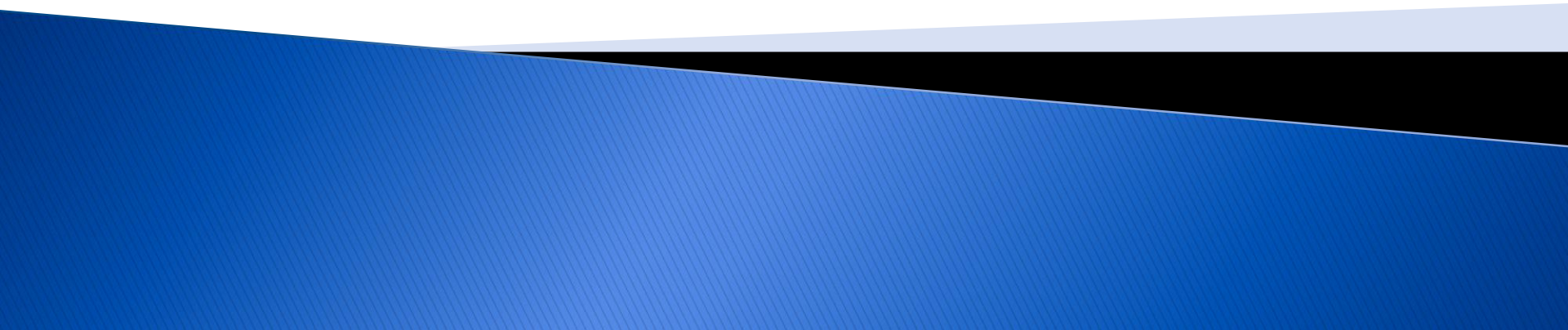


Learning for CYP – Influential Approaches

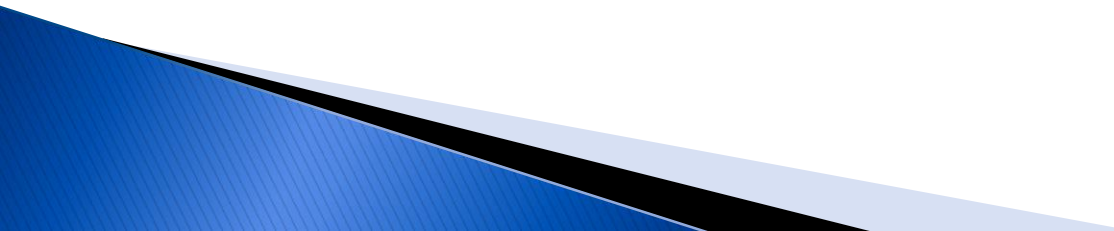
Maria Montessori, Rudolf Steiner



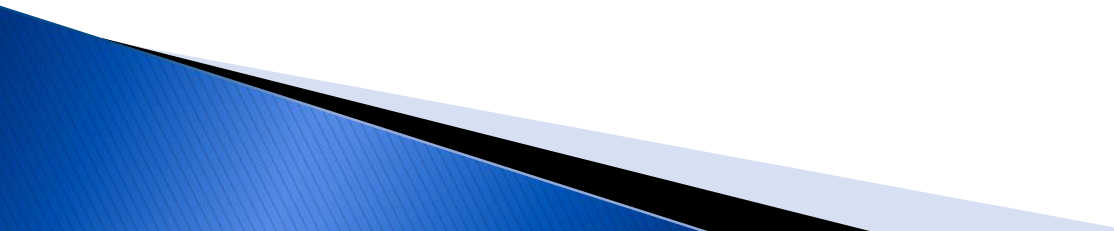


Maria Montessori
(1870–1952)

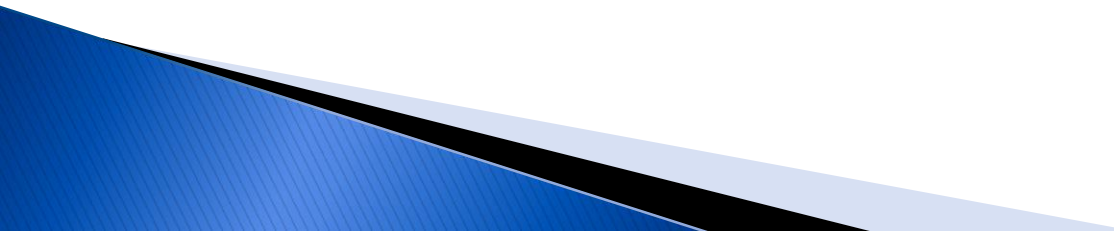
Maria Montessori

- ▶ Born in 1870 in Italy.
 - ▶ Enrolled to become a doctor in Rome (unusual for women).
 - ▶ Worked at a hospital – interested in the welfare of deprived children and so called “idiot children”
 - ▶ Studied the work of Edouard Seguin – mentally defective children.
 - ▶ Her reading of educational theory convinced her of the need for special schools to be established for mentally and emotionally disturbed children.
- 

