

ParentSquare Home Admin Add-ons Search Posts Export Staff and Parents Merge King

Is the rest of the world catching up with Maria Montessori? [@JulieS](#)

Julie Svendsen · over 1 year ago · Thursday, Jan 25 at 2:36 PM · MCH Staff

Hi MCH friends! I hope you are resting and enjoying vacation!

I just had to share what I'm "learning" in my Professional Development course this week. I have to do a lot of PD to prepare for next year, whatever that may bring. Today's topic is "Wifinding," or how to make a prepared environment for your students online so that they can find everything they need and reach their goals themselves. A new idea in upper education is that we should be "Curators" not "Dumpers." Below I've copied some excerpts that may sound very familiar to our talented MCH discussers. :)

"Are you a Curator or a Dumper?"
<https://www.culturedapops.com/curator-or-dumper/>
"How Hyperdocs can transform your teaching."
<https://www.culturedapops.com/hyperdocs/>

(both articles above by Jennifer Gonzalez)

Self-Paced Learning: Explored in [this post](#) by math teacher Natalie McCutchen, this system lays out a path of lessons for a whole unit, along with links to review materials, pre-tests, and practice questions. **Students decide how much practice they need and determine when to take the assessment for each learning goal. If they grasp the material quickly, they can test and move on.**

SE Model: This first stage of [this model](#) is to Engage student interest. Next, students Explore the topic, Explain what they have learned, and Extend their learning by applying it in new situations. The last stage Evaluates student learning. (Gonzalez also presents the idea of either "mastery" or "continued practice until mastery," rather than typical grades.)

HyperDoc Model: The HyperDoc Handbook authors have developed a model that has some components of the SEs above, but with some additions and adjustments. This [template](#) explains all 7 stages. One important component of this model is the first step, Explore. Highfill explains the value of this stage: "Kids are exploring and coming up with ideas and answers about a concept on their own, and it's engaging them from the beginning, instead of passively listening to a teacher explain something." During this time, while students explore, the teacher is actively gathering information: "I listen to my students," Highfill says, "I'm studying them and hearing to what level are they understanding a concept. I have the ability to pull a small group. I can work with my language learners during that time. The whole time I'm doing formative assessment in the classroom, which will then really be my basis for the next part of the lesson."

Autocue: This model, borrowed from the kind of planning done at a typical [Montessori](#) school, provides each student with a planner listing out their assignments for the week. Students decide how they want to use their class time each day, but are expected to complete all goals by the end of the week. Although these are traditionally done on paper, they could easily...

I miss you all and am actively advocating for Montessori-style directing and learning here at the Middle School level.
Much love,
Julie Svendsen

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