

Documenting Montessori

Building Futures Montessori



Figure 1: Developing the “Whole” Child: V. Ward. 2004



Montessori Curriculum Overview

TRADITIONAL	GARDENER'S FRAMES	Preschool Curriculum Guidelines Foundation Learning Areas	NCAC (Accreditation)	MONTESSORI
				Sensorial (Development of Senses)
				Practical Life
Physical	Movement	Health & Physical Understanding	Physical (6.2)	Fine Motor Controlled Movement
Social	Inter-personal	Social Living & Learning	Interpersonal (6.4)	Social Unit
Emotional	Intra-personal	Sense of Self & Others	Personal (6.4)	Character
Intellectual	Logico-mathematics	Thinking	Curiosity, logical inquiry & Mathematical Thinking (6.5)	Mathematics
				Including
	Spatial			Geometry
(Language)	Language	Communicating	Language and Literacy (6.3)	Language Speech
	Environment	Understanding Environments		Science/Botany
				Geography
	Music			Music
			Creative and Aesthetic Development (6.6)	Practical Art
	Philosophical/Spiritual	Cultural Understanding		Spiritual/Qualities of Psyche



Teaching Vs ECEC

Specialists identify desirable skill and knowledge. This is formatted into a curriculum.

A Teacher develops a plan for providing learning experiences within the curriculum.

Students participate in the planned experiences.

The teacher assesses what the student has learned.

Teacher's observation of the child

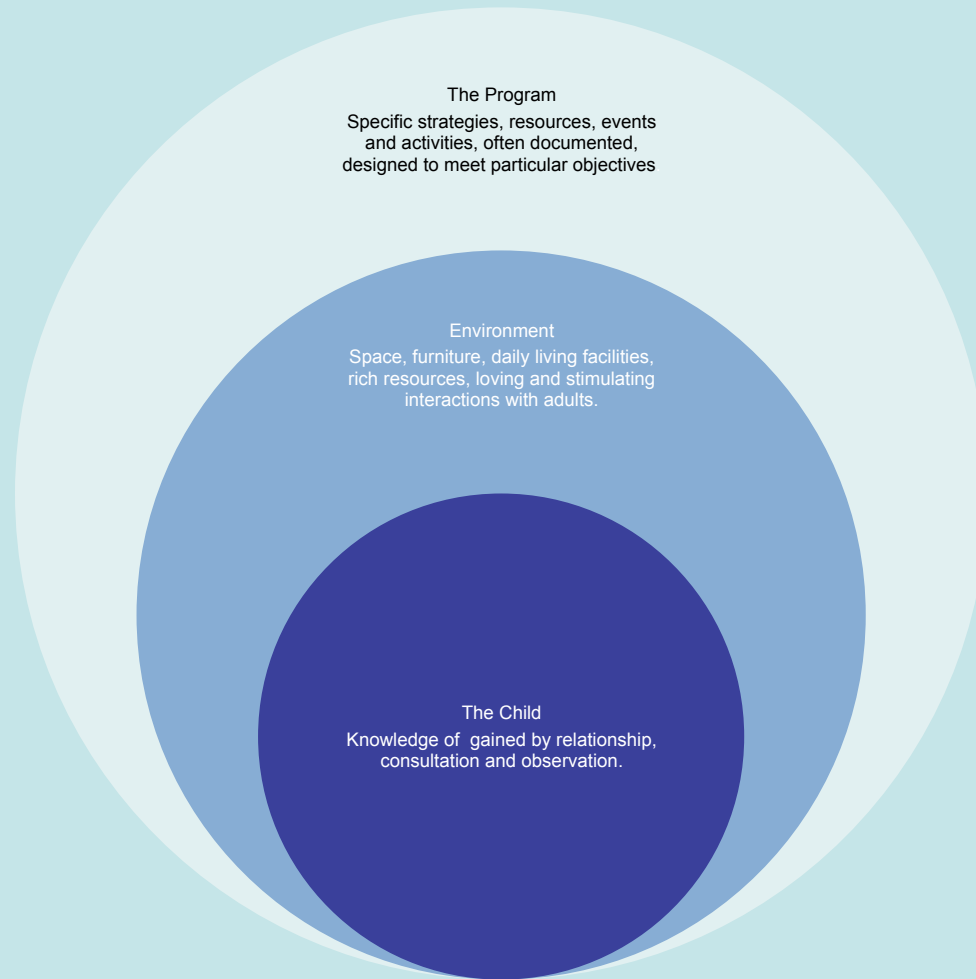
Teacher's knowledge of child development and repertoire of opportunities

An environment, series of interactions and activity options that form a platform for the child's experiences

The teacher observes the child's experiences as an assessment of the child, their own teaching performance, the environment and the activity and uses this to inform further practice.



ECEC/Montessori Perspective





Understanding Programming Flow

i. PREPARATION. The teacher prepares their knowledge, skills, repertoire and attitude.



ii. OBSERVATION. Objective and purposeful data on each child is collected and documented.



iii. INTERPRETATION. Each observation is reflected upon within the context of the teachers knowledge about the child and development.



iv. STRATEGISING. An objective is set that will extend a child, support a child in an area of need or diversify the child's experience in an area of interest.



v. PLANNING. To meet the objective, the teacher will document a change to the environment, a series of interactions with the child, or an activity for the child.



vi. IMPLEMENTING. The teacher will initiate the environmental change, series of interactions or activity, inviting the child to participate.



vii. EVALUATING. The teacher will compare the objective set (iv) with the outcome and determine if the objective was met. Often this comment will become another observation (ii). The program also needs to be evaluated to ensure that it is meeting the goals of the organisation and the service's philosophy.



viii. REFLECTING. An important part of professional practice is to self-evaluate. Considering their interactions, their use of materials, their knowledge base etc, the teacher will document their performance strengths and areas for growth. This is usually a private matter, although seeking supervision on this process can be a support of professional growth.



