity and to contribute to society. In the last plane of development, from 18 to 24 years old, the adult explores the world with a "specialist mind", finding his/her place in it.

### **Tangible Materials**

Montessori materials were scientifically designed in an experimental context within the classroom, paying special attention to children's interests based on the evolutionary stage they were going through and with the belief that manipulating concrete objects helps the development of knowledge and abstract thinking.

These materials allow children to investigate and explore in a personal and independent way. They make repetition possible, and this promotes concentration. They have the quality of "isolating the difficulties", which means each one of these materials introduces a unique variable, only one new concept, isolating it and leaving the other concepts without modification. These materials have a "control of error": the material itself will show the child if he/she used it correctly. This way, children know that errors are part of the learning process; they teach children to establish a positive attitude towards them, making children responsible for their own learning and helping them to develop self-confidence.

### **The Adult**

The Montessori teacher, called "directress", observes each child, his/her needs, capabilities and interests, and offers him/her opportunities to work intelligently and with a concrete purpose, to service the care of him/herself and of the small community in the classroom. The directress' final objective is to intervene the minimum possible as the child progresses in his/her development. The directress allows the child to act, want and think for him/herself, helping him/her to develop confidence and inner discipline. The Montessori directress doesn't

give awards or punishments. Each child finds inner satisfaction that emerges from his/her personal work.

When the child, based on his/her evolutionary development, is ready for a lesson, the directress introduces the use of new materials and presents activities individually or to a reduced group. With older children, the directress helps each child make a list of objectives at the beginning of the week and then the child administers his/her time during the week in order to achieve them. It is not the directress but the child him/herself who is responsible for his/her own learning and development.

## **6.4 SENSITIVITY**

Montessori sensitive periods refer to a period of time when a child's interests are focused on developing a particular skill or knowledge area. During what Maria Montessori describes as the child's absorbent mind, birth to age 6, is when most sensitive periods occur.

### **Dr. Montessori identified six sensitive periods:**

#### **Sensitivity to Order ~ 1 – 3.5 years**

The sensitive period for order is a desire for consistency and repetition. During this time babies and children are striving to sort out and categorize all their experiences, and it is easier for them to do this if there is some kind of order in their lives. An established routine, an ordered environment, and established ground rules will help to keep your child from being disrupted by disorder.

#### **Sensitivity to Language ~ 0 – 6 years**

##### **Speaking ~ 7 months – 3 years**

Your baby hears your voice and watches your lips and tongue – the organs of speech – from birth, absorbing all the time. It is important to speak to your child in clear language (no baby talk), read to them and allow them to speak their needs.

##### **Letter Shapes & Sounds ~ 2.5 years – 5 years**

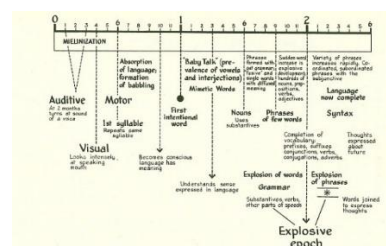
Children become very sensitive to and interested in letter shapes and sounds. Activities such as tracing sandpaper letters with their fingers and correlating the sound of the letter with its shape are great in supporting this sensitive period.

##### **Writing ~ 3.5 years – 4.5 years**

This sensitive period begins when the child learns the alphabet. Then they learn the sight words, which form the foundation for reading and writing skills.

### Reading ~ 4.5 years – 5.5 years

From the basis of writing your child can learn to read. Reading aloud to your child will help them improve their own reading skills.



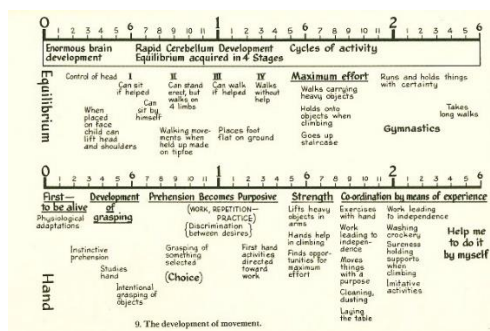
Sensitive Periods for Language by Dr. Montessori from the Absorbent Mind

### Sensitivity to Walking ~ 0 – 6 years

### Gross & Fine Motor Development ~ Birth – 2.5 years

When a child first learns to walk they have a need to practice and perfect the skill. Allow your child to crawl, pull up and encourage walking with or without assistance. Toys or materials that allow your child's hands to touch, turn, insert and grasp small items help with developing fine motor skills and hand-eye coordination.

