

## Course Brochure

### Dr Maria Montessori

Maria Montessori was a truly remarkable woman. Born in 1870, she was the first woman to be granted a medical degree from an Italian University.

After graduation, Dr Montessori became director of a school for intellectually disabled children. Her work with these children saw remarkable results. When they competed successfully in public examinations, Dr Montessori began to wonder what was possible using similar methods with normal children.

Her life work began in 1907 with a group of pre-school children from the slums of Rome, when she opened her famous "Casa dei Bambini" or "Children's House". Through her observations and work with these children she discovered their astonishing, almost effortless ability to learn. Children taught themselves! This simple but profound truth formed the cornerstone of her life-long pursuit of educational reform.



### Association Montessori Internationale

The Association Montessori Internationale (AMI) was established in 1929, by Dr Maria Montessori and her son Mario M. Montessori. The AMI is the recognised international authority on Montessori education and directs studies in affiliated teacher-training institutions around the world. During its long history the AMI has fostered the growth and development of Montessori education practices and standards through active work with member schools, teachers and educators. Regular study conferences of the AMI have served as important milestones in the development of new practices and the exchange of insights which have grown out of the application of Montessori to widely differing lands and cultures. The central aim of the AMI is to "maintain, propagate and further the ideas and principles of Dr Maria Montessori for the full development of the human being".

### Montessori Teacher Education In Australia

AMI Montessori Teacher Education was established in Australia in 1983 in response to the rapidly growing demand for trained directors/directresses. 0-3, 3-6 and 6-12 AMI Montessori training courses have been held with the majority of graduates now teaching in Montessori schools around Australia.

### AMTEF 6-12 Course Training Staff



**Director of Training:** Allyn S. Travis has a Bachelor's Degree in English from Michigan State University and a Master's Degree in Education from Loyola College of Baltimore. She also holds both 3-6 and 6-12 Diplomas from the Association Montessori Internationale (AMI) and has over thirty years of experience in Montessori teaching both children and adults. Mrs Travis is an AMI Elementary Teacher-Trainer, examiner, and school consultant. She is the full time Administrator and Director of Training at the Montessori Institute of Milwaukee, and an AMI/USA Board member.

**Course Coordinator:** Rebecca Dallam has taught in Montessori classrooms in both state and independent schools since 1987. She completed a Bachelor of Arts (English Literature) at Temple University, USA before completing the AMI Montessori 3-6 diploma at the Washington Montessori Institute. After teaching at the pre-school level for 7 years, she completed additional training and was awarded the AMI Montessori 6-12 diploma, and completed a Masters of Primary Education at Loyola College, USA. Rebecca has been teaching Montessori primary level children at both the 6-9 and 9-12 level since 1994. She is currently undertaking the AMI 6-12 Training of Trainers programme.



**Foundation Course Trainer:** Pamela Nunn has worked in the field of education for over 30 years. She holds a Diploma in Early Childhood Education gained in South Australia and obtained her AMI (3-6) Diploma at the Sydney Montessori Teachers College in 1990. For 11 years, Pamela held the position of Directress and authorised supervisor with the Sydney Montessori Society at Lindfield. Pamela has been involved with professional development of Montessori teachers through workshops and national conferences. Pamela is an AMI 3-6 Director of Training.

## The Primary Aged Child

Montessori primary education builds on the foundation of the Children's House. There the child's inquiring mind asked WHAT, and was offered the world in response. The primary child's developing ability to reason and imagine asks WHY, and now we offer the entire universe. Names and facts acquired in the Children's House are used by this older child to trace the beginnings of our earth, life on it, and the myriad discoveries and inventions of human beings and their cultures. The ultimate goal is that a child sees the value of each individual contribution to the great story of human life, and his or her place in it.

The primary child's expansive mind is a powerful tool, capable of reasoning and classifying a great quantity of new information. The drive to accomplish "great work" with peers, combined with the increased physical stamina of this age, offers a potential that's limited only by the surrounding environment. The environment prepared for this child provides keys to unlock the innate ability to use reasoning and imagination to draw conclusions about the world we live in.

