

GROWING UP THE OTHER WAY:

How to educate children in an uncertain world?

Montessori Education: *A Changing World, Evolving Culture*

Adelaide Hills, SA

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 pasi_sahlberg



**Southern Cross
University**

❖ Introduction

❖ The state of global education

❖ How different school systems cope with uncertainty

❖ The promise of alternative education

Finland

Schools are encouraged to be creatively different

Primary education start at the age of 7

Schools must be ready for children

Play-based curriculum focusing on whole child

Trust in teachers and children

Children's rights as the foundation

Australia

Schools are expected comply with same directives

Primary education starts at the age of 5 or 6

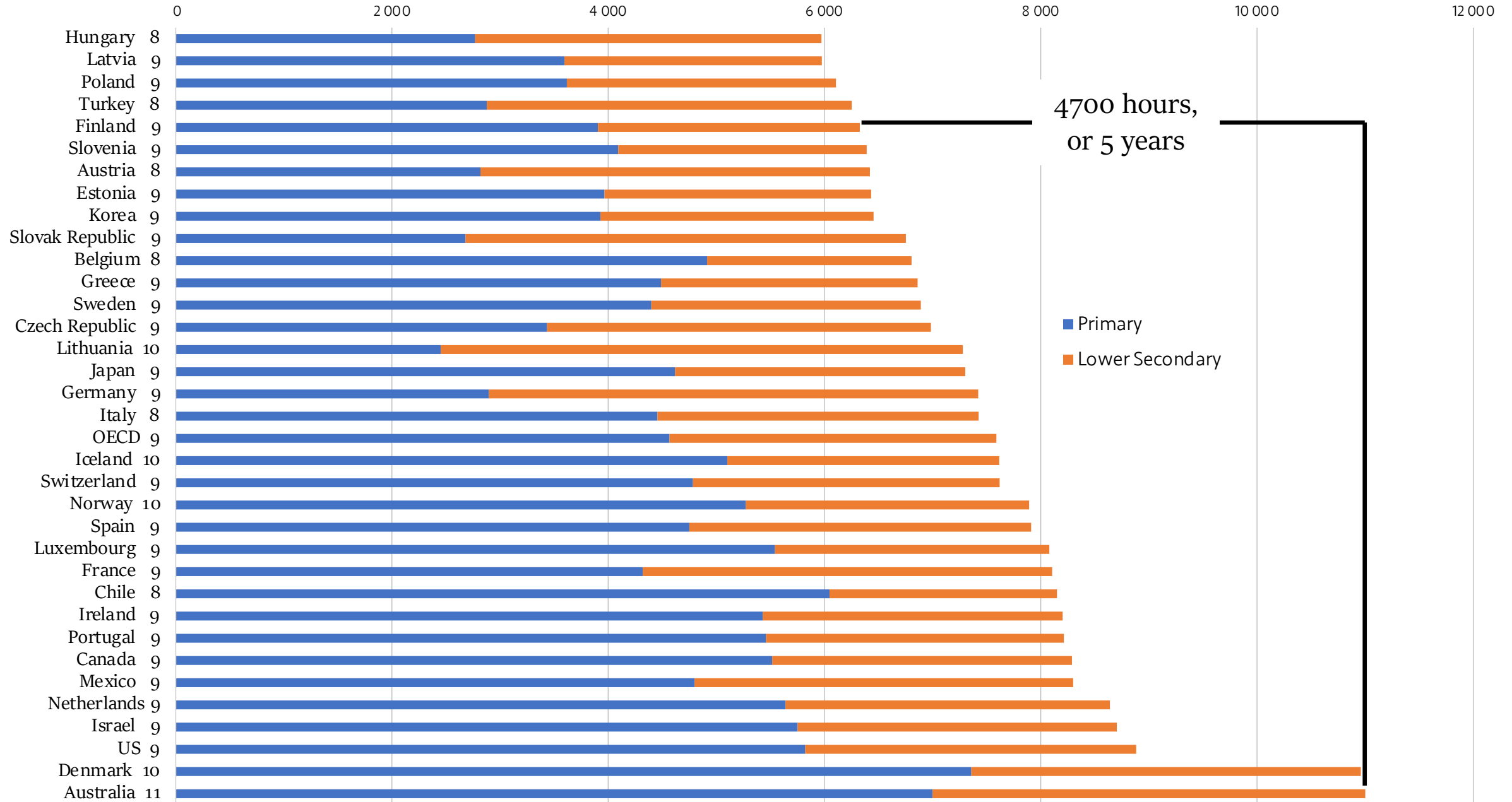
Children are expected to be ready for school

