

Exploring The Links. The Montessori Method Of Education And The EYLF

EYLF Philosophy And Practice	Montessori Early Learning Years Philosophy And Practice	How We Implement EYLF & Montessori Philosophy At MCCMV
<p>Belonging, Being & Becoming:</p> <p><i>Belonging, Being and Becoming</i> are the three basic concepts that children's lives are characterized by and these refer to how a child from even before birth is linked to family, community, culture and place. Through these relationships a child's development and learning takes place as he/she begins to explore, develop interests, create own identity and make meaning to the world around him/her.</p>	<p>Plane 1 of development 0-6 years Child's goal is independence Characteristic – egocentricity</p> <ul style="list-style-type: none"> Substage 1- 0-3 years Help me do it myself Substage 2 3-6 years Let me do it myself <p>Montessori philosophy</p> <ol style="list-style-type: none"> Absorbent mind Sensitive periods for learning Work & play – interchangeable for Montessori educators. Children build selves through interaction with activities in prepared environment <p>Absorbent Mind Child absorbs learning from his/her cultural & social environment & from any environment in which he/she finds self</p> <p>Sensitive periods for learning order, language, walking, movement, social aspects of life, small objects, touch & manipulation & learning through the senses.</p> <p>Montessori materials. Montessori designed materials based on observations of children's interactions with the environment to assist child's social, emotional, cognitive, creative and physical development through planes of development from birth to adulthood. Areas: sensorial, practical life-self help & movement, mathematics, literacy & culture</p>	<p>Implementation.</p> <ul style="list-style-type: none"> We offer two prepared environments in <ul style="list-style-type: none"> children aged 2-6 years. Environments are prepared with child and only child in mind Order and routine are maintained in environments Activities are provided for holistic development Emphasis on: <ul style="list-style-type: none"> Independence- giving child skills needed to be independent in environment Tactile & manipulative activities – touch is very important, sensorial exploration , minimal help from adult but lots of demonstration of how to do it scaffolding learning- breaking activities into small steps fine and gross motor skill focus Child's place in family, pre-school, country, world
<p>Belonging- Key Concepts</p> <p>A child's sense of belonging can be referred to their relationships with family members – recognizing mum, dad, siblings, grandparents etc.</p> <p>Within early childhood, a child's sense of belonging can relate to how comfortable a child is within the setting, having a sense of trust and security with childcare professionals.</p> <p>When children have a sense of belonging they are more confident, feel more secure, are more creative and more likely to explore the world of learning.</p>	<p>Belonging – key concepts</p> <p>Prepared environment to suit developmental needs of child</p> <p>Particular attention to sensitive periods of child for order, language, walking, movement, social aspects of life, small objects learning through the senses.</p> <p>Activities chosen to meet these sensitive periods for learning</p> <p>Strong links between educators and family</p> <p>Creating a home life environment with child sized materials appropriate for caring for the environment</p> <p>Montessori Cultural curriculum</p>	<p>Belonging – key practice</p> <p>At MCCMV a sense of belonging is nurtured by:</p> <ul style="list-style-type: none"> Consistent educators Consistent routines Focus children Collaborative partnerships Shared portfolios of child's learning journey Child sized materials for purposeful interactions which allow children to care for environments and all things

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<p>To understand that you are part of a group, feeling that you are part of a family. Having a feeling that you are linked with others and experience important relationships.</p>	<p>Education for peace</p>	<p>living and no in it.</p> <ul style="list-style-type: none"> • Combination of individual, small & whole group experiences • Birthday celebration • Peaceful experiences • Walking the line for centering self • Implement Montessori cultural curriculum
