

The logo for Dynamic Coaching Systems LLC is located at the top of the slide. It features the company name in a bold, black, sans-serif font. The text is centered within a light green, rounded rectangular banner that has a white road graphic winding through it. The banner is set against a background of a blue sky with white clouds and a sunburst effect.

DYNAMIC COACHING SYSTEMS^{LLC}

MONTESSORI: Essential for today's children

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GOAL OF MONTESSORI EDUCATION

To provide education which allows the child to grow naturally at his/her own pace, with dignity, in an environment designed to promote uninhibited learning in every area possible.



MORE SPECIFIC GOALS OF MONTESSORI EDUCATION

Assist the child to reach normalization.

Allow children to have freedom within limits.

Create in the child a sense of independence and self-discipline.

Help the child develop mindfulness.

Educate the whole child.

Help children to acquire a sense of common humanity.

Develop an endless curiosity for learning

Develop a healthy sense of self-confidence

Form extended habits of concentration, initiative, and persistence

WHY MONTESSORI?

“For the defense of those great inner powers which children possess.”

“For the harmonious and peaceful society and the elimination of wars. If help and salvation are to come, they can only come from the children, for the children are the makers of men.”

“The greatness of the human personality begins at the hour of birth.”

“The child is the builder of minds; guided by his inward teacher, who labors indefatigably in joy and happiness – following a precise timetable – at the work of constructing that greatest marvel of the Universe, the human being.”

“It is our duty to cultivate the early years with the utmost of care.”

ABSORBENT MIND

- Unconscious taking in of impressions that form the mind.
- The hand acts as the instrument of the intelligence; it is used to feed the mind.
- What is learned depends on the experiences offered.
- Characteristic of the birth to six-year old's development, reflecting... ***"I DO IT FOR MYSELF"***



HUMAN TENDENCIES

- Tendency for Orientation
- Tendency for Exploration
- Tendency for Communication
- Tendency for Activity
- Tendency for Work
- Tendency for Manipulation
- Tendency for Order
- Tendency for Repetition
- Tendency for Exactness
- Tendency for Self-Perfection
- Tendency for Abstraction
- Tendency for Imagination



SENSITIVE PERIODS

- Critical periods when the child displays passionate interests to the exclusion of all others and where the child learns without fatigue.
 - Order
 - Language
 - Movement



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PREPARED ENVIRONMENT

The human being is developed through interactions with purposeful/meaningful activities in the environment that teaches:

- A sense of order or chaos
- A sense of beauty or disregard
- A sense of contribution or purposelessness
- An understanding of cleanliness or a lack of personal dignity
- Independence and self-motivation or dependence and lack of motivation



THE SPIRITUAL PREPARATION OF THE TEACHER

“The real preparation for education is a study of one’s self. the training of the teacher who is to help life is something far more than the learning of ideas. It includes the training of character; it is a preparation of the spirit.

– Montessori, The Absorbent Mind

“Our goal is not so much the imparting of knowledge as the unveiling and developing of spiritual energy.”

--Montessori

ROLE OF THE MONTESSORI TEACHER

- Keeper and custodian of the environment.
- Be seductive in enticing the children to purposeful work –
“be like the flame which heartens all by its warmth, enlivens and invites.”
- As soon as concentration has begun in a child, act as if the child does not exist – and watch development unfold!

“We have to help the child to act, will and think for himself. This is the art of serving the spirit, an art which can be practiced to perfection only when working among children.”
– Montessori



*The job of the teacher
is to excite in the young
a boundless sense
of curiosity about life,
so that the growing
child shall come to
apprehend it
with an excitement
tempered by
awe and wonder.”
-- Montessori*

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What are the outcomes of a Prepared Teacher and Prepared Environment?

- Self Control
- Patience
- Self-Discipline
- Flexible
- Creative
- Plan ahead
- Work independently
- Increased periods of concentration and working memory
- Able to solve complex problems
- Respectful
- Empathetic

AREAS OF THE CLASSROOM

Preschool

- Practical Life
- Sensorial
- Language
- Mathematics
- Cultural



PRACTICAL LIFE

Personal Care Routines

- What are your own personal care routines you engage in daily?
- Which of these can the children do?

