

# THE LEARNERS HIVE



*“An Education That Truly Matters”*

# THE LEARNERS DISPOSITION

## WHY MONTESSORI?

**Dr Maria Montessori** was a woman many years ahead of her time. A physician, scientist, and educator, she was also a visionary humanitarian and philosopher. Through her scientific observation, she became an educational innovator and a woman who changed **Early Years Education**. Born in 1870 in Italy, Maria Montessori became the country's first female doctor. In her medical practice, she observed **how children learn naturally from what surrounds them** in their environment. She also recognised that children acquire information about the world through sensory experiences and hands- "**The hands are the instruments of man's intelligence.**" Building on her scientific observation, Dr Montessori designed a series of didactic educational materials that matched children's developmental needs. These materials allowed children to learn skills independently and naturally, reaching their developmental milestones. In 1907 the first Montessori school, Casa de Bambini, was opened. Her training as a scientist allowed her to observe children and recognise their intrinsic needs. These observations led to theories on "how children learn best", and today many of her "discoveries" are being followed in pre-primary and primary schools worldwide.

Dr Montessori discovered two creative sensibilities in children, ranging from 0 to 6 years of age, called the **Absorbent Mind** and **The Sensitive Period**.

The young child experiences a period of intense mental activity that allows the child to "**absorb**" **learning from their environment naturally and spontaneously**, without conscious effort. For example, nobody teaches the child their mother tongue, but it comes effortlessly. Along with learning the language, the child also learns the traits of their family and community. They learn how to behave in certain situations. They learn how and what to eat. Though some of it is consciously taught, a great deal of it is simply absorbed through the power of a child's mind.



## THE ABSORBENT MIND & SENSITIVE PERIODS

The child's **absorbent mind** can be compared to a camera capturing images of everything it sees through the lens or a sponge soaking in everything within the environment. What the child takes in during the absorbent mind period is taken effortlessly and remains as the foundation of their personality.

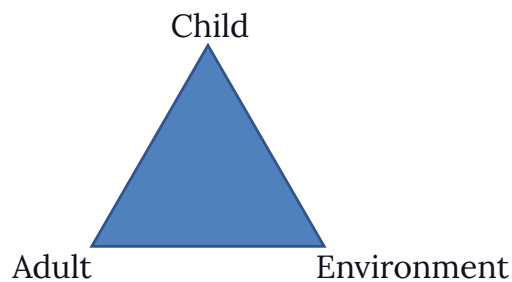
**Sensitive periods** are periods of psychological development in the child. This period is a time of limited duration. We can say they are windows to learning. The child has natural learning instincts during this time. The child can do great things and make significant acquisitions, like language and movement. **Order** is one of the most critical sensitive periods. When a child is between the age of two and three, they need order in their environment. Not following patterns creates a mental disequilibrium, and it starts reflecting in the child's behaviour. The following sensitive period is language, in which the child is fascinated by the human voice.

Movement is another great acquisition of a child. At birth, the child cannot even hold its own head up, but the coordination of movement begins to build gradually over time.

We, at Learners International School, have a well-equipped Montessori environment with all the curriculum areas of Montessori philosophy, like practical life, sensorial, Mathematics, Language and Culture. The Montessori environment/class has all the age-appropriate, concrete material, and the learners are given ample opportunities to engage with them. The open areas, the garden, the outdoor equipment aid in a child's cognitive development.



## THREE CORNERSTONES OF MONTESSORI



**"Follow the Child"** is one of the most essential premises on which the Montessori method is based. It reminds us to "follow the child" and trust in their own internal developmental timeline. This premise reminds us to seek answers beyond the child's behaviour or failure. Following the child means recognizing and respecting each child's uniqueness and individuality, aptitudes, passions, needs, strengths, areas of development and facilitating accordingly. If your child does not like to write, try observing what they love, do they like sensory play? Then offer them to trace in the sand, salt, sugar, flour, or even erase letters with water. The beauty of the Montessori Method is that it is so much more than a type of education – it is a **mindful shift of consciousness from what the educator wants to what the child needs.**