Maria Montessori

- ▶ By 1900 Montessori was well known and respected for her, teaching as a doctor, teaching in a school, outstanding services to hospitals and her teaching and training in the care and education of mentally deficient children.
 - ▶ Gave birth to a son, withdrew from public life.
 - ▶ Still interested in how children were being taught – believed that the methods were suitable for all children.
- 

Casa dei Bambini

- ▶ Established the first children's house in slum area of Rome – urban regeneration programme.
 - ▶ Children given simple things to play with, staff observed and did not intervene.
 - ▶ Sad, withdrawn children showed interest in a range of wooden objects e.g. cylinders, cubes, shapes.
 - ▶ Staff observed that children were absorbed and preferred to play with them rather than dolls, balls, trucks.
 - ▶ Children changed from timid and wild to social, communicative and happy.
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Maria Montessori

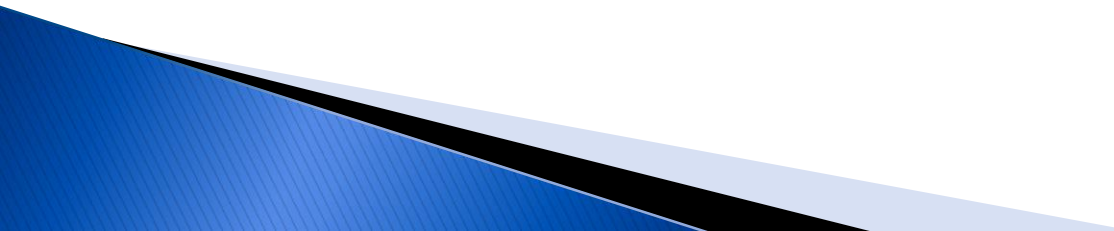
- ▶ More schools opened and methods were extended to older children and children from affluent families.
- ▶ '*The Montessori Method*' published, outlining what children should be fed for lunch, how teachers should dress and how the room should be set out.
- ▶ Montessori Society founded 1911.
- ▶ Educators from all over the world visited Casa dei bambini and spread the word about her methods.
- ▶ At 40 she gave up all her work to dedicate to the Montessori Society.

Montessori's Theory

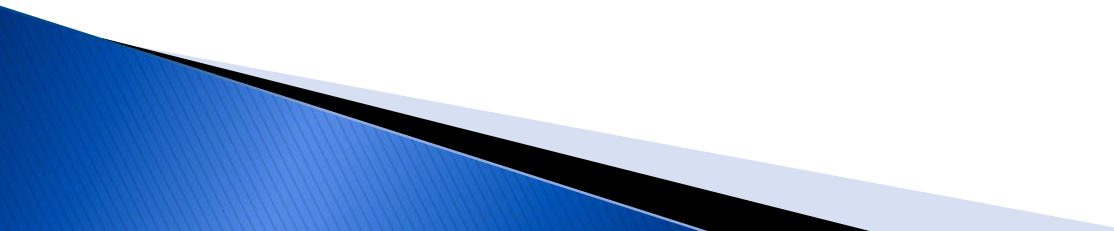
- ▶ Based her philosophy on scientific observations.
- ▶ Suggested that children:
 - learn through movement, hand eye manipulation.
 - enjoy learning when their needs are met.
 - learn through their senses.
 - can read, write at an early age when they are ready.
 - respond to opportunities at their own time.
 - are able to be spontaneous but also disciplined in their environment.
- ▶ Montessori offers concrete experiences and materials to learn concepts.

