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DETAILED EXPLANATIONS:

1. THE NEW TEACHER

In a Montessori environment the place of the traditional teacher is held by a fully trained Montessori educator, often called a Montessori director or directress, the Montessori director is a guide or facilitator whose task is to support the child in his or her process of self- development.

The educator brings about a change in the child's life and serves the child (0-6) it is a special kind of commitment.

The child is constantly creating and constructing himself, the ability to adapt makes his special, the primary focus of education must be the development of the self.

Education must be given at birth; it is not studying and passing in exams, the word education itself comes from the Latin word "education" which means nurture and bring forth what's the best in the child, the child is born with special powers and the aim of the educator is to assist the development of the child according to

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their nature, the mantra in Montessori education is “follow the child “and the role the educator plays is essential and important.

The child has been entrusted in our hands and we must handle them sincerely, we are there for the child to help him develop and thrive, we are like a gardener who nurtures the plants, but the seed will grow only when it is ready.

We cannot make the seed grow, it is like the child, the child follows his law of development, he will do things when his inner push makes him, our job is to nourish him at the right time, at the same time we have to observe them, as a teacher, she can only assist and support and ensure that the conditions are right. In a Montessori environment, we are the creator of that environment, we are the masters, but we should be like a king who is ready to give up his kingdom. So it is the highest ideal, and not think that nothing will happen without me, even though we create the environment, we are not omnipotent, children are capable of functioning on their own, our role is to help them realize their potential and become people on their own, they must make their own choices and deal with the consequences.

In the casa we let the children go forward and we should take a backseat, and observe them from behind, we must follow them and observe them and guide them on the right path. We are like a director of the play, once rehearsals are over, the artist take the spotlight and the director takes a backseat. It's the same with the child. The child is the protagonist of his life.

Quote-“When I'm with children, I'm a no body and the greatest privilege I have

It's important in the casa that we contain our energies and let the child use his energy; we must not exist in the space. When everything is his in the environment, he develops and we must guide him.

THREE LEVELS OF PREPARATION

And for this the adult needs to go through many preparations

a) Spiritual preparation

Introspect: to look within ourselves, to study ourselves, to think about what I'm doing that would hinder my relationship with the children, we are just human we can't be perfect, but we can be aware of our mistakes.

b) Accepting : own our weakness, we are on the path of change and we gradually strive to become better people, Montessori calls this cleansing ourselves, we must cleanse our sins that would hinder the child's psychical development.

Two major hindrances: pride and anger

Most of the time when we are around children we feel we are superior, and we feel we are experienced.

We think that children are small and they are dependent on us, and they are not capable, and when they don't listen to us we get angry, are u dumb? Are you silly? And we tend to be harsh. It creates a drift between us and the environment and we tend to withdraw and our voice raises, our face changes.

We look ugly when we are angry and when the child sees us, they go away from us and even absorb that reaction and the harmony is gone, unknowingly the children become very quiet and go into their shells.

We become controllers, children must not be scared of us, then child cannot follow their interest, they start following us in fear, rather than us following the child.

Pride and anger leads to arrogance and we start becoming tyrants and start dictating and we think that we rule the lives of the children.

Instead we must realize that we should be guides.

a) Patience and impatience

We are impatient with the child at times, we must realize that the child will definitely perfect himself and has potential, we won't become impatient, when we train ourselves to be aware of our emotions, and we try to control our emotions and become more understanding of the child and help him and be patient with him. And then we feel that the anger leaves our body. Always look at

the bigger picture, look for solutions, and don't look at them as problems, only when we have faith in the child and understand him, we realize that the child will overcome the difficulty, we trust him and only then we start becoming patient.

b) Preconceived ideas, prejudice

We often judge people even before meeting them. When we are with children we must cleanse ourselves of all the prejudice and pre conceived notion. We create an aura around the child and even tell about it to others. We must always look at them with new eyes of hope; judgmental ideas are like tinted glasses, we must remove it and look at the child with new eyes, and children are new every day, every day is new. Children don't keep anything in the heart they forget and come to class happily and smiling, they don't hold grudges; Montessori says we should learn from them

c) Change: to hold an unconditional positive regard and respect for the child, there is a reason for why children do certain things, and somehow environment and the adult might be the reason.

Spiritual preparation, it takes a lot of time

Step back and take the anger out and examine the situation, and we get answers and the answer is within us, and we realize the mistake and gradually we can change ourselves to be worthy of the child, she call them sins, and it's like a veil that covers our eyes, the veil should be lifted so we can see clearly.

When we understand all this, we become humble and we realize that the child is so capable and it is the child that the child does the work.