Environment Care Routines

- What are your own environment care routines you engage in daily?
- How can the children be engaged in these routines?

Large and Small Coordination

- What can Preschoolers Do?

Social Etiquette and Manners

- What are some social etiquette activities that you engage in daily?
- How can the children be engaged in these manners?



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SENSORIAL

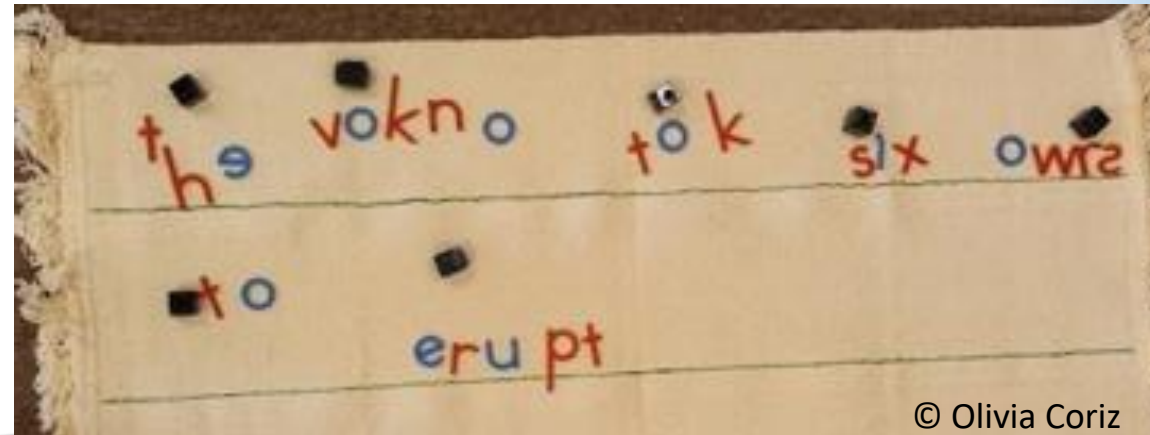
- Helps differentiate, clarify & classify sensorial impressions.
- Develops attention to details and concentration.
- Develops the muscular-tactile mind and sense.
- Develops independence.
- Develops the ability to judge and make decisions/choices.
- Develops concepts in the mind.
- Develops an awareness & recognition of dimension, leading to intelligent observations & a heightened sensitivity to the environment.
- Develops depth of meaning & applies knowledge to what else the child perceives.
- Serves as a preparation for other activities such as writing – fine motor coordination, and mathematics – forming a basis for inquiry, deduction, & comparison.
- Develops an appreciation for beauty in design, for line & form & for creativity.
- Refines the senses thereby increasing perceptual ability, which leads to appreciation of the smallest stimuli.



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LANGUAGE

- Developing self-confidence in speaking with others.
- **Developing concentration, control, discipline, accuracy & precision.**
- Improving speech and voice.
- **Understanding social customs when speaking.**
- Developing depth of meaning and ability to apply knowledge to other experiences.
- **Developing judgment, memory & the ability to make a choice.**
- Developing awareness of and attention to details.
- **Develops muscular coordination & free wrist movement in a controlled manner.**
- Develops appreciation for design.
- **Enrichment of vocabulary.**
- Refinement of the auditory sense.
- **Developing and broadening interests & gaining knowledge.**
- Understanding reading as a form of communication.
- **Preparation for: Reading, writing, effective communication, building words, art.**



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MATHEMATICS

- Learning the sequential order of numbers.
- Developing a greater awareness of number symbols in the environment.
- To develop a visual concept in the mind useful for later mathematics.
- To provide practice in counting from 1-9.
- Seeing symbols in sequence through linear increase or decrease.
- Developing an understanding of zero place value.
- Developing concentration and accuracy.
- Developing the mathematical mind.
- Offers practice with quantity and symbol.



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CULTURAL

Exposure to all venues of learning

- Art
- Geography
- Science
- Astronomy
- Botany
- Zoology
- Geology
- Ecology
- Music
- Etc.



