



Montessori Training Centre of British Columbia

Montessori Primary Teacher Training Course (3 – 6)



*"...education is not something which the teacher does;
it is a natural process which develops spontaneously in the human being."
Dr. Maria Montessori*

Montessori Philosophy

Children enter the world gifted by nature. With the adult's help in preparing a beautiful, supportive environment conducive to the child's development, the child can carry out the important task of constructing his personality. It is a ceaseless and intense labour, carried out with great joy when assisted by the unconscious powers which nature bestows on the child during the first six years of life.

This was the great discovery that Maria Montessori made: **that the child creates himself as he interacts with the environment, revealing the person that he can become.** That is the primary task of the child. The universality of her discovery of the child has been proven over 100 years throughout the world, with children in all cultural, social, physical and psychological conditions.

Montessori describes education as an aid to life, as a means of supporting and nurturing the continual unfolding of each child's personality. Based on careful, systematic observation of children and their needs and interests at each level of development, the Montessori approach to early childhood education recognizes the tremendous developmental achievements of each child.

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The Montessori Prepared Environment



The Montessori Children's Community (The MCC) In 2006 the MTCBC opened the MCC as a lab school for children aged 2.5 to 6 years. It is one of the sites used for regular observation and teaching practice. It also offers the opportunity for the students in training to go as a group with the Director of Training to observe the same thing at the same time, leading to fruitful discussion.

Beauty, Order, Accessibility Walk into a Montessori classroom, anywhere in the world, and you will invariably see happy and busy children working purposefully. The classroom itself will typically be beautiful and enticing. Great care has been taken to create a learning environment that will reinforce the child's independence and natural urge toward self-development. This is achieved with three essential elements: beauty, order and accessibility. The Montessori materials are beautifully handcrafted and are displayed on low open shelves.

Montessori Materials Every material has a specific purpose and is presented to the children in a manner that enables them to direct their own learning. They are provocative, enticing and simple tools that stimulate logical thought, exploration and discovery. Each one presents one concept or idea at a time and has a "control of error". If a child does something incorrectly it will be self-evident. For example, the geometric shape will not fit the hole, the water will spill on the table, or the last label will not match the last picture. Seeing his or her own "mistake" becomes a challenge that entices the child to further activity and discovery.

Community The Montessori classroom is not merely a place for individual learning. It is a vibrant community of children, where the child learns to interact socially in a variety of ways. The three-year age range enables older children to develop an awareness of other children's needs, realize they can help, and truly help the younger ones. By observing the older ones, the younger children are inspired to take on new challenges. With such a variety of levels in the classroom, each child can work at his or her own pace, unhindered by competition and encouraged by co-operation. Children attend daily and for a three-year cycle.

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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 affiliates training centres throughout the world. These centres offer AMI diploma courses which are recognised worldwide for their excellence and authenticity. The training is essentially the same in each centre. Training centres affiliated to 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 Director of Training. These dedicated trainers have extensive teaching experience, an academic background, have participated in a rigorous Training of Trainers Program and possess in-depth knowledge and understanding of Montessori principles and applications.

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Association Montessori Internationale (AMI)

The Association Montessori Internationale (AMI) was founded in 1929 by Maria Montessori to maintain the integrity of her life's work, and to ensure that it would be perpetuated after her death. AMI is the recognized international authority on Montessori education. During its long history AMI has fostered the growth and development of Montessori programs and teacher training, and worked to support the development and education of children and young adults in a vast variety of settings throughout the world. AMI is a Non-Governmental Organization (NGO) associated with the United Nations Department of Public Information (since 1985) and an NGO in operational relations with UNESCO (since 1962).