Montessori's Theory

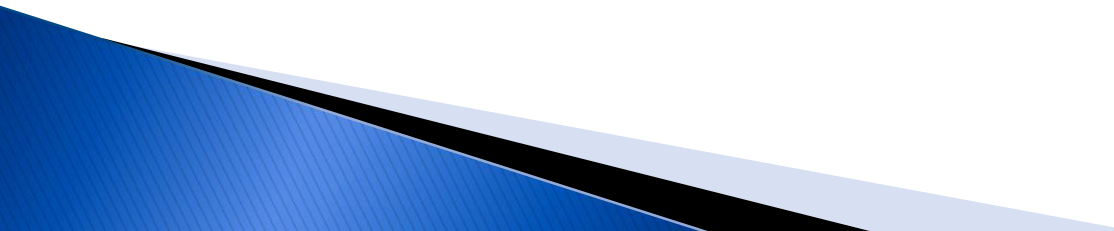
Four basic concepts

- ▶ Teacher is guided by the child.
 - ▶ Child proceeds at his/her own pace.
 - ▶ Imaginative teaching materials are used.
 - ▶ Materials are self-correcting, so child can see their own mistakes.
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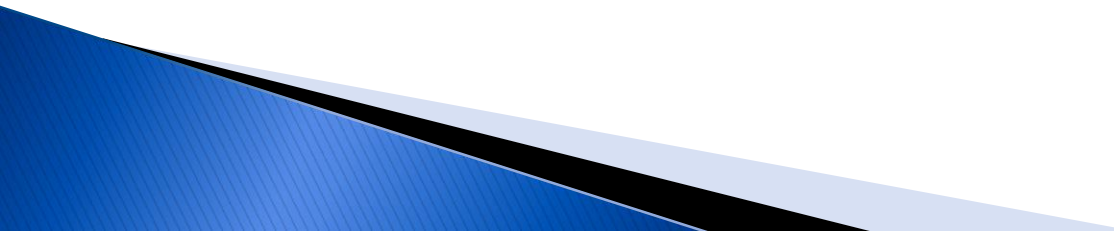
Concept 1

- ▶ Teachers observe the child at play.
 - ▶ Observations inform adults of the individual child's stage of development and when they are ready to progress.
 - ▶ Teachers/adults do not intervene in the play.
 - ▶ Teachers/adults are trained to work on an individual basis or with small groups.
- 

Concept 2

- ▶ Individual children learn from what they are doing.
 - ▶ Children have freedom to move around with no time limits.
 - ▶ Children are responsible for collecting and returning play materials.
 - ▶ Children are discouraged from interrupting or interfering with another person.
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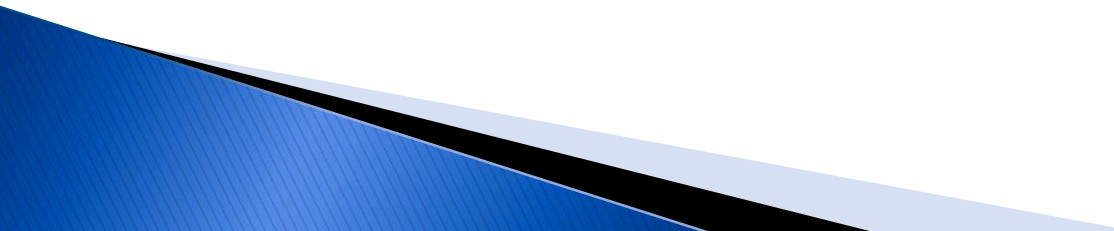
Concept 3

- ▶ Furniture is child-sized and lightweight.
 - ▶ Learning materials are designed to develop each sense individually.
 - ▶ Learning materials are often made of natural materials e.g. maple wood.
- 

Concept 4

- ▶ Children collect materials themselves and return them to the correct place afterwards.
- ▶ Adults assist, guide or direct the child to allow them to become independent learners.
- ▶ Children gain mastery of materials through repetition.

(Riddall– Leech, 2010)



Montessori Stages of Learning

- ▶ The adult (directress) introduces the child to the resources or materials and teaches her how to use each item correctly.



Montessori Stages of Learning

The child mentally processes the information received and develops understanding of the concept through play and repeating the activity.