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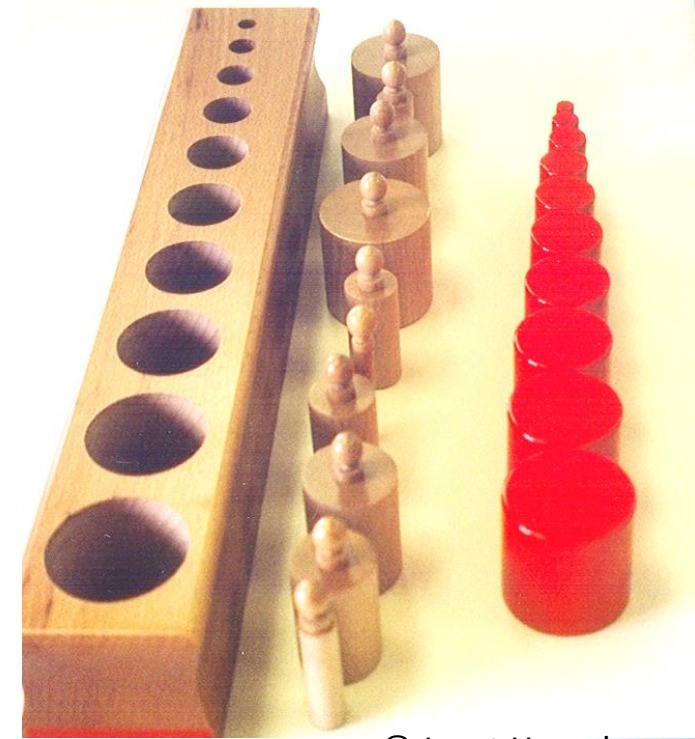
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MATERIALS

- Attract and maintain the child's interest
- Self-corrective and self-teaching (didactic)
- Isolate the difficulty
- Simple to complex and concrete to abstract
- Balance of challenge and success
- Built in control of error which shifts to the child



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“The essential thing is for the task to arouse such an interest that it engages the child’s whole personality. An interesting piece of work, freely chosen, which has the virtue of inducing concentration rather than fatigue, adds to the child’s energies and mental capacities, and leads him to self-mastery.” -- Montessori

MONTESSORI PRINCIPLES IN PRACTICE

- **WORK** is the child's play; play is the child's work.
- **CHILD-LED CURRICULUM** - an attuned response to the developmental cues and signals of children based on objective observation.
- Individual **CHOICE** of activity
- **LARGE BLOCKS OF TIME** to repeat, focus and learn
- Learning in 3 stages: **INTRODUCTION, PRACTICE, APPLICATION**
- **RESPECT** – for self, others and the environment
- **MIXED-AGE CLASSES**



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SUPPORTING CHILD-INITIATED WORK

Closely observe children with these questions in mind:

- What is drawing the children to the materials?
- What is the nature of their interpersonal activities?
- What are these children curious about?
- What are the children being driven to explore?
- What do these children know how to do?
- What do they find challenging?

*“The greatest sign of success for a teacher...is to be able to say,
“The children are now working as if I did not exist.”*

– Maria Montessori

How will you know what a child is developmentally ready for?

OBSERVATION:

- The best technique for understanding a child.
- Can occur spontaneously at any point in the day for as long as possible.
- A critical component of working with young children because it informs what is going on, which aids in planning for the needs of the children.
- Helps one gain a new insight to each child's individuality as well as the group's dynamics.

How are children assessed?

