



MONTESSORI SCHOOL ALMERIA
Growing place

Montessori School Almería : Montessori pedagogy, our way of learning

Scientific pedagogy of María Montessori is a comprehensive educational approach from birth to adulthood based on the observation of children's needs in a variety of cultures all around the world.

Beginning her work almost a century ago, Dr. Maria Montessori developed this educational approach based on her understanding of children's natural learning tendencies as they unfold in "prepared environments" for multi-age groups (0-3, 3-6, 6-9, 9-12, and 12-18).

The Montessori environment contains specially designed, manipulative "materials for development" that invite children to engage in learning activities of their own individual choice. Under the guidance of a trained teacher, children in a Montessori classroom learn by making discoveries with the materials, cultivating concentration, motivation, self-discipline, and a love of learning.

Montessori education begins with the understanding that the role of the adult is to support and assist in the child's own efforts and activities in the unfolding inborn developmental powers. The child, from the earliest moments of life, possesses great constructive energies that guide the formation of his mind and the coordination of his body through spontaneous activities and interactions with the environment. The Montessori approach was developed without preconceived ideas as to how best to aid the child in his journey to adulthood.

Instead, key Montessori ideas emerged from Dr. Montessori's direct and extensive observation of children in diverse cultures and in many countries:

- That there are four key developmental planes in the journey to adulthood: 0-6 years old, 6-12 years, 12-18 years and 18-24 years.





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Each of these planes has its own goals: in the first, the development of the self as an individual being; in the second, the development of the social being; in the third, the birth of the adult and finding one's sense of self; in the fourth, consolidating the mature personality and becoming a specialized explorer. The complete development of the adult human being requires that the specific needs of each of these periods be satisfied.

- That within each of these planes the child or adolescent has specific 'sensitivities' or 'windows of opportunity' that urge a child to seek out and repeat activities to acquire a particular human trait, for example a sensitivity that drives the child to the acquisition of language in the first plane (0-6 years), or that drives the child to the development of a moral 'compass' in the second plane (6-12 years).

- That in addition to these age-specific sensitivities, human beings, from birth to death, have a number of behavioral tendencies that give each child the ability to adapt to his or her place and time. These human traits—for example, to explore, order, manipulate, imagine, repeat, work and communicate—have been crucial to human evolution and are active within the child.

AMI is the association founded by and that preserves the legacy of its work, in Montessori School Almería we follow the principles of AMI





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HISTORY OF MARIA MONTESSORI

The Montessori pedagogy is not a novel method; Developed by María Montessori (1870-1952), the Pedagogía Científica or Montessori method is a pedagogical method widely spread throughout the world, with official training centers and thousands of schools implanted.

More information:

[http: //ami-global.org](http://ami-global.org) - Asociación Montessori Internacional

<http://aidtolife.org/es/> - Web of AMI addressed to families

https://es.wikipedia.org/wiki/Maria_Montessori

[http: / /www.yorokobu.es/google-amazon-y-wikipedia-hijos-de-montessori/](http://www.yorokobu.es/google-amazon-y-wikipedia-hijos-de-montessori/)