Cosmic Education is Dr Montessori's name for the education method used with the 6-12 year-old child. The cosmic vision reflects the unity and interrelatedness of all things, both animate and inanimate, in the universe. Children are presented with the big picture first, and encouraged to learn more about the details through independent work. During this process the child discovers for him or herself: the interdependency of human beings and their environment, and the importance of cooperation in all human efforts. The non-competitive Montessori classroom helps to foster this cooperation each day on a personal level.

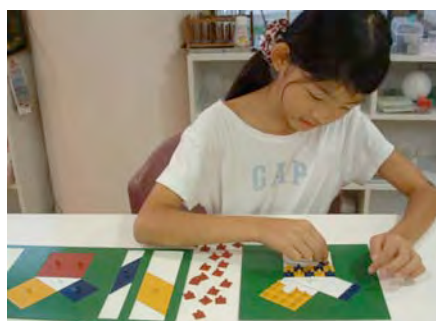
At each stage, Montessori education supports a child's intellectual, social, and emotional growth by catering to the developmental needs of the age. In addition to the increased ability to reason and abstract, and the drive to work with peers on big projects, the primary child has a need to go out into the world and explore. This exploration is done with peers and is called Going Out. Like any excursion, Going Out is a way to expand upon classroom studies. But unlike an excursion, children are completely responsible for planning and organising Going Out with a small group. Adult participation is limited to supervising safety. Through this experience primary children develop a high level of responsibility and decision-making.

The prepared classroom environment offers many benefits for the primary child. The integrated studies of Cosmic Education and the opportunities to develop self-motivation and responsible, cooperative relationships support the child's growth toward the challenges of adolescence. A child who has had the benefit of 6 years in a primary classroom arrives at that critical age with well-developed academic skills and a perspective that allows him or her to make intelligent choices about the future.

## The Course

The Primary Training Course prepares adults for the task of helping children aged 6 to 12 to develop the fullness of their individual human potential. The course provides an opportunity to study, in depth, Montessori pedagogy, practices and child development as well as an interdisciplinary approach to the study of human beings, their endeavours and relationship with the universe. It includes:

- Montessori philosophy and practices of education with particular emphasis on the child aged 6 to 12 years
- Mathematics (arithmetic, geometry and algebra)
- Language, written and spoken, including functional aspects of grammar appropriate for children aged 6 to 12
- History and Prehistory
- Physical and Biological Sciences: understanding of the origins and development of the universe and of the human being's relationship to this development
- Presentations of physical and political geography designed to give an understanding of the interdependencies of the Earth and life upon it
- Supervised practice sessions with Montessori materials
- Observation in AMI classes
- Supervised practice teaching in AMI classes
- Construction of hand-made classroom materials
- Preparation of albums containing illustrated notes of the Montessori methodology
- Reading Seminars on Montessori's books



## Why Take AMI Training?

### Founded by Dr Maria Montessori

The Association Montessori Internationale (AMI), founded in 1929 by Dr Maria Montessori, is a global community which continues today to protect the integrity of her work.



### A Guarantee of Quality

The Association Montessori Internationale accredits training centres throughout the world. These centres offer AMI diploma courses that are internationally recognised for their high standard and authenticity. The training is essentially the same in each centre. Training centres accredited by AMI remain under the constant supervision of AMI, are staffed by AMI Teacher Trainers and each course is examined by an external examiner appointed by AMI.

### Knowledgeable Trainers Make the Difference

Every AMI course is conducted by an AMI trainer. These dedicated trainers have extensive teaching experience, an academic background, have participated in a rigorous Training of Trainers Programme and possess in-depth knowledge and understanding of Montessori principles and applications.

### AMI Diploma Provides Opportunities

- AMI trained teachers have abundant career prospects and are in demand in Australia
- The AMI diploma is recognised worldwide
- AMI is a truly international organisation
- An experienced AMI trained teacher might consider becoming a head teacher, administrator, consultant, teacher-trainer, or the owner of a school
- AMI also offers further programmes for diploma holders including annual Refresher Courses and the Educateurs sans Frontières programme (Educators without Borders) which aims to champion the cause of all children and to revisit Montessori principles and practices from the perspective of society at large.