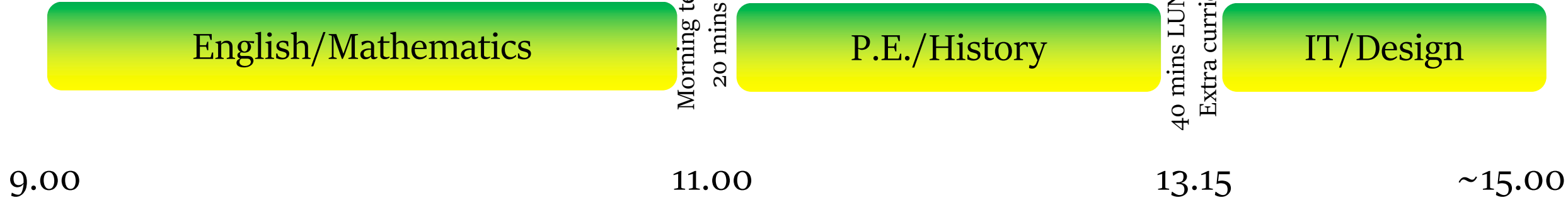
Emphasis on academic achievement

Accountability and control

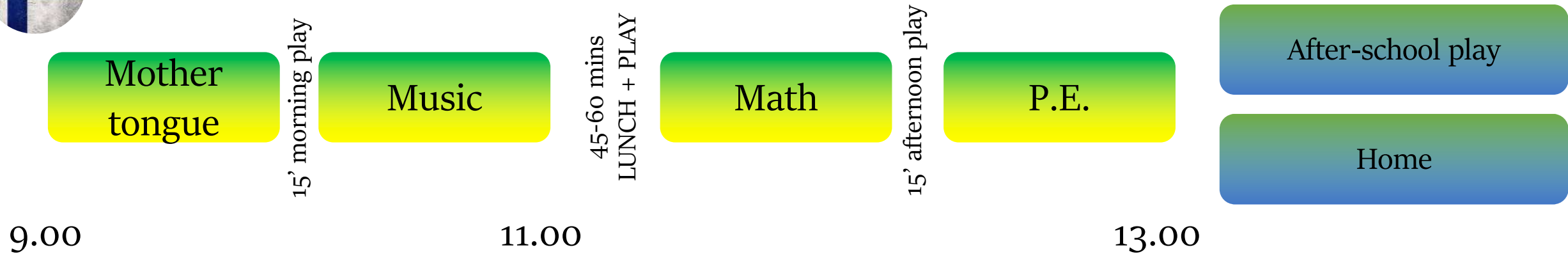
Parents' rights as the foundation

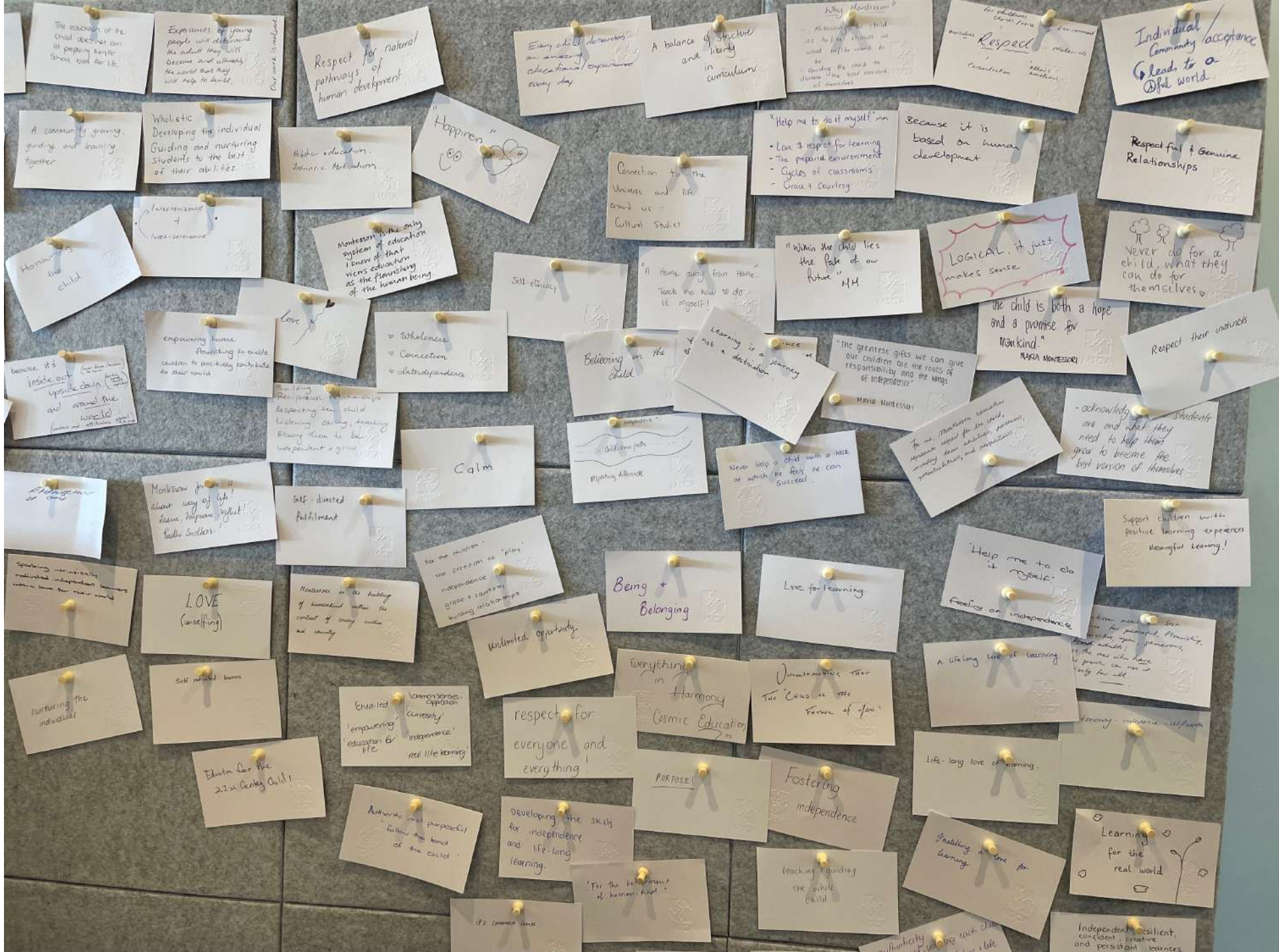
Total number of compulsory instruction hours in primary and lower secondary schools





Example of a typical Year 1 school day





The education of the child does not aim at preparing her/him to face the world.

Experiences of young people will determine the adults they will become and ultimately the world that may well help to build.

Respect for natural pathways of human development

Every child deserves an amazing educational experience every day.

A balance of structure and liberty in curriculum

Why Montessori? - Respecting the child as the free choice in what he/she wants to be - Guiding the child to discover the best version of themselves

Respect

Individual/Community leads to a 3rd world

A community growing, guiding and learning together.

Wholistic: Developing the individual. Guiding and nurturing students to the best of their abilities.

Montessori education - Innate Motivation

"Happireen" with a smiley face and two hearts.

Connection to the Universe and life around us - Cultural Studies

"Help me to do it myself" in - Love & respect for learning - The prepared environment - Cycles of classrooms - Grace & Courtesy

Because it is based on human development

Respectful & Genuine Relationships

Honoring the child

Love - Respecting the child

Montessori is the only system of education that views education as the flourishing of the human being.

Self-efficacy

"I'll come away from here" Teach me how to do it myself!

"Within the child lies the fate of our future" MH

LOGICAL, it just makes sense

Never do for a child, what they can do for themselves.

because it's inside, not outside and around the world

empowering human flourishing to enable children to positively contribute to their world.

Love - Wholeness - Connection - Interdependence

Believing in the child

Learning is a journey, not a destination

The greatest gift we can give our children are the roots of responsibility and the wings of independence.

the child is both a hope and a promise for mankind." MARIA MONTESSORI

Respect their inroads

Freedom of choice

Montessori for a slow way of life, learn, inspire, reflect, build, sustain

Self-directed fulfillment

Calm

Children's path - Mapping differences

Never help a child with a task at which he feels he can succeed.

To me, Montessori education appears simple for the child, involving clear objectives, processes, materials, and expectations.

- acknowledge students are and what they need to help them grow to become the best version of themselves

Supporting individuality, nurturing independent learners within love for their world

LOVE (unselfing)

Montessori is the building of humankind within the context of every child we serve.

