

Montessori Unwrapped - 2021/22

Beginning this autumn, Karen Pearce leads a new professional development programme for AMI 3-6 diploma holders: Montessori Unwrapped. This new online study programme deepens your understanding of Montessori pedagogy and practice. The broad study includes:

- The 'art' of presenting
- The use of 'Curves of Work' in the Children's House
- Understanding human development through observation
- Classroom management
- Successful collaboration with parents
- Supporting team development

Format

The programme consists of three modules, each of 10 x 2-hour Zoom sessions, held weekly on Wednesdays from 4.30pm - 6.30pm (U.K. time). The first hour is a study of Montessori theory and the second hour puts the principles into practice.

Programme participants also have the opportunity to visit a Children's House at The Montessori Place. A morning of observation is followed by lunch and a time for discussion and questions.

Dates

Module 1 - 22nd September 2021 - 24th November 2021 (no session on 27th October)

Module 2 - 12th January 2022 - 23rd March 2022 (no session on 23rd February)

Module 3 - 4th May 2022 - 13th July 2022 (no session on 8th June)

Costs

The cost for each module is £500, payable before the start of the module.

Application

To apply for a place on Module 1, please complete the application form and return it to info@themontessoriplace.org.uk

Module One

1.1. 22nd September - *What is developmental education?*

Montessori - What leads our practice? Is it the child, the parents, the government? Do we as guides truly trust in the power that the child holds within? What makes our practice developmental?

Unwrapped - The first six weeks, part one. How we start the year can make a tremendous impact upon the individual and communities development. What questions do we ask ourselves as a guide and as a team?

1.2. 29th September - *What is normalisation?*

Montessori - Normalisation! That word and concept that gets thrown into our work with the children. The concept that can often put fear into our work as a guide. Have I failed the children? Why do I not observe this unfold in every child? What does it really mean?

Unwrapped - The first six weeks – part two. Timetable in Montessori is a word we do not hear or even consider. However, during the first six weeks it's vital that we put some structure and order into the life of the community. The first six weeks scaffolding promotes the children's sense of belonging both on an individual basis and in aiding social cohesion.

1.3. 6th October - *Discussion based on a lecture by Maria Montessori's on Observation*

Montessori - Montessori principles are key to our work and service to the children in our community. How often do we get or make the time to revisit her words? This is a moment to stop, to reflect and revisit her advice on the work of the guide as a scientist observing and working towards understanding the true nature of the child.

Unwrapped - The first six weeks - part three. Groups, groups, and more groups! But how do we organise these groups so as to call and maintain the children's attention. Let's reflect upon techniques and strategies that will engage and provide the basis of a constructive and productive group.

1.4. 13th October - *Four Stages of development*

Montessori - What is the theory behind the four stages of development? How do we use this knowledge in our work in the Children's House? What are the characteristics of each stage and what impact does this have on both the needs of the child and that of the community?

Unwrapped - The first six weeks – part four. Walking on the line every day is a key and significant part of the first six weeks programme. What techniques can the guide use to ensure that it is progressive and calls the children's interest?

1.5. 20th October - *The Art of Observation*

Montessori - The art of observation in a Children's House is the key to our work. What is it that enables the working guide to touch the centre of the child? Observations and practice that is led by work curves enables the guide to respond to what the child reveals, to follow their interest and their unique rhythm.

Unwrapped - Plotting a work curve; the practicalities, points to consider and techniques on how we go about producing accurate and non-judgmental data.

1.6. 3rd November - *The Guide*

Montessori - Part One - Let's take a moment to go back and revisit the role and development of the adult. What part do we play in preparing a space for the children to fulfil their potential? What are the key facets that enable us to become part of the working environment but also empower us to have the trust and faith to 'disappear'?

Montessori - The analysing of a work curve; the practicalities, points to consider and techniques on how to create a bespoke and individualise programme of development. The analysis and implementation of work curves is the key to truly following the child and will shift your thinking and your practice.

1.7. 10th November - *The Guide*

Montessori - Part Two - Let's continue the study of the role and the adult. Reflect upon principles and the significance of clear and defined roles that assist the development of the individual and that of an independently functioning community.

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1.8. 17th November - *The Nature of a Presentation*

Montessori - What makes a presentation different from a lesson. How do we offer experiences that call and capture the individual's attention? What is it that shifts the presentation from one that is correct to one that inspires and calls the child to go further?

