

A TALE OF TWO ENVIRONMENTS

- LOUD
- LITTLE WORK
- CHILDREN IN TURMOIL
- MISUSE OF MATERIALS
- DISORDERLY
- LITTLE ENGAGEMENT
- POOR CONCENTRATION
- LACK OF RESPECT
- FRUSTRATION
- TEACHER CONTROL
- TEACHER DIRECTED
- ARGUMENTS
- RESISTANCE



FEATURES OF CLASS 1

- High Expectations behavior and learning
- Belief in Children
- Structure Freedom Within Limits
- Freedom with Responsibility
- Grace and Courtesy
- Consistently Maintained Firm and Kind
- Freedom to Pursue Interests
- Inspiring, Enthusiastic, Joyful Adult Role Models
- Enticing Lessons

Features of Class 2

- Unhappy and Uninspired Adults
- Putting Out Fires
- Ground Rules Not Consistently Maintained
- Children Feel Punished
- Few Grace and Courtesy Lessons
- Children Told What To Do
- Children Disrupting Each Other
- Respect and Order Missing



PEACEFUL ENVIRONMENT

- Secure and Comfortable
- Limits Clear
- Engagement and Learning
- Normalizing events



The Normalizing Event

- Interest/ Choice
- Engagement of Hand/Mind
- \bullet Concentration, Repetition, Control of Error
- Working Toward Own Level of Perfection
- A Feeling of "I did it!" = Mastery = Development of More Motivation and Persistence

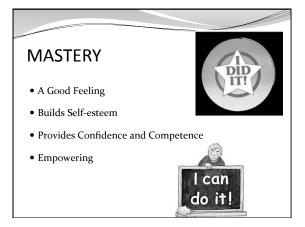
FLOW

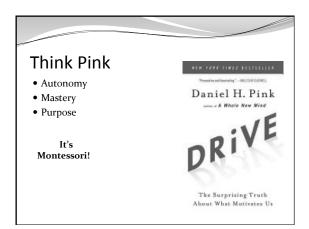
• Flow: The Psychology of Optimal Experience by Mihaly Csikszentmihalyi

When Flow Occurs......It is a Normalizing Event!

Concentration and Engagement are Key







Follow the Child Over the Bridge

- Follow Interests
- Follow Abilities
- "The Match"
- Inspire with Lessons
- Freedom (Observe = Respect)

The teacher needs to be seductive. and can use any device - except of course the stick - to win the children's attention. She can do what she likes more or less, because as yet she upsets by her intervention nothing very important." (Maria Montessori - Education for a Nev

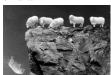


In many schools, the question of respect for the child has been interpreted by our guide to mean that she must stand aside entirely and just bring the apparatus. This is not so. The guide should be the animating spirit of the class which awakens interest through teaching and gives it direction. Then comes free choice and repetition of the exercise. The secret is always to present these things in the most interesting way possible and then allow free choice when the child has understood. (Maria Montessori, unpublished manuscript)

Follow the Child

Off the Cliff

- Allow Child To Do Whatever He/She Wants
- Allow Disruptive Behavior
- Lack of Constructive Activity



"To let the child do as he likes when he has not yet developed any power of control is to betray the idea of freedom." Maria Montessori, Absorbent Mind

"I had to interfere, trying patiently to point out how essential it was to be absolutely rigorous in preventing and by degrees eradicating all actions which should not be practiced, with a view to the child's learning the exact difference between right and wrong.

Maria Montessori - The Discovery of the Child

- "Children who persist in molesting others must be stopped, as such activity is not of the nature that needs completion of the cycle."
- MM, Education for a New World

Non-intervention

- Means Do Not Disturb Constructive Work
- Montessori told us to stop destructive or non-productive activity
- It doesn't mean to allow misbehavior

(Do redirect consistently, use consequences and contingences... after observing carefully)

"The liberty of the child shall have as its limit the collective interest; and as its form what we usually consider good breeding." Maria Montessori, MM, 87

But do not apply the rule of non-interference when the children are still the prey of all their different naughtinesses ... You must interfere at this stage. At this stage, the guide must be a policeman. The policeman has to defend the honest citizens from the disturbers ... You can tell them a story, you can get them to sing, you can do exercises with the whole group ...

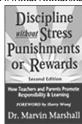
(Maria Montessori - The Child, Society and the World, pp16-17)

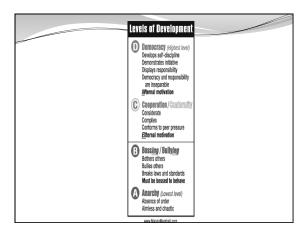
Freedom & Responsibility

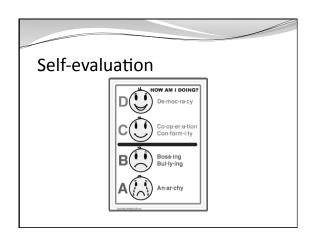
- Two sides of a coin
- Why do we want them to cooperate?
- Our goal is have children reach a level of selfdiscipline where they make healthy and helpful choices for themselves and their community.
- Three Levels of Obedience

The Hierarchy of Social Development

Developed by Marvin Marshall www.marvinmarshall.com







HAVE FUN FOLLOWING THE CHILD Over the Bridge, Of Course!

THANK YOU!
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