As they get older, your child is improving their coordination of fine movements such as being able to hold small items with a pincer grip and release voluntarily. Gross motor coordination can be supported by walking, running, balancing and jumping.



Sensitive Periods for Movement by Dr. Montessori from The Absorbent Mind

### Sensitivity to the Social Aspects of Life ~ 2.5 – 5 years

At this age, children learn that they are part of a group and develop an intense interest in other children his/her own age. This is when children learn to develop friendships and participate

in group play. Children begin to model their behaviour on adult social behaviour and gradually acquire the social norms of their group. Manners and courtesy are modelled by the adults.

### **Sensitivity to Small Objects ~ 0 – 5 years**

When a child has a larger environment to explore, he/she is drawn to small objects such as insects, pebbles, stones and grass. The child will pick something up, look at closely and perhaps put it in his/her mouth. The urge to pay attention to detail is part of their effort to build up an understanding of the world.

### **Sensitivity to Learning through the Senses ~ 2 – 6 years**

This sensitive period is characterized by the child's fascination with sensorial experiences (taste, smell, sounds, weight, and touch). These experiences provide children with a system to classify objects within their environment.

## **6.5 IDENTIFYING AND EXPRESSING FEELINGS**

**Tune into cues** - Sometimes feelings can be hard to identify. Tune into your child's feelings by looking at their body language, listening to what they're saying and observing their behaviour. Figuring out what they feel and why means you can help them identify, express and manage those feelings better.

**Behind every behaviour is a feeling** - Try to understand the meaning and feeling behind your child's behaviour. You can help your child find other ways to express that feeling once you know what is driving the behaviour.

**Name the feeling** - Help your child name their feelings by giving them a label. Naming feelings is the first step in helping kids learn to identify them. It allows your child to develop an emotional vocabulary so they can talk about their feelings.

**Identify feelings in others** – Provide lots of opportunities to identify feelings in others. You might ask your child to reflect on what someone else may be feeling. Cartoons or picture books are a great way discuss feelings and helps kids learn how to recognize other people's feelings through facial expressions.

**Be a role model** - Kids learn about feelings and how to express them appropriately by watching others. Show your child how you're feeling about different situations and how you deal with those feelings.

**Encourage with praise** - Praise your child when they talk about their feelings or express them in an appropriate way. Not only does it show that feelings are normal and it's ok to talk about them, it reinforces the behaviour so they are likely to repeat it.

**Listen to your child's feelings** - Stay present and resist the urge to make your child's bad feelings go away. Support your child to identify and express their feelings so they are heard. When feelings are minimized or dismissed, they will often be expressed in unhealthy ways.

## **6.6 BALANCING RATE OF HEART AND MIND ADAPTABILITY**

Using a combination of one-to-one sessions with a psychologist, engaging video adventures and worksheets, activities and exercises, the Balancing Heart & Mind Programme gives your child the tools they need to thrive in a busy, modern world.

Focusing on emotional intelligence and building resilience, we teach your child how to:

- Recognize and understand their emotions
- Use their emotions as a guiding light for decision making and communication
- Respond, rather than react, to the challenges of life
- Make informed, reasoned decisions, using their emotions positively to creatively overcome obstacles.

The Balancing Heart & Mind Programme is designed around your child. Our psychologists will tailor their approach to each child's specific needs, making sure that your child builds the foundations they need for success.

- Start the Balancing Heart & Mind Programme
- What's included in the Programme?
- Everything your child needs to succeed

The Balancing Heart & Mind Programme includes:

- Initial and post-programme consultations to identify your child's individual needs
- Communication, support & guidance at any point during the programme
- 8 hour-long one-to-one sessions for your child with a psychologist - at your child's pace, with their needs in mind
- Online video modules throughout
- Worksheets, activities and assignments to ensure your child gets the most from the programme

- Recommendations for methods of harnessing emotions for good
- Certificate of Completion & Attainment
- Further post-programme support where necessary

## 6.7 SENSORIAL ACTIVITIES



### Montessori Learning Through Sensorial Work

According to Dr. Maria Montessori, sensorial experiences begin right when a child is born. Children use their senses in order to study their environment. By participating in sensory activities, children can consciously obtain clear information that helps them classify their surroundings. These classifications serve as stepping stones to organized intelligence, which gives children the ability to adapt to their environment.