- **Subjective:** Observation & Anecdotal Notes of daily interactions & activities, inclusive of parental input.
- **Objective:** Head Start Early Childhood Outcomes Framework/Excel Tool

SDECLC EHS INFANT/TODDLER DEVELOPMENTAL PROGRESSION																		
Child's Name:											Teacher(s):							
PROGRESSION CODE: E=Emerging A=Advancing P=Proficient											FALL		WINTER		SPRING		SUMMER	
DOMAIN	SUB-DOMAIN	GOALS	E	A	P		E	A	P		E	A	P		E	A	P	
APPROACHES TO LEARNING	Emotional & Behavioral Self	Child manages feelings and emotions with support of familiar adults.																
		Child manages actions and behavior with support of familiar adults.																
	Cognitive Self-Regulation	Child maintains focus and sustains attention with support.																
		Child develops the ability to show persistence in actions and behavior.																
		Child demonstrates the ability to be flexible in actions and behavior.																
	Initiative & Curiosity	Child demonstrates emerging initiative in interactions, experiences, and explorations.																
		Child shows interest in and curiosity about objects, materials, or events.																
	Creativity	Child uses creativity to increase understanding and learning.																
		Child shows imagination in play and interactions with others.																

What work supports a child's development?

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Varied, multi-sensory, challenging experiences with intellectually valid content that engage the child's body, mind, and active curiosity.



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active exploration



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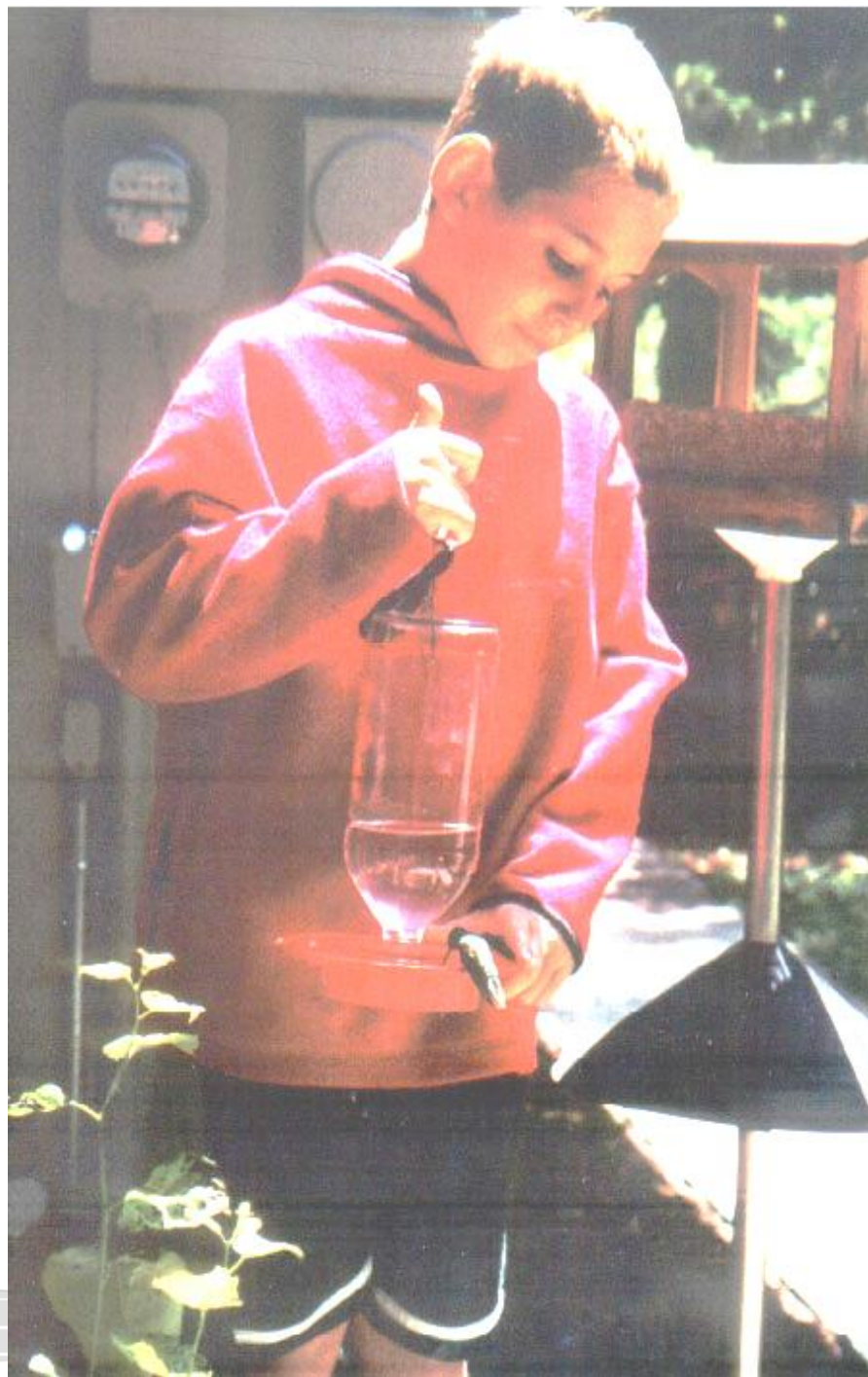
and sensory experiences



