



SPEVI

South Pacific Educators
in Vision Impairment

Australia

SHINING THE LIGHT ON VISION EDUCATION

2017 CONFERENCE

BRISBANE 8TH - 12TH JANUARY



Montessori: The ideal program for children with a sensory loss.

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Maria Montessori (1870-1952)



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Early Career as a Doctor

- Maria Montessori was the first woman to attend medical school, graduate and practice medicine in Italy. Montessori was a scholar of biology, psychiatry, anthropology and medicine. She graduated from the Faculty of medicine at the University of Rome in 1896.
- Montessori's first appointment was at the San Giovanni Hospital attached to the University of Rome.
- Part of Montessori's duties was to attend to patients in nearby asylums.



1896-1899

- Montessori continued to work with and observe children in these asylums.
- She designed many pieces of equipment including dressing frames, and maths equipment that are still in use today.
- At the same time she studied to be a teacher.



1900: The Orthophrenic School

In 1900 Montessori was appointed director of the new 'Orthophrenic School' attached to the University of Rome, formerly a municipal asylum for the "deficient and insane" children of the city.

It was during this time that Montessori developed many of the materials and methods that became the foundations to her future educational programs.

Children attending this school began to show they were far more capable. Some passing tests that regular students undertook.



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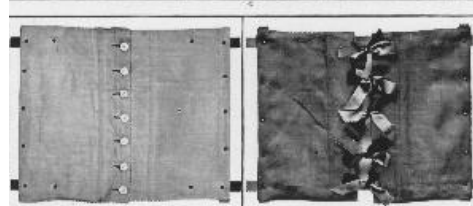


1904> Time of continued learning, lectures and social change.

- Professor Pedagogic school.
- Children attending this school began to show they were far more capable. Some passing tests that regular students undertook.
- Recognition
- San Lorenzo the beginning of 'The Children's House'.
- Montessori schools spread through out Italy.



La Scuola Montessori De Roma 1932



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Blackfriar's School Sydney 1913



Anne Frank at No. 5 Montessori School Amsterdam



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What happened to Montessori?



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Maria Montessori in Exile



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The re-emergence of Montessori



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Inside Classroom a Montessori

Colourful bright environment where everything has a place.

Everything is presented on shelves in an assigned location.

Natural Materials and nearly all reusable.

Child size furniture and equipment.



Inside the classroom

Hooks for coats and bags

Child size sinks

Hooks for each child's cup.

A place for each child's plant.

Class pet

Large round mat.

Easy access to outside

The equipment

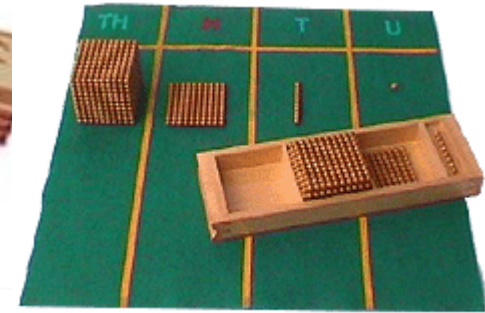


Carefully designed Equipment

Designed to use all
senses.

Large easy to handle
and reusable.

Multi-functional



The Pink Tower



Beaded chains



The Rods



Metal Inserts



The Prepared Environment

Materials are all hands on.

They are presented in a basket or on a tray.

After the lesson they are placed on low shelves for easy access.



The work space and The Mat



The Three Period Lesson

Lessons are presented individually. They are short.

The first part consists of showing the child to use the object presented. Only important language is used.

Next the child is asked to do what the teacher has just shown them. Co-active assistance is provided if needed and repeated until the child understands.

Finally the child is encouraged to experiment and play with the equipment by themselves.



Planned developmentally based curriculum

Based on four planes of development
each divided into two stages.

Multi-aged cycles

Holistic

Covers many ECC areas

Practical life

Sensory development

Social and emotional growth



Infants Curriculum (3mths-12mths)

Language

Sensory

Motor

Cognitive

Social

Practical life



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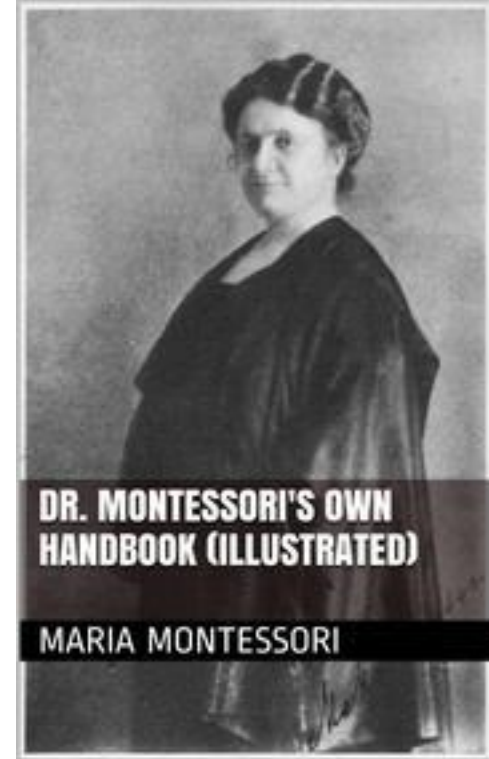
So why is it so ideal?

- Proven curriculum that is developmentally based.
- The curriculum focuses on most areas of the ECC. Montessori recognised these skills were essential to develop other skills.
- Highly individual involving one to one teaching.
- The use of short easy to understand lessons. Lessons are easy to adapt for children who have limited or no sight.
- Equipment is assessable, reusable, and involves very few adaptations.



Preface

- “If a preface is a light which should serve to illumine the contents of a volume, I choose, not words, but human figures to illustrate this little book intended to enter families where children are growing up. I therefore recall here, as an eloquent symbol, Helen Keller and Mrs. Anne Sullivan Macy, who are, by their example, both teachers to myself – and, before the world, living adornments of the miracle in education.



- In fact Helen Keller is a marvellous example of the phenomenon common to all human beings: the possibility of the liberation of the imprisoned spirit of man by the education of the senses. Here lies the basis of the method of education of which the book gives a succinct idea.



- If one only of the senses sufficed to make of Helen Keller a woman of exceptional culture and a writer, who better than she proves the potency of that method of education which builds on the senses? If Helen Keller attained through exquisite natural gifts to an elevated conception of the world, who better than she proves that in the inmost self of man lies the spirit ready to reveal itself



- Helen clasp in your heart these little children, since they, above all others, will understand you. They are your younger brothers: when, with bandaged eyes and in silence, they touch with their little hands, profound impressions rise in their consciousness, and they exclaim with a new form of happiness: “I see with my hands.” They alone, then, can fully understand the drama of the mysterious privilege your soul has known.”



Helen Keller with Maria Montessori

