

Montessori Memo

Quarterly, Curated, and Collaborative
Research for practitioners, researchers, and community members



MONTESSORI MEMO™

A quarterly, curated memo of peer reviewed research and policy papers accessible and contributed to by a broad community of Montessori and non-Montessori researchers and practitioners via our community found at www.Montessori-Forward.org.

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RESEARCH: MONTESSORI

Title: Development of a beginning reading program for slow learners with Montessori techniques.

Citation: Development of a beginning reading program for slow learners with Montessori techniques. *International Conference on Special Education in South East Asia region*. 2(1).

<https://doi.org/10.57142/picsar.v2i1.72>

Summary/Abstract: Reading is the basis for mastering various fields of study. Slow learners generally fail to understand basic lessons and concepts in academics, such as reading, writing, mathematics and language. So in overcoming obstacles to learning to read at the beginning of slow learners, a reading technique is needed that suits the needs of children. One of the reading techniques that can be used is the Montessori technique which is based on the Montessori method. The objectives of this study are as follows: (1) Knowing the stages of the process of developing an initial reading program for slow learners with Montessori techniques (2) Knowing the feasibility of developing an initial reading program for slow learners with Montessori techniques. The research method used in this study is a mixed research method. The final product of this study resulted in a beginning reading learning program with Montessori techniques consisting of products: (1) initial reading identification and assessment format (2) Learning program plan (3) Guidebook for teachers (4) Student worksheets (5) Module on Montessori reading techniques that have been modified for slow learner children. Based on research findings, data analysis and theoretical discussion, it can be concluded that the application of the beginning reading program in slow learners with Montessori techniques is feasible because it suits the needs of children and is able to improve initial reading skills. This program also helps teachers to know the stages of making individual learning programs for students with special needs.

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The Center for Montessori Studies collaborates across the Montessori community, Association Montessori International and American Montessori Society, and values the institutional collaborations with and among KU Center for Montessori Research, National Center for Montessori in the Public Sector, and Montessori Public Policy Initiative.

Archived online at
www.montessori-forward.org

Title: How effective is implementing macro ergonomics for children in their early years of schooling? A qualitative study at Montessori in Karachi.

Citation: Jabeen, R., Bhutto, G. H., Fatima, K., & Anwer, M. (2023). How effective is implementing macro ergonomics for children in their early years of schooling? A qualitative study at Montessori in Karachi. *Russian Law Journal*, 11(3), 3069-3077.

<https://www.russianlawjournal.org/index.php/journal/article/view/2620/1491>

Summary/Abstract: This study evaluates how effective macro ergonomics is in improving the learning environment for children in their early years of schooling. A phenomenological approach was employed in a qualitative research design to gain in-depth insights into the experiences and perceptions of teachers regarding the implementation of macro ergonomics at the Montessori level. Data were collected through a self-developed, semi-structured interview guide using a non-probability, purposive sampling technique from six teachers belonging to Advance Montessori and Preparatory sections. Teachers' perspectives on the impact of macro ergonomics on children's physical, cognitive, and socio-emotional development were explored through interviews. Classroom observations were also conducted to identify macro ergonomic elements such as seating arrangements, lighting, noise levels, and curriculum planning and their influence on children's engagement and learning experiences.

Title: The importance of the Montessori program in the social development of children of preschool age.

Citation: Rasulova, H. (2023). The importance of the Montessori program in the social development of children of preschool age. *Proceedings of International Educators Conference*, 2(4), 214-217.

<https://econferenceseries.com/index.php/iec/article/view/1889>

Summary/Abstract: This article is about the Montessori program and its advantages and disadvantages, and general information about this program is covered in detail in this article. The essence of this program is self-education of the child. The history and importance of Montessori today is also covered in this article.

Title: Pedagogical views of Maria Montessori in Sofia Rusova's scientific research.

Citation: Yakobchuk, N. (2023). Pedagogical views of Maria Montessori in Sofia Rusova's scientific research. *International Scientific and Theoretical Conference*, 172-174.

<https://previous.scientia.report/index.php/archive/article/view/874>

Summary/Abstract: The organization of thorough reference literature, in particular biobibliographic indexes dedicated to outstanding figures of Ukrainian and world science and history, which have been undeservedly forgotten for a long time, remains an urgent problem of modern studies in Ukraine. In recent decades, in the context of the development of an alternative education and the creation of the New Ukrainian School, research of the scientific activity and creative heritage of the outstanding Italian teacher M. Montessori are revived.

Title: The Montessori method of education of the senses: A cases of the children's houses.

Citation: Saha, B. & Adhikari, A. (2023). The Montessori method of education of the senses: A cases of the children's houses. *International Journal of Research Publication and Reviews*. 4(5), 6671-6673.

<https://www.researchgate.net/publication/2582-7421>

Summary/Abstract: The Montessori method of teaching is founded on the idea that education should support rather than undermine a child's natural abilities. Therefore, scientific research on children and an understanding of how development and learning work should serve as the foundation for education. A psychic force or ability is active through physical organs, causing the experience. The action of the structure acting as a proper origin and determining the force is seen from one perspective; the action of the feeling, which catches the practical and formally establishes experience, is seen from the opposite perspective. The use and development of the senses are stressed in the Montessori method. Doing this a child is observed and new ideas and methods are used to develop the senses in the child. This paper is an attempt to show the methods used by Dr. Montessori in her Children's Houses to develop senses in children.