<p>Being - Key Concepts Within early childhood, a child's sense of being can relate to how childcare professionals show respect to each individual child, through greetings, conversations and actions. When children have a sense of being they build and maintain relationships with others, take part in life's journey and face challenges in everyday life. To experience what is happening now, life in the present. For children, understanding that they are accepted for who they are and knowing that others care about them.</p>	<p>Being - Key Concepts Role of Montessori educator.</p> <ul style="list-style-type: none"> • Prepare self- remove pride, have faith in child, learn purpose, presentation & sequence of materials, educate others • Prepare and maintain developmentally appropriate Montessori environments • Base planning on observations & collaborative partnerships • Adult provide link between environment and child • Modelling respect, grace and courtesy in all interactions 	<p>Being - Key Practice</p> <ul style="list-style-type: none"> • Consistent arrival and farewell routines • Child focused collaborative learning partnerships • Documented processes for transitions between programs & to school • Shared outside activities between two programs to familiarise all educators with all children • Whole centre shared activities- incursions, excursions, family/centre events • Emergent skills focus for planning • Speaking to child at child's level • Professional development
<p>Becoming - Key Concepts To experience change through different events and circumstances in one's life. A child's sense of becoming refers to the changes experienced as he/she grows, learns and develops. Within early childhood, children's sense of being, changes overtime as they gain knowledge, extend their understandings, create relationships and develop skills. This enables a child to learn to participate actively in today's society.</p>	<p>Becoming - Key Concepts Montessori philosophy</p> <ul style="list-style-type: none"> • Follow child- have faith in child to develop through interactions with prepared environment • Observe carefully to note sensitive periods for learning &/or special interests • Freedom of choice • Uninterrupted activity • Montessori learning materials • Sequential presentation of activities to build up skills 	<p>Becoming - Key Practice</p> <ul style="list-style-type: none"> • Careful observation • Collaborative partnerships • Planned and spontaneous activities • Changing environment • Offering activities in sequence from Montessori curriculum materials (documenting interactions for future planning choices) • Providing full complement of developmentally appropriate Montessori materials for 5 curriculum areas & supplementing with other activities where appropriate

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<p>EYLF Principles relate to our beliefs and values. The <i>Early Years Learning Framework</i> provides us with <i>Principles</i> to guide us in our work with children and focuses on assisting each individual child to make progress towards the <i>Learning Outcomes</i>.</p> <p>The five principles are -</p> <ol style="list-style-type: none"> 1. Secure, respectful and reciprocal relationships – having an understanding and being aware of children’s thoughts and feelings. Positively interacting with each individual child in their learning and support the development of a child’s sense of wellbeing. 2. Partnerships – working in partnerships with families within the early childhood setting. Creating a warm and welcoming environment for all children and their families. Collaborating with childcare professionals, parents, people within the community to ensure learning experiences are meaningful for the children. 3. High Expectations and equity – believing that all children are able to succeed, regardless of cultural diversity and abilities. Having high expectations for all children in their achievement in learning. Ensure that all children have opportunities to achieve learning outcomes. 4. Respect for diversity – respecting, valuing and reflecting the values and beliefs of families. Show consideration and respect of cultures, languages, histories, traditions, family lifestyle practices of all families. Promote a greater understanding of Aboriginal and Torres Strait Islanders. 5. Ongoing learning and reflective practices – continually improve professional knowledge and learning practices. Value the local knowledge of families and the community. Engage in ongoing learning of philosophy, ethics and practice. Gather information that supports children’s developmental learning. 	<p>Montessori Principles Principles relate to the implementation of the Montessori method of education and guide our work with children to assist them to achieve goal of independence The 6 Principles are:</p> <ol style="list-style-type: none"> 1. Freedom Montessori believed that children must be free to explore and follow their natural impulses, develop their potential and increase their knowledge of the world around them. Within the prepared environment, the child must experience freedom of movement, freedom of exploration, freedom to interact socially, and freedom from interference from others. This freedom ultimately leads to a greater freedom: freedom of choice. 2. Structure and Order Structure and Order in the Montessori classroom accurately reflect the sense of structure and order in the universe. Shelf work is on trays, table & floor mats isolate work areas, items kept in same place & returned ready for next child to use 3. Beauty Montessori environments should be beautiful and suggest a simple harmony and be uncluttered and well-maintained, and reflect peace and tranquility. 