

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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Individual researchers, practitioners, and community members are encouraged to recommend peer reviewed research and policy papers that you find relevant via the form found on www.Montessori-Forward.org.

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-foward.org

Title: A systems thinking approach to codesign at a Montessori school.

Citation: Chekhman, A., Bunch, M. J., & Desai, S. (2023). A systems thinking approach to codesign at a Montessori school, in De Sainz Molestina, D., Galluzzo, L., Rizzo, F, Spallazo, D. (eds.) *IASDR 2023: Life-Changing Design*, 9-13.

<https://doi.org/10.21606/iasdr.2023.748>

Summary/Abstract: In this study, systems thinking and codesign principles are applied together to develop a process framework to identify leverage points for an intervention in a new Montessori school. Here, we show how a series of codesign workshops with children, parents, teachers, and management generated insights into the importance of collaboratively codesigning with stakeholders while applying Soft Systems Methodology (SSM). This approach demonstrates the advantages of incorporating diverse community perspectives and fostering group coaction. These findings add to the limited literature on the practical applications of process-focused SSM, as they have informed the development of a step-by-step plan for forthcoming data collection sessions at the school, which will be organized as a Summer Research Camp. The future Summer Research Camp project will focus on continuing to work with the stakeholders to codesign interventions in the system by following the SSM cycle aimed at understanding the systemic factors affecting the school.

Title: The challenges and opportunities of implementing Montessori education in the public sector.

Citation: Fleming, D. J., Culclasure, B. T., Warren, H., & Riga, G. (2023). The challenges and opportunities of implementing Montessori education in the public sector. *Journal of Montessori Research & Education*, 4(1), 1-16.

<https://doi.org/10.16993/jmre.19>

Summary/Abstract: Over the past two decades, Montessori education in the United States has rapidly expanded from the private to the public sector. This expansion has created important questions about whether or not the Montessori approach can thrive alongside the education standards and accountability movement in the public sector. Questions also exist as to precisely who is benefitting from this expansion of and investment in public Montessori. To examine these topics, this study focused on South Carolina, the state with the highest number of public programs in the United States. We used implementation surveys, classroom observations, and teacher interview data collected by the research team and student record data collected by the state of South Carolina to conduct the analysis, which consisted of three parts. First, we investigated to what extent public programs in South Carolina are able to implement Montessori education with fidelity to the model. Second, we considered what program characteristics were related to higher levels of Montessori implementation fidelity. Third, we analyzed which children had access to higher-fidelity Montessori programs. Generally, findings indicated that, despite challenges created by the education standards and accountability movement and concerns expressed by educators about authenticity, most programs in South Carolina were implementing Montessori with fidelity. Several characteristics were associated with higher levels of fidelity, including the age of the program. Findings also indicated that Black, Hispanic, and students from low-income families were disproportionately participating in lower fidelity programs. Our study provides an in-depth analysis of the challenges and opportunities associated with government trying to implement successful private-sector education models in the public sector.

Title: Multilevel modeling resolves ambiguities in analyses of discipline disproportionality: A demonstration comparing Title 1 Montessori and non-Montessori schools.

Citation: Jurčík, M. (2023). Freedom and respect: Who are the Montessori school teachers? A teacher identity study in the Czech Republic. *Issues in Educational Research*, 33(3), 1030-1046.

<http://www.iier.org.au/iier33/jurcik.pdf>

Summary/Abstract: This study investigates the professional identity of Montessori school teachers. The research was conducted using qualitative methodology, specifically in-depth semi-structured interviews with teachers in Montessori schools located in Brno, Czech Republic. The study found that the professional identity of Montessori school teachers consists of two main components: (1) professional identity of the creator of the prepared environment and (2) professional identity of the individual guide. These identities are mainly influenced by factors such as respect for the child's development and freedom in the classroom, as well as their own personal beliefs and values. The results highlight the importance of respecting the individuality of each child and creating a supportive environment that allows for freedom and exploration within structure. This research sheds light on the unique characteristics and challenges faced by Montessori teachers, and provides insights into the development of their professional identity.

RESEARCH: RELATED

Title: Using storytelling as a strategy to teach Indonesian to the first grade students of Christmas Elementary School Kupang in academic year 2022/2023.

Citation: Benu, M. N., Bustan, F., & Haan, J. W. (2023). Using storytelling as a strategy to teach Indonesian to the first grade students of Christmas Elementary School Kupang in academic year 2022/2023. *International Journal of Educational Science*, 1, 50-57.

