

Montessori pedagogy: through the realm of human rights education and peace education



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Abstract

The pedagogical ideal of Montessori pedagogy emerged from the idea of an education which will enable the development of every child's potential. Education should result in the development of a competent individual who will be able to take care of him/herself, care for others and the society. Montessori claims that children do not need help, but through self-directed learning they can achieve become independent and achieve their goals.

It is at the core of Montessori pedagogy to develop free thinkers and strong, independent individuals capable of living with others in a (peaceful) society. These attributes of a person can be achieved only in an educational approach that values and respects every child.

The core principles that can be seen as pillars of Montessori pedagogy that are in line with the key values of today's societies regarding human rights and children's rights are: non-discrimination in access to human rights of all children, the best interest of a child as a starting point in all actions, recognition of the right of every child to life and development, and strong recognition that the child's view must be considered and taken into account in all matters in the classroom.

This paper further analyses pedagogical ideas of Montessori through the realm of human rights and peace as core values in Montessori pedagogy.

Key words

freedom; human rights education; Montessori pedagogy; peace education

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