

Normalisation

This is a 3-6 year old concept, whereas past the age of 6 years it is more referenced as *flow*.

Normalisation can be defined as experiencing a true sweet spot where skill level and challenge level meet; and time passes in the blink of an eye. When demonstrating normalisation, children gain skill, knowledge or characteristic in a perfect way; they are caught up in what they are doing and are intently focused/concentrating; and the end outcome is peace, joy and contemplation. Working under normalisation actually makes the child refreshed, not tired.

Normalisation is an attribute we are helping children to acquire between 3-6. It means they can move more easily between concentration and distraction. It is just as valuable to have the ability to be interrupted and be able to get back to work.

Mapping work curves helps to indicate normalisation occurring; it is a process as well, people forget. Children move through normalised moments. Once you experience it, is such a lovely place to be, you want to get back. Works curves help you see it.

There are stories of Montessori trying to break the concentration of children but regardless of her attempts, she was unable to. Adults should not expect normalisation to be instantaneous in their classrooms and it is a process to get there.

“Normalisation comes about through ‘concentration’ on a piece of work. For this we must provide ‘motives for activity’ so well adapted to the child’s interests that they provoke his deep attention. Their success in this is dependent on the use of the objects for the purposes they are designed to serve, a thing, which is also conducive to the child’s ‘mental order’. If they are used with care and precision, this leads the child to the ‘coordination of his movements’.” (Maria Montessori, *The Absorbent Mind*, 185)

Application of the Planes of Development in the Third Plane:
Referred to as flow.