4. Nature and Reality Montessori had a deep respect and reverence for nature. She believed that we should use nature to inspire children. This is why natural materials are preferred in the prepared environment. Real wood, reeds, bamboo, metal, cotton, and glass are preferred to synthetics or plastics. It is here where child-size <i>real</i> objects come into play. Furniture should be child-size so the child is not dependent on the adult for his movement. Rakes, hoes, pitchers, tongs, shovels should all fit children's hands and height so that the work is made easier, thus ensuring proper use and completion of the work without frustration. 5. Social Environment Where there is freedom to interact, children learn to 	<p>Principles to Practice</p> <ul style="list-style-type: none"> • Freedom of movement • Freedom of choice of developmentally activities • Freedom of choice about participation • Freedom to sit anywhere, table or floor • Minimal interruption • Orderly uncluttered environments • Use of floor & table mats to isolate work areas • Use of trays for shelf materials • Return objects to same place ready for next child to use • Beautiful, natural objects and materials • No broken or missing pieces on materials • Attractive range of enticing activities to develop grip and use of hand as well as concentration • Outdoor environments beautifully prepared with tactile, sensorial & natural materials • Chicken coop • Child sized purposeful implements stored in consistent & easily accessed by children places. • Role modelling respect & empathy, • Providing range of social activities • Multi aged pre-school environment • Guiding the child through the five areas of the Montessori curriculum (Practical Life, Sensorial, Language, Mathematics, and Cultural subjects • Ensuring materials and activities provided are developmentally appropriate, sensorially based and move hierarchically from simple to complex and concrete to abstract.
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	<p>encourage and develop a sense of compassion and empathy for others. As children develop, they become more socially aware, preparing to work and play in groups. This social interaction is supported throughout the environment and is encouraged with the nature of multi-age classroom settings.</p> <p>6. Intellectual Environment</p> <p>If the above aspects are not recognized, the intellectual environment will not reach its purpose.</p> <p>The purpose of the Montessori environment is to develop the whole personality of the child, not merely his intellect.</p> <p>five areas of the Montessori curriculum (Practical Life, Sensorial, Language, Mathematics, and Cultural subjects), the child has the structure which is at the forefront of the creative work in a Montessori classroom.</p> <p>Materials are manipulated</p> <p>Materials are self correcting - have inbuilt control of error</p> <p>Concepts are isolated in materials</p>	
<p>EYLF Practices</p> <p>Practices relate to how we put our <i>Principles</i> into action by working together with children, their families and within our community. The <i>Early Years Learning Framework</i> promotes children's learning by drawing upon a repertoire of <i>pedagogical practices</i> (using our skills and knowledge that enable us to help children to learn) by –</p> <ol style="list-style-type: none"> 1. Holistic approaches – teaching and learning through recognition of the mind, body and spirit. Paying attention to a child's physical, personal, social & emotional, cognitive and spiritual wellbeing aspects of learning. Foster and enhance children's understanding of the natural environment and the connections between the people, plants, animals and the land. 2. Responsiveness to children – being aware and responding to each individual child's strengths, abilities and emerging interests. Value and further develop children's strengths, interests, skills, abilities and knowledge to further extend their learning. 3. Learning through play – provides an endless amount of opportunities for children to explore, discover, 	<p>Montessori Practice</p> <p>Same as EYLF with additional philosophy</p> <ol style="list-style-type: none"> 1. Montessori educators use term "work" not "play" as everything child does is to construct adult yet to come 2. Activities are reality based and purposeful 3. Activities are presented in simple steps to encourage success 4. Activities are sequential 5. There is only one of each activity 6. Demonstration of use of materials <p>"intentional teaching"- Montessori educators refer to this as "demonstration" of the use of the material with minimal language to allow child to focus on activity. Show child how to use material then let child explore sensorially & document observations</p> <ol style="list-style-type: none"> 7. Prepared environment to suit developmental needs of age group 8. Choices of activities based on sensitive periods of plane one of development - language, movement, self help etc. 9. Intervention- only for non purposeful activity, safety 	<p>MCCMV Practice</p> <ul style="list-style-type: none"> • Refer to children's choices as their work • Prepare environments for age groups • Demonstrate use of materials – document interactions for future planning • Use guided choice for children's activities to establish links between child & environment • Only intervene when safety at risk or activity is not helping child to build self • Discourage fantasy play or objects based on TV or movie characters. • Provides school uniform choice • Library books, songs & music not include fantasy or TV or movie characters • Use 3 period lesson • Educators have Montessori training or qualifications • Professional development • Educator guides for easy reference provided