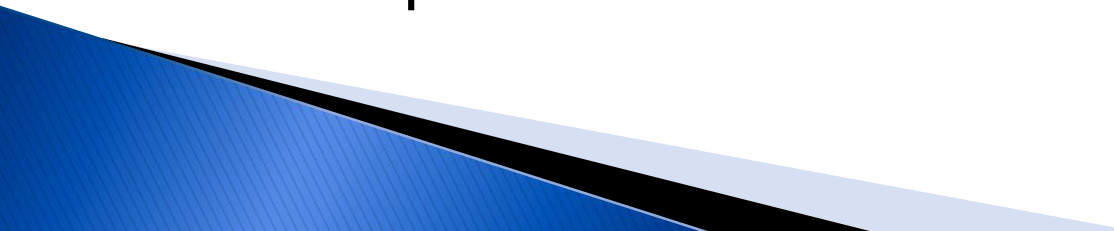


Montessori Stages of Learning

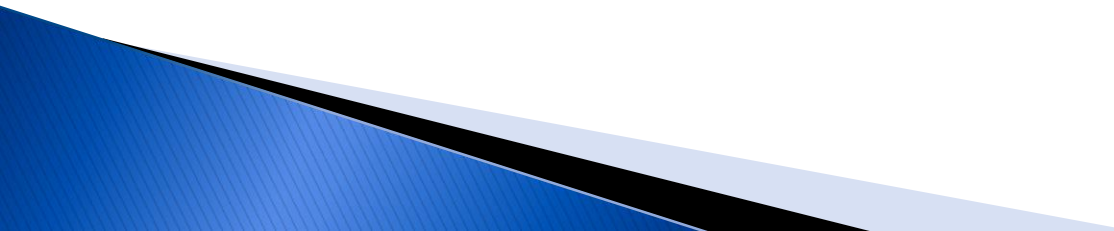
The child shows knowledge with ease through her play and activities and so is capable of teaching a younger child how to use the resources or materials.



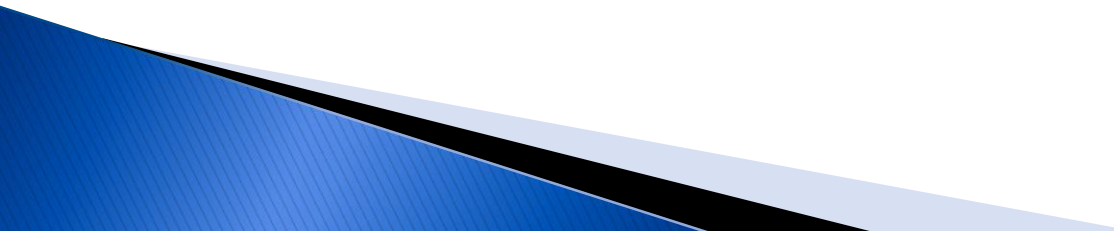
Theory into Practice

- ▶ Supports all areas of child's personal and social development.
 - ▶ The development of daily living skills.
 - ▶ Education using the senses during sensitive periods.
 - ▶ Language development.
 - ▶ Number concepts.
 - ▶ Science and exploration of the world.
 - ▶ Introduced small furniture.
 - ▶ Gardening was an important part of the child's education.
 - ▶ Children are free to move, choose certain materials and equipment, with some boundaries.
 - ▶ Children are given lots of time, without interruption from the adult.
- 

Montessori's Influences

- ▶ Montessori schools around the world.
 - ▶ Clearly structured, offers clear guidance to staff.
 - ▶ Claim that the method leads children to become balanced, able to make decisions, confident and independent.
 - ▶ Emphasis on spiritual development.
 - ▶ A holistic approach to development.
 - ▶ Focus on the interaction.
 - ▶ Consider children's stage of development when planning.
 - ▶ Space divided into 4 areas – practical life, sensorial, mathematical and language areas.
 - ▶ Children encouraged to work alone on tasks as part of the programme.
- 

Considerations of this Approach

- ▶ The method cannot be easily adapted or changed, very carefully planned and rigid.
 - ▶ Rejects the idea of play and imagination in learning.
 - ▶ Believed that disadvantaged children needed meaningful tasks.
 - ▶ Isaacs critical of phonic approach to reading.
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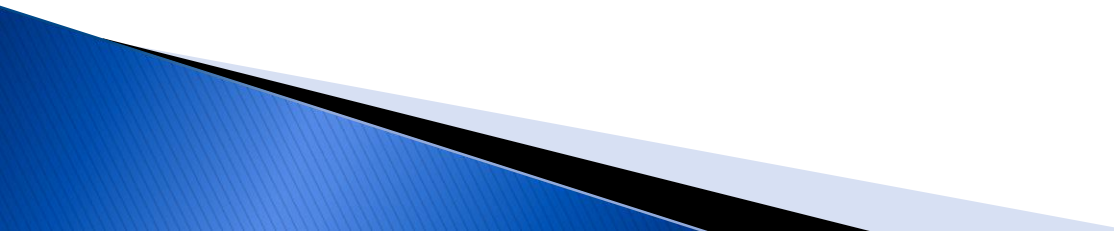
Further Reading

- ▶ Feez, S, (2010) *Montessori and Early Childhood*, London: Sage
- ▶ Pound, L. & Miller, L. (2011) *Theories and Approaches to Learning in the Early Years*, London:Sage (Chapter 5, Chapter 11)