For the mission - the creation of "play" independence grace & courtesy building relationships

Being + Belonging

Love for learning

"Help me to do it myself" - feeling of independence

Support children with positive learning experiences. Meaningful Learning!

Nurturing the individual

Self-directed learners

Child-centered approach - Empowering education & life - Independence - real life learning

Unlimited opportunity

Everything in Harmony - Cosmic Education

Just as a man has two eyes, so the human has two forms of life

A lifelong love of learning

Learning is a process, not a product

Education for the 21st Century Child!

Autonomy and purposeful follow the lead of the child

Developing the skills for independence and life-long learning

Developing the skills for independence and life-long learning

PURPOSE!

Fostering independence

Life-long love of learning

Learning for the real world

It's common sense

For the betterment of human-kind?

Teaching/guiding the whole child

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Autonomy of learning each child

Independent, resilient, confident, creative and persistent learners

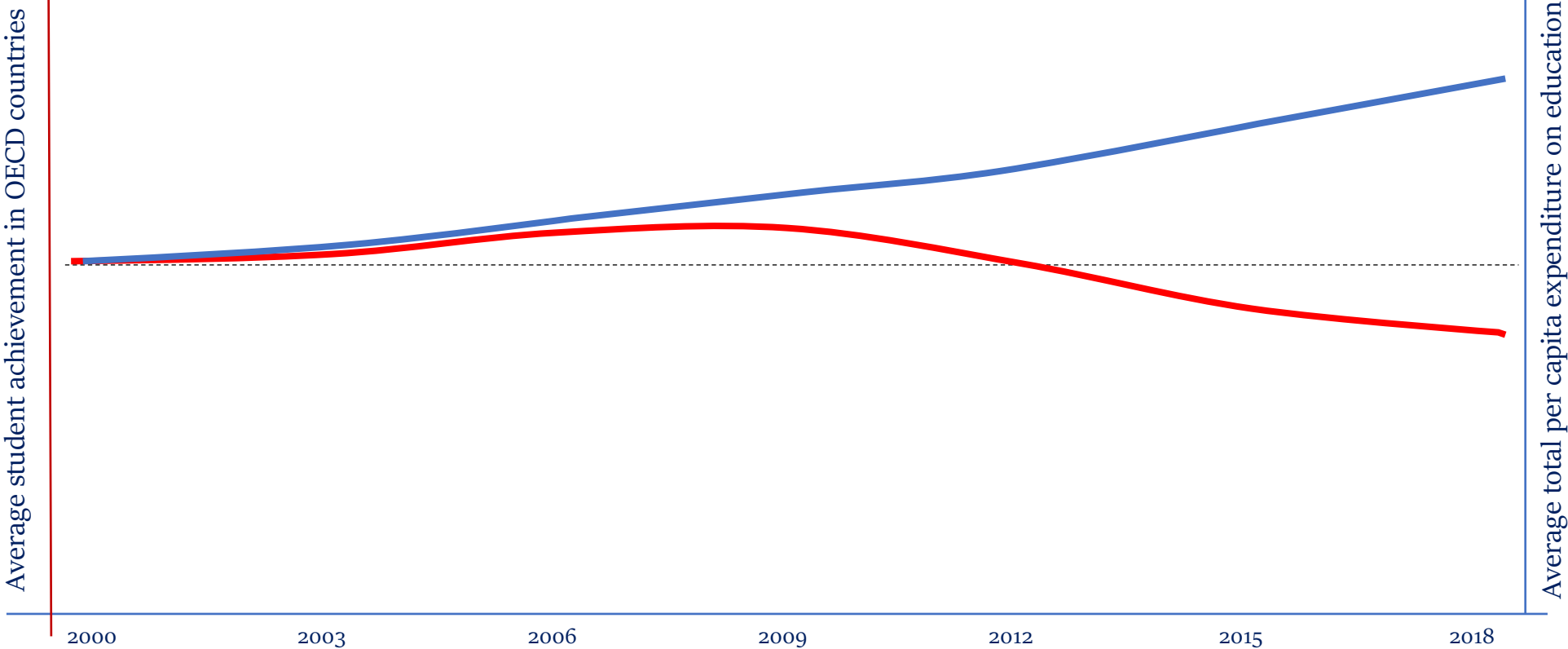
Learning for the real world

Learning for the real world

The State of Global Education

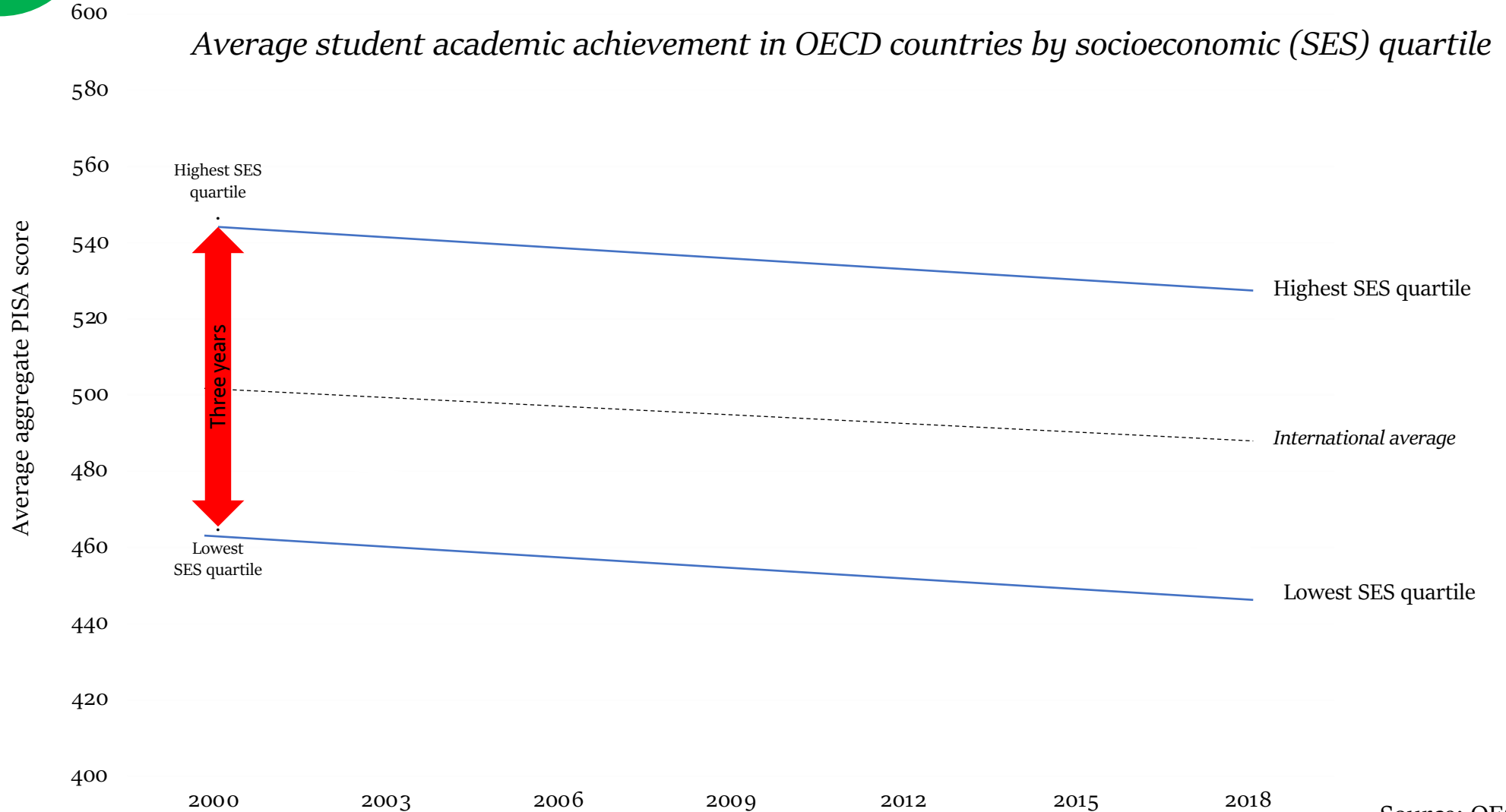
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Education outcomes vs. spending



