

A STUDY ON THE PROFESSIONAL LITERACY OF MONTESSORI TEACHERS

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ABSTRACT

Montessori education is a kind of child-centered education method, in which teachers play a key role, and their professional qualities can be used to cultivate talents. Teachers have to take responsibility for multiple roles such as observer, guide, and servant, which requires them to have good professional quality. This thesis explores the importance of Montessori teachers' professionalism on the successful implementation of Montessori education and its inevitable impact on children's learning and development through literature method and interview method. The study found that Montessori teacher literacy includes the following four points. First, the spiritual, intellectual, and physical preparation of Montessori teachers. This preparation includes the study of Montessori educational philosophy, the mastery of Montessori teaching methods, and the production and use of Montessori teaching aids. Second, the role of the Montessori teacher. The teacher should become the keeper and manager of the environment, creating an environment that is adapted to children's independent learning. Third, Montessori teachers need to have excellent observation and documentation skills. They must be able to carefully observe children's behaviors, interests, and needs in order to provide stocked educational support. Fourth, Montessori teachers' communication and collaboration skills. Not only are they able to build rapport with children to promote a positive learning environment, they also need to work collaboratively with parents and other educational professionals to ensure that children receive consistent support and guidance at school and at home. By analyzing the results of the above study, we can better understand how to provide quality Montessori education that meets children's needs and promotes their self-directed learning and self-development, providing valuable references for Montessori education practice and future research.

Keywords: montessori teachers, professional literacy, observers

INTRODUCTION

Montessori education is known for its unique educational philosophy and methods, which emphasize children's independent learning, respect for individual differences, the provision of appropriate learning environments, the importance of sensory experience, and the promotion of social interaction. To implement effective Montessori education, the professionalism of Montessori teachers is crucial. The Montessori teacher is a very important part of the children's home environment. She is more than just a teacher; being a Montessori teacher is a great responsibility to realize is a great responsibility to be willing to help the children self-construct, guide and nourish the children's natural energy. A Montessori teacher needs to connect with children and know how to read them, and be prepared on many levels to become a true educator.

THE CONCEPT OF THE MONTESSORI TEACHER

A Montessori teacher is a person who engages in early childhood education according to the Montessori educational philosophy and teaching principles, using Montessori's unique teaching methods and teaching aids, and who is sometimes translated as a "Montessori teacher", or simply as a "Montessori teacher". China's Professional Standards for Kindergarten Teachers defines a Montessori teacher as a professional who performs the duties of kindergarten education, and is required to undergo rigorous cultivation and training, have good professional ethics, and master systematic professional knowledge and skills. Because Montessori teachers have different school segments, from preschool to primary and junior high school, this study defines Montessori early childhood teachers as full-time teachers who have received professional training in Montessori education and teach in Montessori kindergartens that teach in the Montessori pedagogy-based model.

PREPARATION OF MONTESSORI TEACHERS

The preparation of Montessori teachers is discussed in detail in the book *The Montessori Method*. Montessori believed that in order to be an effective teacher, one must receive specialized training and preparation. This preparation includes the study of the Montessori educational philosophy, the mastery of the Montessori teaching method, and the creation and use of Montessori teaching aids.

Spiritual

Montessori teachers need to be prepared spiritually; spiritual preparation does not have the meaning of religious beliefs but goes to the inner spiritual and moral world of a person. Dr. Montessori believed that everyone has their own trajectory of growth. Each of us has adapted to the culture of the family in which we were born, has our own different moral values, different character traits, and is ready to interact with the child in a different way of education, and is ready to get to know the true nature of the child.

Intellectual

Montessori teachers are prepared intellectually and familiar with theories related to Montessori education. Knowledge of theories such as the absorptive mind, sensitive periods, human tendencies, the four developmental stages, etc., is also needed to maintain ongoing expertise by reading books, newsletters, scientific articles, etc., on children and education and to have a healthy attitude

toward other schools of thought. Know how to present Montessori teaching aids and children working in parallel in various areas. Because, Montessori teachers have to bring the world to the child, intellectual preparation and spiritual preparation support each other. As shown in Figure3-2.