Unwrapped - The art of giving a presentation. Let's review some early practical life presentations and questions about techniques and practice.

1.9. 24th November - *Attention and Concentration*

Montessori - What is it to give one's attention. How do we assist the children from giving their attention and moving towards a place of deeper engagement? What is concentration and how do we support this emergence of this in our day-to-day work.

Unwrapped - The art of giving a presentation. Let's review some early practical life presentations and questions about techniques and practice.

1.10. 1st December - *The theoretical principle of choice and decision making*

Montessori - How does our understanding of the development of choice and decision-making impact upon our work with the children? What are the types of choices? How does this knowledge of the types of choice affect the way in which we offer presentations?

Unwrapped - The analysing of a work curve; the practicalities, points to consider and techniques on how to create a bespoke and individualised programme of development. The analysis and implementation of work curves is the key to truly following the child and will shift your thinking and your practice.

Module Two

2.1. 12th January - *The Value and significance of Points of Consciousness*

Montessori - Part One - What is a point of consciousness? How do we use them in our day-to-day work with the children? What is their implication on development? How do they support the child in making an effort and striving to go further?

Unwrapped - Let's review some early sensorial presentations and questions in relation to the value of points of consciousness.

2.2. 19th January - *The Value and significance of Points of Consciousness*

Montessori - Part Two – How do points of consciousness support the child in the development of perseverance. Does this impact upon concentration? What can the guide do and offer in the way that they present?

Unwrapped - Let's review some early sensorial presentations and questions in relation to the value of points of consciousness.

2.3. 26th January - *The United Whole - 'A Society as One'*

Montessori - **What** does being social spring to each of our understanding. It's a complex question. That means something different to each of us. For some of us it means going out for a coffee with a friend. For others it's going out to dinner. For some of us it's the opposite of being alone. For some of us it conjures up a fear, I have to talk to people. For some of us it's about being part of something bigger than ourselves.

Unwrapped - Let's review some early sensorial presentations and questions in relation to the value of points of consciousness.

2.4. 2nd February - *The Role of Grace and Courtesies in aiding social cohesion*

Montessori - Part One - What does the term Grace and Courtesy actually mean? How does this part of our work impact upon the children's social adaptation in the short term and for the future?

Unwrapped - Let's reflect upon the practicalities of organising a Grace and Courtesy. What are the points that the adult needs to consider in the art of delivering a Grace and Courtesy with success?

2.5. 9th February - *The Role of Grace and Courtesies in aiding social cohesion*

Montessori - Part Two - Social cohesion is our goal. But what does it mean to be social and socially adept?

Unwrapped - What sort of social grace courtesies are of value and play a significant role in aiding the adaptation to the Children's House? Which one's lead the community and the child to a way of functioning and living that stem from a place of love and respect.

2.6. 16th February - *The Facets of Order*

Montessori - We know that the child has a tendency for order and a sensitive period for order. What are the many facets of order and how do we support these in the first plane of development? Does order have an impact on the child's thinking and long term implication on character development.

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2.7. 2nd March - *Freedom; Contribution to Society*

Montessori - Immediately we all have our own notion of freedom. Often the adult's notion is that freedom to do what you want to do, to be free. Montessori says freedom is a consequent of development. What does that mean to a working guide?

Unwrapped - The analysing of a work curve; the practicalities, points to consider and techniques on how to create a bespoke and individualised programme of development. The analysis and implementation of work curves is the key to truly following the child and will shift your thinking and your practice.

2.8. 9th March - *Freedom and Active discipline*

Montessori - What provides the basis of our decisions in regard to the responsibilities the children have. Understanding the concept in practice is much more subtle in practice than in theory. We must remember that it is a process that the child goes through.

Unwrapped - The analysing of a work curve; the practicalities, points to consider and techniques on how to create a bespoke and individualised programme of development. The analysis and implementation of work curves is the key to truly following the child and will shift your thinking and your practice.

2.9. 16th March - *The development of the Will*

Montessori - How will we define Will? The ability to direct one's actions, to direct yourself to fulfil a purpose. When you exert your will, it can be seen through by what the individual expresses their wish to do. How do we observe and support the strengthening of the will in relation to character development?

Unwrapped - The analysing of a work curve; the practicalities, points to consider and techniques on how to create a bespoke and individualised programme of development. The analysis and implementation of work curves is the key to truly following the child and will shift your thinking and your practice.