Title: The Montessori method: A constructivist approach?

Citation: Adhikari , A. & Saha, B. (2023). The Montessori method: A constructivist approach? *International Journal of Scientific Research and Engineering Development*, 6(3), 768-772.

<https://www.researchgate.net/publication/371470966>

Summary/Abstract: A constructivist or discovery model, in which students learn concepts from working with materials rather than by direct instruction, Montessori believed that children endeavoured to construct their intellect and want to naturally acquire skills that lead to independence. She firmly believed that children are born with similar tendencies regardless of their culture or economic status. According to Montessori, children have amazing, intrinsic mental abilities to absorb their surroundings during the critical years between birth and age six. The 1930's saw the development of criticisms of Montessori by both Piaget and Vygotsky, opening the door to a break with rigid, innatist notions of learning. This essay makes the case that Montessori's early understanding of activity can serve as the foundation for a modern reappropriation of her ideas in the context of cognitive developmental constructivism.

RESEARCH: RELATED

Title: Preservice teachers developing humanizing intercultural competence during field-based interactions: Opportunities and challenges.

Citation: Martin-Beltran, M. , Durham, C. & Cataneo, A. (2023). Preservice teachers developing humanizing intercultural competence during field-based interactions: Opportunities and challenges. *Teaching and Teacher Education, 124*.

<https://doi.org/10.1016/j.tate.2022.104008>

Summary/Abstract: To promote equity in education, teacher educators must prepare teachers to connect with culturally and linguistically diverse (CLD) students in critical and humanizing ways. This study examines how pre-service teachers (PSTs) who engaged in a field-based experience made sense of and strove to develop humanizing, intercultural competence (HICC). Findings reveal that through interactions with CLD students, PSTs used discursive tools to build trusting relationships, engage in dialogic learning, and begin confronting systemic inequities in their process of becoming more culturally and linguistically responsive. We discuss implications for preparing teachers to work with students in critical and humanizing ways.

Title: Applying principles of respectful caregiving to teaching in higher education.

Citation: Thurman, S. L. (2023). Applying principles of respectful caregiving to teaching in higher education. *Scholarship of Teaching and Learning in Psychology*. Advance online publication.

<https://dx.doi.org/10.1037/stl0000358>

Summary/Abstract: Classifications of parenting styles used in developmental psychology have long been compared with teaching styles in various educational settings. But, few comparisons have been made between current parenting trends and teaching approaches centered on advancing diversity, equity, and inclusion in higher education settings. This article focuses on applying one modern parenting style called “respectful caregiving” to teaching in university contexts. Four principles from respectful caregiving are explored in relation to teaching college students: (1) showing respect for students, (2) embracing student’s uniqueness, (3) exhibiting empathy for student’s emotional experiences, and (4) emphasizing equality with students. Each principle is explained in the context of respectful caregiving, then applied to teaching in university contexts. Practical teaching examples of each principle are provided, elucidating connections with the existing literature on adult education, culturally responsive, and inclusive practices from the literature on teaching and learning. Importantly, adopting these principles both as a caregiver or a teacher involve necessary time, resources, and space for critical self-reflection. Taken together, “respectful teaching” principles offer promise in reconceptualizing environments in higher education that support and empower diverse learners in gaining confidence, knowledge, and practical skills to enact meaningful and relevant social change.

Title: Prioritizing connectedness and equity in speech-language services for American Indian and Alaska Native children.

Citation: Allison-Burbank, J. D. & Reid, T. (2023). Prioritizing connectedness and equity in speech-language services for American Indian and Alaska Native children. *Language, Speech, and Hearing Services in Schools*, 54, 368-374.

https://doi.org/10.1044/2-22_LSHSS-22-00101

Summary/Abstract: American Indian and Alaska Native (AI/AN; Indigenous) students are at a high risk for language and learning disorders. This article aims to highlight how clinicians can use decolonization and Indigenization pedagogies when planning and delivering speech-language services to Indigenous students from the perspectives of Indigenous professionals. These efforts can help promote student resilience, well-being, and identity and are critical to addressing educational inequity and provide culturally responsive services to Indigenous children. Many AI/AN students receive IDEA Part B special education services including speech and language therapy. Many of these students are misidentified as needing special education due to unique learning and language environments (Soto-Boykin et al., 2021). These students bring a unique cultural heritage that is vital to their identity, well-being, health, and school success. Therefore, the goal should be to provide evidence-based services that are culturally tailored and meet the whole child. Using a precision public health approach to consider social determinants of health and historical trauma allows for leveraging of a multilayered, trauma-informed approach to addressing educational inequities.



Montessori Memo is a resource found via the *Montessori Forward* webpage. A contemporary format for people to learn about Montessori education. *Montessori Forward* is the shared effort of the Center for Montessori Studies, University of Hartford degree programs, and the Montessori Training Center Northeast to sustain a virtual space as well as an intellectual community for researchers and practitioners contributing to Montessori education and research.

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