### Why Sensorial Work is Important

Sensorial activities are used in Montessori learning to help children in discrimination and order. They also help broaden and refine a child's senses. When a child combines Montessori designed materials with sensorial work, it helps them become more logical, perceptive, and aware.

Dr. Montessori developed the concept of sensorial work long before sensory play was put into practice. In Montessori philosophy, the child is considered the “sensorial explorer” and learns to perceive qualities through sensorial experiences.

### Sensorial Materials

Many Montessori materials, for example the Pink Tower in the photo above, are designed to assist in visual discrimination by allowing a child to recognize differences in dimension,



length, width, and size. Montessori activities such as the Brown Stair, Red Rods, Knobbed Cylinders, and Color Tablets can also enhance the visual sense.

The auditory sense is also developed in sensory materials like Sound Cylinders and Bells, while the tactical sense is sharpened through the use of Touch Tablets and Fabric Feel. Using Montessori materials such as Scent Bottles can help a child differentiate smells with their olfactory sense.

### **Silverline's Mission**

At Silverline Montessori, we understand that children can obtain limitless amounts of knowledge during their formative years. It is especially important to develop a child's senses between birth and age 6. This is why we emphasize helping children understand the world around them by using sensory materials in our classrooms. These sensorial activities help develop important lifelong skills such as logic, awareness, and perception.

### **6.8 BROADEN AND REFINE A CHILD'S SENSE**

Montessori sensorial materials serve the primary purpose of developing and refining the different senses. The materials are designed to help students experience, notice, and categorize the incoming sensory information all around them. Students use these materials to build their understanding of various sensory concepts, and to develop the vocabulary needed to define and describe these phenomena.

As with all Montessori materials, students use the materials to build toward abstraction. Students scaffold their learning with manipulative materials, and eventually move on to being able to use these concepts in the most abstract and creative ways. These sensorial materials signify a step beyond the practical life materials used with the youngest early childhood students.

Below you'll find descriptions and uses for some of the more common sensorial materials that you'll find in a Montessori classroom.

#### **Visual sense**

##### **The pink tower**

The Pink Tower is a well-known Montessori material that you'll see in many classrooms.



The Pink Tower consists of ten wooden cubes of steadily increasing size. Students organize these blocks to create a tower, from the largest at the base, to the smallest at the top. This material helps students learn and refine their sense of size in three-dimensional space. As students use the tower more, they begin to realize the details that make the tower so interesting; such as the fact that the smallest block is one cubic centimeter, and each larger block is one centimeter larger. In this way, students begin to think about proportions and linear growth.

### **Brown Stairs**

Brown Stairs, also known as Broad Stairs, have many commonalities with the Pink Tower.



The Brown Stairs are composed of rectangular prisms, 20 centimeters long, of steadily increasing sizes. These stairs are used to develop the concepts of thickness. Similarly to the Pink Tower, they are used by arranging them in ascending size; this time to create a staircase. Just like the Pink Tower, each step is exactly one unit (a centimeter in this case) taller than the last. This distinction helps lead students toward concepts like unit measurement, proportions, and other geometry fundamentals.

### **Red Rods**



Continuing the exploration of size difference, the Red Rods are used primarily to learn about the concept of length. The set of Red Rods consists of ten individual rods, ranging consistently in size from 10 cm to 100 cm. Students work with this material in a number of ways, including arranging them in the proper order, and using more than one set to match rods of the same length.

### **Knobbed Cylinders**

The Knobbed Cylinders are comprised of four different sets of cylindrical, wooden blocks (topped with knobs for easy handling), with appropriate casings for each set.



Each set contains ten cylinder blocks, of varying sizes. Each set varies in its own way, though. One set varies in diameter and height, one in diameter only, one in height only, and the last decreases in height while increasing in diameter. Using one or multiple sets of cylinders helps children discern different sizes, and the different ways to measure objects. These cylinders help students move beyond "bigger" and "smaller" to more precise words, while also helping their dexterity as they remove and replace the different cylinders.

