



A bit about how and why I run the afterschools and homeschools based on Montessori values



1

Freedom within limits

I allow children to pursue learning about things that **personally interest them**, encouraging the “seeds of interest already sown” (Dr Maria Montessori). Each week I set up a particular workshop for the children. However, if your child would like to create something completely different, then that’s absolutely fine, they have the freedom to do so!

2

Praise and how it’s handled

I encourage children in a way that I hope will develop an intrinsic motivation, with the children engaging in learning because the learning is the learner’s reward, rather than the judgements of others. I encourage children in their work, based on **seeing the enjoyment that it brings them**, and the effort that they put into it, without judgement of the art itself. I want to nurture children in a way that encourages experimentation, and it not mattering if their art doesn’t quite go to plan. We’re all learning! We work on a basis of ‘cooperation not competition’, where each child is allowed to learn at their own pace.

3

Process, not product-driven

I provide high quality materials for the children. However, workshops focus on the enjoyment of the process, rather than the perceived ‘quality’ of the product through the adults’ eyes. Children may be, and are quite often, inspired to create an aesthetically beautiful piece of art, however this is their choice; **I focus on the value and pleasure of creating**. I allow your child the time and space to correct their own mistakes. Help is readily given when I can see it is necessary to a child’s development and self-esteem, however I am careful not to provide help at every little ‘mistake’ – in the long-term this isn’t helpful for a child’s confidence.

4

Adult Interaction

Maria Montessori explains that interactions between a child and their teacher should be ‘just right’ – neither too much nor too little. I have been introduced to this principle as part of my training in Montessori education; to allow a child to struggle with something long enough to learn from it, but not so long that they become frustrated by it. Sometimes, there is a fine line between the two, but I will do my best to judge each situation as it comes!

Facilitating a joyful love of learning



5

Peer interaction

Children can learn from each other. Children find that they are able to depend on and help one another, without necessarily asking an adult. Each child’s own learning can be reinforced through teaching another child. This also provides **opportunities for language skills, self-confidence and friendships to develop**.



6

Well-ordered environment

For a child to feel safe, and consequently thrive, it can be beneficial for them to know what to expect when entering an unfamiliar environment. The studio is well organised and has been designed around **enabling children to have independent access** to materials and equipment e.g. child-height sink/ commonly used materials on lower shelves/ lots of open boxes so children can see what’s inside.

Children are responsible in maintaining this environment; it is each child’s responsibility to clear up activities after themselves. This expectation helps foster a child who shows respect for their environment and for others. Independence and self-confidence can flourish through doing tasks where they are learning how to live in the world, within community. Helping to maintain an organised environment can also help children settle more – they know this is **their space** to look after.

Creating a space where children feel safe to experiment, in a non-judgemental environment

