



'The Bridge' - Research Digest

A Montessori Global Education Network Resource

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THE BRIDGE - OUR RENEWED COMMITMENT TO RESEARCH

Montessori Global Education is proud to present its latest network resource, our research-focused digest, The Bridge. As an organisation who is committed to the pursuit of a wide variety of education, child wellbeing, educators, practitioners and parents, we see our commitment to research as being essential if we are to positively influence the position and recognition of the value that the Montessori approach can bring to educational practice worldwide.



Our commitment to research started with the establishment of the International Montessori Institute with Leeds Beckett University's Carnegie School of Education in early 2020, and continued with various valuable initiatives, including support, involvement and funding for projects ranging from initial practitioner studies through to large-scale data gathering explorations.

The present publication is a testament to our renewed commitment to build research and share a firm evidence base for Montessori as a best-fit educational framework for all.

"The Bridge" aims to support a wide audience: individuals working in academia, interested parties who are familiar with collaborative projects, individuals seeking opportunities for interaction and connected discussion, as well as those who would be interested in learning more about our next research project and funding opportunities.

A CONVERSATION WITH JAYDE DAVIES, MONTESSORI EARLY YEARS EDUCATOR AND RESEARCHER - ON HER CAREER PATH, RESEARCH AND LEARNING JOURNEY

Jayde Davies describes herself as a passionate and dedicated educator and a deep believer in the Montessori Approach. Jayde recently graduated from Leeds Beckett University with a previous bachelor's Degree in Montessori Education and is currently pursuing a master's degree in the same field. Simultaneously, she is working as a STAR (Montessori Global Education's Quality Recognition Framework) Accreditation Assessor, whilst owning and managing a Montessori childcare setting with a forest school.

As an aspirational Educational researcher, Jayde has shared with our Montessori Global Education Network her reflections on her research endeavors, career path and her learning journey.

"I think I want to make changes: the Montessori approach can bring so much to children around the country, around the world."

Montessori Global Education: Jayde, why did you decide to further your studies? What sparked your interest in research and what motivates you in pursuing this particular path?

Jayde Davies: When I look back, I feel like I've done a lot, but I still have so much more that I want to learn, so much more that I want to do, and I feel really excited for what's to come next.

I did my dissertation on "The slow movement in education", inspired by Alison Clark. This idea came from when it was the pandemic, and I was teaching my children from home. Obviously, we didn't have all the time restrictions and, one of my children who really struggled academically since she started school, she was doing so well – a lot of things that she really struggled with, it was just coming to her easily. When I reflected on it, I realised it was because there was no pressure on her. She was allowed to slow down, she was allowed to take things at her own pace, and she was really flourishing from it. This obviously comes from the Montessori approach as well. Following the child, letting children learn at their own rate and having that child autonomy, really supports the child.

When I did my dissertation, I was fortunate that Dr Nathan Archer asked me if I wanted it to be published in the Montessori working papers. I was so excited that something that I had done was going to be available to other people to be able to read.



Since this is a topic that is close to my heart, this is something that I don't want to stop researching. This was a really good opportunity to see what people thought and which directions I can take my research into next.

MGE: You have recently presented your research work at OMEP's European Conference in Kristianstad, Sweden. Could you perhaps provide a little insight on this most recent piece? What is the focus of this paper?

In April 2024, I was able to travel to Sweden to attend the OMEP European conference, which was such an amazing opportunity. I did a research study to be able to present at this conference, and the study that I did was "The voice of the child in early childhood education for sustainable citizenship". I looked at the awards scheme that OMEP does in early years education, and I looked at the ways that it facilitated the child's voice within that award scheme and the ways that partnerships with parents and the nursery supported this child's voice.

“ I thought the education system is so vast and I feel like I've only just scratched the surface. I've decided in September that I'm going to do a PhD because I feel like my learning journey hasn't actually finished. ”

This is also another topic that's really close to my heart. Through the rights of the child, I feel like their voice should be valued and heard, which is in Articles 12 and 13 of the United Nations Conventions of The Rights of The Child and this is something that I feel like every child should know. Every child should know that their voice is valued. It needs to be heard; it needs to be respected. I am doing my dissertation this year on tools and frameworks that help support children's voice within early years education, which I feel there's a bit of a gap in the research field. We do talk about children's voice, but not so much in early years education.

MGE: Going back to furthering your studies and the continuing professional development – how does this impact your career, from day-to-day activities to mid and long-term planning? Why is this important? What would your message be to others in the sector regarding CPD?





“ I have spoken quite a lot about my career and my journey so far, and I would say to other people: if you want to further your education, obviously doing CPDs is a good way of getting an understanding of a topic that you're interested in. ”

When I first started working in the primary school, I did quite a few CPD courses, and these were at my own expense. They weren't compulsory within the school. When I was in reception class, I was asked to work with children with special educational needs, so I decided that the first thing I needed to do is study special educational needs, so I did a course on that. The following year, a child that was completely nonverbal joined and I was really keen to know the best way to support this child, so the courses that I did then were speech and language and Makaton, again at my own expense.

However, if you want to study, there's so much support out there. My autistic training course, I did with a university and it was a free course.

Also, I was really fortunate that when I did my degree, I was awarded a scholarship. There are lots of avenues to be able to support you with further education.

MGE: Finally, do you have a message you want to spread across our network?

JD: My message to the Montessori Global Education Network out there is just give it a go. Put yourself out there, go on a conference website, look at sending out a proposal. There are so many different options and it is literally just putting yourself out there and having faith that what you've got to say, people want to hear.

Our inspiring conversation with Jayde on her career path, new endeavours and her learning journey is fully available on our Network. You can access it by clicking [here](#).



MONTESSORI WORKING PAPER



LEEDS BECKETT UNIVERSITY
THE INTERNATIONAL
MONTESSORI INSTITUTE

The International Montessori Institute Papers – Montessori Working Papers (2022–2024).

'In this issue, we have selected papers which offer a diverse collection of voices on Montessori education. We include papers reflecting a number of educational settings and locations and offer a range of perspectives from research and practice. We hope you enjoy engaging with these topics.' says Dr Nathan Archer, Director of the International Montessori Institute (IMI). The document features the following experts: Jayde Davies, Jaap de Brouwer, Sole Scuderi, Romali Rosales Chavarria, Jenny Lovelle, Marine Gombault, Tom Brown, Nathan Archer and is available for download [here](#).

IMI was established through a partnership between Montessori Global Education, the Carnegie School of Education and Leeds Beckett University on August 31st 2020. The Institute supports the development of accredited Montessori programmes and actively researches the impact of the Montessori Method.

Montessori Global Education is a proud partner of the Chartered College of Teaching; we recognise the importance of the research journey in the field of education and are committed to providing innovative and evidence-based approaches to teaching and learning. We are keen to stay at the forefront of educational research and best practices, and therefore, we are pleased to share the Impact – a termly journal of the Chartered College.

Impact connects research findings to classroom practice, with a focus on the interests and voices of teachers and educators. It supports the teaching community by promoting discussions around evidence within the classroom, and enabling teachers to share and reflect on their own use of research.

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