

TOGETHER; STRONGER

2020-1-RO01-KA229-079906

C5 activity: **Skopje, Macedonia de Nord**
"Integrating the Montessori approach in special
education"
18.04- 21.04.2023

TOGETHER; STRONGER

2020-1-RO01-KA229-079906

- Participants: teachers from Turkey, Lithuania, Portugal, North Macedonia

Venue of activity: Mirce Acev Primary School, Skopje, North Macedonia



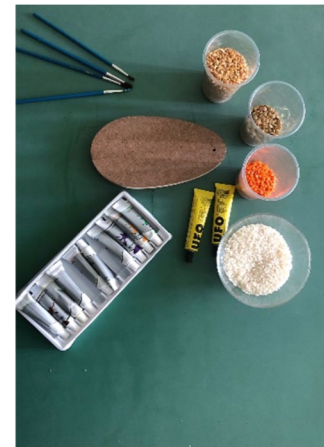
Visiting the school



Assisting with activity sequences



Workshop: applying the principles of Montessori pedagogy in an activity of decorating Easter eggs with various materials



Activity at the Montessori Kindergarten in Skopje

Structuring the educational environment that allows children to move freely and access different learning activities and materials

The classroom is organized into different activity areas such as areas of math, language, science and art

Montessori materials are specifically designed to support development the child. These are usually made of wood or other natural materials and are designed to be manipulable and to allow the child to explore and learn by discovery



Activity at the Montessori Kindergarten in Skopje

The role of the educator in Montessori pedagogy is to be a guide and a facilitator in the child's learning process. Montessori educators are trained to observe and understand the individual needs of each child and provide them with the support they need to reach their full potential



Activity at the Montessori Kindergarten in Skopje

Self-correction and self-education are important in the Montessori approach. Montessori materials are designed to provide feedback to the child as they learn so that they can self-correct and develop self-education skills



Activity at the Montessori Kindergarten in Skopje

Some conclusions about how we can integrate the Montessori approach in special education

- ❑ Encouraging students' autonomy and independence by providing choices about their tasks and activities, providing constructive feedback and encouraging curiosity
- ❑ Creating an attractive and diverse learning environment by using visual, interactive materials and by diversifying teaching methods
- ❑ Social learning and interaction with other students, encouraging collaboration between students and working in teams
- ❑ Individualization of the learning process by respecting learning rhythms and encouraging exploration, by adapting the level of difficulty of the tasks to the level of understanding of each student
- ❑ Encouraging self-correction by providing real-time feedback so that students can correct their own mistakes and learn from them



Workshop: making a puzzle in mixed teams, a symbol of unity between the partner countries. There was also a working meeting of the coordinators of each country in order to draw up conclusions and future directions.



The entire mobility in Skopje ended with the ceremony of awarding certificates of participation and sharing the final impressions about all the activities that took place in a hospitable setting.





“The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the National Agency and Commission cannot be held responsible for any use which may be made of the information contained therein”.