Learning at their own pace, even though they follow the same course of development.

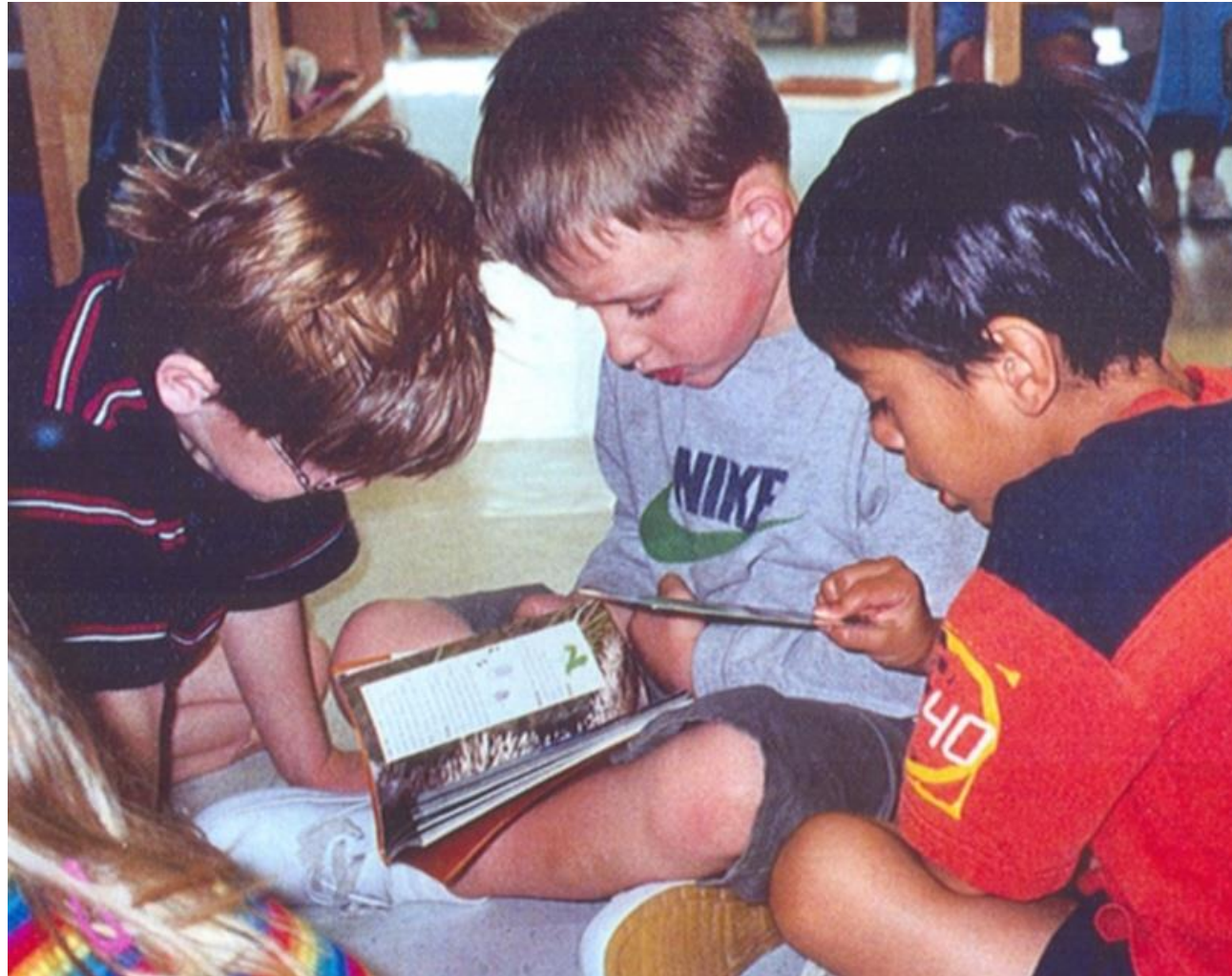
Learning
within
meaningful
context.





