Montessori Education: Teaching Self-Regulation through Virtual Instruction

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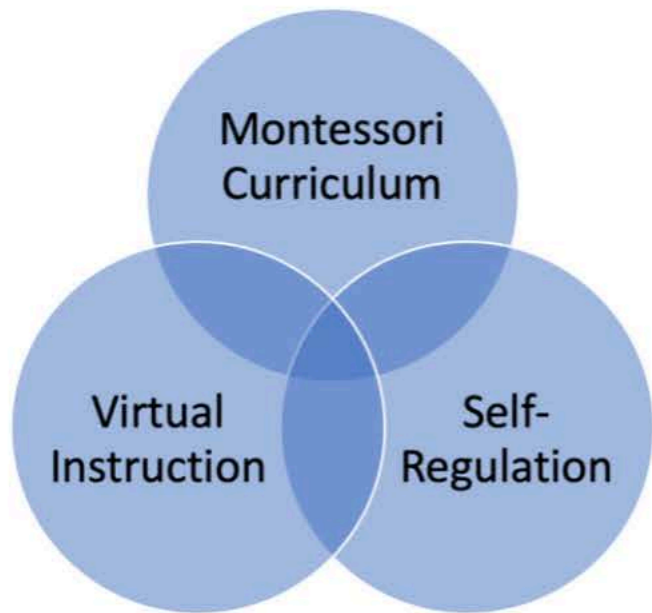Early Childhood Education

Purpose

This exploratory case study attempts to examine the ways in which a school's Montessori teachers adjust their instruction to meet student needs online, and the benefits and challenges they experienced as a result.

Research Question

How does the transition to online learning impact Montessori student opportunities for social and emotional self-regulation?

Theoretical Framework

Montessori Curriculum

Virtual Instruction

Self-Regulation

Montessori Education

Methodology

- Grades 1-8 Montessori Charter School located in the southeast
- Four participants
    - Focus group interview with three of the teachers
    - Individual interview with the fourth teacher
    - Follow up interviews with two of the four teachers

Data were coded independently by both researchers, who then met to identify common themes. Data were coded using a continuous comparison method (looking for patterns across each data tool).

Participants

Teacher	Grade Level	Years at the Montessori School	Total Years Experience	Certifications
Cecilia	Lower elementary (1-3)	6	27	Elementary I Montessori; Grades PK-3 (state); Gifted and Talented
Deb	Lower elementary (1-3)	5	20	Elementary I Montessori; Grades PK-3 (state)
Chelsea	Upper elementary (4-6)	10	13	Elementary II Montessori; Grades 2-6 (state); Gifted and Talented
Kate	Upper elementary (4-6)	10	31	Elementary II Montessori; Grades 2-6 (state); Gifted and Talented

Table 1. Teacher Demographic Information

Findings

Four major themes emerged:
- Creating a safe space
- Resiliency
- Student accountability
- Environmental influences

Implications

Unlike teachers, students were largely unaffected by their environmental changes. There were some added challenges, but teachers should continue the supports they have developed. Teachers should also support and reassure classroom families.

References