Montessori says that they are seeds of future for the society, when with children we learn how to love unconditionally and be more accepting and loving and as a result we develop a faith in the children and that they will create a better tomorrow, we must have faith in ourselves and the environment that we have prepared for the children, we must also be the voice for our children.

Love from our perspective

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We all love children, but Montessori says the love should be unconditional, the love that is for the nature and the potential of the child, we shouldn't make take sides, or emotionally manipulate them or use their love, we must have no expectations, we must respect them always and can show that love through our actions and respect them and love them. We should not cuddle and kiss them; they have their mothers for that. We can never I the mother, we must just love their abilities and potential and we can show the love by preparing an environment that answers all their needs (conducive environment) we must see that everything is ready for them to us, a prepared environment is the best way to show our love towards our children. We must realize how privileged we are, because they grow from a seed to a steady plant by 6 years of age. We can see a confident child grow up; we must feel happy and proud to be a part of that construction.

INTELLECTUALLY PREPARING OURSELVES

The knowledge of the development of the child is very essential, to facilitate development we must have a good knowledge and grow our knowledge and start researching and reading more.

KNOWLEDGE of materials

Knowledge alone is not important, the theory, the aim and the principles are important, when we present the materials we must take the front seat and let the child watch. We must tirelessly and happily show them the materials; we must go with a fresh mind and new eyes and offer it with the same enthusiasm when we started. The presentation should flow from our hands, effortlessly and we should practice a lot and be updated.

KNOWLEDGE ABOUT THE ENVIRONMENT (CULTURAL ASPECTS)

Know about the immediate environment, try to learn about the local animals and birds and slowly develop the love for the environment and through us the children will also get connected to the environment, we must also think about our

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physical self, we must be dressed modestly and neatly presented. Movements are also a part of physical preparation, try to be as graceful as possible, and try not to be clumsy, not to be in a hurry, and carry many things at the same time. Be precise and elegant when presenting. Try to be deliberate and precise.

Montessori says that when children think of us as their mother, it's the greatest compliment, this will come only through practice, there will be commotion, calamity in class, but we must be calm, and think about solutions consciously change yourself.

TAKE CARE OF OURSELVES AND BE HEALTHY

Children are building immunity and it's easy for them to fall sick and we might also catch it, so we should be healthy and exercise and be active.

RESPONSIBILITY

Environment: we are the creator and guardian of our environment; I must take care of the tangible and intangible aspects of the environment.

They have to have faith in us, and we have to create it. We have the power to create the intangible environment; we must also guard and protect the environment,

For children when order is disturbed, the environment collapses, we have to make sure it is right and we need to set it straight, when the environment comes back to order, it gives children the feeling of security and we must also maintain the environment. We should not keep a torn book, we must teach them how to fix it and then put it back in the library.

We must constantly upkeep the environment, never put out an incomplete material.

Older children tend to arrange everything at one point, they have owned the environment.

Montessori says that the educator is the bridge, it connects two points, and anybody can cross that path at anytime. We connect the environment through

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our presentation and then we can withdraw and observe and see that the child will move to self perfection.

ALLOW children the freedom; it comes with a set of responsibilities

OBSERVATION

Observation begins when the child begins the work, it is a necessary and important tool, because it aids our work, it answers all our questions like why?

We need to keenly observe what they are doing, we can infer accurate reasons.

This also helps to identify the child's needs, this makes the child independent, and working with materials make us understand at what level they are.

It has progressive challenges and while the child overcomes this, he is growing.

We must also know when to show what materials to the children

Montessori compared children to vestal virgins, so we must keep the child's interest alive, keep the fire alive. We should be overconfident some children, it's like abandoning them, and they go directionless, we must follow the child's interest and at the right time we should them with the right thing. Allow children to correct themselves and learn themselves and let them be independent.

We must be a part of the community, we must work together, we must not have ego, no pride, we must rely on the principles of Montessori, be collaborative with our fellow teachers, be friendly and helpful, be congenial with our fellow teachers, we all are working for children, that's our main motto, and we must impart our knowledge to others. Have a good relationship with the parents; they should be on the same page as us and we should spread the awareness of the universal child.

Even if we change one person, it a great effort

QUOTE:

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“This is really co-operation between the soul of the child and the soul of the teacher. Both souls are now free, both souls are now free; both have reached the same peak. The child is grateful to the teacher. The teacher looks upon herself and recognizes the new being she has become and asks herself- “To whom do I owe this? Must I not owe it to the child? After all which of us is the teacher? So the word teacher rises farther aloft to become a unity, which is the master and the teacher of all.

MONTESORI MARIA, CREATIVE DEVELOPMENT IN THE CHILD VOLUME 2, CH15, PG 115