## Why Take “Face-to-Face” Training?

The Montessori approach offers a broad vision of education as an aid to life. It is designed to help children with their task of inner construction as they grow from childhood to maturity. It succeeds because it draws its principles from the natural development of the child. Its flexibility provides a matrix within which each individual child's inner directives freely guide the child toward wholesome growth.

The preparation of the adult about to undertake work with children demands a high degree of self-discipline and commitment, and a professional attitude. This preparation can only be achieved through immersion in the Montessori theory under the supervision of experienced lecturers. Furthermore, the special materials to be used with the children in a Montessori class require individual training and supervised practice—as each piece of apparatus



has a function in the total scheme of the Montessori Prepared Environment.

These fundamental aspects cannot be covered in sufficient depth by distance learning.

Montessori training is a process of re-orientation where students begin to discover for themselves the profound truths underlying the Montessori approach.

Courses are full-time and are offered over an academic year or several summers. The course programme includes lectures, seminars and demonstrations on Montessori philosophy, child development and the Montessori materials. Each course also includes significant components of observation, supervised practice with the materials, material making and teaching practice. Students prepare an album which

details the purpose, use and presentation of each piece of material. In the words of Dr Montessori the teacher ‘must give her lesson, plant the seed and then disappear; observing and waiting’ (The Call of Education, Vol. 11, no. IV, December, 1925). This apparently simple proverb continues to be a piece of worthwhile advice and a source of inspiration. It is at the core of the role of the Montessori teacher.

## Admissions

The entry standards to the course are comparable with those of universities and colleges of advanced education. There are two forms of admission to the course, Normal Admission and Special Admission. Candidates who have a Bachelor's degree or equivalent and who meet specified entry criteria, may be granted Normal Admission. A limited number of candidates may be granted special admission status, i.e. those who do not hold the academic qualifications described above but who can satisfy the Admissions Committee that they have a reasonable likelihood of success in the course and who meet other entry criteria. It is a further prerequisite to entry into the course that applicants hold the AMI 3-6 Diploma or attend a five-week Foundation Course.

## The Foundation Course

This intensive five-week course is designed to give an overview of the Montessori Early Childhood (3-6) Programme. The 3-6 Programme forms the foundation of and is related to the work of the Primary course. The Foundation Course includes lectures on Montessori educational theory and practice along with supervised practice sessions with the materials. The course is required for those applicants who do not hold the AMI 3-6 Diploma.

## Graduation Requirements

The Primary (6-12 years) Diploma of the Association Montessori Internationale is granted upon the successful completion of the course requirements as follows.

A. In order to be eligible to sit for the written and oral examinations a minimum attendance of 90% is required in the following: theory lectures; demonstrations of materials in each area; discussions/reviews as organised by the training course; and the required reading seminars on Montessori books. Also required is attendance at supervised practicals (minimum 140 hours).

B. In order to receive a diploma at the end of the training course the following requirements must be met:

1. Successful written and oral examinations.
2. To complete: (a) compilation and submission of acceptable and original albums in all areas; (b) compilation and submission of acceptable materials as required by the course; (c) observation and observation reports; and (d) practice teaching as scheduled.

All AMI Diplomas state only that the holder "has studied the principles and practice of the Montessori method for children" for the specified age group and has "passed the written and oral examinations." The diploma by itself does not automatically qualify the holder to teach. The state in which the graduate wishes to work will likely have other teaching requirements which must be fulfilled.

## Montessori A Career For You

Worldwide, there are over twenty two thousand Montessori schools. In Australia at present there are approximately 160 Montessori schools and the growth in demand for qualified staff still exceeds availability. Career opportunities exist for AMTEF graduates as the AMI diploma is internationally recognised for its high standard and authenticity.

Become an AMI teacher and prepare for the task of helping children develop their full potential. The Montessori teacher:

- respects children as self-directed individuals and fosters growth toward independence and social responsibility
- creates an atmosphere of calm, order, and joy; a safe and stimulating environment which supports the developmental stages of each child
- helps children progress at their own pace and gradually discover their own capabilities
- gives engaging presentations with the beautiful, self-correcting Montessori materials



"One of the main differences for me personally in moving into Montessori Education is the experience of total involvement with all aspects of the child's development. This has given me a new level of job satisfaction." *Montessori Teacher*