

SAKTHI FOUNDATION

[Montessori integrated Uni5]

NAMMA VEEDU MONTESSORI SCHOOL

NARRATIVE REPORT



WORKING TIME IN OUR VILLAGE ENVIRONMENT, 2.75 YEAR OLD BABY IS WORKING AND BEING OBSERVED BY THE ADULT.

Few years back when I got this 14 year old boy in the school garden smoking with some unacceptable intoxicated items the school was not emotional as we all are very much aware about the metro culture. But we all sat and discussed what has to be done immediately.

We called this boy. We asked him to just relax and put off his emotional trauma of fear. Then he was allowed to choose a teacher who is best to him to talk about his actions. As usual the boy tried to justify his actions.

Ms.X was chosen by him and she listened completely to him and promised that she will be very confidential about his matter. The boy was just asked to go home after school timings. We left him for few days and he as usual came to school. We maintained his promise. Without his intention his parents were called and counseling was given to them, first to the mother especially how to handle him at home.

Days passed away, we were observing [not watching] the boy and again in local beach we saw him accidentally with his unacceptable items. But he did not know.

The boy was slowly focused with medical counseling; parents were the worst ones than the boy in treating. The schools in our globe are stressed by parents at most of the time in such situations and it became very difficult for us to assist the parents.

He was undergoing the medical – psychological treatment. He wanted his preschool teacher Ms.X to be always with him for some days. She too assisted the boy.

One fine morning she rushed into the staff room and down loaded something from her PC. She was printing out the boy's early grades' narrative reports. The reports were arranged beautifully and taken to the hospital and the boy read them. His eyes spilled the tears of love and he felt secured. Slowly he came out of the habit and today he is well placed in local college.

What is that narrative report?

If any child leaves the Montessori school, other school demands for the child's narrative reports. They are more precious. They are the early legends of the child. They play a major role in creating the child's personality and knowledge.

The narrative reports are not just the praising songs of the little kings and queens of our schools. They do not satisfy the lovable parents to hold up the admissions. Beyond that they have something to do with the child. It has the power to retell the past. ***It has the consciousness of bringing back the mind of the unsettled child.***

Every day when we observe the child's every action; from his fingering in handling the materials till his social skills we record them. We format them as a journal. Later by the end of 120th day [time given for a great change within a child] the journal will be evolved as a report. All the narrative reports must begin with a least positive attitude discovered by the adult in the environment or from his home. The negative qualities have to be addressed through the narrative reports but in indirect way. ***The narrative report reflects the school and the parenting.***

Every here and then parents are welcomed to address us about the child's evolutions. The narrative reports gives a clear picture about the child's personality development, social skills, language growth, logical skills, and human tendencies and also ***has to report how far the teachers are interested in assisting the child to develop in the areas where he needs the help and also his unacceptable attitudes.***

When the boy read his narrative reports of his past years he was glad to observe his own past and felt touched by his own childhood days and he had the intention to be like that character which is slowly vanishing away from him. Today also he says that the reports are in his personal case.

The villagers when receive the narrative reports take them home read before the child and appreciate the child and also just tell them where they need to change. [Do not doubt about the child's age the child very well knew the report is talking about him\her] No comparison is made. The reports are given in attractive and respectful way.

The journal for each child carries multiple messages to be given out but it is the teacher's skill to edit and give to the child and parents. ***We also see many parents do the same journal writing about the child's every moment from the time of birth and I saw one parent presented the edited version of their journal about their children on their later birthdays which has helped them a lot to uplift their skills, talents and personality.***

We need not spend too much of time in sitting before the books to record about the child. Just a hint is enough. Always talk his\her positive attitude first. If you find any unacceptable habit immediately make a note, discuss with your husband\wife try to change, give time for the child to change. Fix photos wherever possible.

Example: Rohan: Age: 2.75 years.

12.4.2009 – I saw him playing with his peer group after a very long time with harmony. This shows some where Rohan has accepted his friends' views about the plays and work patterns.

The incidents must be extracted out as child's developmental skill.

So a narrative report day is the most memorable day in any Montessori school especially in ours because the villagers gets the chance of meeting people who do well in life. The narrative reports are handed over in most respectful way to the child by the guest.

