



SEDIN Trainers / Teacher Recording

The SEDIN project is funded by the European Union and therefore it is necessary to present its implementation. Completing this sheet helps us to gather data on the application, but at the same time you help yourself to understand the Montessori Method and Creative Learning and how to best apply the methods. Thank you in advance for the detailed completion of the form after each session.

Date	4 March 2020	School / location	
Name	Case Study 11 (personal information not included in this public version)	Number of participants	20
Specialty	Teacher	Age of participants	10 years old
Course content	Language		

The following questions are open-ended and ask you to freely record your thoughts, impressions and a subjective assessment of the process and its results.

1. *What did you plan to do with this teaching intervention and how well did you achieve your goal? Please explain your answer.*

The purpose was to teach language - production of written and oral speech, grammatical phenomena - but also to understand concepts such as: diversity, respect, equal rights in a class with students of different ethnicities and at different Greek language level. And of course, all this were achieved in a satisfactory way through activities of Montessori Creative Learning. With these techniques used (theatrical play, movement, painting, singing) the students with their imagination and spontaneity developed further the original plan of the teacher and we were led to the desired result.

2. *How did you feel teaching this lesson to the group?*

The teacher's feelings were joy, excitement, satisfaction - and curiosity in the beginning- for the children's response to the new and different teaching intervention. There was certainly great satisfaction and justification (of this choice in the lesson planning)because the teaching with Montessori techniques was accepted by the students with great fun and enthusiasm.

3. *How did the students respond to the activities / how did they participate / how did they behave? (please give examples)*

The students from the first moment that the teacher announced the way the lesson would take place on this day, showed great curiosity and enthusiasm. They were happy from the beginning that the lesson would be done in a different way and they participated with great appetite and endless fun and imagination in any activity requested. They also behaved perfectly well and with respect to each other's efforts during the process. E.g. when it was one's turn, the others encouraged each other to be quiet and to empower him at the end with a round of applause or, for example, when the teacher gave the instruction, they looked and listened with absolute devotion.



4. Describe in more detail how the students interacted with you.

As a democratic teacher who offers students a lot of freedom, as we learned in the Montessori method, I had the role of coordinator giving absolute priority to children's imagination and creativity. In a safe and pleasant environment students communicate with respect but also with absolute freedom without fear of error in the process. The teacher's warm and supportive way of communicating with students, verbally and non-verbally (gaze, movement, posture) leads students to learn through spontaneity, creation, play according to the Montessori method.

5. Describe in more detail how the students interacted with each other.

In a positive environment and a pleasant atmosphere (full of laughter and joy), according to the above, students interact by creating an atmosphere of acceptance, encouragement, mutual respect, emotional understanding, mutual respect and an always playful mood.

6. Did this lesson help improve the integration of individuals or groups of students? Please explain your answer.

As we have described in all of the above, this course, based on creative learning, clearly helped to integrate students of different nationalities into the classroom, many of whom do not speak Greek fluently.

These students felt safe, accepted, strengthened their friendly relationships with their classmates and participated in the activities with a smile, since the game, the dance, the theater, the laughter, the imagination, the spontaneity, the creativity from scratch, are especially children's characteristics. Whatever language they speak, by using and reinforcing them we can do "miracles".

7. What would you do differently next time? What new knowledge did you gain with this teaching intervention?

I don't think I would have acted differently otherwise. What I would like would be to have the time in the suffocating school curriculum to apply such teaching interventions more often and I will pursue it as my goal. I would also like to point out that knowledge learned in the past combined with new knowledge gained through the study of the Montessori training programme and the experience of a teacher over the years makes easy and worth trying the application of such methods in the Greek school. They lead more easily children to learn and to integrate within the school community and consequently later into the society of people from different corners of the globe. Finally, I would like to add that enough attention needs to be paid to organising the space, in order to avoid accidents, as well as constant vigilance by the teacher so that children are not distracted by their spontaneity and act uncontrollably.

8. Please record any other comments - what do you think the students have learned from the teaching intervention and give examples that confirm this learning.

This didactic intervention kept the interest of the students alive. Play, action, role, dance, song made the children express themselves freely, spontaneously, unfold their personality and character and easily and pleasantly acquire new knowledge, according to the objectives of the lesson they have mentioned at the beginning. From the response of all students to all the activities, it was proved that with this intervention, all the children and especially those who face language difficulties, by learning in accordance with the Montessori method, learned new things through their participation

in the lesson. And this resulted in their more active participation in the educational process from there and beyond with more courage and confidence and also to their greater and more fearless participation in the break games with their classmates. They learned that everyone, regardless of the difficulties they face, has the same opportunities and the same rights in the educational process.