Learning
through
trial and
error and
problem
solving.

Learning from elaboration of experiences as opposed to acceleration.



Learning using their own individual learning style.



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And...
learning
when they
are
connecting
with
nature.



MONTESSORI: “FOLLOW THE CHILD”

An attuned response
to the developmental cues and signals of each child
within an environment prepared
for the developmental needs of the children within it.

*“Unlike the adult
who works to create some change in his environment,
the young child works
to create a change in himself. He works to grow.”*

--Montessori

Thank You For All of Your **GENEROUS**
Efforts On Behalf of Children!



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MONTESSORI: ESSENTIAL FOR TODAY'S CHILDREN

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TRADITIONAL SCHOOL	MONTESSORI SCHOOL
Teachers' role is dominant and active	Teacher is unobtrusive
Child is a passive participant	Child is an active participant
Teacher as primary disciplinarian	Environment and method encourage internal self- discipline
Individual and group instruction conforms to the adults teaching style.	Individual and group instruction adapts to each students learning style.
Most teaching done by teacher and collaboration is discouraged.	Children encouraged to teach, collaborate and help each other.
Rigid Curriculum structured with little regard for children's interest.	Flexible Curriculum- Children chose their own work based on interest and capabilities.
Child progresses at teachers pace.	Child learns at his own pace.
Role-play and Fantasy	Reality Oriented
Learning is reinforced by external rewards and discouragement.	Learning is reinforced internally through child's own repetition of activity and feelings of success.
Random placement-not necessary to return materials to a specific place.	Specific places for materials creating a sense of order.
Play materials for nonspecific skills	Multi-sensory materials to develop specific skills.
Little emphasis on instruction in classroom maintenance.	Organized program for learning of self care and care of the environment.
Child assigned seat. Child is encouraged to sit still and listen during group sessions.	Child can work where they are comfortable. They can move and talk at will, yet they do not disturb others. Group work is voluntary and negotiable.
Lacks appropriate cultural relevant lessons, materials, and learning.	Room to incorporate cultural relevant learning based on child's or community background.

GRACE AND COURTESY

CLASSROOM MANAGEMENT	SOCIAL SKILLS
<ul style="list-style-type: none"> • How to listen to directions • How to get the teacher's attention <ul style="list-style-type: none"> ○ Place hand on teacher's shoulder ○ Wait for acknowledgement • How to raise hand at circle time and wait to be called on • How to wait to speak after others finish • How to shake hands with teacher/adult • How to ask for help from a teacher or another student • How to greet a visitor: "Hello, my name is.... Welcome to (our home or name of school)." • How to listen to a story or poem without shouting out questions in the middle of the story • How to learn a song at circle time • How to sing with a group • How to recycle paper 	<ul style="list-style-type: none"> • Friend greeting a friend • Making an apology <ul style="list-style-type: none"> ○ How to admit a mistake and ask to be forgiven. ○ How to say, "I'm sorry. I won't do it again." • How to give comfort to another <ul style="list-style-type: none"> ○ Asking, "Are you all right? May I help you?" • How to introduce friends: "Mary, this is my friend, Tomas." • Asking to watch another's lesson • Asking to join in play or a group lesson • Asking for a turn • Asking an older child for help • Inviting another child to play • How to refuse an invitation kindly and say "no" politely • Introducing myself to another: "Hello. My name is...." • How to say, "Stop! You're hurting me. I don't like that!" • How to ask someone to move: "Could you please move? I would like to sit here." • "Excuse me, please. I want to walk through here."

3 PERIOD LESSON:

1. Introduction

2. Practice

3. Application