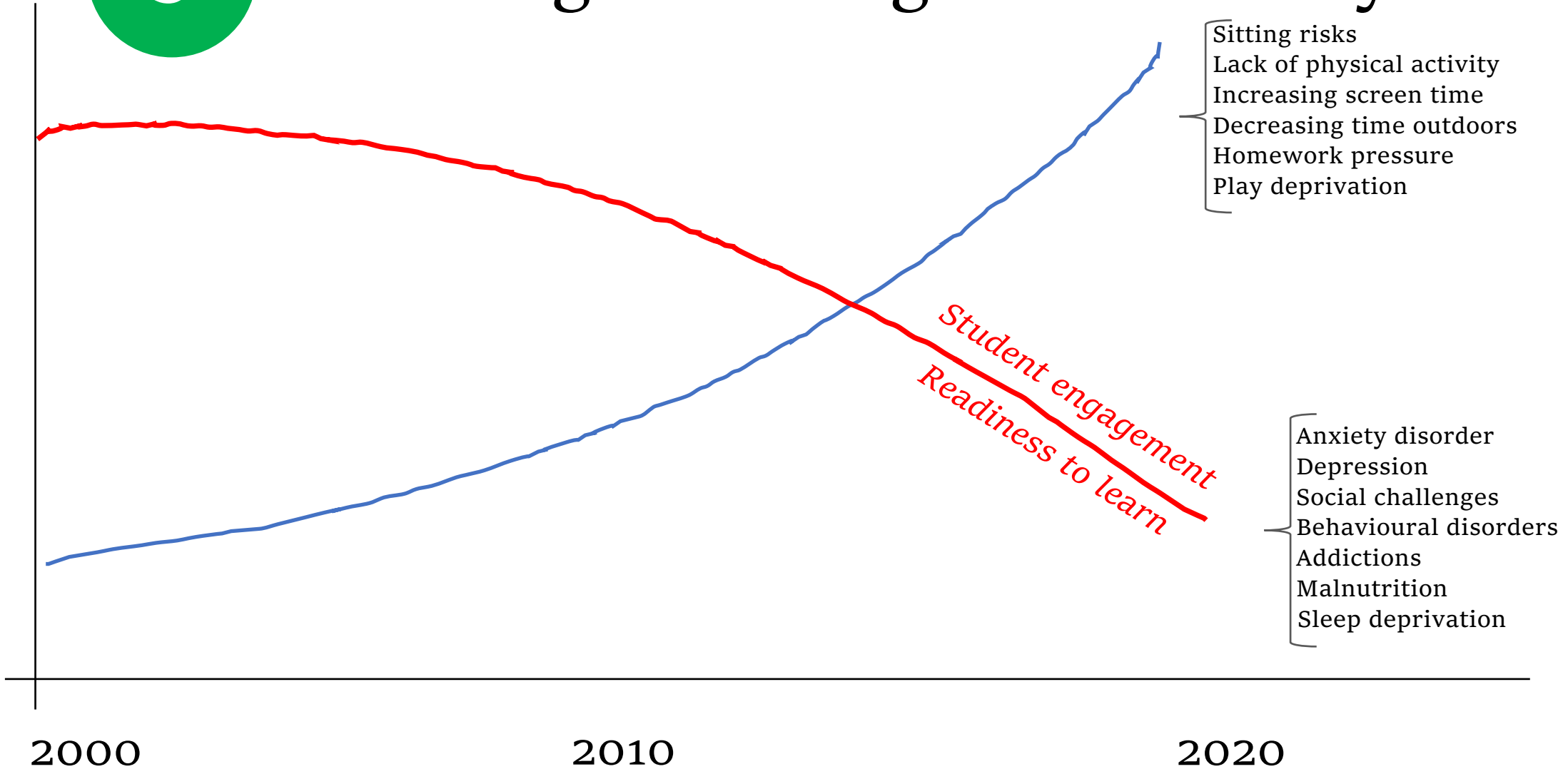
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Large inequalities