Parents can just write few words about their children in their PC...which helps them later in many ways.

The article has been attached with a narrative report for a 2.75 year old baby.

இப்பள்ளியில் இத்தனை ஆண்டுகளில் மிக மிக இயற்கையாக ஆர்வத்துடன் தானாகவே முன்வந்து தமிழ் எழுத்துகளைத் தெரிந்து கொள்ள ஆசிரியர்களை அணுகியவன் இக்குழந்தை. தமிழ் சேண்ட் பேப்பர் லெட்டர்களைக் கையில் எடுத்துக் கொண்டு அவற்றின் சப்தங்களைக் கற்றுத் தரும்படி சாந்தி ஆசிரியரை அவன் கேட்ட காட்சியை ஒருநாளும் மறக்க முடியாது. ஒவ்வொரு செயலையும் மிக நிதானத்துடனும் நுட்பத்துடனும் செய்யக் கற்றுக் கொண்டு வருகிறான். அவனது உற்சாகம் எங்களுக்கு ஊக்கத்தைத் தருகிறது.

தனது தவறுகளை ஏற்றுக் கொள்ளும் பக்குவம் வளர்ந்து வருவதையும் பார்க்கிறோம். பறவைகள் , மிருகங்கள், பூச்சிகள் குறித்த பல விஷயங்களைத் தெரிந்து வைத்தும் இருப்பதைக் காண்கிறோம். எல்லாவற்றையும் தெரிந்து கொள்ள வேண்டும் என்ற உண்மையான இயற்கையான துடிப்பு இவனுள் வளர்கிறதை, வீடும் பள்ளியும் ஊக்குவித்து வழிநடத்த வேண்டும். பெற்றொர்களின் வழிகாட்டுதலின் பேரில் தற்போது அதிகம் புத்தகங்கள் பார்த்து அறிவதிலும் இவனது ஆர்வம் மேலிடுவதையும் கவனிக்கிறோம். மிக இயற்கையாக பதிலளித்தல், வர்ணித்தல் ஆகிய திறன்கள் வளர்ந்து வருகின்றன. இதன் மூலம் இவனது மொழி வளம் பெறுகிறது.

எலிகளின் தொல்லை, மழை நீரால் உருவாகும் குட்டைகள், காய்கறிகளின் பலன்கள் எனப் பல தகவல்கள் இவனுக்குள் உள்ளன. தன் நண்பர்களிடமும் அவற்றைப் பகிர்ந்து கொள்ளும் அழகைக் காண வேண்டும். இப்பருவத்தில் அனைவருடனும் மிக சகஜமாகச் சென்று பழகும் தைரியமும் அவனுள் வந்துவிட்டது.

நேச்சர் வாக்கிங் போகும் போது ஒரு நாள் சற்று தொலைவு நடந்தவுடன் பள்ளிக்கூடக் கட்டிடம் மறைந்து விட்டது. அதற்கு "ஸ்கூல் காணாமல் போயிருச்சு!!!" என்று கூறி வியந்ததை மறக்கவே முடியாது. மிக உயர்ந்த மலைகளின் கம்பீரத்தை ரசித்ததையும், சூரியனின் வெளிச்சத்தைப் பற்றிப் புகழ்ந்ததையும் நாங்கள் மறக்க முடியாது. சிறந்த இயற்கை ஆர்வலன்!!!

பழங்கள் பற்றிய பாடம் நிகழ்கையில் வாழைப்பழம் பற்றிய கருத்துக்களை ஆசிரியர் கூறும் போது, இவன் கைதூக்கி அவை கோயிலில் பூஜைகளில் பயன்படுத்துவதைத் தெரிவித்தான். இது அவனது கவன ஈர்ப்பு சக்தியை உணர்த்துகிறது. தமிழில் உயிர் எழுத்துக்கள் மிக உற்சாகத்துடன் இவன் கற்றுக் கொள்கிறான். நம்பர் ராட் மூலம் கணிதம் ஆரம்பம் ஆகி இருக்கிறது. இவனது வளர்ச்சிக்கு மிக்க உறுதுணையாய் இருக்கும் இவன் குடும்பத்தாருக்கு வாழ்த்துக்கள்!