Rudolf Steiner
(1861–1925)

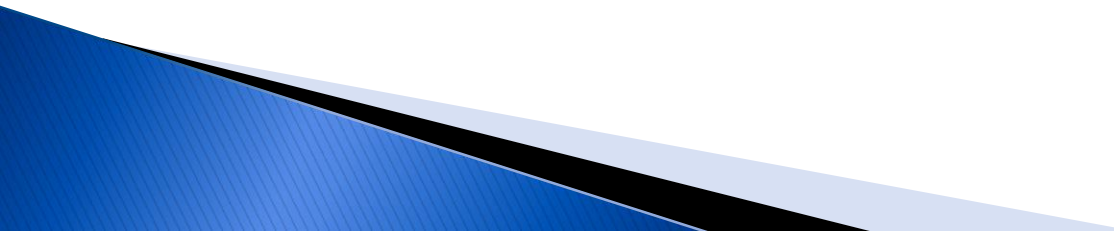
Rudolf Steiner

- ▶ Born in Austria (now Croatia).
 - ▶ Studied maths, physics and chemistry at university.
 - ▶ During 1st World War was asked to establish a school for the Waldorf–Astoria cigarette factory in Stuttgart.
 - ▶ In 1919 first Steiner–Waldorf school was established.
 - ▶ Education should give children clarity of thought, sensitivity of feeling and strength of will.
 - ▶ Methods aimed to develop all aspects of growth and development of the child, including spirituality.
 - ▶ Self– esteem and emotional well being considered very important.
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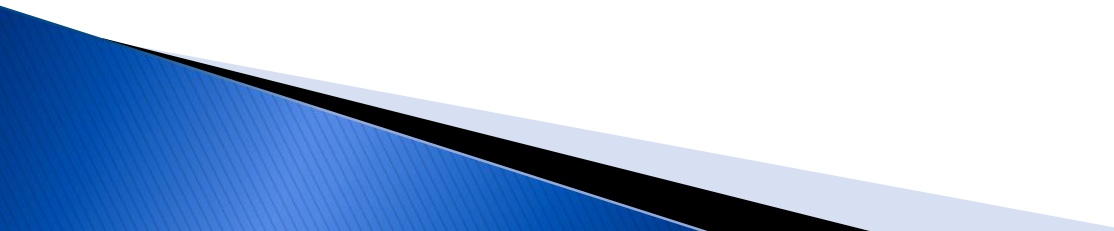
Rudolf Steiner

- ▶ Placed emphasis on healthy diet and physical well-being.
- ▶ Environment important to children's learning.
- ▶ Adults assess child's personality and plan activities around them.
- ▶ Children should experience both arts and science and a balanced experience of 'clear thinking, sensitive feeling and motivated doing'(Taplin cited in Miller & Pound 2011:87).

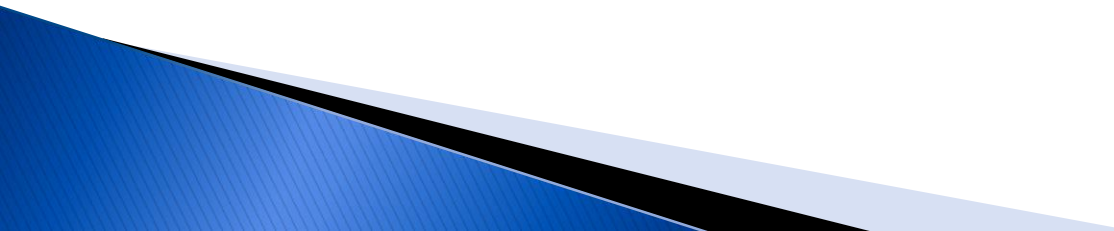
Steiner's main ideas and theories

- ▶ Established the idea of 3, 7 year cycles of development.
 - ▶ 0–7 years – the active or will is dominant.
 - ▶ 7–14 years – the heart, feelings are important and dominate.
 - ▶ 14 –21 years – cognitive or thinking ability dominates.
- 

