

sibility of realising the long-talked-of pedagogical ideal. We have put *the school within the house*; and this is not all. We have placed it within the house as the *property of the collectivity*, leaving under the eyes of the parents the whole life of the teacher in the accomplishment of her high mission.

This idea of the collective ownership of the school is new and very beautiful and profoundly educational.

The parents know that the "Children's House" is their property, and is maintained by a portion of the rent they pay. The mothers may go at any hour of the day to watch, to admire, or to meditate upon the life there. It is in every way a continual stimulus to reflection, and a fount of evident blessing and help to their own children. We may say that the mothers *adore* the "Children's House," and the directress. How many delicate and thoughtful attentions these good mothers show the teacher of their little ones! They often leave sweets or flowers upon the sill of the schoolroom window, as a silent token, reverently, almost religiously, given.

And when after three years of such a novitiate, the mothers send their children to the common schools, they will be excellently prepared to co-operate in the work of education, and will have acquired a sentiment, rarely found even among the best classes; namely, the idea that they must *merit* through their own conduct and with their own virtue, the possession of an educated son.

Another advance made by the "Children's House" as an institution is related to scientific pedagogy. This branch of pedagogy, heretofore, being based upon the anthropological study of the pupil whom it is to educate, has touched only a few of the positive questions which tend to transform education. For a man is not only a biological but a social product, and the social environment of individuals in the process of education, is the home. Scientific pedagogy will seek in vain to better the new generation if it does not succeed in influencing also the environment within which this new generation grows! I believe, therefore, that in opening the house to the light of new truths, and to the progress of civilisation we have solved the problem of being able to modify directly, the *environment* of the new generation, and have thus made it possible to apply, in a practical way, the fundamental principles of scientific pedagogy.

The "Children's House" marks still another triumph; it is the first step toward the *socialisation of the house*. The inmates find under their own roof the convenience of being able to leave their little ones in a place, not only safe, but where they have every advantage.

And let it be remembered that *all* the mothers in the tenement may enjoy this privilege, going away to their work with easy minds. Until the present time only one class in society might have this advantage. Rich women were able to go about their various occupations and amusements, leaving their children in the hands of a nurse or a governess. To-day the women of the people who live in these remodeled houses, may say, like the great lady, "I have left my son with the governess and the nurse." More than this, they may add, like the princess of the blood, "And the house physician watches over them and directs their sane and sturdy growth." These women, like the most advanced class of English and American mothers, possess a "Biographical Chart," which, filled for the mother by the directress and the doctor, gives her the most practical knowledge of her child's growth and condition.

We are all familiar with the ordinary advantages of the communistic transformation of the general environment. For example, the collective use of railway carriages, of street lights, of the telephone, all these are great advantages. The enormous production of useful articles, brought about by industrial progress, makes possible to all, clean clothes, carpets, curtains, table-delicacies, better tableware, etc. The making of such benefits generally tends to level social caste. All this we have seen in its reality. But the communising of *persons* is new. That the collectivity shall benefit from the services of the servant, the nurse, the teacher—this is a modern ideal. . . .

ENVIRONMENT: SCHOOLROOM FURNISHINGS

The method of *observation* must undoubtedly include the *methodical observation* of the morphological growth of the pupils. But let me repeat that, while this element necessarily enters, it is not upon this particular kind of observation that the method is established.

The method of observation is established upon one fundamental base—the *liberty of the pupils in their spontaneous manifestations*.

With this in view, I first turned my attention to the question of environment, and this, of course, included the furnishing of the schoolroom. In considering an ample playground with space for a garden as an important part of this school environment, I am not suggesting anything new.

The novelty lies, perhaps, in my idea for the use of this open-air space, which is to be in direct communication with the schoolroom, so that the children may be free to go and come as they like, throughout the entire day. I shall speak of this more fully later on.

The principal modification in the matter of school furnishings is the abolition of desks, and benches or stationary chairs. I have had tables made with wide, solid, octagonal legs, spreading in such a way that the tables are at the same time solidly firm and very light, so light, indeed, that two four-year-old children can easily carry them about. These tables are rectangular and sufficiently large to accommodate two children on the long side, there being room for three if they sit rather close together. There are smaller tables at which one child may work alone.

I also designed and had manufactured little chairs. My first plan for these was to have them cane seated, but experience has shown the wear on these to be so great, that I now have chairs made entirely of wood. These are very light and of an attractive shape. In addition to these, I have in each schoolroom a number of comfortable little armchairs, some of wood and some of wicker.

Another piece of our school furniture consists of a little washstand, so low that it can be used by even a three-year-old child. This is painted with a white waterproof enamel and, besides the broad, upper and lower shelves which hold the little white enameled basins and pitchers, there are small side shelves for the soap-dishes, nail-brushes, towels, etc. There is also a receptacle into which the basins may be emptied. Wherever possible, a small cupboard provides each child with a space where he may keep his own soap, nail-brush, tooth-brush, etc.