AMI's Objectives

The objectives of the Association are to uphold, propagate and further the pedagogical principles and practice formulated by Dr. Maria Montessori for the full development of the human being. The Association aims to establish these objectives by all lawful means and in particular by:

- a. Upholding the rights of the child in society, and making known the child's importance for the progress of civilization;
- b. Making known the natural laws of growth in order to help the child to develop naturally in the family, school and society;
- c. Awakening public opinion with regard to the moral dignity of the child as 'the Father of Man', and to make clear the true nature of adult responsibility toward the child as the worker whose spontaneous activity produces the full-grown man;
- d. Spreading and upholding the pedagogical principles and practice formulated by Dr. Maria Montessori, which ensure the independence of the child's personality through successive stages of growth until he reaches full normal development by means of his own activity;
- e. Providing opportunities wherever possible for children to develop normally, thereby helping all adults to enter into a new life of harmony and co-operation with children; and by thus unifying the two fundamental phases of human life, to lead the way to a higher and more peaceable civilization;
- f. Functioning as a social movement that will strive to obtain recognition for the rights of the child throughout the world, irrespective of race, religion, political and social beliefs; co-operating with other bodies and organizations which further the development of education, human rights and peace.

For more information on AMI, current and past research and Montessori videos, please visit the AMI website: www.ami-global.org

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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 young children demands a high degree of self-discipline and commitment, and a professional attitude. This preparation can be achieved only through immersion in the Montessori theory under the supervision of experienced lecturers. Furthermore, the special materials used with 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 means of distance learning programs.

Courses are offered over one academic year or in modules according to the format approved by the AMI Scientific Pedagogy Group. The course program includes lectures, seminars and demonstrations covering Montessori philosophy, child development and information on the presentation of Montessori materials. Each course also includes significant components of observation, supervised practice using the didactic materials, material making and sessions of teaching practice. Students prepare individual albums which detail the purpose, use and presentation of each piece of material. The intensity of being immersed daily in the course, with expert guidance, makes the course a unique personal experience that will become an engaging journey of personal discovery and professional growth.

The Value of an AMI Diploma

- AMI trained teachers have abundant career prospects and are in demand throughout the world
- The AMI diploma is a much sought-after credential by Montessori schools seeking classroom staff
- AMI is an educational organization with a strong global presence
- An experienced AMI trained teacher may go on to consider allied career opportunities such as becoming a head teacher, administrator, consultant, owner of a school, or to train as a teacher trainer through the AMI Training of Trainers program
- AMI also offers further programs for diploma holders including annual Refresher Courses. The Educateurs sans Frontières program (Educators without Borders) aims to champion the cause of all children and to revisit Montessori principles and practices from the perspective of society at large.

*"Education, therefore, of little ones is important, especially from three to six years of age, because this is the embryonic period for the formation of character and of society, just as the period from birth to three is that for forming the mind, and the prenatal period that for forming the body."
(The Absorbent Mind, p. 221/2)*

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The Montessori Training Centre of BC

Association Montessori Internationale (AMI) The only AMI affiliated training centre in western Canada, the MTCBC was established in 1982 to meet the growing need for AMI Montessori educators. Our purpose as a non-profit society is to offer Montessori training courses accredited by the Association Montessori Internationale (AMI). Website: www.ami-global.org

Early Childhood Education The MTCBC is an approved training institution in British Columbia. To be qualified to work as a certified early childhood educator (ECE) in B.C., you are required to complete a basic early childhood education training program from an approved training institution. Applications for an ECE certificate are sent to the Early Childhood Educator Registry, Ministry of Children and Family Development on completion of the MTCBC course. Website: www.mcf.gov.bc.ca/childcare/ece

Private Training Institutions Branch, (The Ministry of Advanced Education)
The MTCBC is a designated institution with the Private Training Institutions Branch (PTIB) of the Ministry of Advanced Education. Website: www.ptib.bc.ca

Designated Learning Institution (DLI) The MTCBC is a Designated Learning Institution in the International Student Program (ISP) listed with Immigration, Refugees and Citizenship Canada (IRCC). Website: www.cic.gc.ca

Course Staff

Eduardo Cuevas, Director of Training, completed AMI Primary Training in 1973 in Mexico City. Besides having directed his own class in the school he founded, he has directed training courses in Puerto Rico, Spain and the United States, and has been with the MTCBC since 1999. Mr. Cuevas has extensive experience as an AMI Consultant and Director of Parent Education Programs. He holds a Master's Degree in Primary Education from Loyola College, Baltimore, USA and is a past member of the AMI Board of Directors.