Stage 1 – Birth to 7 years

- ▶ The 'active' or will predominates.
 - ▶ The child learns through imitation.
 - ▶ Children are not taught academic subjects.
 - ▶ Activities reflect traditional household chores.
 - ▶ Emphasis on individual imagination, storytelling, rhymes, movement and music.
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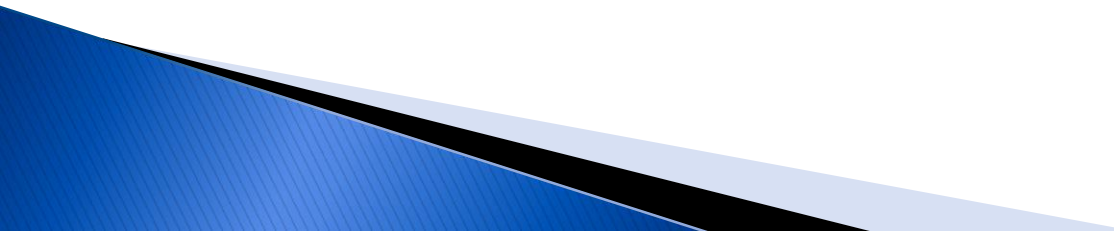
Stage 2 – 7 to 14 years

- ▶ The affective or feeling predominates.
 - ▶ Children are considered ready for this stage when their initial physical growth has finished e.g. when teeth begin to change.
 - ▶ Academic activities, with the same teacher are integrated with the arts through spiritual, physical and craft activities.
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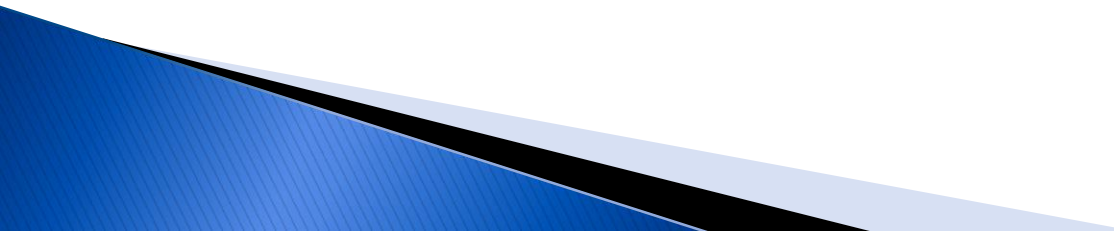
Stage 3 – 14 to 21 years

- ▶ The cognitive or thinking ability predominates.
- ▶ Teaching and guidance is from several specialist teachers.
- ▶ Independence of thought is actively encouraged.
- ▶ Judgements on worldwide issues come from the child's own understanding.

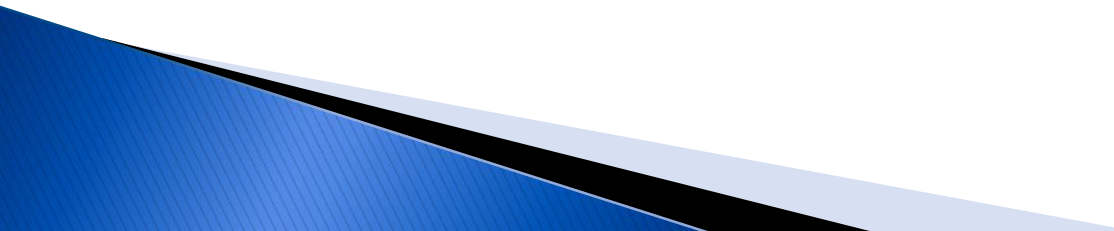
(Ridall–Leech, 2010)