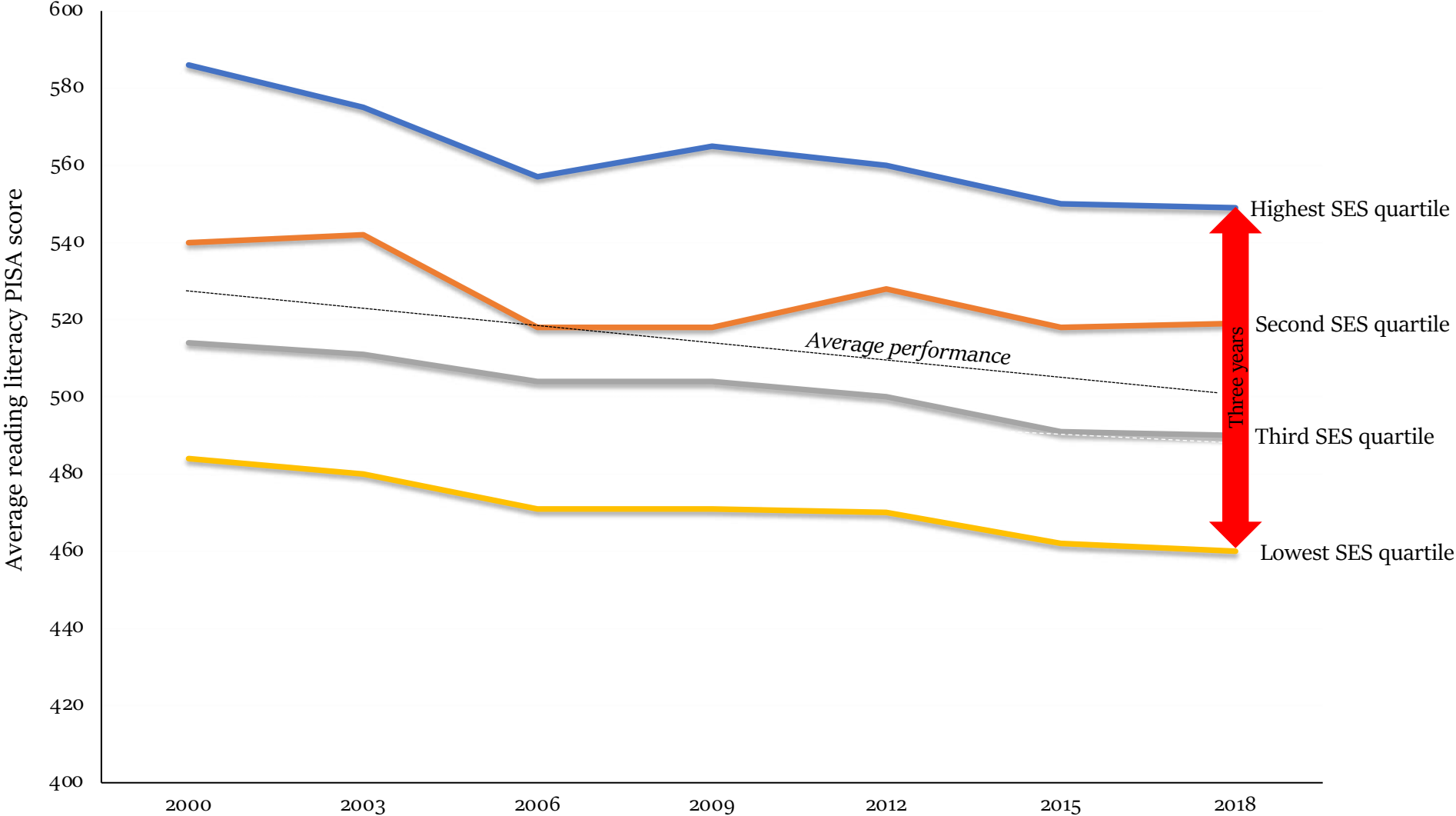
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Declining wellbeing vs. Sedentary time

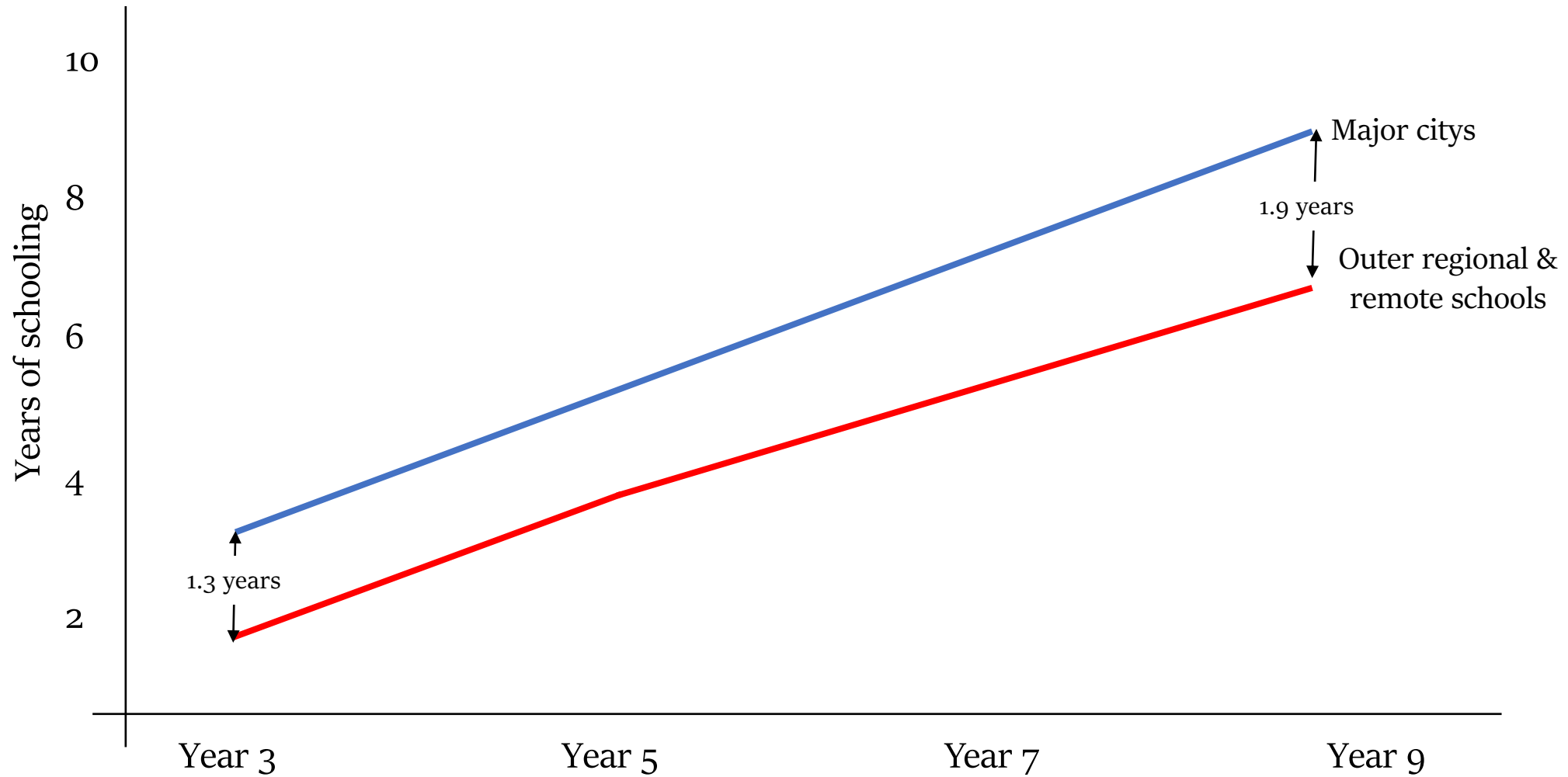


How are we going?

