

INFANT-TODDLER COURSE DESCRIPTIONS

Philosophy

The focus of this course is on principles of pedagogical philosophy as found in the core work of Dr. Maria Montessori. Topics include the study of Dr. Montessori's life, her view of the child, the development of the method, preparation of the environment, and positive communication. Also included are Dr. Montessori's observations of the absorbent mind, planes of development, human tendencies, and sensitive periods that each child passes through as they develop a positive concept of self within their society. The lens of diversity is integrated into all teachings, in order to create a celebration of inclusion.

Pedagogy

In this study of Montessori pedagogy, the understanding of the physical, cognitive, social and emotional development of the infant & toddler are presented within the integration of skills to design an appropriate environment. Culturally responsive techniques are shown as they apply to daily routines, interactions, and assessments.

Environmental Design

For both levels, the main focus of this course will be on safety, meeting the needs of sensitive periods for language, movement, development of the senses, independence, and order. Additionally, the main focus will include, the use of materials, their quality, the type of activities, appropriateness to meet developmental needs of children, and their aesthetics. The topics of age groupings, the numbers and ratios of teachers to children, legislation and consideration of a diverse community are also included.

Infant Focus: *This course will focus on infant development and the importance of an appropriate and stimulating environment for children ages 8 weeks through 18 months. Students will gain insight into the Montessori infant center through discussion of required readings, observation, and independent research.*

Toddler focus: *The course focus is on designing suitable environments for children according to the principles of Dr. Montessori. Topics include the study of the needs of the child as the basis of environmental design; the arrangement of the room and its aesthetics and functionality; and the materials and activities for which students learn appropriate uses in the environment with the children. Underlying principles such as the development of the senses, independence, order, space, and safety are also studied.*

Child, Family & Community

In this course, the parent-toddler relationship and the family and school as a partnership will be a focus of this course. Topics will include; understanding the psychology of parenting from a diverse perspective, translating to the home and diverse child-rearing practices, identifying and locating relevant resources, teacher-parent conferencing (dialogue skills), inclusive parent involvement, respectful parent education, and health and nutrition.

Observation

The essential purpose and techniques of observation and recording are the focus of this course. Adult learners will develop the skills needed to observe children objectively, using a variety of methods such as observation types, tools, forms, and techniques. Also included are daily observation practices, school visits, guided practice, case studies, school visits, and discussions on self-awareness of personal biases and perspectives. During this course, adult learners will begin to develop the skills needed to observe children objectively and will learn how to record their findings using a variety of methods. Adult Learners will practice interpreting and analyzing the data they have collected. Documented observations must represent a balance of infants and toddlers.

Personal Growth & Development

The focus of this course is on the adult learner's professional development and the practice of mindful introspection and continued spiritual growth as described in Dr. Maria Montessori's works. There is an emphasis on anti-biased and ethical behavior, and through the study of writings, readings, and group discussions, adult learners will develop strategies for their own personal and professional growth.

Program Leadership

The focus of the course is on the preparation of a culturally responsive environment, scheduling, evaluation of children with equity at the core, and culturally relevant techniques for discipline, communication, and problem-solving. An emphasis of this course is understanding human needs and requirements (children, families, and staff) and multi-culture and diversity in all forms. This course will cover the philosophy of designing such procedures as an orientation to the environment, phase-in, circle time activities, toileting, eating and food preparation, nap, safety, being outdoors, and arrival/dismissal. Adult Learners will have the opportunity to discuss how to adapt these procedures in their own environments and to observe such procedures at PMonts.

Child Development

This course serves as a study of basic theories of child development according to the major contemporary child developmentalists. Stages of development related to the social, emotional, physical, cognitive, physiological, and spiritual growth and needs of the 3 -6-year-old child are examined along with current research. Also included is the developmental impact of trauma

and inequities on young children and developmental differences. Prenatal development and childbirth, and the culturally diverse needs of different populations will also be discussed. Course delivery includes online content, Zoom meetings, videos, recorded lectures, and small group projects and presentations.

Practicum Seminar & Year-Long Project

The Practicum seminars focus on the practicum phase of working in the classroom and discuss the purpose and details of meeting the requirements during the practicum phase of the training process. The requirement includes 540 hours of classroom experience to be fulfilled by working in a Montessori classroom for a minimum of 3 hours per day (during the work cycle), 5 days per week, over 9 consecutive months in the same classroom.

The Practicum phase also includes the yearlong projects, reflective journals, observations, transformation of the adult, preparation of the environment, curriculum design, and other assignments that are assigned throughout the courses of this program level. A minimum of 3 field visits are conducted by field consultants from PCTE, who will observe you in your classroom during your teaching time. Additional mentorship and visits may be required, depending on the Practicum model, experience, and circumstances.

3-6 Overview for IT

Montessori philosophy and method of the 2.5 to 6 yr age range is covered in correlation with child development, the role of the adult, curriculum, and the consideration of environmental design extensions to meet the social, emotional, and academic needs of the older toddler. Also included in this overview course is the Montessori rationale and basic methodology for the materials in the early childhood curriculum areas of Practical Life, Sensorial, Mathematics and Language. Classroom observation is included.

Music

This course is designed to give adult learners the tools they need to incorporate music into every area of their early childhood curriculum regardless of their prior experience. Creating a cultural experience across the curriculum serves as a strong foundation for this course. Adult learners will learn about areas of music, such as; rhythm, singing, instrumental skills, and music appreciation.