

MONTESSORI TEACHING

Introduction of Anders Jørgensen: Montessori teacher, Master in Children's Culture and with 30 years' experience of teaching drumming, dancing, singing (from Africa) and as a storyteller (teachers and educators - pedagogue)

The Montessori method views the child as the one who is naturally eager for knowledge and capable of initiating learning in a supportive, thoughtfully prepared learning environment. It attempts to develop children physically, socially, emotionally and cognitively. (Many Intelligence" by Harvard psychologist Howard Gardner)

Although a range of practices exist under the name "Montessori", the [Association Montessori Internationale](#) (AMI) and the [American Montessori Society](#) (AMS) cite these elements as essential:^{[3][2]}

- A. Mixed-age classrooms: classrooms for children ages 2½ or 3 to 6 years old are by far the most common, but 0–3, 3–6, 6–9, 9–12, 12–15, and 15–18-year-old classrooms exist as well. (Why)
- B. Student choice of activity from within a **prescribed** range of options
- C. Freedom **within limits**.
- D. **Uninterrupted** blocks of work time, ideally three hours
- E. A constructivist or "discovery" model, where students learn concepts from **working with materials rather than by direct instruction**.
- F. Specialized educational materials developed by Montessori and her collaborators often made out of natural, **aesthetic materials** such as wood rather than plastic
- G. A thoughtfully prepared environment where materials are organized by subject area, **within reach of the child**, and are appropriate in size
- H. A trained Montessori teacher who follows the child and is highly experienced in observing the **individual child's characteristics**, tendencies, innate talents, and abilities

The 9 Intelligences of M.I. Theory

	Intelligence	Skills and Career Preferences
1.	Verbal-Linguistic Intelligence Well-developed verbal skills and sensitivity to the sounds, meanings and rhythms of words	Skills - Listening, speaking, writing, teaching. Careers - Poet, journalist, writer, teacher, lawyer, politician, translator
2.	Mathematical-Logical Intelligence Ability to think conceptually and abstractly, and capacity to discern logical or numerical patterns	Skills - Problem solving (logical & math), performing experiments Careers - Scientists, engineers, accountants, mathematicians
3.	Musical Intelligence Ability to produce and appreciate rhythm, pitch and timber	Skills - Singing, playing instruments, composing music Careers - Musician, disc jockey, singer, composer
4.	Visual-Spatial Intelligence Capacity to think in images and pictures, to visualize accurately and abstractly	Skills - puzzle building, painting, constructing, fixing, designing objects Careers - Sculptor, artist, inventor, architect, mechanic, engineer
5.	Bodily-Kinesthetic Intelligence Ability to control one's body movements and to handle objects skillfully	Skills - Dancing, sports, hands on experiments, acting Careers - Athlete, PE teacher, dancer, actor, firefighter
6.	Interpersonal Intelligence Capacity to detect and respond appropriately to the moods, motivations and desires of others	Skills - Seeing from other perspectives, empathy, counseling, co-operating Careers - Counselor, salesperson, politician, business person, minister
7.	Intrapersonal Intelligence Capacity to be self-aware and in tune with inner feelings, values, beliefs and thinking processes	Skills - Recognize one's S/W, reflective, aware of inner feelings Careers - Researchers, theorists, philosophers
8.	Naturalist Intelligence Ability to recognize and categorize plants, animals and other objects in nature	Skills - Recognize one's connection to nature, apply science theory to life Careers - Scientist, naturalist, landscape architect
9.	Existential Intelligence Sensitivity and capacity to tackle deep questions about human existence, such as the meaning of life, why do we die, and how did we get here	Skills - Reflective and deep thinking, design abstract theories Careers - Scientist, philosopher, theologian

Étienne Wenger - Étienne Charles Wenger (born 1952)[1] is an educational theorist and practitioner, best known for his formulation (with Jean Lave) of the theory of situated cognition and his more recent work in the field of "Communities of Practice".

Max Weber - Maximilian Karl Emil Weber (/ˈveɪbər/;[6] German: [ˈveːbɐ]; 21 April 1864 – 14 June 1920) was a German sociologist, philosopher, jurist, and political economist. His ideas profoundly influenced social theory and social research.[7] Weber is often cited, with Émile Durkheim and Karl Marx, as among the three founders of sociology.

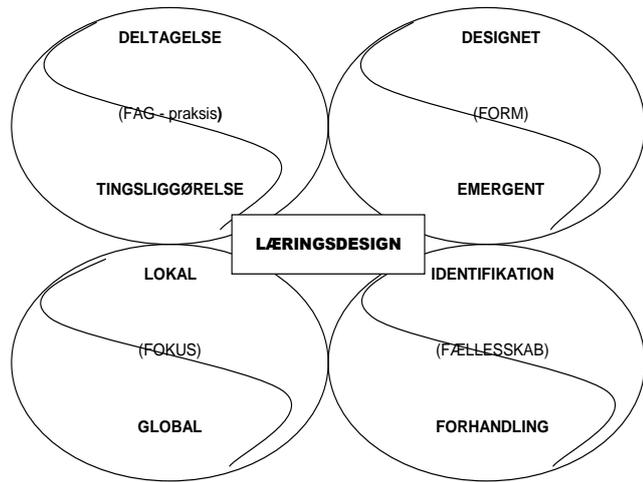
Max Weber – "Organizations Theory

guiding <i>High control / high support</i>	Authoritarian <i>High control / Low support</i>	<u>Affirmative</u> – <i>(authoritarian) overnance</i>
Delegating <i>Low management / low support</i>	Supporting <i>low control / high support</i>	<u>Releasing</u> – <i>setting free</i>

Role model Guiding leader, role model or mentor	Copy Authoritarian rehearsal & repetition
improvisation (out-) Delegated variations, rethinking and disengagement	Reconfiguration Reusing and interpreting supporting templates and fragments

Étienne Wenger - "Communities of Practice".

<u>COMMUNITY</u>	<u>FOCUS</u>
<i>Negotiation</i>	<i>Global focus</i>
<i>Identification</i>	<i>Local focus</i>
<u>FORM</u>	<u>SUBJECT</u>
<i>Emergence</i>	Participation
<i>Design</i>	Reification



COMMUNITY <i>Medlemskab</i>	Global fokus	Local fokus	FOCUS <i>materials and content</i>
Identification	Meaning / learning		Reification
Negotiation			Participation
FORM <i>framework</i>	Emergence	Design	SUBJECT <i>practice</i>