### **Knobless Cylinders**

The Knobless Cylinders share some obvious similarities with the Knobbed Cylinders. There are four sets of Knobless Cylinders, with ten cylinders of varying sizes in each set. The yellow set decrease in height and diameter, the red set decrease only in diameter, the blue set decreases in height but keep a constant diameter, and the green set decreases in height while increasing in diameter. By organizing these cylinders in ascending and descending order, students grasp the various different elements that make up the "size" of an object, while building their concentration and dexterity as well.

### **Color Tablets**



Each box of color tablets contains a set of tablets representing a gradient of a certain color. For instance, one box may have a set of tablets varying from light blue to dark blue, and another may have light green to dark green. By arranging these tablets in the proper order, children develop their visual discrimination with regards to colors.

### **GEOMETRIC CABINET**

The geometric cabinet consists of 6 drawers, each with a wooden geometrical figure set. Each drawer contains a different type of geometric



Shape, with wooden tiles that exemplify that shape. Students learn the names and characteristics of these shapes, and work on removing and replacing the shapes in their proper spots in the frame. These shapes can be used for a number of activities as the students grow, and are often traced onto paper for further exploration.

### **Tactile and other senses**

#### **Geometric solids**

The geometric solids, sometimes known as geometric figures, bridge the gap between visual materials and tactile (or stereognostic) materials. The geometric solids consist of ten three-dimensional wooden geometric-shaped blocks. These blocks can be used for a number of activities. In their basic applications, children use them to learn the characteristics of three-dimensional geometric shapes

#### **Touch Tablets**

Touch tablets are used for children to explore the feelings of smooth and rough. Sections of sandpaper of varying coarseness are affixed to the wooden tiles, and children feel each tile to help them match the tiles of the same coarseness, and arrange the tiles from rough to smooth.

### **Thermic Tiles**

The thermic sense, or the ability to discern differing temperatures, is a subset of the tactile sense and is emphasized in Early Childhood. Tiles, or tablets, of different materials are used to show the differences in heat conductivity among the different types of material. In this way, students not only learn to discern between different temperatures by touching, they also learn about conductivity, and the characteristics of the different materials.

### **Baric Tablets**

Baric tablets consist of a set of tablets, each varying in weight by ten grams. Students lift and compare each tablet, arranging them from lightest to heaviest. Students learn and internalize the vocabulary necessary to show which tablets are heavier, and which are lighter, and how to compare the different weights.

### **Smelling Jars**

The olfactory sense is also intentionally developed from a young age in the Montessori classroom. Students use small bottles or jars filled with scented cotton balls to compare different smells, and match the jars that have the same scent.

## **6.9 IT IS LOGICAL, PERCEPTIVE AND AWARE**

### **Sensorial Activities**

Sensorial activities are integral in Montessori education. Maria Montessori herself was a firm believer in including the senses in education, because it helps the child become more logical, perceptive and aware. Of course there are so many sensory activities that are done in the Montessori classroom, but we have comprised a short, simple list of sensory activities that anyone can do with their child at home! The purpose and aim of Sensorial work is to allow the child to explore and learn by interacting with their environment through the senses. The child will acquire clear conscious information through this exploration. The below activities are best catered towards the child aged 3-6.

#### **1. The Color Game**



**Aim:**

- Refinement of the sense of color
- To develop awareness of color in the environment
- Preparation for future art work

**Description:**

This activity aids the development of sensorial and oral language skills.

Lay out all the different colored items. Say the name of each item with the child. Ask the child if they would like to play the color game (this promotes the Montessori philosophy of choice, as outlined in our blog here).

Ask child to try to find something blue. Now something orange, now green, Now yellow, Now red, Now pink. Now ask the child, “What are the names of the objects that you found?” Be sure to have the child group the items in like colours.

**2. Moonsand**



**Aim:**

- Aids in dexterity development
- Helps the child learn maths skills when measuring
- Promotes creativity and imagination
- Teaches problem solving skills

**Description:**

Moonsand is a great and fun activity that the child can not only play with, but help the parent make! All that is needed to create the moonsand is 8 cups of flour and 1 cup of oil. Be sure to mix the flour and oil well, until the product is well incorporated. Now it's ready to be molded and conformed to the child's desire!