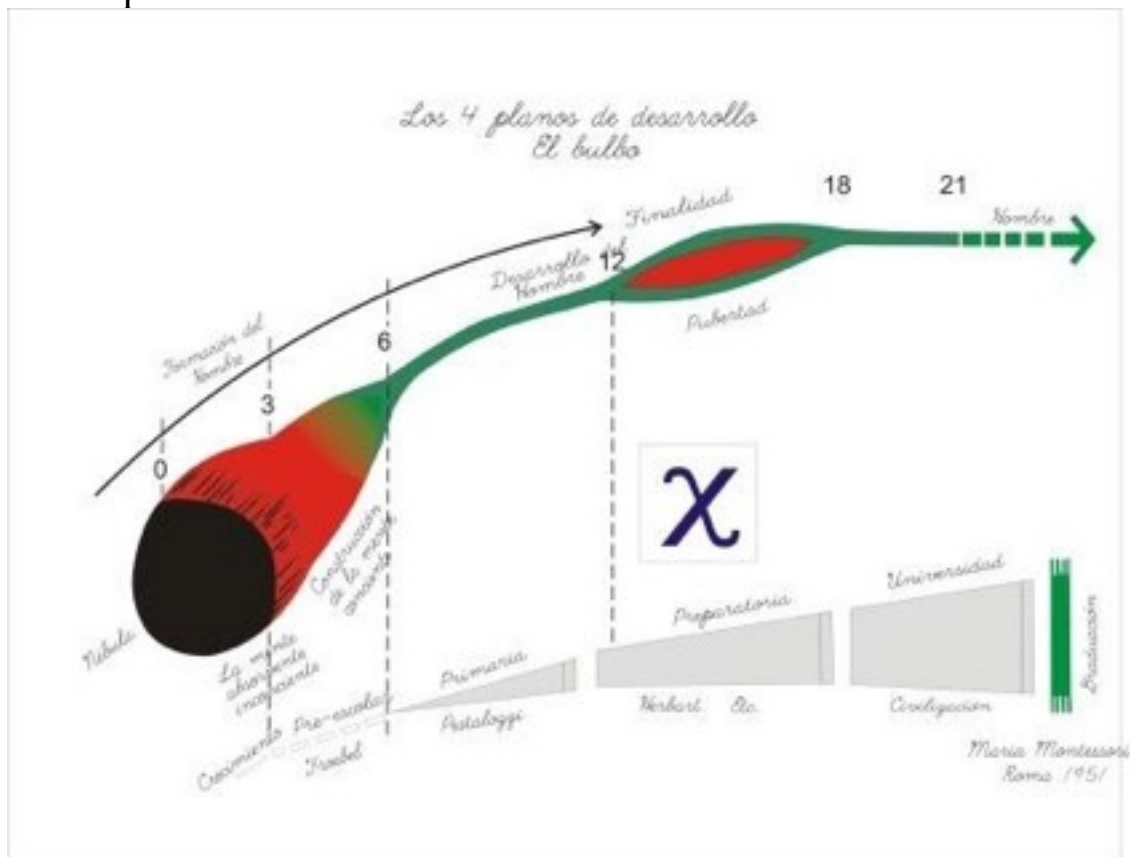




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Montessori planes of development

The methodology of a Montessori Education is to follow the child and guide him/her into an experience of self-directed and exciting learning. This ensures motivation, ownership and a desire to continue learning throughout life. The ultimate goal is for him/her to be able to be an active, successful adult. The Montessori Method accomplishes this by following the different stages of a child's development. The stages of growth, which Montessori refers to as the Four Planes of Development, coincide with the sensitive periods, those ages when a child demonstrates an intense focus on acquiring a particular capability or skill. At each plane, she viewed an individual as becoming a completely separate person from that of the previous plane of development. Each level of the curriculum has been specifically formulated around the needs and characteristics of each plane to provide the optimal learning environment. The Planes of Development are as follows:





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First Plane AGES 0-6
Needs and Sensitivities
Characteristics and Behaviors
Education and Classroom Environment

- Beauty of the environment
- Order
- Care of environment and self
- Social relations
- Control of movement
- Security
- Concrete
- Choice
- Absorbency
- Independence
- Refinement of the senses
- Sensorial information
- Environment-certain aspects
- Constantly active
- Order
- Concentration





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- Concern
- Absorbency
- Concrete Facts
- Seek Independent activities
- Imitative Behaviour
- Concrete Materials
- Self-correcting Materials
- Sequential presentations
- repetition
- Individual work
- Uninterrupted work periods
- Role-model from older peers
- Practical life
- Control of movement
- Freedom of choice





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Second Plane AGES 6-12
Needs and Sensitivities
Characteristics and Behaviors
Education and Classroom Environment

- Development of reasons
- Fact relation (why, when, how)
- Express judgements and morality
- Cause and effect
- Building community
- Constructing a self-image
- Abstraction
- Conscious of duties and responsibilities
- Absolute freedom of choice
- Morality
- Emotional relationships
- Sensitive period for imagination
- Craves details
- Need to go out, form relationships
- Social awareness
- Movement from concrete to abstract
- Mental independence, moral perspective
- Development of reason





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- Age of serenity, age of rudeness
- Develops imagination, can distinguish between fantasy and reality
- Physical changes
- Needs facts to use as springboard for further study
- Prefer group work
- Internalization of concepts
- 5 Great Lessons - use of imagination
- Needs to go out in the world
- Wants independence outside the family and school
- Given the basis of all culture
- Needs to know what is just/unjust
- Materials to grow the intelligence
- Simpli-life, more experience with nature
- Wider boundaries
- First-hand experiences interacting with culture
- Experiment with the laws of association