Physical

The Montessori teacher needs to make sure that his or her performance in the children's home is appropriate and fitting, because the absorbing mind of the child absorbs the movements of the adult. Montessori teachers need to ensure that their personal hygiene is clean and tidy and that their behavior is appropriate. The teacher's behavior and attitude should be a role model for the children at all times, e.g. how to carry and put things away. Soft and clear voice. Teachers need to be cheerful and enthusiastic when speaking to children, and when speaking to groups of children, the volume is controlled, the language is clear, and personal preferences must not be displayed. Montessori teachers modeling work should use correct language, accurate vocabulary, and show interest to the children. There needs to be accurate movement and creativity in modeling because every child is different and the main purpose of modeling is to show the child the essence of the job. Thank you to Date TianMi Kindergarten for providing the following images for this study. As shown in Figure 3-3



Figure 3-2 Intellectual preparation of Teachers



Figure 3-3 Physical preparation of Teachers

THE ROLE OF THE MONTESSORI TEACHER

Dr. Montessori said in her book, *The Absorbent Mind*, "The teacher should be the keeper and manager of the environment. He should be concerned about the state of the environment and not be distracted by the noise of the children. In this way the child can gradually get on the right track and his will power can develop in a normal direction."

The guardian of the environment

Montessori teaching aids are always performed in a "prepared environment", which is characterized above all by "prepared aids". Montessori teaching aids are scientifically designed to follow the general rules of math learning but are unique to themselves. This general rule of science refers to the gradual transition from simple to complex and from concrete to abstract in the learning process for children. During the handling of children, a 'prepared' handling environment is created by emphasizing rules and discipline and building a sense of order. The Montessori teacher is the creator and protector of the environment, not only creating a complete environment but also making sure that the environment is ready at all times, making sure that everything is complete and systematic and in the correct order. The environment is created to support the child's psychological and physical development based on an understanding of the child's needs and the purpose of the work. Montessori teachers need to ensure that teaching aids are ready for use at all times, in the case of broken or incomplete teaching aids, teachers need to remove them from the environment until they are repaired, keeping them clean, tidy and perfect at all times. Montessori teachers need to make sure that the supply cabinets are well stocked with substances that make it possible for the children to work on a consistent and continuous basis, the supply cabinets should also be clean and neatly packed. The Montessori teacher not only creates and maintains the environment, but he is also constantly adding new or interesting engaging and purposeful aids to the environment. Another aspect that the adult needs to guard is guarding and making sure that the child has 3 hours of undisturbed circular work time. Montessori teachers need to adhere to these limits, both for the good of the group and for the good of the individual child; they also need to help the children slowly become familiar with the limits; and they need the children's home to be a calm and comfortable environment that makes the children friendly to mistakes and at the same time learnable.

Dynamic linkers between the environment and the children

When the child arrives at the children's home at the age of 2.5, she is new to the environment. In order to help the child become familiar with the environment, the Montessori teacher needs to model different tasks for the child and he needs to be the bridge between the child and the environment. Once the child is engaged in the work and begins the process of self-construction, the teacher can step back and observe. Dr. Montessori said that when a child comes to the children's home, he or she goes through three stages. In the first stage, the child presents as disorganized and has difficulty focusing. Adults need to engage their interest and get them to focus on certain tasks. Adults need to hold the child's interest by telling stories and playing games, singing songs and reading poems, or in other ways. In the second stage, if there is an individual child who constantly interrupts others, the adult needs to pay special attention to the child who is a troublemaker and break his habit of interrupting others. At this point the adult needs to bring the child to his or her side and give more attention and different demonstrations to stop the disturbing behavior. At

the third stage, the child begins to look for purposeful work. Often they start with everyday tasks that help the child to become independent, to become focused, to coordinate their movements, and to help them adapt to their environment.

THE MONTESSORI TEACHER AS AN OBSERVER

In her book *The Montessori Method*, Montessori suggests that observation is the foundation of all Montessori work and a tool to help teachers better understand children. She emphasized that observation is an important part of the Montessori educational system and is one of the key skills that teachers must have. Through observation, teachers can learn about children's developmental stages, needs and problems so that they can provide them with a more individualized education.

