

Vores undervisningsmiljøvurderingen beskriver, hvordan elevernes undervisningsmiljø er på vores skole, og hvordan vi vil arbejde med at forbedre undervisningsmiljøet.

En Undervisningsmiljøvurdering består af 4 faser:

1. Kortlægning af undervisningsmiljøet
2. Beskrivelse og vurdering af resultaterne fra kortlægningen
3. En handlingsplan til forbedring af undervisningsmiljøet
4. Retningslinjer for opfølgning på handlingsplanen

Undervisningsmiljøvurdering for:

International Montessori School, Copenhagen

Dato:

20/08/2024

## Fase 1: Kortlægning af undervisningsmiljøet

### Sådan har vi kortlagt elevernes undervisningsmiljø

Beskriv anvendte metoder og værktøjer, samt hvem der har været inddraget

In a Montessori school, the learning environment is meticulously designed to foster independence, creativity, and a love for learning. The core philosophy is that children learn best in an environment that supports their natural curiosity and allows them to explore at their own pace.

Prepared Environment

Child-Centered Design: The classroom are organized to be accessible and inviting for children. Furniture is child-sized, and materials are placed on open shelves within easy reach, allowing students to choose their activities independently.

Order and Structure: The environment is carefully arranged to promote order and concentration. Each material has a

## Fase 2: Beskrivelse og vurdering af resultaterne fra kortlægningen

### Sådan vurderede vi kortlægningens resultater

Hvordan gjorde vi og hvem deltog i vurderingen

In our Montessori environment, the assessment of the learning environment is approached with a deep respect for the individuality of each child and a focus on creating an optimal space for self-directed learning.

Assessment Process:

Observation: Our primary method is careful and continuous observation. Teachers, also known as guides, regularly observe the children in various activities to understand how they interact with the environment.

## Det overordnede resultat

The evaluation of our Montessori environment reveals that the learning setting is effectively supporting the core principles of Montessori education. The results indicate the following key outcomes:

**Enhanced Student Independence and Engagement:** Students are demonstrating significant growth in their ability to work independently. They are actively engaging with Montessori materials and pursuing their own interests, which is fostering a strong sense of curiosity and self-motivation. The freedom to choose their activities has led to increased engagement and enthusiasm for learning.

## Vi kan konstatere følgende positive og negative sider ved elevernes undervisningsmiljø

Notér, om det gør sig gældende på skolen generelt, på en bestemt årgang, for et bestemt køn osv.

Her gør vi det godt

We have observed several positive elements in our Montessori learning environment. The thoughtfully prepared environment fosters a strong sense of independence among students, allowing them to engage in self-directed learning and develop critical life skills. Many children find the calm and unhurried pace of our classroom to be a soothing contrast to their previous educational experiences, which has been particularly beneficial for those who struggled in more traditional settings.

The individualized learning approach and the emphasis on respect and personal responsibility contribute to a nurturing atmosphere where students feel valued and motivated. Overall, these elements create a supportive and effective learning environment that enhances both academic and personal growth.

Her oplever vi udfordringer

**Adaptation to Freedom and Structure:** Some children may struggle with the balance between the freedom to choose their activities and the need for a structured routine. Adjusting to self-directed learning can be difficult for those accustomed to more rigid instruction.

Parents who are unfamiliar with or skeptical of Montessori methods may need additional support and education to fully understand and appreciate the approach. Managing diverse expectations and ensuring clear communication can be a challenge.

For some children with ADHD, the Montessori environment's emphasis on self-directed and independent learning can be overwhelming. The presence of multiple activities and varying levels of engagement among peers can lead to distraction and difficulty maintaining focus. In contrast to traditional settings where all students follow the same instruction, the diverse activities in a Montessori classroom might sometimes contribute to sensory overload and challenge concentration for

## Andre bemærkninger til resultatet af kortlægningen

Ingen bemærkning

## Fase 3: Handlingsplan til forbedring af undervisningsmiljøet

### Sådan lavede vi handlingsplanen

Beskrivelse af fremgangsmåden, og hvem der var med til arbejdet

Every Thursday, the Main Guides and Principal meet, and one of the agenda items is to discuss strategies for improving the learning environment in light of the challenges mentioned above.

### Handlingsplan

Succes eller udfordring, som arbejdes med, herunder målgruppen	Indsats	Ønsket mål for indsatsen	Ansvarlig	Tidsplan (Start /slut og evt. deadlines)
Adaptation to Freedom and Structure All classes	Increase Structure and Clarity  Reinforce clear	New children navigate their new environment with ease and become	All Main Guides and their co-teachers	In the beginning of the school year (August) and every time a new student
Focus and Distraction All classes	Develop specific materials and activities to support students with	Children with special needs will be able to focus and have a better	Special Needs Counsellor & Main Guides	All year
Improved Communication with Parents All calsses	Hold regular meetings with parents to discuss their children's	No more skepticism from new parents	All Main Guides	End of September of each new school year. Midterm and after

## Fase 4: Retningslinjer for opfølgning på handlingsplanen

### Sådan har vi udarbejdet retningslinjer for opfølgning på handlingsplanen

Hvordan gjorde vi og hvem var med til at lave retningslinjerne

#### Evaluation and Follow-Up

Continuously evaluate the effectiveness of implemented strategies through observations and feedback from students, teachers, and parents.

### Vores retningslinjer for opfølgning på handleplanens indsatser

Opgave i opfølgningen	Hvem står for opfølgning?	Hvornår?	Hvordan udføres opgaven?
Evaluate the effectiveness of the implemented strategies.	The Principal, Main Guides, and relevant support staff.	Regularly, with initial evaluations after 3 months and follow-up assessments every 6 months.	Through observation, feedback from students, teachers, and parents, and reviewing the outcomes of the strategies. Besides