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<p>create and imagine. Play extends children's thinking and promotes a hands on approach to learning.</p> <ol style="list-style-type: none"> 4. Create a learning environment which encourages children to build on children's learning in positive ways. 5. Intentional teaching – teaching that is deliberate, purposeful and thoughtful. Actively promote children's learning through challenging experiences and interactions. Use strategies to extend on children's problem solving and thinking such as demonstrating, explaining and questioning. 6. Learning environments – respond to the interests and needs of the children. Both indoor/outdoor environments offer children and families to contribute ideas, questions, and interests and promote children's understanding about their responsibility to care for their environment. Cultural competence – celebrates the benefits of diversity and has the ability to understand and acknowledge differences. Effectively communicate and interact with children, families and members of the community across cultures. Gain knowledge, understanding and a positive attitude towards cultural differences. 7. Continuity of learning and transitions – building on each child's past and present experiences enables them to feel secure, confident and connected to people, events and situations that they are familiar with. Transitions between settings offer opportunities and challenges. Assist children in understanding the traditions, routines and practices of the settings to ease the transition process and to help deal with any changes that may occur. 8. Assessment for learning – relates to the process of gathering and analyzing information as evidence about what children understand and their abilities. An ongoing cycle of planning, documenting and evaluating each child's learning which enables us to support and extend children's learning. 	<p>or disrespectful interactions</p> <ol style="list-style-type: none"> 10. Use of three period lesson to teach language for concepts 11. Educator never centre of attention- link between child and environment - Never help a child with a task at which he/she thinks he/she can succeed- provide only help necessary 12. Use of open ended and reflective language to nurture child's development 13. Program for uninterrupted work periods 14. No use of rewards or punishment 15. Recognise false fatigue- period of restlessness before children choose work activity they really concentrate on. 16. Fantasy & imagination – preschoolers believe- cannot distinguish between real & fantasy 17. Remove broken or incomplete materials 18. Change activities after careful observation & with permission of children 19. Intentional teaching of social & care of self skills Teach skill when it is needed – e.g. clean windows when they are dirty, set tables for lunch etc. 20. Montessori curriculum materials for concept development 	
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EYLF Learning Outcomes	Montessori Learning Outcomes	How We Implement EYLF & Montessori Philosophy At MCCMV
<p>In the <i>Early Years Learning Framework</i> there are five <i>Learning Outcomes</i> and under each of the outcomes there are broad goals which provide key components of learning that may be observed in children as they learn.</p> <p>Key Components of Learning</p> <ol style="list-style-type: none"> 1. Encourage childcare professionals to document what children can do. 2. Support and guide individual learning programs for children. 3. Provide reference points which can be used to identify a child's progression. 4. Are relevant to children of all ages (birth to five years) 5. Acknowledge that each individual child's learning progresses at his/her own rate. 	<p>In the Montessori philosophy the Learning Outcomes are not stated but embedded in the practice. Montessori educators Aim to provide a learning environment which enables children aged 0-6 to achieve independence which is the goal Montessori identified for this plane of development.