The Montessori teacher as an observer

A Montessori teacher is to be a good observer. Observation is the foundation of all Montessori work, a tool to help the teacher understand the child better, and it leads the teacher to the right form of help for the child at the right time. When the child is immersed in his work, the teacher needs to withdraw and merely observe without any form of interference. He needs to observe the child objectively and without judgment, so that this observation guides him in his work with the child. He needs to observe not only each individual child, but also the children of this community, in an objective and scientific way. Through observation, he needs to understand the child's needs, what the child needs to model for the next piece of work and the difficulties the child is currently facing. As shown in Figure 5-1.

The Montessori teacher as a recorder

In Montessori educational practice, the teacher records children's behavior, performance and progress through observation, analyzes children's developmental status and needs, develops individualized educational plans and activities, and helps the teacher to assess the effectiveness of teaching and reflect on teaching methods. Montessori teachers can record the child's emotional and social development after giving a demonstration of a task, for example, after the demonstration of a task, whether the child has difficulty with the task, whether the child has gone to other children to ask for help, etc. The teacher needs to observe the child to find out the child's behavior and progress. Teachers need to observe the child's difficulties and developmental points, and can record the child's difficulties at this point in time, so that the teacher can model this one point of awareness, help the child to resolve each difficulty, and support the child's pathway to normalized development. As shown in Figure 5-2.



Figure 5-1 The Montessori teacher as an observer



Figure 5-2 The Montessori teacher as a recorder

COMMUNICATION AND COLLABORATION AND COLLABORATION SKILLS OF MONTESSORI TEACHERS

Communication and collaboration skills are an integral part of Montessori teachers' professionalism. Teachers are able to establish effective communication with children in addition to understanding their needs and expressing their thoughts. In addition, positive communication and collaboration with parents, colleagues, and other stakeholders is a key factor in the implementation of Montessori education. Children's learning and development can be better supported through positive partnerships.

Need for good partnership with parents

Montessori teachers help parents realize that parents need to make their children feel safe and protected and to spend quality time with their children. There is a need to understand the importance of the Montessori philosophy and educational methods for their children so that they can come and borrow books from you to get more information. The lead teacher needs to be skillful in using simple language to make the parents aware of the strengths of their child as well as their needs in the first major stage of development and the importance of the first major stage of development.

Teachers guide parents to support their child's development at home

Montessori teachers should offer parents a visit to the Children's House to observe the children at work for half an hour or forty minutes. Parents should be made aware of the do's and don'ts of observation. For example, children should not be compared; each child has his or her own developmental pattern and each child is different. It is the responsibility of the Montessori teacher to give honest feedback to parents, as well as to listen patiently to their ideas and understandings, and to have a healthy and cooperative relationship with them.

Montessori teachers should have team spirit

The lead teacher and the assistant teacher should have a cooperative relationship. You need to respect the assistant teacher in the classroom and consider things from his point of view. There needs to be communication about which tasks he can go and model for the children to practice, as well as your responsibilities and his specific responsibilities in the setting need to be very clear between you and clearly executed. While the bishop is modeling the work, the teaching assistant needs to be observing the children in the class. The Bishop and TA have a very good relationship which is absorbed by the children in the setting, they support each other and complement each other to support the child's development together and the Bishop and TA can plan together the next demonstration to be given to the child.

SUMMARY

To summarize, an in-depth study of Montessori teachers' professionalism points to the importance and diversity of Montessori teachers' professionalism. The most important task of a Montessori bishop is not to learn the latest teaching knowledge, but to open a whole new life for the child. He needs to be humble, loving, provide the child with a loving environment, and allow the child to think and act for himself. He needs to be at the service of the child's spirit, to help them allow them to fulfill their own development, and to help the child to present his or her natural nature. Dr. Montessori said, "The Montessori teacher is not only serving the child, a community and a nation, but also all of humanity, because the child is the future human being in a critical formative period. Therefore, Montessori teachers need to possess spiritual, intellectual and physical professionalism, and at the same time, they need to continuously improve their professionalism by attending professional Montessori education training institutes, reading books about Montessori education, and attending academic conferences. Only in this way can we better meet children's needs, promote their independent learning and self-development, and provide high-quality Montessori education.

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