<https://www.ejurnal.undana.ac.id/>

Summary/Abstract: The world of education in Kupang is improving to implement an education system that is considered capable of meeting global challenges. Starting from the design of curriculum, the application of English in daily life, to the learning methods adapted to the implementation of primary and secondary education in developed countries. Christian Montessori School (Christmas) is one of the International schools in Kupang. The use of English in daily life both in class and during recess at school from kindergarten, elementary school to junior high school is very helpful for children facing global challenges. The aims of this research are formulated as follows (i) to identify strengths and weaknesses of using storytelling as a strategy to teach Indonesian of Christmas elementary school Kupang in academic year 2022/2023.(ii) to identify opportunities and threats of using storytelling as a strategy to teach Indonesian of Christmas elementary school Kupang in academic year 2022/2023. The subjects of this study were the first grade students of Christmas elementary school Kupang. The Researcher collects data by observing, interviewing, and analyzing documents. After that, the researcher did a reflection of the teaching strategy. Based on the result of this research, the researcher found that there are some strengths, weaknesses, opportunities, and threats to using storytelling as a strategy to teach Indonesian to the first grade students of Christmas elementary school Kupang. So the result of this study was applied by students filling out the answer sheets first to express their main ideas. Students will learn the lesson using English in the classroom.

Title: Women of education: What do they have in common?

Citation: Roy, S. (2023). Women of education: What do they have in common? *International Journal of Research and Review*, 10(10), 192-197.

<https://doi.org/10.52403/ijrr.20231025>

Summary/Abstract: In making a better-balanced society women play a crucial role from the earlier period of history and educating women can be considered as the most reliable way for improving their entire standard of living. Even the all-round development of a child mostly depends on women because women have a significant contribution in the development of their families as well as the entire society. Equalising women right in society is a very important concern for the development of a country. Gender equality can be considered as a global priority treated by UNESCO also. Women of education have treated education as the most authentic and reliable tool for the overall development of women. The present paper highlights the women of education in special reference to the legendary names Maria Montessori and Mary Wollstonecraft.

Title: Cultivating spirituality when and where it is needed most: Children, parents, homes, and families.

Citation: Schafer, P. D. (2023). Cultivating spirituality when and where it is needed most: Children, parents, homes, and families. *Spirituality of the individual: Methodology, theory and practice*. 1(2), 114-123.

<https://doi.org/10.33216/2220-6310/2023-106-2-238-253>

Summary/Abstract: Given all the life-threatening problems in the world and prospects for the future, there could be no better time to focus attention on cultivating spirituality when and where it is needed most, namely in the lives of children, parents, homes, and families. We cannot expect to experience more peace, harmony, happiness, and stability in the world and our lives – as well as less violence, conflict, animosity, war, and aggression – without according a much higher priority to how children are brought into the world, grow up, the many experiences they have in their homes with their parents and families, their encounters with spirituality when they are young, and the education and training they need to prepare them properly for living in the world of the present and the future. Helping children to develop “strong roots” and “healthy wings” is the key to this. The strong roots are required to enable children to deal with all the necessities, practicalities, realities, problems, and challenges they will encounter at this crucial stage in their lives as well as throughout life; and the healthy wings are needed to enable them to fly high and far as well as to realize their full potential. A great deal of attention should be paid by parents and families to children’s experiences in the arts, humanities, ethics, the sciences, the natural environment, and heritage of history at this time, as well as learning systems, methods, and techniques developed by such scholars as Shinichi Suzuki, Rudolph Steiner, Maria Montessori. John Dewey, Jean Piaget, Paulo Freire, and Confucius, as well as to character education. This is also a perfect time to expose children to the spiritual and exemplary lives of Albert Schweitzer, Mahatma Gandhi, Martin Luther King, Jr., Mother Teresa, and many other people, as well as to broaden and deepen their expose to the holistic character of culture and the many diverse cultures in the world through the rich array of technological, digital, visual, verbal, and virtual devices that now exist and are available in the world. While spirituality requires going deep into “the self,” its ideal travelling companion - compassion - requires making strong connections with “the other” and the world at large. Working in combination, these two powerful forces and capabilities possess the potential to change the world and change it for the better for all people and all countries, the world as a whole, and the human family in the years and decades ahead.



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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