**Pro-tip:** Use baby oil instead of vegetable or olive oil.

### 3. Walk the Line



#### **Aim:**

- Aids the development of balance
- Helps the development of concentration

#### **Description:**

Walking on the line is a key Montessori activity. Ideally, the shape to create would be an ellipse as it allows for continuous movement without the need to stop at angles; however, in this image, the parent chose a square as it is easier to make in a home.

The child simply walks on the line with one foot in front of the other and tries to stay on the line. You can then give the child different items to hold such as a glass with a small amount of liquid in it or a bell. A bell is a very good one as they need to try and walk all the way around without ringing it. You can add music as the child walks however when adding music it should not have any marked rhythm.

**Pro-Tip:** Insulating tape works best as it does not mark the floor.

### 4. Mystery Bag



#### **Aim:**

- Promotes memory
- Aids fine motor skills

**Description:**

This is a great way to challenge the child's sense of touch! Allow you and your child to find some small objects from your house or garden. Have a look at them. Feel them. No doubt they all feel very different! Next, put the objects into the bag. When you are ready, have the child reach into the bag and search for an object. Feel the object. Now ask the child, "Can you tell me what the object is, just by touching it?"

**6.10 MANAGING THE IMMEDIATE ENVIRONMENT MAINTAINING RAPPORT**



**Efficient Behavior Management in diverse classrooms**

Managing behavior of your students can be one of the most difficult tasks, especially when you are teaching in a Pre, Primary, Nursery or a Montessori classroom. As a behavior manager you need to have the necessary skills with which you can enforce discipline in the classroom. As a teacher your aim is to improve the behavior of your students and maintain the code of conduct.

To achieve these skills you must join the classroom behavior management Course from a teachers training institute.

In this course there will be a lot of methodologies which discusses the psychological aspects of human beings and how it impacts or influences behavior. Creating a good environment in the classroom which is distraction-free, is a necessity where children will be only focused on learning. As a teacher you can enforce discipline which your students need to follow.

Erratic behavior can be the resultant of many factors. The course will guide you to the ways of determining the factors behind a certain type of behavior. To correct certain behavior, you will talk to the parents so that they can help in the improvement of their behavior. If you take up the course, you will learn all the processes of correcting the behavior of children efficiently.

Creating a good environment in the classroom which is distraction-free, is a necessity where children will be only focused on learning



## Some Conventional Techniques of Behavior Management in Diverse Classrooms



### Traditional Behavior Management in Classrooms

Behavior itself is one such human aspect which reciprocates when we are living, communication or sharing our thoughts with another person. When you are a teacher, the same happens with your students. However, in pre or primary levels, where the students are too young and maturity level is quite low, a mixture of inhibiting both strict attitude and moderate behavior is necessary. To correct the behavior of your child, you can take the advantage of ‘Reward system’ and other methods which are discussed below. These methods or systems depend on situations and frequency of the behavior of your students.

It is necessary for you to understand any issues that your students might be facing in the classroom and solve them accordingly.

#### The ‘Reward’ or the ‘Complimenting’ system

This method of is a conventional system which invokes a notion of self-worth on children. If the behavior is good, a simple compliment or a ‘reward’ motivates them to maintain good behavior. It also influences other students to maintain good behavior hoping that they will get rewards too. At the same time, doing this too often can give rise to a sense of ‘ego’ and the child might get too dependent on rewards. If she or he doesn’t get it, it might give rise to disruptive behavior again and thus, the system will work otherwise than intended. So naturally, you will use it depending on the personality of the student and the frequency of their behavior.

### **Maintaining Discipline in the Classroom**

You will teach your students to maintain discipline at all times. Of course they will not be able to maintain that but you should remind them about the code of conduct to be followed in the classroom. In this context the use of good examples are required, stories where good conduct or discipline brought good fortune or rewards. The course will give you an insight to educating the students about a variety of topics from which they will come to know why maintaining good

behaviour is important in the classroom and the society. Following this, you will design activities focused on improving their discipline.

Establishing a good rapport with your students will give you the opportunity to learn about them and improve their behavior.

