



The Value and Values of a Montessori Education

Life Skills for Today's World . . . and Tomorrow's

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The Value and Values of a Montessori Education

Life Skills for the 21st Century

What kinds of life skills will your child need to be successful - happy, healthy, and productive - in the 21st century? Beyond facts, figures, and formulas, what will young people need to know to find their way and make their mark in a world which increasingly demands higher order thinking, social intelligence, and self-organizing abilities? In this workshop for parents Jonathan Wolff, international Montessori consultant, teacher and school leadership educator, will illustrate how the Montessori Method not only produces capable scholars, but more importantly, empowers young people to think for themselves, think of others, and think out-of-the box.

Hiring “*Top Talent*” Exercise

- 1. You are the CEO or Human Resource Director of your organization and are looking to hire a “*top talent*” management executive for your business.**
- 2. What qualities, characteristics and skill sets are you seeking in the “ideal” candidate?**

The “*Hierarchy of Self-Discipline*”

Academic Achievement

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Intellectual Capacities

Concentration, work accuracy and precision,
analytical-systems-innovative-thinking skills,
collaborative problem-solving abilities,
ability to articulate one’s thoughts orally and in writing,
self-organizing/self-starting skills,
creative/artistic self-expression,
a passion for continuous learning

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Social Intelligence

Awareness that enables one to understand and adapt to
different people and social contexts,
Ability to present oneself with confidence and influence
others in a constructive manner

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Emotional Intelligence

Self-confidence, sound character, impulse control,
metacognitive awareness, life-work balance

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Physical Health and Self-Care Capabilities

5 Abilities of an Emotionally Intelligent Person

Daniel Goleman

1. The ability to identify feelings accurately and immediately
2. The ability to manage emotions in a healthy way – neither repressing feelings or letting them rage out of control
3. The ability to harness strong feelings to do good, to make a difference, to bring about change
4. The ability to express empathy, to be responsive to others' needs and feelings
5. The ability to employ one's emotional intelligence to cultivate and maintain healthy relationships

The *Habits of Mind*

Association for Supervision and Curriculum Development

- **Persistence**
 - **Managing Impulsivity**
- **Listening with Understanding and Empathy**
 - **Thinking Flexibly**
- **Thinking About Thinking (Metacognition)**
 - **Striving for Accuracy**
 - **Questioning and Posing Problems**
- **Applying Past Knowledge to New Situations**
- **Thinking and Communicating with Clarity and Precision**
 - **Gathering Data Through All the Senses**
 - **Creating, Imagining, Innovating**
 - **Responding with Wonderment and Awe**
 - **Taking Responsible Risks**
 - **Finding Humor**
 - **Thinking Interdependently**
- **Remaining Open to Continuous Learning**

4 Aspects and Advantages of a Montessori Program

1. **Ideals for Higher Order Human Beings for a More Equitable and Sustainable Planet:** A program that fosters ethical decision-making, emotional/social intelligence, social responsibility, higher order thinking, non-violent conflict resolution, executive functions, collaborative learning and teamwork, and ecological awareness
2. **Developmentally Attuned Educational Environments and Instructional Practices:** A program that is responsive to the learning needs and characteristics of the age/grade levels served
3. **Adaptation and Accommodation to the Needs, Tendencies, Interests, Abilities and Aspirations of the Individual Learner:** A program that offers differentiated instruction for a broad spectrum of learners
4. **Preparation for the Demands of Subsequent Scholastic Settings and Development of the Skills Required for Success in Family, Community, and Organizational Life:** A program that focuses on fitness and health, time management, study skills and test taking, consumer awareness, entrepreneurial abilities, learning and working in demographically diverse milieus, leadership and parenting

“Eight Principles of Montessori Education”

Montessori – The Science Behind the Genius

Angeline Stoll Lillard

1. Movement and cognition are closely entwined, and movement can enhance thinking and learning.
2. Learning and well-being are improved when people have a sense of control over their lives.
3. People learn better when they are interested in what they are learning.
4. Tying extrinsic rewards to an activity, like money for reading or high grades for tests, negatively impacts motivation to engage in that activity when the reward is withdrawn.
5. Collaborative arrangements can be very conducive to learning.
6. Learning situated in meaningful contexts is often deeper and richer than learning in abstract contexts.
7. Particular forms of adult interaction are associated with more optimal child outcomes.
8. Order in the environment is beneficial to children.

“Eight Principles of Montessori Education”

Applied to Modern Parenting

- 1. Movement and cognition are closely entwined, and movement can enhance thinking and learning.**
 - Physical modeling works better than lectures for learning concepts, skills, and new behaviors.
 - Active exploration, experimentation and practice are better than passive listening.

- 2. Learning and well-being are improved when people have a sense of control over their lives.**
 - Giving your child limited and well-defined choices is more motivating than having no choice or having too many choices.
 - Providing your child with the time and space to solve problems, with the thinking, social, physical tools to solve them, is more motivating than giving them the answers or solving problems for them.

- 3. People learn better when they are interested in what they are learning.**
 - Being aware of what your child has previously experienced and learned; how they most effectively process information; and what their personal interests and natural talents are, enables you to tune into what will truly motivate them to learn something new.

- 4. Tying extrinsic rewards to an activity, like money for reading or high grades for tests, negatively impacts motivation to engage in that activity when the reward is withdrawn.**
 - Helping your child set their own goals, and incentives to achieve them, is better than superimposing adult-generated rewards.
 - Providing your child with appreciative feedback about their responsible decision-making, or improved work quality and completion, is more meaningful to them than any material reward.

- 5. Collaborative arrangements can be very conducive to learning.**
 - Inviting your child to be part of a family or community improvement project is more motivating than giving them “child-size” chores to do around the house.

- 6. Learning situated in meaning contexts is often deeper and richer than learning in abstract contexts.**

- “Thrill and skill” work better in motivating children than “drill and skill.” Applied-to-life activities that capture the imagination and invite your child to be part of the “real world” experience are more motivating than rote practice sessions.
- Helping your child connect required and regular practice to a personal goal or accomplishment is more motivating than unrelated practice.

7. Particular forms of adult interaction are associated with more optimal child outcomes.

- Modeling a genuine enthusiasm for learning, and a fearless determination to master new skills and develop new abilities, is better than exhorting your child to “try harder” or “try it again.”
- Formal and informal modeling/demonstration of new knowledge or skill is better than micromanaging each step of a new learning activity.
- Observing your child, to understand how they learn best, how they feel about themselves as a learner and problem-solver, and what kinds of subjects/activities attract them, is better than parent interrogation.

8. Order in the environment is beneficial to children

- One-task-at-a-time activities, that encourage deep concentration, accuracy, precision, and work completion, are more meaningful and motivating than rushed, over-stimulating, multi-task learning environments