In each of our schoolrooms we have provided a series of long low cupboards, especially designed for the reception of the didactic materials. The doors of these cupboards open easily, and the care of the materials is confided to the children. The tops of these cases furnish room for potted plants, small aquariums, or for the various toys with which the children are allowed to play freely. We have ample blackboard space, and these boards are so hung as to be easily

used by the smallest child. Each blackboard is provided with a small case in which are kept the chalk, and the white cloths which we use instead of the ordinary erasers.

Above the blackboards are hung attractive pictures, chosen carefully, representing simple scenes in which children would naturally be interested. Among the pictures in our "Children's Houses" in Rome we have hung a copy of Raphael's "Madonna della Seggiola," and this picture we have chosen as the emblem of the "Children's Houses." For indeed, these "Children's Houses" represent not only social progress, but universal human progress, and are closely related to the elevation of the idea of motherhood, to the progress of woman and to the protection of her offspring. In this beautiful conception, Raphael has not only shown us the Madonna as a Divine Mother holding in her arms the babe who is greater than she, but by the side of this symbol of all motherhood, he has placed the figure of St. John, who represents humanity. So in Raphael's picture we see humanity rendering homage to maternity,—maternity, the sublime fact in the definite triumph of humanity. In addition to this beautiful symbolism, the picture has a value as being one of the greatest works of art of Italy's greatest artist. And if the day shall come when the "Children's Houses" shall be established throughout the world, it is our wish that this picture of Raphael's shall have its place in each of the schools, speaking eloquently of the country in which they originated.

The children, of course, cannot comprehend the symbolic significance of the "Madonna of the Chair," but they will see something more beautiful than that which they feel in more ordinary pictures, in which they see mother, father, and children. And the constant companionship with this picture will awaken in their heart a religious impression.

This, then, is the environment which I have selected for the children we wish to educate.

SUGGESTIONS FOR FURTHER READING

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Chapter 1

Understanding key issues and perspectives

Introduction

There are some key issues and perspectives that all practitioners need to understand in order to work effectively with children and their parents. They reflect the way in which our society is trying to become more inclusive and valuing of diversity. Isolating children because their learning or physical needs are different to the majority of other children is now seen as being discriminatory and therefore morally wrong. Within education and society steps are now being taken to ensure that children are included rather than excluded, hence the term 'inclusion'.

When working with children, you will need to embrace the move towards inclusion and in your own way look for ways of promoting it. This may mean reflecting on and even challenging your own thoughts as most of us have been brought up in a society that has not been able to value the uniqueness of the individual.

This chapter is designed to give you an understanding of the background of inclusive education and will cover the following areas:

- ❖ Definitions of special educational needs.
- ❖ Being sensitive to language.
- ❖ Attitudes and stereotypes.
- ❖ Models of disability.
- ❖ Understanding the concept of inclusive education.

Definitions of special educational needs

There are numerous definitions and terms that are used to describe children and people who have previously been discriminated against or excluded in some way because of an impairment. Because definitions can create stereotypes, they are very controversial and many professionals and parents dislike the labelling that they generate. Policy makers, on the other hand, would argue that without definitions, it would be impossible to create any enforceable laws and policies. Funding is often therefore tied to definitions and so it is very difficult for settings

to avoid using them. The following definitions are used in current legislation and are referred to in the current Special Educational Needs Code of Practice (2001).

Special educational needs (SEN)

This term is currently widely used in education and care settings. It came into existence as a result of the 1978 Warnock Report. The committee was anxious to avoid labelling children or use words that had negative connotations. The term 'special educational needs' was used as an all encompassing term to describe any child who needed some extra support. It is worth noting that many organisations campaigning for inclusiveness are unhappy with this term.

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them. Children have a learning difficulty if they have any of the following:

- ❖ A significantly greater difficulty in learning than the majority of children of the same age. *onset*
- ❖ A disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority. *above and*
- ❖ Are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.

Special needs

This is in some ways an umbrella term and is used in a variety of ways. In some settings it is used to describe children with special educational needs while in others it may be used to describe children with an impairment or medical condition. *majorance*

Disability *invalidated*

This term has many definitions and can include children who are defined as having special educational needs.

Disability is defined by the Disability Discrimination Act 1995 Section 1 (1) as a person who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. *stetah*

Disability is defined by the Children Act 1989 Section 17 (11) as a child who is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital *up to* deformity or such other disability as he or she may be prescribed.

Grammar: continuous verb forms

General

- 5** Underline the most suitable form of the verb in the text below.