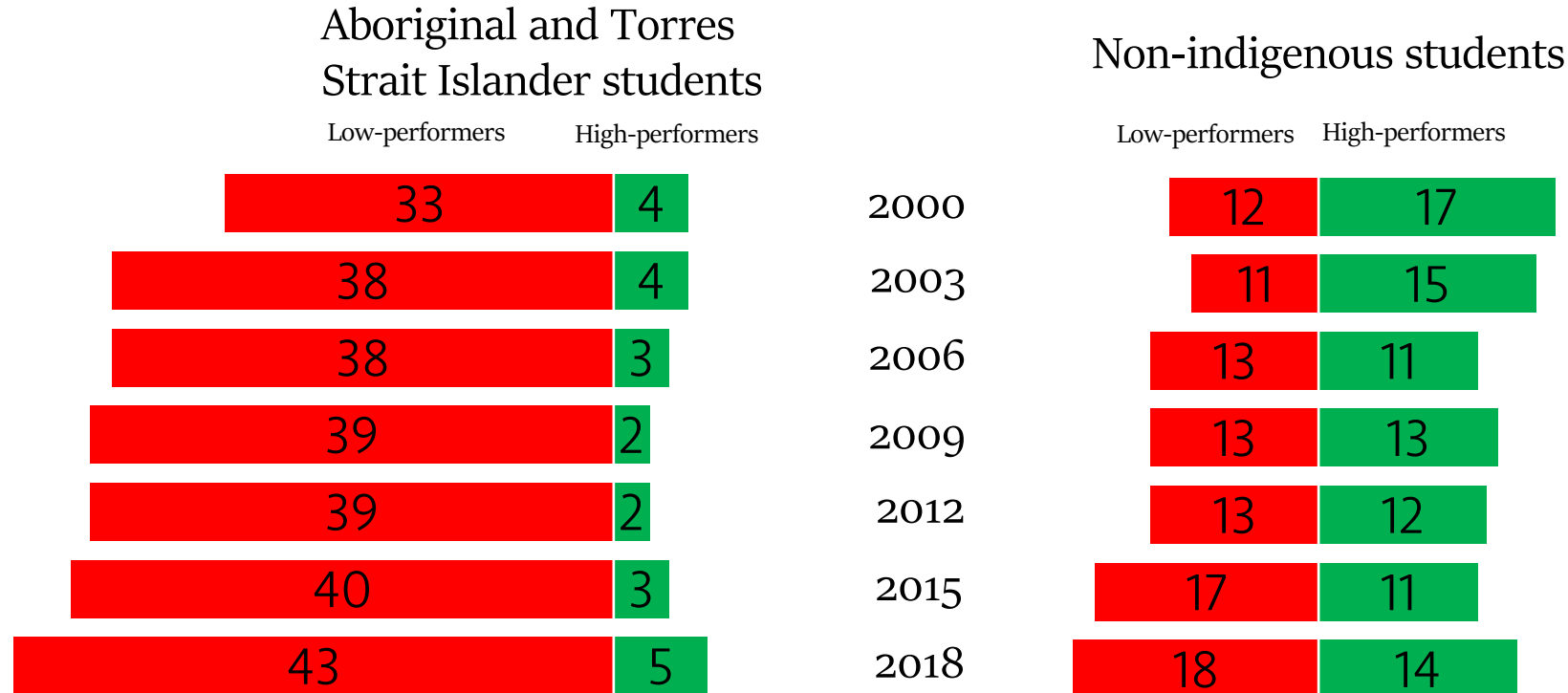
Average reading literacy performance in Australia



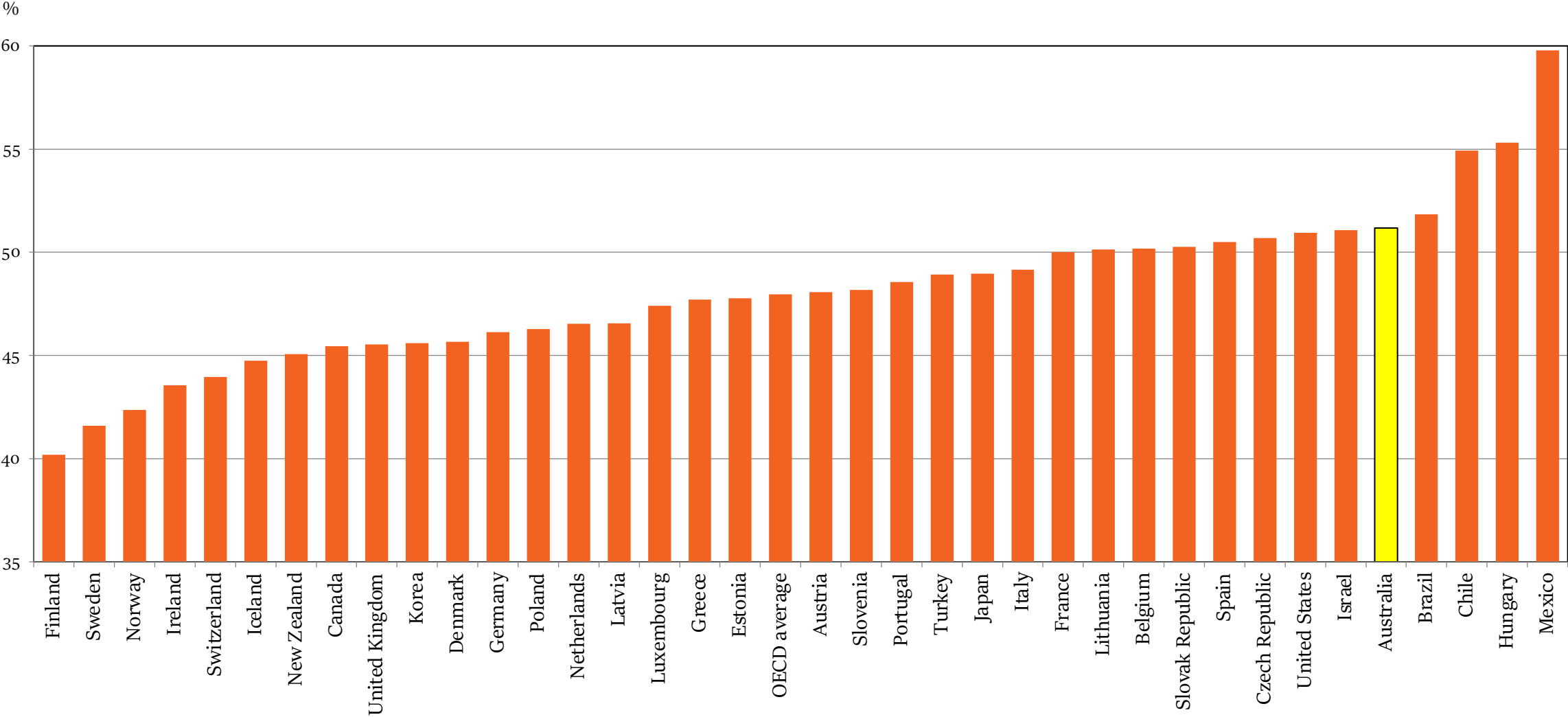
Single cohort through school urban-rural learning gap



Proportion of low and high performing students in Australia on the PISA reading literacy proficiency scale



Proportion of disadvantaged students attending disadvantaged schools



Source: OECD, 2019

What does this grim situation mean?