Engaging your students on extracurricular activities is one of the best methods to establish discipline. This also gives your student an idea of what discipline is. You can further add the importance of behavior to it. For example, bad behavior with teachers or team mates too can result in immediate disqualification. You can learn these by taking up a classroom behavior management Course from a training institute.



Emotions can impact the behavior of human beings. Through the course you will learn the ways of managing emotions of your students. Emotions are feelings and their flow in a variety of ways impacts the behavior. If the behavior is too disruptive then you will need professional help that is available in the school or from outside. You will also guide the parents of the students to consult a psychologist if the behavior gets too abrupt.

Efficient behavior management will only be possible if you conduct programs such as workshops where you will discuss how to control the behavior of students in a classroom. The workshops will consist of tutorials to parents and teachers to manage the behavior of the students in classrooms as well as homes. By joining the classroom behavior management course you will be able to equip yourself with the skills to conduct workshops.

### **Some More Procedures**

There are many other procedures for managing child behaviour in classrooms as well. As teachers, assignment of homeworks to your students is a must as it help them to maintain their behavior. This is because if they do not complete the homeworks they will face actions. The same will happen if the students do not behave well in the class.

At the primary levels, behavior management in school might be challenging. Personal attention is necessary for every student so as to improve their behavior.

The psychology of every human being varies and teachers will assist the students to maintain good behaviour of the children. You must take up the course from such an institute which offers the course at an affordable price. Hence, the classroom behavior management Course is a must to work as a behavioral manager.

## **6.11 HARMONY AND COMFORTS**

### **Montessori Education**

Young children possess absorbent minds and unmatched sensitivities, enabling them to learn more easily and efficiently than at any other time of life. A wide array of materials invite the children to exercise their senses, develop large and small motor skills, and proactive daily living activities. These activities provide the building blocks in which children begin to explore math and written language, geography and science, music, and the creative arts.

The children in a Montessori classroom are free to choose work which stimulates and satisfies their own curiosity. Most of the materials are concrete, multi-sensory, and self-correcting, so that minimum direction is needed. Teachers in the classrooms act as guides and observers, gently directing the children towards individual discoveries and connections. A Montessori classroom encourages independence, responsible freedom, self-discipline, and joyful learning. Social skills and a vibrant sense of community among the children develop naturally as they work and play together, with ground rules that ensure respect for self and others.

### **Montessori Philosophy**

The Montessori Method of education is a model which serves the needs of each individual child in a natural, mixed-age group which is very much like the society they will live in as adults. It is a philosophy that respects the unique individuality of each child. Dr. Montessori believed in the worthiness, value and importance of children. The Montessori approach to education stresses individually paced learning, freedom of choice and movement, and the importance of self-discovery. The Montessori Method is an education approach that prepares children for life.

A Montessori teacher's role is to prepare the environment according to each child's needs. In order to accomplish this quality time is spent during the class period observing each student in their interactions, what activities they are drawn too, discovering their strong areas and areas they may need work on. In addition, teachers are working one on one with children and maintaining their ability to work without interruption. She believed that by placing children in a

stimulating, specially prepared environment their natural curiosity would help them become self-motivated learners. And by doing so they would develop a love of learning that is invaluable.

## **6.12 LET US SUM UP**

Emotional intelligence, otherwise known as EQ, helps us better understand what motivates others. It also helps us work more cooperatively with others. The more skillful you are at discerning the feelings behind others' signals the better you will be able to control the signals you send back to them. As a result, you will be more successful in life. These science-based exercises will not only enhance your ability to understand and work with your emotions but will also give you the tools to foster the emotional intelligence of your clients, students, or employees.

## **6.13 UNIT END EXERCISES**

1. Discuss about the Teachers emotional intelligence.
2. Describe the Sensitivity.
3. Explain the Identifying and expressing feelings
4. Discuss the Sensorial activities.

## **6.14 SUGGESTED READING**

1. Albrecht G.L, Katherine D Seelman. & Michael Bury, (2001). Hand Book of Disability Studies. Sage, London.
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3. Bandarkar, P.L. and Wilkinson T.S. (2000): Methodology and Techniques of Social research, Himalaya Publishing House, Mumbai.
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5. Blau, D.M. (Ed) (1991) Quality cost and parental choice of Child Care. New York: Russel Sage.