

3 to 6 Zoom: Remote learning/learning from home: Discussion and brainstorming

Tuesday 14 April 2020, 1pm to 2pm

General

- Please use “mute” unless you are talking (look for the microphone symbol on the bottom of your zoom screen)—press and hold space bar to speak
- Raise your hand (physically or virtually) if you want to say something or type it into the chat (look for the speech bubble symbol)
- This session will be recorded (discussion)

Resources (links)

<https://www.facebook.com/sydneymontessoritrainingcentre/>

<https://www.facebook.com/montessorisports/>

<https://montessoridigital.org>

<https://aidtolife.org>

<https://www.themontessorinotebook.com>

Montessori Principles

- Follow the needs and characteristics of the child (refer 4 planes)
- Prepared environment (knowing the mix of children will be affected/different)
- Prepared adult
- Choice, independence, active learning, time and space for self exploration/discovery
- Opportunity for repetition, concentration
- Give the keys

Sorry... some “don’ts”

- Remember stress will tip us back into our “default setting”
- Don’t be tempted to
 - use worksheets, online apps and games--even Montessori apps!
 - provide copies of pages from your album with instructions on how to create Montessori materials at home
 - “entertain”

Needs of the 3 to 6 child

- Sensorial learner, needs physical and social interactions (ab mind, HT, SP)
- Concrete learner, hands on materials – be mindful of amount of screen time and not offering more abstract ways to learn especially for the younger child
- Order and routine, consistent expectations and responses
- Movement
- Reassurance

Needs	Challenges	Solutions

Needs of the family

- Juggling other commitments and work
- Conflicting needs and interests of siblings (eg need for quiet for baby, feeding times, homework/school times)
- Possibly already altered/disrupted timetable – getting out of the “permanent weekend” schedule/feeling
- Additional pressure, stress, possibly less patience/relaxing of usual “rules”
- Remember they are spending 24 hours each day together... (and we’ve already been at home for several weeks)
- Fewer resources (playground equipment off limits, less access to printing, child sized tools...) and possibly varied skills in relation to the internet, use of apps...
- NEED to still be the family (not the teacher/school) – and recognise that they are still educating their children without having to download worksheets, google new skills...
- Be mindful of families who don't have English as their first language (they may also have better oral English compared to reading comprehension or writing)
- Reassurance

Needs	Challenges	Solutions

Needs of the educators

- Own family needs (children at home, older family members to care for...)
- Steep learning curve using different online applications/platforms
- Caring for, supporting and planning for children at the centre as well as at home
- Reassurance

Needs	Challenges	Solutions

Other considerations

- Be mindful processes, expectations you begin now will continue into the future
- When the children can come back to the centres/schools they will be less independent (possibly more adult intervention at home, more reliance on adults to set things up, less time to work by themselves, day chopped up more...)
- DON'T over schedule/programme--think about your group of children, how much they would typically do in a day, allow time for rest, for contemplation, to put away things and gather the next set of materials if needed.
- Ask yourself “is this sustainable?”
- Care for you own wellbeing and the wellbeing of colleagues (don't get so caught up trying to meet the needs of the children and their families you forget your own)

Sample schedule

Let the families know they can take as long as they need, do some on different days, do some all day, combine all of these into one activity (integrated learning 😊)

- Provide some suggestions
- Links to other websites
- Could be something the family does together as well as something the child can continue on their own, do by themselves
- Possibly record children at the centre doing something (consider privacy, security, parental permission)
- Something you do on line and is also recorded for later reference which the child can watch and do with the family/by themselves.
Might be at a particular time each day so families know when to “log on”

Might want to send out a weekly “programme” to families (build in different levels)

Ask for feedback – what did your child/family enjoy most? Did you do things more than once? Were there some things you didn’t get around to? This will take the place of the observations you would usually do each day.

Include over the week:

- Movement activity (walk, balance, jump, hop, skip, run, different sequences, ball skills...)
- Practical life (in the kitchen, bedroom, laundry, garden, balcony...)
- Language (songs, story, poem) also includes cultural aspects
- Creativity/expression (art, music, dance, writing, drama...)
- Maths skills (also includes sensorial and science) applied in the home environment
- Quiet activities

Where to from here?

- Organise support groups of centres/schools with similar needs (eg LDC, programmes which are also part of a primary school/larger school, programmes catering for more families who are essential workers/with vulnerable children...)
- You may like to if you haven’t already brainstorm the different needs, challenges and solutions as a staff
- Next group catch up Tuesday May 5 at 1pm (Amy will send link)

Some other suggestions from the group

- Survey parents/families to see if they have access to a printer, stable internet connection if you haven’t already
- Find best time to connect (if the computer/device/internet needs to also be used by an older sibling, another adult for work during the day)
- Think about contingency plans Re if a staff member get sick (buddy system, tapping in to other Montessori staff at other centres)