2012 AMS Annual Conference

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Tammy Oesting and Juliana Fitts created the Montessori Classroom Assistants Course for Infant/Toddler and Early Childhood environments and are available for workshops and consultation. Contact Tammy and Juliana for further information.

Our aim is to provide a blueprint and necessary tools to nurture a mutualistic relationship between teachers and their classroom assistants.

20 HOUR CLASSROOM ASSISTANT COURSE



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Classroom Overview Survey

Classroom	Lead Teacher			
Date	Assistant			
Every teacher has preferences about how their assistants and interns handle several situations that come up repeatedly. Please interview your Lead Teacher and write down the answer. Include specific language or "script" the Lead Teacher may prefer you to use.				
Children coming to you for answers or help with work:				
Children coming to complain about another child:				
Children who are misbehaving in group time:				
Children who are playing or socializi	ng excessively during work time:			
Parents who ask you about their c	nild:			

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Children who do not abide by playground rules:
Children who are engaged in hurtful or exclusionary behavior towards others:
Inviting the children to wait:
When it's okay to interrupt, when it's not:
Handwashing expectations:
Other important things to remember:

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OBSERVING CHILD/ADULT INTERACTIONS

Observe adult/child interactions and check which techniques you see being used.

Scenario #1	Scenario #2			
☐ Squatting to child's eye level	☐ Squatting to child's eye level			
□ Smiles at child	□ Smiles at child			
□ Voice is heard only by child	□ Voice is heard only by child			
☐ Fosters independent problem solving	☐ Fosters independent problem solving			
☐ Body placed to view room	☐ Body placed to view room			
☐ Eyes scanning to supervise room	☐ Eyes scanning to supervise room			
☐ Asks if help is needed	☐ Asks if help is needed			
☐ Asks questions of child	☐ Asks questions of child			
☐ Listens to child's answers	☐ Listens to child's answers			
☐ Gives child limited choices	☐ Gives child limited choices			
☐ Models for child language to use	☐ Models for child language to use			
□ Demonstrates care of material or oneself	☐ Demonstrates care of material or oneself			
☐ Models for child language to use ☐ Demonstrates care of material or	☐ Models for child language to use☐ Demonstrates care of material or			

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OBSERVING AREA USAGE

AREA						
	:05	:10	:15	:20	:25	:30
Practical						
Life						
Sensorial						
Math						
Language						
Art						
Snack						
Library						
Cultural						

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LANGUAGE SCRIPTS

Situation

Suggested Responses

"It is time to put that work away." Materials are being mistreated "Gentle touches." "What comes next?" Child has lost focus on activity "Would you like to show me a work?" "How can we fix this?" Allow child to initiate Child replaces work a mess and follow through themselves. Child leaves work out and starts another Wait until child breaks from current activity to redirect. "Please choose one work at a time." "Ask what you can do to fix their work." Child runs across the room and knocks another's work over. "Walking feet inside."

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Child is shouting while socializing with friends	Tap on child's shoulder and make eye contact.			
	"Inside voice."			
Child chooses a work not yet presented to them	Gently replace materials and redirect to work.			
	"This work is not yet ready for you."			
During group time a child is wiggling around and disturbing their neighbor	Sit next or behind child and place a gentle hand on their shoulder.			
Child attempts to interment to show's	Diagona finger in the air or make "weiting" ACL			
Child attempts to interrupt teacher's conversation with another child	Place a finger in the air or make "waiting" ASL sign. Do not give in to interruption.			
A work is left out and no one knows who it	Replace work in it's appropriate place.			
belonged to				
Child is frustrated by zipper	"You look frustrated. Do you need help?" Give minimal assistance needed.			
A large spill of objects from a pouring work falls Teachers have no response. If close by, offer to				
on the floor	help pick up.			

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Child is wandering throughout classroom	"Would you like to work with or?"			
disrupting others' focus	Employ child as teacher's cleaning helper.			
Child is wandering throughout classroom without disrupting anyone	Note that some wandering is beneficial to children. Redirect when disruptive.			

COMMUNICATION

With the teaching team

- Attend schedules regular meeting times for communicating about children, assess housekeeping, etc.
- Predetermine cues for communicating between adults in the classroom (such as eye contact, gestures, etc.)
- Rely on verbal and written communication between team members. Utilize a team notebook, notes, bulletin board, email, etc. to broaden communication opportunities.
- Ask questions of senior staff, administrators, people with special expertise, parent experts, and more.

With the parent

- "Always communicate information about a child only to their teacher.
- Refer guestions about the child to the teacher.
- ".Never discuss another child with a parent.
- ". Never discuss anything negative about the child with a parent in the child's presence.
- ""Know the school's basic policies and procedures. Enforce rules kindly and firmly.
- Report parent's negative or problem behavior to supervisor.
- Remember that working with a child means working with the child AND the parent.
- "-Keep information about students, parents, each other confidential.

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