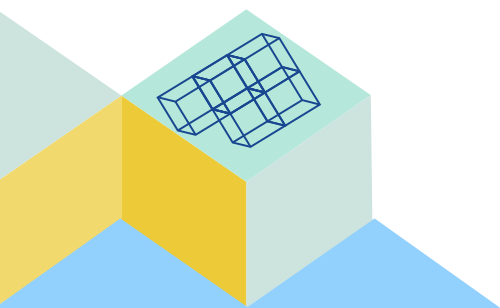




**Structured Environment-** Great emphasis is placed on the carefully prepared environment equipped with what children need to grow and learn. Such an environment fosters a child's natural desire to learn. The Montessori materials are still being used worldwide in their purest form as they are scientific in nature. Each material has a learning objective. The activities correspond to the developmental planes of a child. The Montessori material is laid out neatly, in sequence from concrete to abstract and simple to complex. The classrooms are open and airy with low shelves, small tables and chairs, mats, rugs, and different learning corners. There is an order in the room that is visible in the way the children work independently. This sense of order later develops into an important life skill.

**Role of the adult/facilitator-** The third cornerstone of a Montessori environment is the adult. The facilitator, who is called "directress", observes each child, analyses their needs, capabilities, interests and offers them the opportunities to work intelligently with a concrete purpose. The directress's final objective is to facilitate the child's development with minimal intervention. The directress encourages the child to act, want, and think for themselves, helping them develop confidence and inner discipline. The Montessori directress refrains from giving rewards or punishments. **Each child finds intrinsic motivation that emerges from their personal work.**

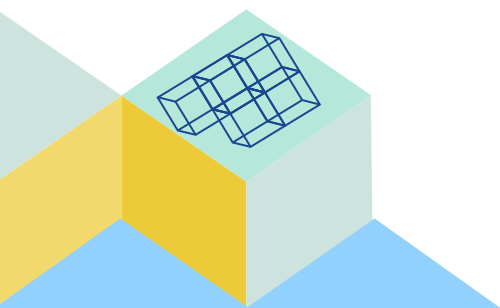
When the child, based on their developmental plane, is ready for a lesson, the directress introduces the use of new materials and presents activities individually or to a reduced group.





Our school decided to adopt the Montessori method, as one of the methodologies, in the primary classes as it has proved to be a successful child-centric learning methodology around the globe. **Our ground floor classrooms open to vast areas of gardens, helping in gross and fine motor movements. Free play helps develop social skills, and nature walks under an open sky help build observational skills.** The carefully structured environment has purposeful materials, and the child can use them according to their developmental needs. The material has an in-built control of error which requires a learner to auto-correct themselves without the need of the adult to intervene.

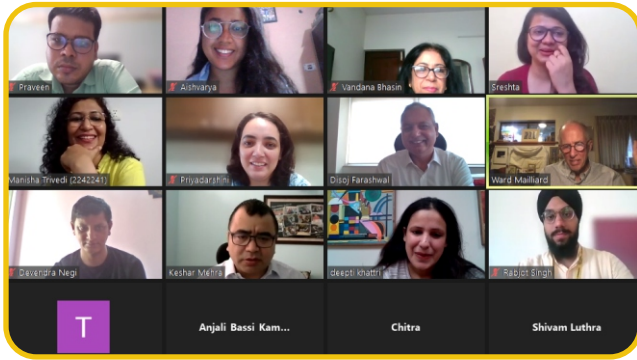
Online, we have introduced our primary classes to practical life exercises and can already see evolving children ready to receive other curriculum areas like sensorial, numeracy and literacy.



## LATEST EVENTS

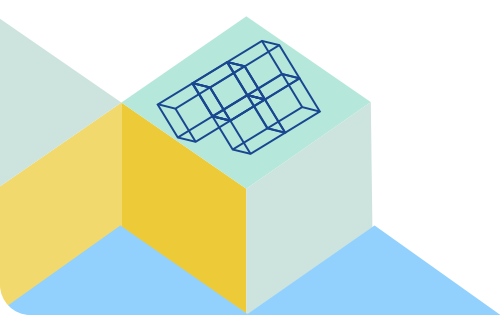
### Learners Musing

As a community of educators at Learners International School, we all pursue being lifelong learners. To create a space for self-reflection, Shri Sadanand Ji joined us on 7th August from California. His soulful presence, years of versatile experience, and wisdom helped us channelise our energy towards what we are doing as educators and equipped us to do it more mindfully. His integrated and holistic vision brought alive the connections shared by the intellectual, emotional, social, and creative aspects of life.