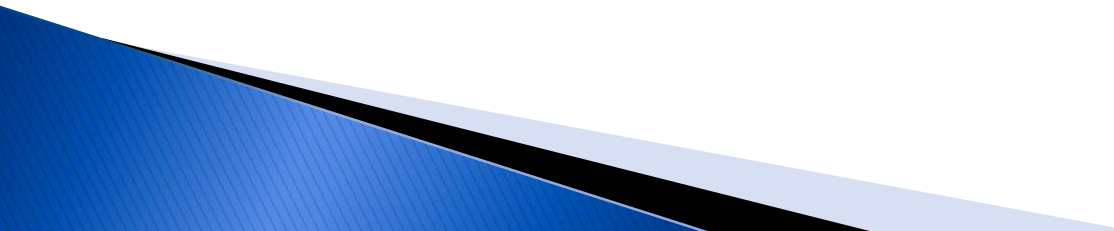
Putting Theory into Practice

- ▶ Teacher is important as a role model.
 - ▶ Encourage a child to think imaginatively.
 - ▶ Teacher makes up or re-tells stories rather than reading.
 - ▶ Activities which encourage literacy e.g. songs, poems, puppets.
 - ▶ Close observation of the child and provision of suitable activities for the child.
 - ▶ Children are educated in a happy, joyful atmosphere, not taught about dangers or unpleasant things in society.
 - ▶ Learning is cross-curricular, pace of learning is set by the child.
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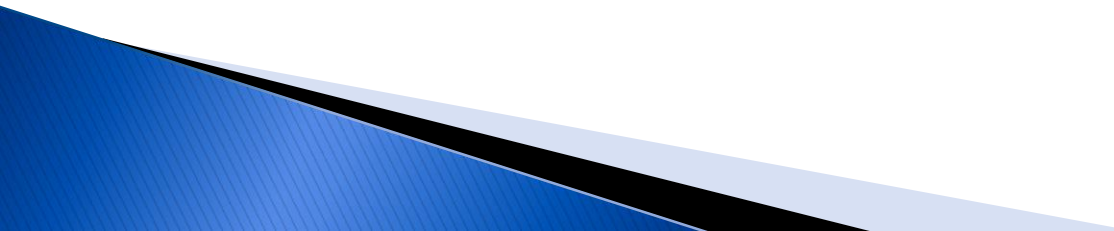
Putting Theory into Practice

- ▶ Fosters personal and social development.
 - ▶ Routine and continuity, every week has its set days e.g. baking day, gardening day.
 - ▶ Warm, friendly, homelike environment e.g. warm colours, soft furnishings.
 - ▶ Parental involvement encouraged.
 - ▶ Natural materials, at child's level stored in baskets.
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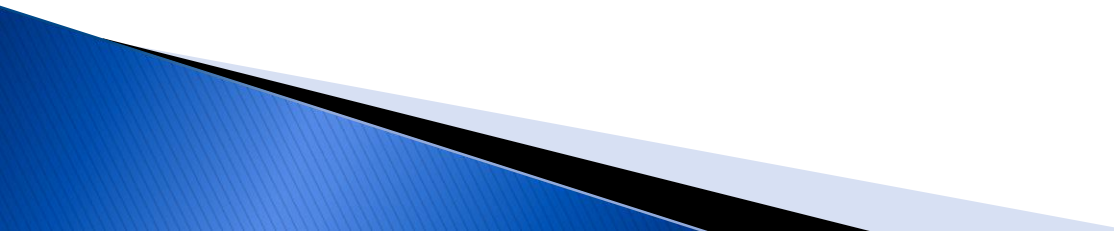
Steiner's influence on today's practice

- ▶ Circle time – to develop children's self esteem and communication and to encourage all children to join in and take turns.
 - ▶ Education of children with special needs, integration with mainstream children – a positive effect for the children.
 - ▶ Each setting has a SENCO to advise.
 - ▶ More able children are encouraged to support less able children.
 - ▶ Repetition, play and imitation.
 - ▶ Curriculum combines creativity and practical activities.
- 

Considerations

- ▶ Philosophy is widely respected.
 - ▶ Emphasis on imaginative play.
 - ▶ Up to age 7 children are not introduced to print – however, children have understanding of print at an early age.
 - ▶ Encourages the reflective practitioner.
 - ▶ No clear academic aims.
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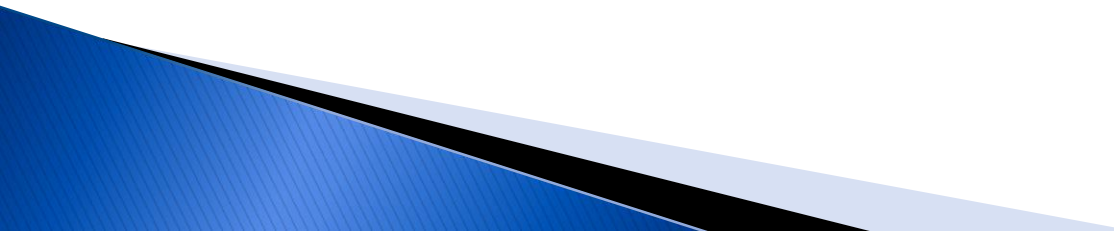
Steiner's Beliefs

- ▶ Young children who are pushed into formal education with pressure to succeed intellectually lacked the motivation to learn independently.
 - ▶ Great importance is placed on personal and social development – active imagination and opportunities for play are central to developing personal and social skills.
 - ▶ The avoidance of formal education helped children to learn to concentrate and learn to be resourceful and flexible.
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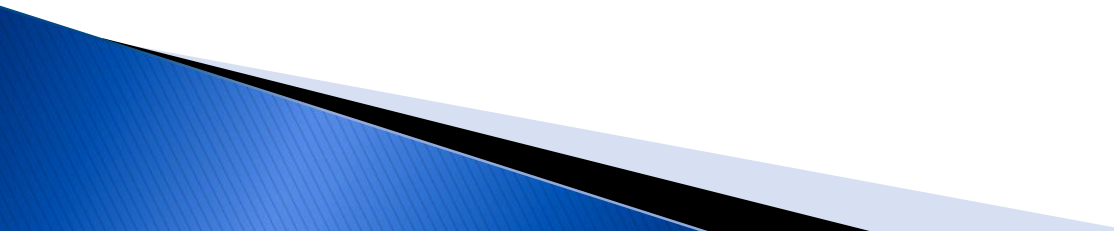
Steiner Waldorf Schools