Gilda Bonnet, Auxiliary Trainer and Course Assistant has 40 years of experience as an AMI Montessori Directress and is the current and first Head of School at the Montessori Children's Community (MCC) in Vancouver, British Columbia. She established the MCC in 2006 as the lab school for the Montessori Training Centre which is now also used for Primary Teacher Training observations and practicums. She has also worked internationally, establishing model classrooms for the AMI training programs given in Puerto Rico and Spain.

Caroline Loughran, Founding Director and Administrator, completed her AMI Primary Training in London, England in 1972 where she worked as a Directress in the training centre model class. Following 10 years' experience as a Directress in Vancouver, she has served in different capacities at the MTCBC since its founding.

Angela Sali, Registrar and ECE Coordinator completed her AMI Primary Training in Vancouver, BC in 2001. She has been working with primary aged children since then. She is happy to serve the Montessori community and support students in their journey to becoming Montessori educators.

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Primary Course Overview

The AMI Montessori Primary Teacher Training course trains the adult to prepare a beautiful and orderly environment for children 3 to 6 years of age according to the principles and practices of Dr. Maria Montessori and the Association Montessori Internationale. Upon completion of all academic and practicum requirements, graduates are qualified to receive the BC Early Childhood Educator Certificate.

- Theory lectures on the Montessori philosophy and psychology of early child development
- Reading/study of Dr. Maria Montessori's books including directed reading seminars
- Presentation lectures on the purpose and use of the variety of Montessori activities
- Supervised practice with the Montessori materials
- Observation in the community and in Montessori classes, including the lab school, MCC
- Teaching practice in local Montessori schools
- Observation and Practicum in a non-Montessori day care setting
- Written work - the student compiles a reference album for each of the four areas of the prepared environment with an essay style introduction for each album; an essay on each theory topic is written based on lecture notes and reading assignments.
- Material making assignments - students make activities for the classroom to keep for their own use

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Requirements for Primary Certification

The Montessori Primary Diploma is granted upon satisfactory completion of the course requirements in:

- attendance at lectures and supervised practice
- observation and practicum requirements
- material making assignments
- written assignments
- reference albums and resource manuals
- passing grades on written examinations
- passing grades in oral examinations conducted by Examiners of the AMI.



“A child, who more than anyone else is a spontaneous observer of nature, certainly needs to have at his disposal material upon which he can work.” (Maria Montessori, The Discovery of the Child)

Montessori Primary Teacher Diploma (AMI)

This internationally recognized Diploma is awarded by the Association Montessori Internationale to graduates of recognized training courses, of which the MTCBC is one. These courses must meet rigorous standards, both in content and teaching staff. AMI diploma holders are in great demand both nationally and internationally. Individuals must enquire what local requirements set out by governmental regulatory bodies must also be met when applying for teaching positions.

Early Childhood Educator Certificate (ECE)

Upon completion of the program, graduates qualify for an Early Childhood Education Diploma and the British Columbia Early Childhood Educator Certificate. Applications for a certificate are sent to the Early Childhood Educator Registry, Ministry of Children and Family Development.

For further information, please visit:

www.mcf.gov.bc.ca/childcare/ece

1-888-338-6622

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Program Admission Requirements

Application Form: The application form must be completed and emailed or mailed.

Application Fee: Please refer to the Tuition and Schedule of payments.

Statement of Purpose: See questions provided on the application form.

Resume: A Resume (Curriculum vitae) must accompany the application form.

Observation Report: A written report of a two-hour observation of an AMI directed classroom for children ages 3-6 must be submitted. Contact the MTCBC for availability of classrooms in your area.

Transcripts: The applicant must request transcripts from the most recently attended University, Community College or other institution granting a diploma and have it forwarded directly to the MTCBC. If you already have an official transcript, you may include it with the application form. Preference is given to applicants with a Bachelor's Degree or College Diploma. Applicants must be 19 years of age at graduation and have completed Grade 12 OR Mature Student Status (19 years of age or older).

