

What's Normal Anyway?

Dallas Montessori Teacher Educator Preparation
Professional Development Workshop – Love of Learning
Saturday, August 11, 2018
Mata Montessori – Dallas, Texas
Dr. Josh Thompson and Zlata Stanković-Ramirez, presenters

Following a review of six domains of development, participants in this session will delve into the Montessori principle of Normalization, looking for evidence in various domains and different ages and stages of development. We wonder: how do your children experience optimal concentration and engagement within your environment(s)? What is the role of play in normal development? How is the Prepared Environment adapted for this intense flow? What does the teacher's view of the child have to do with promoting normalization?

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Physical

Language

Cognitive

Emotional

Social

Aesthetic

... concerned with beauty or the appreciation of beauty

... philosophy that explores the nature of art, beauty, and taste, with the creation and appreciation of beauty

“This child-directed work is supported by the design and flow of the Montessori classroom, which is created to arouse each child's curiosity and to provide the opportunity to work in calm, uncluttered spaces either individually or as part of a group; the availability and presentation of enticing, self-correcting materials in specified curricular areas; teachers who serve as guides and mentors rather than dispensers of knowledge; and uninterrupted work periods. The uninterrupted work period recognizes and respects individual variations in the learning process. During the work period, students are given **time** to work through various tasks and responsibilities at their own pace without interruption. The uninterrupted work period facilitates the development of coordination, **concentration**, independence and order, and the assimilation of information.”
(AMS, 2018)

Josh Thompson, Ph.D.
Josh.Thompson@tamuc.edu
214-663-6102

Zlata Stanković-Ramirez, M.S.
zlataStankovic@yahoo.com
214-207-0122