Steiner Kindergarten

- ▶ Strong emphasis on the use of the child's imagination.
 - ▶ Lots of space indoors and outdoors.
 - ▶ Calm, quiet environment and approach to the children with quiet voices.
 - ▶ No academic materials e.g. books, numbers, letters.
 - ▶ Stories told to children not read from books, in a calm, quiet environment. Same story repeated over several days to encourage the child to build pictures in their minds and to develop their imaginations.
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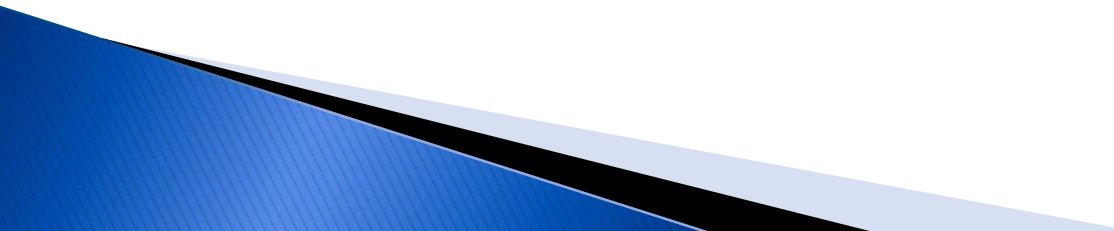
Steiner Kindergarten

- ▶ Emphasis on play and household chores e.g. tidying up, cooking, gardening. Teachers have their own daily tasks and children encouraged to help.
 - ▶ Importance of outdoors valued.
 - ▶ Natural materials used in the setting, particularly, warm, soft colours, stored within easy reach of children.
 - ▶ Organic food provided, often grown by teachers and children.
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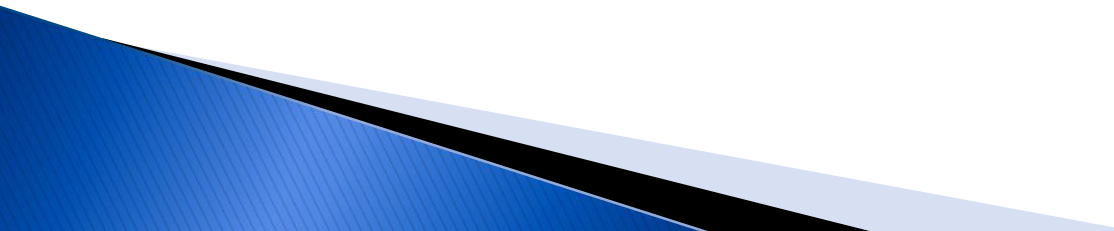
Steiner Kindergarten

- ▶ Rhythm, repetition and respect for the week's activities.
- ▶ Clear, structured daily routine.
- ▶ Wide range of ages, with an emphasis of the younger ones being helped by older children.
- ▶ Songs and rhymes to start the day or change activities, such as tidying up song.

(Ridall-Leech, 2010)



Discussion

- ▶ Do you believe that children need to develop their imagination?
 - ▶ Do you think there are dangers in introducing very young children to formal education?
 - ▶ Do you think individuals can be put off learning? Think about your own experiences.
 - ▶ How can practitioners make sure that children leave early years education motivated to learn?
- 

Further Reading

- ▶ Pound, L. & Miller, L. (2011) *Theories and Approaches to Learning in the Early Years*, London:Sage (Chapter 6 and Chapter 11)

References

- ▶ Feez, S, (2010) *Montessori and Early Childhood*, London: Sage
- ▶ Devereaux, J & Miller, L. (Eds) (2003) *Working With Children in the Early Years*, London: David Fulton Publishers
- ▶ Pound, L. (2008) *How Children Learn*, London: Step Forward Publishing
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- ▶ Riddall – Leech, S. (2010) *How Children Learn: Tutor Resource Pack*, London: Practical Pre-school books