</p> <p>Key components of learning</p> <ol style="list-style-type: none"> 1. Educator's primary role is as custodian of environment & to prepare & maintain it using Montessori materials designed to support child's developmental level & with child & only child in mind 2. Educator must be familiar with purpose & sequence of presentation of Montessori materials & know how to present them to child 3. Educator is a link between environment & child & uses documented observations of what children can do for all planning 4. Educator's adopt "follow the child approach" for individual planning 5. Support and guide individual learning programs for children. 6. Educators use reference points (Montessori curriculum materials & 3 period lesson) to identify a child's progression. 	<p>Educators use observations and collaborative partnerships to document what children are able to do on enrolment in program.</p> <ul style="list-style-type: none"> • Document goals for individual children based on these observations • Plan experiences based on observations & partnerships • Reflect on children's interactions for future planning • Use developmentally appropriate Montessori materials for planning appropriate experiences • Use Montessori materials sequence of presentation as reference points for children's progress • Use accepted developmental norms for reference points to identify a child's progression • Select Montessori and other experiences which are relevant to child's development • Assess children's development by observation of use of Montessori materials
<p>Outcome 1: Children have a strong sense of identity</p> <ul style="list-style-type: none"> • Children feel safe, secure and supported • Children develop their emerging autonomy, interdependence, resilience and sense of agency • Children develop knowledgeable and confident self identities • Children learn to interact in relation to others with care, empathy & respect 	<p>Outcome 1: Children have a strong sense of identity</p> <p>Independence</p> <p>0-3 years Help me to do it myself 3-6 years Let me do it myself</p> <ul style="list-style-type: none"> • Children feel a sense of belonging • Educators establish a culture of caring for everything in environment • Children engage in purposeful work to assist in daily operations of program 	<p>Management</p> <ul style="list-style-type: none"> • Provide comprehensive induction/orientation programs • Establish strong collaborative partnerships <p>Implement the Montessori Practical life curriculum</p> <p>Grace & courtesy</p> <ul style="list-style-type: none"> • Model grace & courtesy • Intentional teaching, spontaneous interactions & teachable moments for developing grace & courtesy – appropriate social interactions <p>Care of inside & outside environments</p> <ul style="list-style-type: none"> • Provide opportunities for purposeful work which assists in the care of environments • Child sized implements • Identification of steps involved in tasks & demonstration

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		<p>of them</p> <ul style="list-style-type: none"> • Breaking down of tasks into simple manageable steps to encourage success <p>Care of self</p> <ul style="list-style-type: none"> • Child sized implements • Identification of steps involved in tasks & demonstration of them • Breaking down of tasks into simple manageable steps to encourage success • Act a positive role model <p>Development of movement skills</p> <ul style="list-style-type: none"> • Provide range of activities for development of hand- fine motor skills • Provide range of activities for development of gross motor skills
<p>Outcome 2: Children are connected with and contribute to their world</p> <ul style="list-style-type: none"> • Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation • Children respond to diversity with respect • Children become aware of fairness • Children become socially responsible and show respect for the environment 	<p>Outcome 2: Children are connected with and contribute to their world</p> <ul style="list-style-type: none"> • Children are encouraged to participate in & contribute to all aspects of program- clean up, pack up etc • Children assist each other in completing daily tasks • Children return work to shelves for next person to use after use • Children use floor & table mats as appropriate to isolate work area • Children are sensitive to beautiful & real objects & develop social responsibility & respect by using breakable objects which are not easily replaced • Children develop a sense of fairness & reciprocal rights by preparing environment with only one of each curriculum material 	<ul style="list-style-type: none"> • A wide variety of activities with each piece of equipment serving a useful purpose • Activities are attractively presented, clean and in perfect repair, and the right size for small hands to use. • Real, natural & breakable objects • One of each Montessori material • Appropriate use of materials is demonstrated & encouraged • Spontaneous interactions with materials are encouraged • Activities are manipulative. • Children are taught how to assist in all daily tasks • Orderly environments are prepared & maintained • Montessori cultural curriculum implemented