J12 Meeting Opens Tomorrow in Kanalgirie

- 1 Over the last few hours, hundreds of delegates from all over the world (1) *are arriving* / *arrived* / *have been arriving* for the J12
- 5 meeting of leading industrialised nations, which this year (2) *had been taking place* / *is taking place* / *took place* in the quiet Canadian mountain resort of Kanalgirie. The
- 10 Canadian President, Bernard Leroy, (3) *has been delivering* / *has delivered* / *will be delivering* the opening address when the Conference opens tomorrow
- 15 morning. The Canadian police, who (4) *are preparing* / *have been preparing* / *prepared* for the event since late last year, (5) *are taking* / *take* / *took* huge precautions to
- 20 avoid the violence which (6) *has been marking* / *marked* / *was marking* last year's summit in Berlin. They (7) *have thrown* / *have been throwing* / *throw* an
- 25 18km security cordon around the area, and last night they (8) *are not allowing* / *have not been allowing* / *were not allowing* anyone to pass through –
- 30 including journalists who usually (9) *are having* / *have* / *were having* full access to the delegates. From tomorrow, police (10) *have*



- also been blocking* / *were also blocking* / *will also be blocking* all mobile phone signals – to prevent bombs being triggered by remote control, a police spokesman
- (11) *has said* / *said* / *was saying* last night.
- 'The politicians here seem (12) *to be isolating* / *to isolate* / *to have been isolating* themselves from the free press,' said one journalist.
- 45 'There's no doubt that governments (13) *are becoming* / *become* / *were becoming* more and more security conscious and less and less concerned with personal
- 50 freedom. (14) *It gets* / *It's getting* / *It will be getting* harder and harder for us to gain access to the people who, over the next few days,
- (15) *are making* / *have been making* / *will be making* decisions which will affect all our lives ... and that's something that should concern us all.'

Special uses of continuous forms

- 6** Complete the sentences with the correct form of the verb in brackets.

- a 'Have you got any plans for the summer?'
'Yes, *we're spending*
(we / spend) a couple of weeks at my uncle's house in the mountains.'
- b Shall we ring your parents to say why we're late? They must
(get) worried.
- c How can we decide on where to spend our holiday if
(you / constantly / change) your mind?
- d Are you going home already?
(I / hope) you'd give me a hand with the washing-up.
- e Stuart
(forever / devise) ridiculous schemes which he thinks will attract more business.
- f Let's call Patrick. He might
(know) the answer.
- g This isn't really a good time to phone him. He might
(work) on his assignment.
- h I find it very annoying that you
(always / compare) my cooking to your mother's.
- i 'Excuse me ... my friend and I
(wonder) if you'd mind having your photograph taken with us.'
- j You really must
(make) more of an effort to make friends.

Verbs which change meaning in continuous and simple forms

7 Choose the best form of the verb in brackets to complete the sentences.

- a I *expect* (expect / have expected / am expecting / was expecting) you're wondering why I asked you all here today. Well, let me explain ...
- b 'Is something the matter? You look worried.'
'No, I (think / thought / have thought / 'm thinking) about how to tell my parents the bad news, that's all.'
- c From the shopkeeper's puzzled expression, I could see that James (has / had / was having / is having) a lot of difficulty making himself understood.
- d We (admire / have admired / are admiring / were admiring) the painting on the staircase as we came up. Is it a portrait of your grandfather?
- e Look at that! I haven't worn these jeans for nearly eight years and they (still fit / still fitted / are still fitting / were still fitting) perfectly!
- f There (appeared / appears / is appearing / was appearing) to have been a mistake in processing your order, Mr Phillips. We do apologise.
- g I (see / saw / 'm seeing / was seeing) the chief executive this afternoon – is there anything you want me to say to her?
- h Of all the players you have played against, who is the one you (admire / are admiring / were admiring / have been admiring) the most?
- i As you can see, I (weigh / have been weighing / 'm weighing / was weighing) the flour on my kitchen scales as it's very important to have exactly the right quantity ... there we are, 100g exactly.
- j I'm sorry, but I (don't see / am not seeing / wasn't seeing) how we can get all this work done by next Tuesday.
- k An adult goliath beetle (is weighing / weighs / was weighing / weighed) 70–100g – the same as an apple!
- l I don't know why everyone (is / was / is being / was being) so irritable today. They're not normally like this.
- m When (are you thinking / do you think / have you been thinking / were you thinking) you'll be able to get the work finished?
- n The good news is that Pamela (expects / has expected / is expecting / will be

Patterns to notice

Introducing points in an argument

8 a) Read the text below about global tourism.



Global Tourism

- 1 Tourism is the world's biggest industry. In 1995 there were 567 million tourists worldwide; this number is expected to rise to 937 million by 2010. With improved transport,
- 5 cheaper flights and increased leisure time, many of the countries of the developing world are rapidly becoming tourist meccas. Since the 1960s, mass tourism has become increasingly specialised, encompassing
- 10 sporting and adventure holidays as well as ecological tours. Although the tourist industry employs 127 million people worldwide, the benefits of tourism are not always felt at a local level, where jobs are often low paid
- 15 and menial. Unregulated growth of tourism is causing both environmental and social damage.

b) Using the information in the text and / or your own ideas, complete the sentences below.

- 1 The main consideration is *whether the growth of tourism actually helps people.*
- 2 One point to consider about the tourism industry is
- 3 The most important disadvantage of increasing tourism is
- 4 Another disadvantage is
- 5 A further drawback is
- 6 The main problem is
- 7 A further concern is
- 8 One explanation for the growth in tourism is

Hello students,

Today we will continue with discussion about our main topic (Maria Montessori). Also, we will start talking about disability.

Later we`ll do some grammar exercises and reading.

For any unknown words or difficulties, please contact me via email or instagram.

