



**2017-18
WMPCS
Secondary
Program
Roles of the Guide**

“Our first teacher will be the child himself.”

Maria Montessori, The Formation of Man

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Dr. Maria Montessori



Physician, Innovator, and Educator



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Her Early Life

- Born: August 31, 1870, in Chiaravalle, Italy
- Middle class, well-educated parents
- At time, Italy had conservative values for gender roles
- At 14, family moved to Rome
- Attended boys' technical institute
- 1896: University of Rome medical school



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Research on Early Childhood

- Pediatric and psychiatry specialties in medical school
- Treated poor and working class children, free clinics
- 1900: Director of Orthophrenic School for developmentally disabled children
- Through scientific observation, developed hands-on materials to aid disabled children
- Results: remarkable improvement and capacity to learn

“To assist a child we must provide him with an environment which will enable him to develop freely.”

Maria Montessori



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Educational Legacy

- 1907, Italian government provided school
- Casa dei Bambini, 60 children from slums
- Ages 1 to 6, prepared learning environment
- Focus on sensorial learning and exploration
- Focus on teacher observation; “follow the child”
- Example and writings regarding the role of a guide



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The Adolescent Guide

Observes scientifically

- Observes the adolescent's interests
- Observes the needs of the adolescent
- Observes what sustains concentration
- Observes work that attracts engagement



“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’.”

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The Adolescent Guide

Prepares the Environment

- Fosters independence; sustained concentration
- Prepares meaningful work and activity
- Allows maximum freedoms; offers choice
- Prepares social activity, leading to adulthood
- Provides opportunities for economic independence



“The essential reform is this: to put the adolescent on the road to achieving economic independence. We might call it a ‘school of experience in the elements of social life’.”

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The Adolescent Guide

Teaches Curriculum

- Focuses on adolescent first
- Conveys information including standards
- Sets expectations and limits
- Gives choice in meaningful work; freedoms
- Allows for adolescent exploration

“The child has a mind able to absorb knowledge. He has the power to teach himself.”



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Models for the Adolescent

- Appropriate language, movement, behavior
- Manual and intellectual work
- Roles in adult society
- Service to others
- Sets limits: procedures, social interactions
- Ethical and moral behavior



“Do not tell them how to do it. Show them how to do it....If you show them, they will want to do it themselves.”

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The Adolescent Guide

Other Roles

- Develops relationship with the adolescent
- Develops authentic caring
- Listens to adolescent
- Helps prepare him for adulthood

“Our aim is not merely to make the child (adolescent) understand, and still less to force him to memorize, but so touch his imagination as to enthuse him to his innermost core.”



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Questions?