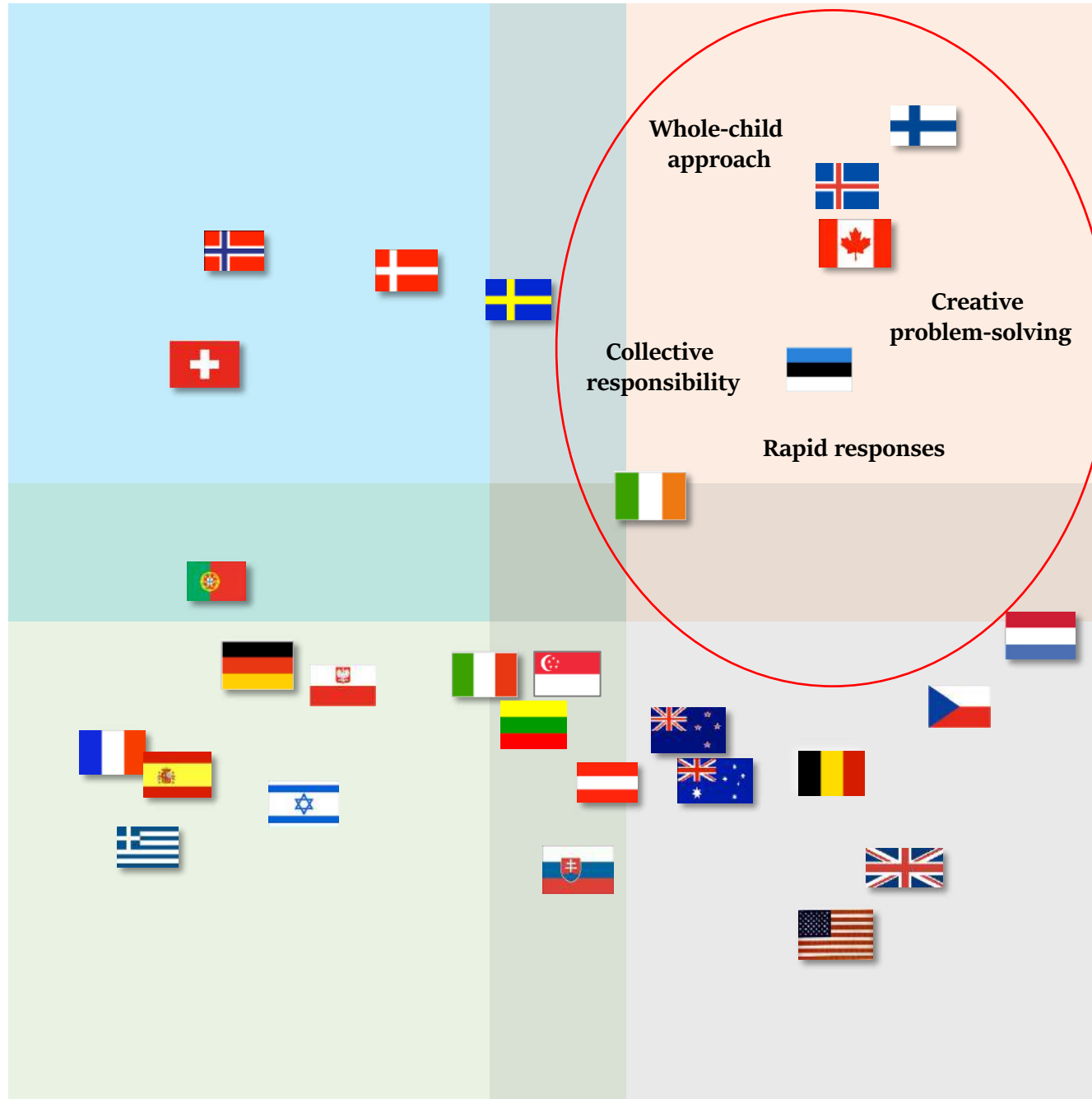
1. We need to rethink children, who they are and what they are capable of.
2. We need to reimagine education, teaching and learning.
3. We need to redesign schools and how they are led.

How different school systems cope with uncertainty?

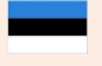
Personalisation

Autonomy
Strong accountability
Central directives
Multi-level administration

Centralisation



Whole-child approach



Creative problem-solving

Collective responsibility

Rapid responses

Decentralisation

Trust in schools
Shared leadership
Self-directedness
Light administration

External control
Compliance
Administrative leadership
Consequential accountability

Responsiveness
Conformity
Heavy management
Multi-level administration

Standardisation

Different responses to the disruption

Learning loss

Where students have gained

More formal instruction

VS.

More play and recess

Wellbeing as responses

Health as a skill

The promise of alternative education

80%

of parents believe
that children are
under pressure to
grow up too quickly.

85%

of parents say kids today
spend less time **PLAY**ing
than they did when they
were their children's age.

1 of 5

children say that they
are too busy to **PLAY**

DOCTOR'S ORDER:

Children Must **PLAY**

PLAY is integral to a child's education. The importance of playtime for children cannot be overemphasized to parents, schools, and community organizations.”



Let the Children Play

HOW MORE PLAY WILL
SAVE OUR SCHOOLS AND
HELP CHILDREN THRIVE

PASI SAHLBERG & WILLIAM DOYLE

foreword by **SIR KEN ROBINSON**

DOCTOR'S ORDER:

Children Must **PLAY**

The lifelong success of children is based on their ability to be creative and to apply the lessons learned from **PLAY**.



