



EDUC 490 M (3 credits) Introduction to Montessori Fall 2015

Instructor:	Anjum Khan
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Course Time:	August 31 – Sept. 4, 8:30 a.m. – 4:30 p.m.
Course Room:	Ponderosa E 117

COURSE DESCRIPTION

This course builds on the VBE Montessori Foundation Course and is focussed on completing scaffolding modules within the Cosmic Education component of the AMS Elementary Credential. The course material will utilize teacher candidate's understanding of key Montessori concepts as they develop the Botany curriculum. Building a community of learners is a priority as instructors and teacher candidates get to know one another and understand how learning happens best. Creating an essential agreement for classroom participation and learning is key to engaging all teacher candidates, and will set the stage for regular weekly seminar meetings throughout the year.

LEARNING OUTCOMES FOR EDUC 490 M

By the end of this course, teacher candidates will be able to:

- Identify the key components of the elementary Montessori botany curriculum
- Describe the main Montessori materials used for teaching botany in the elementary classroom
- Assemble the beginnings of a botany teaching portfolio which will be added to throughout the year
- Develop an understanding of ecological principles and inspire appreciation and respect for the natural world through nature walks
- Implement guided nature walks that engage elementary students in hands-on exploration
- Experience and analyze a Montessori classroom in terms of layout, design and flow (pending confirmation of school site visit)
- Discuss the key components in physical organization of the classroom including peace corner/table, class library, snack table (pending confirmation of school site visit)



POLICIES AND EXPECTATIONS

Teacher candidates are expected to attend all classes in a punctual manner. With the exception of extraordinary circumstances, the instructor must approve absences in advance. Students who do miss a class are expected to find out what material they missed and are asked to submit a summary and analysis of the readings covered in their absence (before the next class). The Teacher Education Office guidelines require that teacher candidates who miss more than 15% of course time repeat the course. Full details regarding attendance and participation can be found in the BEd Program Handbook: teach.educ.ubc.ca --> Students --> Policies and Guides.

The classroom should act as a safe space for unconditional discussion and questioning, where each class member feels comfortable and welcome to speak their mind, question what others have said, and share thoughts and opinions. To achieve this type of environment it is essential that we build a positive and inclusive learning culture, treating each other with respect, kindness, and integrity.

UBC recognizes its moral and legal duty to provide academic accommodation for students with disabilities. The goal is to ensure fair and consistent treatment of all students, including students with a disability, in accordance with their distinct needs and in a manner consistent with academic principles. Any requests for accommodation must be made to an advisor in the Office of Access and Diversity who will determine eligible accommodations and provide you and your instructors with official documentation. If you have a letter from the Office of Access and Diversity outlining accommodations to support a disability, please show it to the instructor as soon as possible.

ASSESSMENT & EVALUATION CRITERIA

Students must provide evidence that they have engaged thoroughly and thoughtfully with the subject matter of the course. Assignments will be assessed as Pass/Fail/Resubmit. The course is graded on a PASS/FAIL basis. "Pass" is equivalent to at least B+ (76% in UBC's standard marking system).

1. Participation

Participation is essential to success. If you are not in class, you cannot participate. Your active participation is integral both as a contribution to your own learning and also to the learning of others. During the course, we will deal with a range of ideas, some familiar and others unfamiliar concepts. My hope is that we will enable one another to engage with the ideas and encourage each other to learn and grow. In light of the above, some questions to consider are:



Do I come to class prepared? Do I read carefully and respond thoughtfully to the readings and the questions posed? Do I show signs of listening carefully? Do I respond to others' questions thoughtfully? Do I ask questions that help others towards meaningful readings of the texts? Do I take the risk of engaging in open dialogue, to formulate and reformulate ideas?

2. Development of a Montessori Botany Portfolio

Teacher candidates will document their learning throughout this introductory course in a portfolio that will be a combination of digital and hard copy format. Completing AMS Botany Modules that can be submitted for AMS credentialing purposes will form the foundation for course material. This portfolio will also be used to document personal growth throughout the year in weekly Montessori seminars and on practicum, and contribute to the capstone assignment in EDUC 452. It is expected that students will provide evidence of their learning through personal reflections, readings, discussion with peers, and partner/small group activities.

COURSE OUTLINE:

The guiding questions outlined below are based on the understanding that teaching and learning are interdependent. Learners will certainly generate additional questions as they relate to their inquiries. The outline is a flexible guide and may be modified according to the needs of the learners.

DAY 1

Welcome & Building a Montessori Learning Community

- Getting to know one another: Icebreakers and Team building activities

What is Montessori Education?

- Why did you choose Montessori?
- KWL: What do you already know? What are you wondering about? What would you like to know more about?
- Program description: Infant/Toddler, Primary, Elementary, Secondary
- Montessori Materials
- Background Information: Organizations, Montessori in Public Schools

Overview of UBC and AMS Montessori Credentialing

- Structure and Options



- Kindergarten and Practicum
- AMS Modules
- Course Outline (\$20 photocopying fees)

Lunch

Montessori Life Sciences – Elementary Level

- Biology Overview
- Botany Binder
- Materials to bring

The Plant

- Great Lesson – Story of the Beginning of Life
- What does a plant need?
- Parts of a plant
- Plants Background Questions

Botany Modules

- Review Scaffolding Module 1 – Scavenger Hunt (for Tuesday)
- Scavenger Hunt Terms and Leaf Shapes (2 handouts)

DAY 2

Self Guided Independent Study (Queen Elizabeth Park and Bloedel Conservatory)

- Scaffolding Module 1 – Photos for Scavenger Hunt
- Complete Plants Background Questions
- Meet back at the UBC classroom from 2:30 – 4:30 pm

DAY 3

Montessori Community Building: Daily Schedule and Routines

- Morning Message (Nature Journal)
- Morning Meeting– Mindfulness, Feelings Chart, Poetry Reading
- Work Periods, Snack, Jobs
- Problem Solving, Giving Thanks, Nature Walks
- Using the Bell/Chimes



Classification - The Leaf

- External Parts of the Leaf
- Functions of the External Parts
- Variety Leading to Classification

Presentations

- What is it and how is it done.
- Three Period Lesson
- Guidelines for Practicing (Module 1)
- Points of Perfection (Module 1)

Lunch

Practice Presentations

- Hands on practice with partner

Botany Module 2 (complete and send directly to Debbie Adams)

- Reading: *The Child and Nature: "Set the Children Free"* by David Kahn
- Reading: *The Kodaikanal Experience* by Lena Wikramaratne
- Reflection Response

Nature Walk: Nitobe Gardens

DAY 4 (Possible Local Montessori School Visit)

Montessori Community Building

- Morning Message (Nature Journal)
- Plants Background Questions - Completion check
- Scavenger Hunt Photos - Completion check

Module 3

- Introduction to the Botany Cabinet
- Names and Shapes of Leaf Forms
- Creating a Visual Journal

Lunch

Visual Journal Work

Practicing Presentations



Classification - The Root

- Functions and further study
- Impressionistic Charts

Nature Walk: Museum of Anthropology

DAY 5 (Possible Local Montessori School Visit)

Montessori Community Building

- Morning Message (Nature Journal)
- Plants Background Questions - Completion check
- Scavenger Hunt - Completion check

Classification - The Stem

- Functions and further study
- Impressionistic Charts

Potluck Picnic Lunch (Rose Garden)

Wrap up

Reflections

Whole Group Closure