

# ***PREPARED ENVIRONMENT***

Montessori classrooms are oftentimes referred to as the prepared environments by the educators due to the amount of detail and thought process a teacher puts into preparing the classrooms. In a Montessori classroom, the primary focus is on the relationship between students and the environment itself. As students learn to manipulate and master the materials children learn to fine-tune their independence, concentration, coordination, and order. The Montessori educator otherwise called a guide's primary role is to observe, synthesize, and analyze to guide the student to a pathway to continually challenge themselves. The children are primarily responsible for the environment and the students care for the environment. The responsibility is shared, and students take the lead in ordering and structuring the environment being mindful of their needs and their peers.

Most Montessori environments are grouped as an infant, toddler, 2.9 to 6 years, 6 to 9, and 9 to 12, and so on. The pictures above are that of a classroom with children from 2.5 to 7 years old. The older students are natural leaders being in the classroom for 3 years and inspire the younger children to strive better use effective effort, challenge themselves and thus get better academic results. Apart from academics, cosmic and peace education plays a crucial role in giving children a sense of belonging not just in the classroom or school but beyond the walls of the school. This creates a sense of connection in children as humans to nature and the world around them. This is a crucial part of why Montessorians are known to be more connected to the wider world and thus make impactful creations for the world around them.

A prepared environment is set up to be orderly, with materials organized systematically from concrete to abstract. The concrete organization of materials is explicit from small to largest, short to tallest, and so on. While abstract order is implied, for example, the Practical Life area is organized from left to right with the intention of preparing students to write from left to right in the future. Each area is organized aesthetically pleasing to the students with clear and clutter-free access to the materials. Materials are didactic in nature. For example, children in Elementary classrooms, learn to vacuum, care for their greenhouse during spring. These lessons are created with a direct connection for them to become responsible children at home and other environments and adults as they grow. Materials are to be neatly presented available for students to complete during the work cycle. Workstations are usually adequately spaced to foster children's independence.

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