2.10. 23rd March - *Montessori Unwrapped*

Montessori - A potluck question and answer session

Unwrapped - Montessori work curve quiz

Module Three

3.1. 4th May - *Enrichment of vocabulary*

Montessori - The power of words... What is language? Where do we start? The limits of my language are the limits of my world.” Ludwig Wittgenstein. The starting point in all that we do is the child. What do we know about the child? What are the universal laws that the child brings with him and how do we support this unfolding development?

Unwrapped - Let’s review some early language presentations and questions in relation to the value of points of consciousness.

3.2. 11th May – *Logical thinking and free expression*

Montessori - The child is born with a potential to develop a language but is unable to speak at birth. Montessori observed that during the first six years of life the child possesses a special type of mind called the Absorbent Mind and experiences a ‘sensitive period’ for language. This enables the child to create his mother tongue without any conscious effort. From birth the child is absorbing whatever language/s he is surrounded by. Therefore, as soon as a child is born it is vitally important that he is always in an environment. When a child is exposed to an environment where the language spoken is rich and he is given the opportunity to speak as well as listened to, he will have the possibility of speaking clearly and articulately. Inevitably, this will later enhance his ability to write as well as give him a greater appreciation of what he reads.

Unwrapped - Let’s review some early language presentations and questions in relation to the value of points of consciousness

3.3. 19th May – Writing – *The manifestation of thought*

Montessori - Montessori education guides the children to explore writing. But how do we do this? Children have the natural drive to write, express themselves in a constructive love to write. We need to remember this drive that mankind has of self-expression, now in a graphic form. Writing is the ability to put down one’s thoughts on paper, preparation began long before the child got anywhere near a pencil in the Children’s House! So that when writing happens, it will explode from within, over a period of time.

Unwrapped - Let’s review some writing presentations and questions in relation to the value of points of consciousness

3.4. 25th May – *The explosion into reading*

Montessori – So what is our aim? To read the child needs to be an accomplished ‘writer’... They need to be able to; look at the word, the unknown, a mystery, breakdown the symbols, analyse, breakdown, fuse back together, put in context of the sentence, give experience, that eventually leads to understanding. It’s a long process that leads the child through an organic process to that of total reading.

Unwrapped - Let’s review some reading presentations and questions in relation to the value of points of consciousness.

3.5. 1st June - *The Mystery of Maths*

Montessori - Part One- Number is all around us. But why do so many of us have a fear of maths? Why do we offer maths to children at such a young age? What is happening developmentally to call the child to explore number?

Unwrapped - Let’s review some maths presentations and question what calls the child’s attention

3.6. 15th June - *The Mystery of Maths*

Montessori - Part Two - Number is all around us. But why do so many of us have a fear of maths? Why do we offer maths to children at such a young age? What is happening developmentally to call the child to explore number.

Unwrapped - Let’s review some maths presentations and question what calls the child’s attention

3.7. 22nd June – *Mindful Actions*

Montessori - How we are and how we think can send out silent messages to the people around us. What happens to us as a person when we act with a more mindful approach? Does this influence others? Does it change the world in which we find ourselves? Does being mindful in our work with the children make a difference?

Unwrapped - The analysing of a work curve; the practicalities, points to consider and techniques on how to create a bespoke and individualised programme of development. The analysis and implementation of work curves is the key to truly following the child and will shift your thinking and your practice.

3.8. 29th June – *Positive Language*

Montessori - So what do we know about language? We know that words are the basic building blocks of language. We use them to build sentences and paragraphs, ideas, and to make conversation. Language allows us to structure and understand our own thoughts, feelings and to communicate intelligibly with others. The words we choose in our writing and in our everyday conversations reveal a lot about our attitudes and thought patterns. How we use language in our time with children can play a tremendous part in the way the child responds and how a situation may pan out.

Unwrapped – a practical discussion and exercise in how to use positive language in our environments.

3.9. 6th July *A stillness within*

Montessori - What is it to be still? What is our understanding of the child's relationship with stillness? It's essential that we as guides have a relationship with this concept. What is it to be still? What is it to go into oneself? What does it do for our mind and body? What is being asked of us? Is it challenging? How does it feel? Do you like it? Is it different for the adult compared to the child?

Unwrapped - Techniques and strategies for playing the silence game with the children.

3.10. 13th July – *A celebration of a journey*

Montessori - The case study of one child through all four stages of development. What gives us the faith as a working guide to trust in this developmental journey.

Unwrapped – A celebration of your journey. A self-evaluation and group discussion of the year we have spent together.