

Bethlen Gábor Primary and Secondary School

Montessori School



The Montessori-method

About the Montessori-method

Maria Montessori started to practise her educational methods among small children, in the early 20th century. Her ideology of educational system has changed the whole world's attitude towards pedagogy, and has travelled through almost every country including Hungary. Her principles are considered up to date until this day.

In Hungary it was Vera Méhes, who naturalized the Montessori system in the early 80's. Unfortunately, the honorary member of the Hungarian Montessori Association has passed away in 2013, but her heritage is affecting the principles we teach in our school, until these days.

Our institute introduced the Montessori-method in 2007. We've been following Maria's fundamentals, but we were also able to evolve our identity satisfying the demands of a modern educational system. The Hungarian Montessori Association acknowledges the professional work running in our establishment therefore the president of the association, Stefán Mariann has given us the title: „Qualified Montessori School” in 2012.

In the Keveháza Elementary School, children are provided every chance to acquire their knowledge of the world by themselves. We, educators are helping and organizing this process, and let the children explore the boundaries of their abilities and discover their unique personalities without experiencing any failure. Our goal is to educate our students in the most versatile way compared to their abilities. In this way smaller children are able to learn with ease without disappointment, and for bigger children the opportunity is given to take responsibility of their own self-education, and to build and improve their personalities by themselves.

Our elementary school and the Montessori-method

We use the Montessori based pedagogy method since 2007. We would like to summarize the nature of the System we use in the followings:

„Help me to do it by myself, to be proud of myself”

This short film, made in 2013 briefly summarizes the main attributes of the Montessori-method:

- Quiescence practice
- Supporting nature of our staff
- Placing equipment on the opened shelves organized by the cultural domains
- Free usage of equipment
- Pair and group activities
- Importance of self-checking
- The joy of learning
- The aesteticly furnished environment



„Humanity will only be able to solve its problems, if it puts attention towards discovering the potential of children, and focuses its efforts into unfolding children’s hidden abilities”

Maria Montessori

The key elements of the method

In the regards of shaping a community, and of speech development **chatting circles** are very important. In this circle children acquire the basic forms of communication. It helps improving children’s abilities in evolving social and communicational skills, such as empathy, tolerance, common rulemaking, and acquiring behavior and etiquette rules. Children learn to take care of each other, and later to rate themselves and others

Montessori pupils’ **quiescence practices** are the equipment of emotional education: they are helping children to make deeper connections with each other, and are developing self-control, self-discipline, commitment, and concentration skills.

In the learning process, planned by the teachers, we mostly use devices which are compatible with the expectations of the actual educational contents, and are making children practicing exercises following the principles of the Montessori-method, but in the meantime are charming, motivating and interesting for the children of our age.

In the consciously planned environment, pupils can create for their pleasure, and can unfold their fantasy and creativity. The equipment is placed on opened shelves, accessible for children anytime. This way the opportunity is given for them to choose based on their own needs and level of skills.

The Montessori-kind equipment are built on each other, improving children's sensory organs, perceptions need spatial awareness. They represent the material world's qualities, developing fine movements and ingenuity throughout manual activity. The usage of our equipment requires organized system approaching. We are trying to raise this type of view in our students.

Equipment usage is a part of our learning process, therefore it's a "mandatory task". Free choice means the possibility of freely choosing between tools. Doing nothing is not an option.

Based on our experience, children are likely to take the opportunity using equipment. There are several reasons for this:

- In this learning phase students are able to step aside and have some privacy if it's needed
- They are able to perform diverse manual activities
- They are free to choose from the equipment offered to them
- They can do activities in any position any place they like, for example: on a carpet
- They have the opportunity to choose whether if they would like to work in pairs, or groups or alone
- They have their free will to decide if they would like to compete with their classmates
- They work with self-check, students do not have to meet the demands of an outsider
- It seems for them as if they are playing, they do not even notice that they are in an educational process
- Completing tasks, is an organized activity. There are clear rules, which are important and mandatory to keep.
- We teach patience and acclimatization: we only have one piece of each tool

The aim of the method is to improve the whole personality of individuals. Our goal is to raise happy children:

- Our primary goal is the improvement of independent experience gathering and thinking. We build on the curious nature of small children. The knowledge acquired is based on lots of practising, and collecting concrete experiences. The activities are inspired by teacher, are led by the chosen equipment, but the doer is the child on his own
- Our primary goal also is to let the students understand the importance of accepting people with otherness, and to appreciate the work of others. That is why we use different forms of cooperative exercises.

- We raise awareness of the importance of environment consciousness. We cultivate our own garden, to recycle selectively, to take care of pets in our own classrooms, and to observe the nature.

The relationship between teachers and parents are based on a coequal “alliance”, with mutual trust and respect towards each other. The basis of our collaboration is opened communication, sharing information, and the cooperative solution searching. To keep up the harmony, the active participation of parents is an important factor. Parents in our school are open-minded, initiative and helpful. They often organize interesting activities and presentations to children.



Our goals

The aim of our institute is, on long-terms, to work out a successful learning strategy based on Montessori principles that can be used efficiently in the years of secondary grammar school. We wish to achieve this by usage of digital devices in classes. This technique provides a solution to the successful acquiring of the educational materials and to efficient time management.

We also wish to achieve our goals by the development of methodological and digital competences. We wish to determine our next step in the educational matters with the usage of our previous experiences.

Preserving the high quality professional standards, we wish to work out a modern successful strategy. International relationship building with other similar institutes contributes to the previously mentioned.

We would like to share more of our experiences in future with other educational institutes nation- and worldwide.