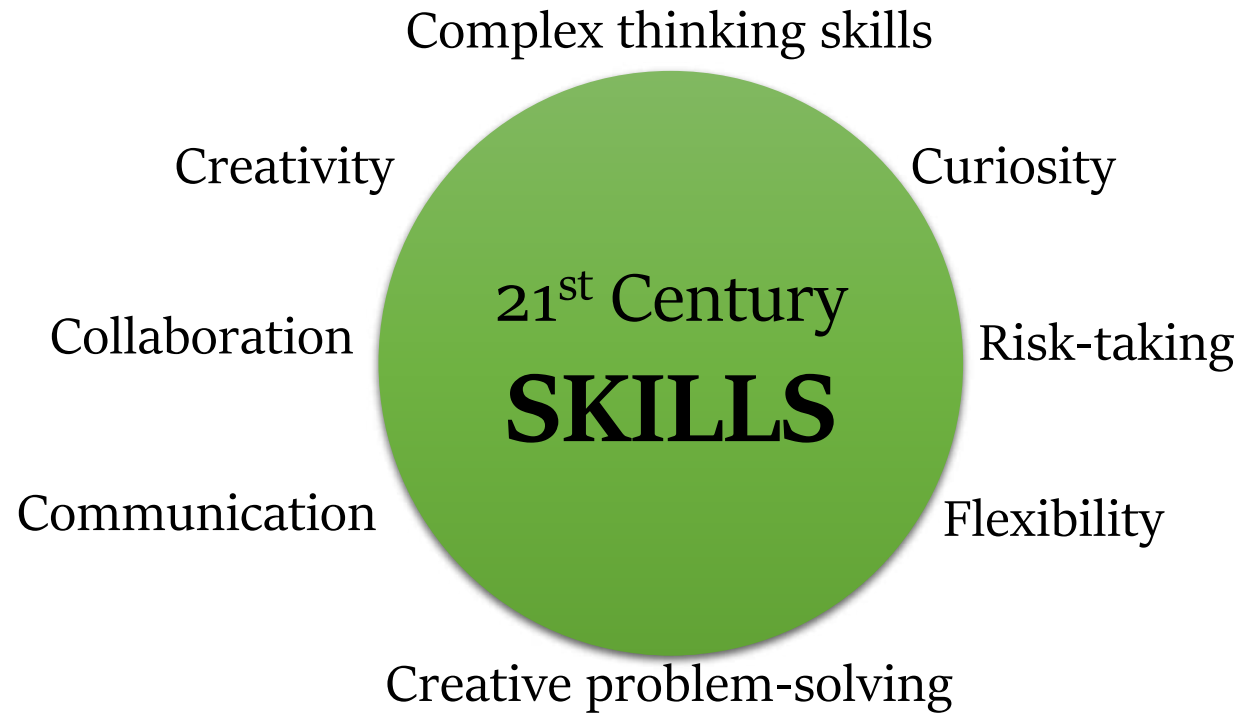
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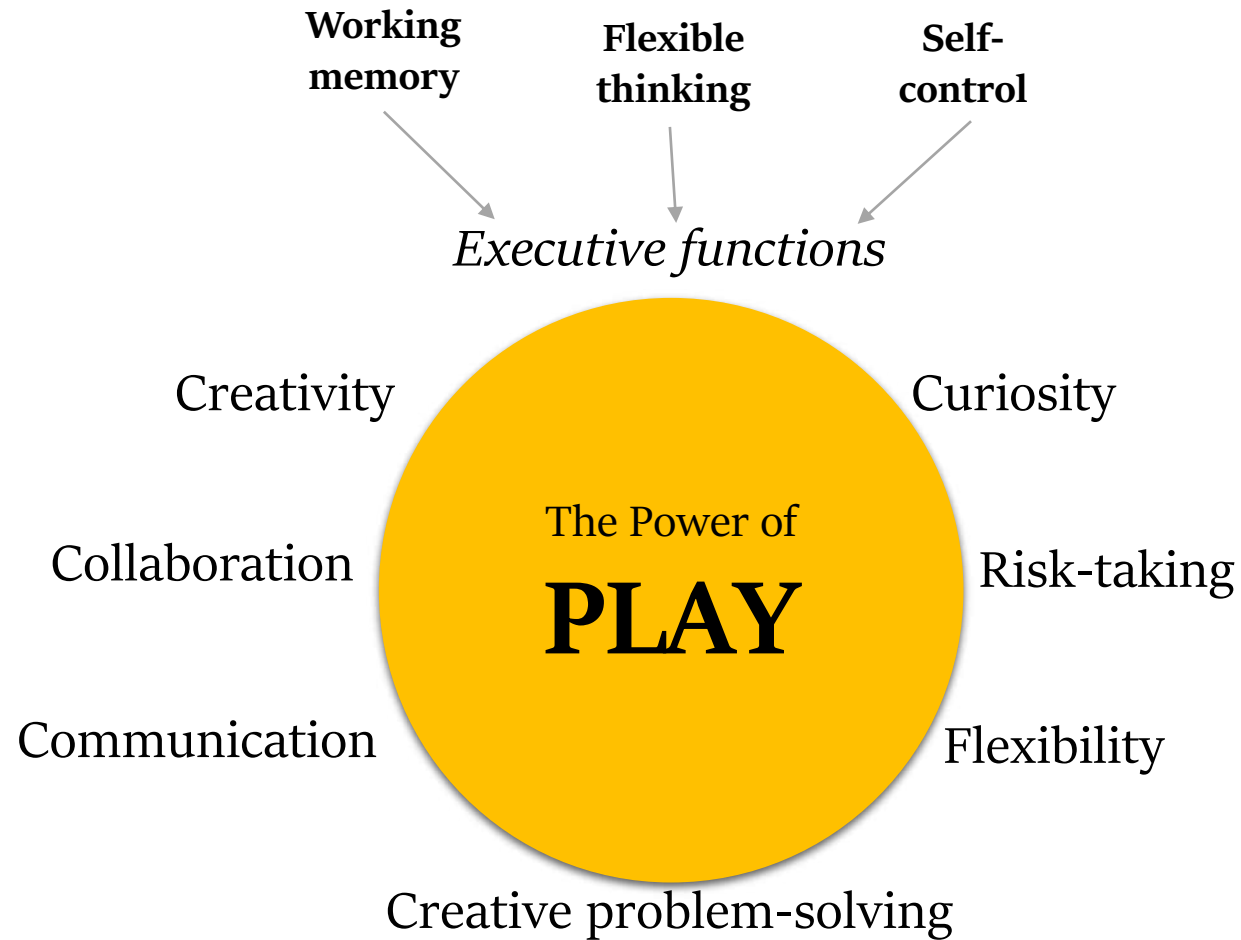
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21st Century **SKILLS**



Multiple benefits of **PLAY**



Conclusion: The future schools

- Whole child development
- Interplay of learning and wellbeing
- Trust in students
- Teaching as performing art informed by science

Thank you!