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<p>Outcome 3: Children have a strong sense of wellbeing</p> <ul style="list-style-type: none"> Children become strong in their social and emotional wellbeing Children take increasing responsibility for their own health and physical wellbeing 	<p>Outcome 3: Children have a strong sense of wellbeing</p> <ul style="list-style-type: none"> Educators provide environments which are orderly & have consistent & predictable routines Children have freedom of choice to participate in activities. Children work with minimal interruptions & choose & complete activities for as long as they like & to their satisfaction are sensitive to social relationships Children want to engage in purposeful work with real objects 	<ul style="list-style-type: none"> Consistent routines are established & maintained Environments are orderly & uncluttered Activities are set up on trays & in consistent places on shelves Floor & table mats isolate work areas All items required to manage toileting & hygiene needs are accessible to children Adults are positive role models Children are taught healthy practice- nose wiping, face & hand washing etc Healthy living is role modelled & encouraged
<p>Outcome 4: Children are confident and involved learners</p> <ul style="list-style-type: none"> Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating Children transfer and adapt what they have learned from one context to another Children resource their own learning through connecting with people, place, technologies and natural and processed materials 	<p>Outcome 4: Children are confident and involved learners</p> <ul style="list-style-type: none"> Children aged 0-6 years are sensitive to order, language, walking, movement, social aspects of life, small objects, touch & manipulation & learning through the senses. Children learn by doing- the hand is the instrument of the brain Children learn through their senses- especially touch Children possess absorbent minds Children want to do things right Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating by manipulating materials which have an inbuilt control of error allowing them to explore their own mistakes Children have a natural tendency to explore environments in which they find themselves 	<ul style="list-style-type: none"> Environments are orderly A range of sequentially challenging activities provided in 5 curriculum areas in pre-school environment A range of sequenced- simple to complex activities which foster fine & gross motor development provided Sensorial curriculum materials are demonstrated & children encouraged to explore relationships between concepts Concepts to be introduced are isolated in each material All activities are designed to be manipulated by child Materials are self correcting Child progresses from using real object to representation of them Use of real & natural materials preferred Montessori cultural materials provided
<p>Outcome 5: Children are effective communicators</p> <ul style="list-style-type: none"> Children interact verbally and non-verbally with others for a range of purposes Children engage with a range of texts and gain meaning from these texts Children express ideas and make meaning using a range of media Children begin to understand how symbols and pattern systems work 	<p>Outcome 5: Children are effective communicators</p> <p>Children aged 0-6 years are in sensitive period for</p> <ul style="list-style-type: none"> language mathematics making sense of their worlds Children interact with Montessori mathematics & literacy materials to understand how symbols & pattern systems work 	<ul style="list-style-type: none"> Prepare literacy/mathematic rich inside & outside environments Role model correct speech. Provide opportunities for formal & informal verbal interactions Use reflective language to encourage speech development Adopt a phonetic approach

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<ul style="list-style-type: none"> Children use information and communication technologies to access information, investigate ideas and represent their thinking 	<ul style="list-style-type: none"> Children engage with Montessori literacy materials 3 phases- sensorial, mechanical & intellectual Children engage with Montessori mathematics materials quantity, symbol within 10 & beyond Libraries with fact & fiction books provided 	<ul style="list-style-type: none"> Prepare literacy environment with full complement of Montessori materials. Teach sounds using sand paper letters & beginning sound games Develop writing skills using insets for design Develop understanding of symbols & patterns using moveable alphabet, rhyming books & objects Introduce quantity & symbol using Montessori mathematics materials Use calendar activities for sequence prediction hypothesising understanding pattern Engage children in diverse music & movement activities Read to children from variety & range of texts Provide media for creative expression Role model participation Teach language for all concepts using 3 period lesson
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