

Editing for Academic Writing

Change in Practical Life Shelf(Original)

This is the first change – changing the materials in the practical life shelf .

The first change that would like to carry out will be the out door and in door practical life where by there are reports appendix 1.1 of misuse in the area and observation appendix 1.2 shows that there should be a change on this area. Maria Montessori (2014) says that It's not until a child struggles in the other areas of the Montessori environment that the origins of the struggle can often be traced back to the lack of experience in Practical Life and often its impossible for children to redo this valuable Practical life because the children have pass through their sensitive period. The outcome of the practical life is to help children to gain control in the coordination of movement, gaining independency and also aid the growth and development of the child's intellect and concentration and will in turn also help the child develop an orderly way of thinking. The misuse happen was because the materials on the shelf are old and boring to the children, so the children started not going to the practical life shelf so often and even if the children were there they are misusing the materials appendix 1.1

As seen this is a big change, because we will need to transform our practical life shelf to be more purposeful and useful so there is a need for all parents and teachers help. Therefor we had our first meeting refer appendix 1.4 with all teachers . During the meeting all teachers The focus would be on yourself as the leader and what you did share the vision and goal on this change as well as giving my colleagues a voice on the changes that we could carry out in the practical life area. Here we could see the responsibility of a leader that is able to share the vision and goal with the followers to gain quality services for children there for listening is also a critical skill to all leaders to hear and understand others voice (Kouzes and Posner , 2007) . ok Through discussing and brain storming on the ideas form the other colleagues we decided to have a volunteer form appendix 1.5 to see who is willing to take on a role in this change through this meeting we can see that my colleagues and principle are helpful in the way of sharing and brainstorming ideas together as well as collaborate with me. Collaborative, shared and distributed leadership has involve the others colleagues to give advice and help in initiating the change (Rodd 2013). We decided to have another meeting to finalize the role appendix 1.5 that will be taken by my colleagues. One of my teachers came out with the idea of having a recycle material making work shop then the letters that we need to send out to parents are letters to inform the change of the practical life shelf, asking for recycle materials, and participation on the recycle materials making workshop.

Change in Practical Life Shelf(Edited)

The first change will be made to improve the indoor and outdoor practical life shelves as the reports given in appendix 1.1 suggest that this area is being misused and the observations under appendix 1.2 further exhibits the need of change in this area.

Maria Montessori (2014) says that most often the child faces difficulties in other areas of the Montessori environment if the child does not have enough experience in Practical Life and these practical life struggles makes a child go through a sensitive phase. It is impossible later to make them do the practical life exercises again. The practical life exercises can help a child in gaining control over movement and become independent (montessoriathehomebook.com, 2011). It also assists a child's mental development by facilitating its intelligence and concentration which can teach a child an organized thinking (Daniels & Shumow, 2002). Kids however were not using Practical Life materials appropriately as to them, these material appear old and boring. Many children also began to avoid going to the practical life shelf and some were misusing the materials as suggested in appendix 1.1

These shelves thus required a huge change such that they could be made more useful and purposeful for kids. This however needed help from parents and teachers. Therefore, a meeting was arranged first with teachers (refer appendix 1.4) in which the focus would be on leadership, vision and goal for this change and it would give my colleagues opportunity to share their ideas about required changes in the practical life area (LTSN, 2003). One key responsibility of a leader is to share vision and goal with other team members so as to enable quality in services for children (Gabriel & Farmer, 2009). For this, a leader need to have good listening skills so that the leader can critically understand others voices and act on them if required (Kouzes and Posner , 2007) .

After a thorough discussion and brainstorming, a volunteer form (appendix 1.5) was created to understand how many of colleagues were positive about the idea of this change and are willing to participate in bringing this change. The goal was to understand if principal and colleagues would be helpful in bringing about ideas for change and would be collaborating in taking actions. A collaborative and distributed leadership involves taking advice from the others colleagues in order to initiate the change (Rodd 2013).

Another meeting was initiated with an aim to finalize roles (appendix 1.5) that would be assumed by my colleagues. One of the teachers suggested an addition of recycle material making workshop. Another suggestion was made to send letters to parents for informing them about the change of practical life shelf, as well as to ask them for recycle materials for their participation in the recycle materials making workshop.