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Third Plane AGES 12-18
Needs and Sensitivities
Characteristics and Behaviors
Education and Classroom Environment

- Many physical changes, including increase in hormones
- Health and emotions are fragile
- More creative opportunities
- Global perspective
- Philosophical explorations, production and creation
- Interest in History
- Self-confidence
- Financial independence
- Decrease in intellectual capacity
- Very social, concerned about place among peers
- Higher concern for humanity and environment
- Activist oriented
- Concerned about vocation and contributions to society
- Delicate period for health
- Resists authority





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- Abstract love for mankind
- Guided to investigate on their own
- Should be allowed to work “on the land”
- Cultural education comes through living, direct exposure
- Recognition of contribution to society
- Self becomes secondary





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**Fourth Plane University or Adulthood
Needs and Sensitivities
Characteristics and Behaviors
Education and Classroom Environment**

- Sensitive to inner needs
- More mature
- Chooses his/her own actions
- High moral conscience
- Dedicates himself to the good of society
- Feels more responsibility for the outcome of the world.
- Education and culture have no limits
- Need to overcome possessiveness and materialism





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The Montessori Movement

The Montessori movement is not a narrow method of teaching, but a broad philosophy of life that rests in faith in each child as a potential new beginning for humanity and the creator of the adult he will become. Every child possesses an inner force that drives him to grow and learn and that can be observed in his spontaneous activities. We respect his natural inquisitiveness, which makes learning an imperative, as much a basic need to the child as food, shelter, and love. We appreciate his relentless exploration through his senses and movements, which make his environment his natural school.

It is our purpose to observe the child's natural interest and activities and provide an environment in which he can develop and learn.

Dr. Maria Montessori believed that self-motivation is the only valid impulse for learning. Within the carefully structured order of the Montessori classroom, the child is free to choose his own projects throughout the day. Following his own inner direction, he discovers his own pattern of learning and finds satisfaction in work.

It is the child who takes the active part in the Montessori classroom, not the guide. The child plays the active role in his self-development rather than being trained by an adult. The children are encouraged to work out their own social problems and reach their own moral conclusions.

Responsibility toward the group and the other children individually is emphasized. Adult authority acts as a background for free development. When the child is encouraged to develop understanding, compassion, and respect, he is able to cultivate his own self-discipline.





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Major Points of the Montessori Method

(Adapted from E.M. Standing, The Montessori Method: A Revolution in Education, Academy Library Guild, 1962.)

1. It is based on observations of the true nature of the child.
2. Its application is universal. The same results can be achieved in any country and with any racial, cultural, or economic group.
3. It reveals the small child as a lover of work, both of the intellect and of the mastery of the body (especially the hand). This work is spontaneously chosen and carried out with profound joy.
4. Through his work, the child shows spontaneous discipline. This discipline originates within him and is not imposed from without. This discipline is real, in contrast to the artificial discipline of reward and punishment common to other methods.
5. It provides suitable activities based on the vital urges of the child at each stage of development. Each stage is mastered before the next is attained.
6. It offers the child the greatest possible choice of physical and mental activity. In doing so, the child reaches the same or higher scholastic levels compared with traditional systems.
7. Each child works at his own pace. The quick are not held back and the slow are not pressured. The child has much opportunity to work in groups and to help other children with work he has already mastered.
8. It enables the teacher to guide each child individually in each subject area, according to his own unique needs.
9. It allows the child to grow in biological independence by respecting his needs and removing undue adult influence. It allows the child a large measure of liberty grounded in respect for the rights of others.





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This liberty is not permissive license but forms the basis of genuine discipline.

10. It does away with competition as a prime motivation for learning. The child competes with himself. It presents endless opportunities for collaborative work and reciprocal assistance joyfully given and received.

11. The child works from his own free choice. This choice is based on knowledge and is thus an authentic choice.

12. The Montessori method develops the child's whole personality, not merely his intellectual faculties but also his powers of deliberation, initiative, and independent choice, with the associated emotional complements. By living as a free member of an authentic social community, the child learns the fundamental social qualities that underlie good citizenship.