### Independence Day Celebration

To commemorate our freedom fighters' selflessness, passion, and bravery, our learners organised a special virtual assembly on 13th August. Through various forms of artistic expression, our learners led the celebration of a free India and shared their vision for their homeland. Our first on-campus Independence Day celebration took place on 15th August. Hoisting the Indian flag with community members and kite flying with young learners filled everyone with the joy of freedom and a strong sense of unity.





## LATEST EVENTS (CONTINUED...)

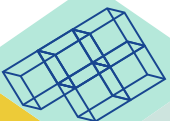
### World Water Week

At Learners, we celebrated World Water Week through holistic learning and reflecting experiences. Our dedicated facilitators, with the support of our committed parents community, designed and executed activities to bring our young learners' attention to this crisis. Carefully curated, these experiences guided our learners towards consciously reflecting on their role in bringing a change.



### Janmashtami Celebration

Our history, culture and festivals provide us with beautiful and important learnings of life. This Janmashtami, we focussed on introducing our young learners to Lord Krishna's great teachings of wisdom, might, glory and splendour through the art of storytelling. As a part of Janmashtami celebration, our artistically expressive facilitators conducted a storytelling session. Krishna's childhood stories always bring wonder and joy to everyone. It was an excellent opportunity for our learners to discover the colours and learnings from Lord Krishna's life.



# COMMUNITY VOICES

## LEARNING FROM YOUNG LEARNERS

We asked our young learners about their experience of participating in the Independence Day assembly and one thing that has stayed with them. Let's read their thoughtful and reflective responses.



"I sang a song for assembly. It was an amazing experience, and I learnt to be independent."

- **Lubhani**

"I had fun participating in the Independence Day celebration and felt very proud. I learned the value of freedom."

- **Aaradhya**



"I enjoyed making the India flag and learnt about it. I also compered for the assembly and spoke confidently."

- **Aparna**



## COMMUNITY VOICES (CONTINUED...)

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"I enjoyed making the Indian flag and learnt about it. I know all its colours now."

- **Shubhi**

"I love the Indian flag and I liked the big flag I saw. I liked Laddo. I learnt to respect the flag."

- **Abisha**



"My experience, being a part of the Independence Day activities was nice as it was my first time knowing what the day meant for all of us. I especially liked the song and the dance steps I had to practice so many times, and obviously the message around freedom is something I will remember in the times to come."

- **Joshua**



## PERSPECTIVES FROM PARENTS

What do you think is the role of community members in the holistic learning of our children?



“They are eager to learn and happy to participate in such events.”



**Ms. Neha, Parent of Shubhi and Aparna**



“Assemblies are definitely a great platform to enhance their presentation skills, deal with stage fear, and encourage them for participation in public events. We are expecting further developments in physical events.”



**Ms. Chinmai, Parent of Abhisha**



## PERSPECTIVES FROM PARENTS (CONTINUED...)

At Learners, we try to create different spaces for our young learners to get exposure to different kinds of skills. What is that one major impact it has made on your child?



“The role of a community member is to make the young children aware of different ways by which they can contribute in the conservation of wildlife and also encourage them in doing their bit.”



*Ms. Anjali, Parent of Lubhani*



“Prisha has become more vocal about her own ideas and puts them forward nicely now.”



*Ms. Jyoti, Parent of Prisha*



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“Assembly programs have brought to light one of the skills which I myself wasn't aware of in my son. I've realized that he is fairly confident in delivering what he is asked to as far as him enjoying the activity itself is concerned. Also, I see him a bit more outspoken than what he was a couple of months back and hoping it develops in the right direction in the times to come.”



**Mr. Gigi Thomas, Parent of Joshua**



“Aaradhya realised the importance of the day for the country and understood the true meaning of patriotism. In the beginning she found it a bit tough but when she practiced, she got it. She was very happy to see herself on the screen.”



**Ms. Swati, Parent of Aaradhya**





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