References: Please provide each referee with the Reference Form you receive from the MTCBC. They must return it to you in a sealed envelope, to be included with your application package, or they must mail, fax or e-mail it directly to the MTCBC. All reference letters require personal contact information of the referee. If they choose to mail it, we suggest you provide them with a stamped, addressed envelope to facilitate a prompt reply. Two of the three references must be on file to proceed with your interview. Referees should be an instructor, an employer and a family friend.

Government ID: Photocopy of two pieces of Government ID (driver's license, passport, etc.)

Health Certificate: Please use the form provided by the MTCBC. The form must be signed and stamped by a Physician to certify that the applicant is in good health.

Criminal Record Search Local: For local applicants, please complete and sign the Criminal Record Search forms provided and return them to the MTCBC. The forms must be faxed by the MTCBC to the Ministry of Justice.

Criminal Record Search International: For international applicants, a Criminal Record Search must be obtained from your home country and provided to the MTCBC for the purposes of working with young children in the practicum component of the Course; a copy of your birth certificate must accompany your international Criminal Record Search. Upon arrival to Canada, please complete and sign the Provincial Criminal Record Search forms provided and return them to the MTCBC. The forms must be faxed by the MTCBC to the British Columbia Ministry of Justice.

English Language Proficiency: The academic portion of the Course is conducted at a university level and the language of instruction is English. It is the responsibility of the applicants who have English as a second language to assure themselves that their proficiency will allow them to follow lectures and successfully complete the course requirements. For ESL students who have not completed courses given in English at a post-secondary institution, an IELTS ACADEMIC score of 6.0, a TOEFL score of 220 computer testing, 83 internet based testing or an equivalent test score, as determined by the Montessori Training Centre of BC, is required. Documentation is required with application papers.

Personal Interview: A personal interview will be arranged for each applicant once the aforementioned items have been received, indicating your application file is complete. During this time, the applicant will also be asked to write a short personal essay. Once the interview has been completed, the Admissions Committee will meet and an offer of acceptance will or will not be made.

Study Permits: International students require a study permit.

Website: www.cic.gc.ca

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Course Calendar: September 5, 2017 to June 29, 2018

The Primary Teacher Training Course is a continuous program that lasts one academic year, from September to June. Holidays include two weeks in December for the winter break, and a one week spring break in March. Written examinations take place in March or April. Oral examinations are scheduled at the end of the school year. Lectures, presentations, practicums, and other course requirements are scheduled from 9:00 AM to 4:00 PM, Monday to Friday.

Tuition and Schedule of Payments

Application and Course Fees Schedule

(Note: all fees are in Canadian dollars.)

Upon Application

| | |
|--|--------------------------------|
| Application Fee (due with Application, non-refundable) | Canadian or Permanent Resident |
| Before April 1: | \$ 150.00 |
| On or after April 1 | \$ 200.00 |
| International | \$ 300.00 |

Tuition Fee for all students (total): \$ 16,200

Upon Acceptance

| | |
|--|-------------|
| Registration Deposit | \$ 1,500.00 |
| (due within two weeks upon offer of acceptance to reserve a space) | |

First Fee Installment (due on the first day of the course):

| | |
|------------------------|-------------|
| Tuition Fees | \$ 7,350.00 |
| AMI student membership | \$ 50.00 |
| Archive Fee | \$ 25.00 |

Second Fee Installment (due on the first day of the course after winter break)

| | |
|--------------|-------------|
| Tuition Fees | \$ 7,350.00 |
| Exam Fee | \$ 350.00 |

Additional Course Expenses

Students should budget approximately \$700 for books, supplies and hand-made materials.

The MTCBC reserves the right to cancel the course if minimum enrollment is not met.

Financial assistance may be available to eligible students through Student Aid BC (<https://studentaidbc.ca/>). For further information please contact our Financial Aid Officer.

"The child's development follows a path of successive stages of independence, and our knowledge of this must guide us in our behaviour towards him. We have to help the child to act, will and think for himself. This is the art of serving the spirit, an art which can be practiced to perfection only when working among children." (The Absorbent Mind, p. 257)

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