THE SCIENCE BEHIND MOTIVATION

More Science Behind the Genius of Montessori

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THE THREE QUESTIONS

- Who am I?
- Where did I come from?
  - Montessori Primary Student
  - Montessori Mom
  - Montessori Lower El Teacher
  - Montessori Principal
- What is my purpose?
  - Montessori Teacher Education rooted in Anti-Bias/Anti-Racism (ABAR).
  - Support teachers and schools to do this work
The greatest sign of success for a teacher... is to be able to say, 'The children are now working as if I did not exist.'

~ Maria Montessori ~
Now, what really makes a teacher is love for the human child; for it is love that transforms the social duty of the educator into the higher consciousness of a mission.

We discovered that education is not something which the teacher does, but that is a natural process which develops spontaneously in the human being.
Four stages of development
The Bulb

Human development
Finality

Man formation
Constitution of the Conscious Mind

Absorbtent Mind (Unconscious)

Nebula

Upgrowth
Pre-school
Froebel
Pestalozzi

Elementary school
Secondary school
Herbart, etc...

Civilization
University

Degree

Maria Montessori
Rome - 1951
Proposed by Deci and Ryan

Sub-Theory of Human Motivation Theory

Identifies three basic psychological needs of humans – autonomy, competence and relatedness

When all psychological needs are met, humans can set goals and are motivated to reach them
Self-Determination Theory

Competence
- need to be effective in dealing with environment

Humans' three basic needs
- Autonomy
  - need to control the course of their lives
- Relatedness
  - need to have a close, affectionate relationships with others
“The child's development follows a path of successive stages of independence, and our knowledge of this must guide us in our behavior towards him. We have to help the child to act, will and think for himself. This is the art of serving the spirit, an art which can be practiced to perfection only when working among children.” (The Absorbent Mind, p. 257)

Choice allows children to develop autonomy
MONTESSORI SUPPORT FOR COMPETENCE

- "There is in the child a special kind of sensitivity which leads him to absorb everything about him, and it is this work of observing and absorbing that alone enables him to adapt himself to life. He does it in virtue of an unconscious power that exists in childhood….The first period of the child’s life is one of adaptation. It is the child’s special adaptability that makes the land into which he is born the only one in which he will ever want to live." (The Absorbent Mind, p. 57)

- All work at every level is designed with a point of interest and a control of error

- Children are given the freedom to work to mastery which builds there feeling of competence
MONTESSORI SUPPORTS FOR RELATEDNESS

“The teacher of children up to six years of age knows that she has helped mankind in an essential part of its formation...she is happy in the knowledge that in this formative period they were able to do what they had to do. She will be able to say: 'I have served the spirits of those children, and they have fulfilled their development, and I kept them company in their experiences.'" (Dr. Maria Montessori, 'The Absorbent Mind', Clio Press, 259)

Montessori classrooms are learning communities where relatedness is nurtured (student-student, guide-student, guide-guide)
SdT MEET AND MINGLE

- For Every Round: Short Introduction
  - (Name, School, Location, Level)
- Round 1: How does support for autonomy look at your level?
- Round 2: How does support for competence look at your level?
- Round 3: How does support for relatedness look at your level?
GROUP WORK

- Break up into Level Groups
- Each person share the most interesting thing they found out during MEET and MINGLE
- Share what you commit to do next week
- What resources do you need (time, collaboration, etc.)?
THANK YOU!

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