DOCUMENTATION STRANDS:

OBSERVATION

**INTERPRETATION
STRATEGY
PLANNING**

IMPLEMENTATION

EVALUATION

Child Profile

Foundation Documents

**Displayed Program
Child Records**

**Child Profile
Global Review**

Child knowledge gathered from sources and observation

Curriculum links refer to Foundation

Program Implemented – Montessori

Outcomes for each child/group
Link to centre goals/philosophy

Foundation: Montessori Philosophy, Environment, Interactions. EYLF DOCUMENTS, LINKAGES, EXPLANATIONS, OBJECTIVES, PRESENTATIONS



FOUNDATION

Curriculum Guide: Montessori Apparatus

Sensorial

Name	Readiness Indicator/s	Direct Aim	Indirect Aim/s	Presentation	Extension/Further Activities
Cylinder Block: Width Variable	*No longer "mouthing" equipment * Some fine motor capability – tripod grip * Using practical life activities.	Visual Perception Development: Able to discriminate between sizes.	* Self-correct errors * Preparation for the pencil grip for writing * Size and Comparative Language/vocab * Concrete concept of volume.	* Child shown the cylinders. * Guide demonstrates seeking the next sized cylinder silently. * Work left to right in preparation for reading.	* Other 3 cylinder blocks * Knobless Cylinders * Combination of materials.
Cylinder Blocks: - Height Variable - Height and Width Variables - Reverse sizing.	Confidence and Accuracy in using Width Variable Cylinder Block.	Visual Perception Development: Able to discriminate between sizes.	* Self-correct errors. * Preparation for the pencil grip for writing * Size and Comparative Language/Vocab. * Concrete concept of volume.	* Child shown the cylinders. * Guide demonstrates seeking the next sized cylinder silently. * Work left to right in preparation for reading.	* Knobless Cylinders * Combination of materials.
Pink Tower	*No longer "mouthing" equipment * Some fine motor capability * Using practical life activities.	Visual Perception Development: Able to discriminate between sizes.	* Purposeful moving. * Muscular memory – size. * Concrete concept of cube and series 10. * Building a tower.	* Child shown how to roll out mat. * Each cube of the tower is carried one at a time to the mat and distributed randomly. * Largest block is searched for and each subsequent largest block is placed atop until completed. * Tower is returned to shelf in same manner.	* Matching Cards * Red Rods. * Combine with other sensorial materials.



CHILD PROFILE



MONTESSORI CURRICULUM OVERVIEW: CHECKLIST

NAME: _____ D.O.B. ___ / ___ / ___

key / presented; \ working with; _ mastered --to make Δ then: \blacktriangle extension work Date

Pink Tower		e		Number Rods		Botany Cab	
Brown Stair		f		Sandpaper Num. 1		Leaf Cards	
Red Rods		g		2		Botany Puz	
Cylinder Bl 1		h		3		Animal Puz	
Cylinder Bl 2-4		i		4		Botany Cards	
Knobless Cyl		j		5		Globe - sandpa	
CB + Knob.Cyl		k		6		Globe-parts	
Colour Box 1		l		7		World puz map	
Colour Box 2		m		8		Aust puz map	
Colour Box 3		n		9		Puz map	



Social/Emotional/Creative

- Aspects of child behaviour, socialisation, interests and creativity fall outside of the Montessori apparatus.
- Full process of programming for child should be documented. See examples
- Whole group and small group interests, strengths and needs can also be identified and documented. NCAC requirement.



Outcome 5.2

OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS

Children engage with a range of texts and gain meaning from these texts

This is evident, for example, when children:

- listen and respond to sounds and patterns in speech, stories and rhymes in context
- view and listen to printed, visual and multimedia texts and respond with relevant gestures, actions, comments and/or questions
- sing and chant rhymes, jingles and songs
- take on roles of literacy and numeracy users in their play
- begin to understand key literacy and numeracy concepts and processes, such as the sounds of language, letter-sound relationships, concepts of print and the ways that texts are structured
- explore texts from a range of different perspectives and begin to analyse the meanings
- actively use, engage with and share the enjoyment of language and texts in a range of ways
- recognise and engage with written and oral culturally constructed texts

Educators promote this learning, for example, when they:

- read and share a range of books and other texts with children
- provide a literacy-enriched environment including display print in home languages and Standard Australian English
- sing and chant rhymes, jingles and songs
- engage children in play with words and sounds
- talk explicitly about concepts such as rhyme and letters and sounds when sharing texts with children
- incorporate familiar family and community texts and tell stories
- join in children's play and engage children in conversations about the meanings of images and print
- engage children in discussions about books and other texts that promote consideration of diverse perspectives
- support children to analyse ways in which texts are constructed to present particular views and to sell products
- teach art as language and how artists can use the elements and principles to construct visual/musical/dance/media texts
- provide opportunities for children to engage with familiar and unfamiliar culturally constructed text

Add your own examples from your context:



Recording your Program

Eyes searching, mind thinking, body moving. The infant learns and connects.
Parent and teacher soothe, adults sing, laugh and caress.

No-one writes.

Moment by moment, hour by hour, day by day. How could this be captured,
how could this be recorded?

Even memory fades.

Yet the child develops themselves in silent, secret miracle.

Pages and pages of angst-ridden scrawl fail to scratch even the
surface of the learning that is blooming within.

But proof is required. A tokenistic, intrusive investigation
assesses apparent performance.

And you will go through it. But you know the truth.

The child is all the evidence you really need.

