



# Montessori Training Centre of British Columbia

## Montessori Assistants to Infancy Diploma Course (Birth to 3)



*“Follow the Child...”*



# Montessori Training Centre of British Columbia

*“Whoever touches the life of the child,  
touches the most sensitive point of a whole  
which has roots in the most distant past and climbs toward the infinite future.”  
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 for Children Birth to 3

The first three years of life are the most fundamental in the development of human beings and their potential. The infant's physical development is phenomenal and apparent and inspires our care and attention. Yet a profound and less obvious development is taking place within the child. Montessori refers to the child at this period as the spiritual embryo. A second embryonic period occurs after birth during the first three years of life when the child's intelligence is formed, when the child acquires the culture and language into which he or she is born. It is a period when the core of personality, social being and the essence of spiritual life are developed. An understanding of the child's development and the development of the human mind allows environments to be prepared to meet the needs of the infant and foster independence, psychomotor development and language acquisition.

### Communities for Children under Three

For children under the age of three, there are several Montessori environments. Created especially for working parents, a Nido is an environment prepared for children from 2 or 3 months until they are walking well. The Parent-Infant class provides a setting in which parents and their children, aged two to twelve months, are gathered under the care of a trained adult. After they begin to walk, the children join the Infant Community where their primary motor coordination, independence and language are cultivated. Rather than a classroom, it is a nurturing environment where very young children experience their first structured contact with other children.



Mother and child attend a Parent-Infant Class

*“Already we have found it reasonable to suppose that the child, at birth, bears within him constructive possibilities, which must unfold by activity in his environment. He comes from nothing, in the sense that he has no psychic qualities, nor pre-established powers of movement, but he has in himself potentialities which determine his development, and this will take its characteristics from the world about him.” (Absorbent Mind, p.53)*

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**Nido, Italian for 'nest'**. This is a prepared environment for children from 3 months to walking age. The Nido serves as an alternative to the home environment for working parents. There are four main areas comprising physical care, movement, feeding, and sleeping designed specifically for caring for the child. An emphasis on attachment occurs during this delicate and important stage of life. Since the child is in a critical stage of sensory development, the Nido is a prepared environment rich in beautiful and inviting sensory experiences. As soon as the child begins walking, s/he transitions into the Infant Community.



**Montessori Infant Community** (walking to 2 ½ or 3 years) When the child begins to walk, his hands are free to begin important work within his environment. Every activity within the Infant Community has a specific purpose for personal development and is shown to each infant in a manner that enables him/her to make independent choices. Each material and lesson is provocative, enticing and simple. It becomes a vibrant community of children, where the children not only choose activities independently, but learn to interact socially in a variety of ways. One is struck by the wonderful natural spirit of co-operation that develops spontaneously and naturally. Children transition from the Infant Community to the Montessori Primary Casa environment.

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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. Awakenning 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](http://www.ami-global.org)

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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 recognized 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.

## 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 activities used with babies, infants and toddlers in a Montessori prepared environment – home, Nido, or Infant Community - require individual training. Fundamental aspects and essential details cannot be covered in sufficient depth by means of distance learning programs.

Courses are offered 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, practicum, practice using the materials, and material making. 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 child builds his inmost self out of the deeply felt impressions he receives, and his especially in the first part of his life. It is in babyhood, by means of his infantile powers alone, that the child acquires personal characteristics that will mark him forever—those of his language, his religion his race and so on. This is his way of adapting to the world in which he finds himself. In doing so, he is happy and his mind matures.” (Absorbent Mind, 102)*

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# Montessori Training Centre of British Columbia

## 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.

## The Montessori Training Centre of BC (MTCBC)

**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](http://www.ami-global.org)

**Infant Toddler Educator Certificate (ECE, Post Basic)** The Assistants to Infancy Course is accredited by the provincial government. Graduates who hold an ECE certificate in British Columbia qualify for the Post Basic Infant Toddler Educator Certificate upon completion of the course. Applications for a certificate are sent to the Early Childhood Educator Registry, Ministry of Children and Family Development. Website: [www.mcf.gov.bc.ca/childcare/ece](http://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](http://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](http://www.cic.gc.ca)

## Administrative Staff

**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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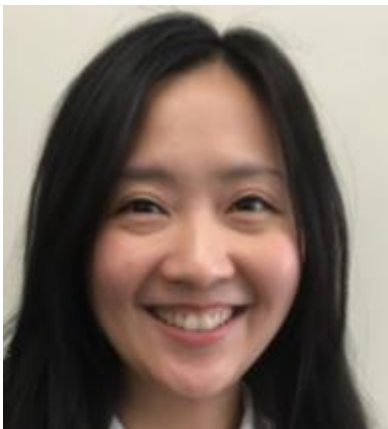
## Assistants to Infancy Course Staff



**Maria Teresa (Chacha) Vidales, Director of Training**, (Mexico) is an AMI Director of Training at the Assistants to Infancy Level. She has directed courses in Dallas, Texas, China and Australia. She also co-directed the Assistants to Infancy Course in Japan and San Diego, and collaborated with the course in Denver. Maria Teresa serves as AMI examiner, consultant, lecturer, and workshop leader. Maria Teresa also holds the AMI Primary diploma. She has operated a school in Mexico since 1989, and has been working with children close to thirty years. Chacha also served on the AMI Board of Directors. We are thrilled to be offering a 5<sup>th</sup> course under Chacha Vidales' directorship.



**Teanny Hurtado, AMI Auxiliary Trainer**. As a daughter of Maria Teresa Vidales, Teanny's journey in Montessori began in Mexico City where she attended Montessori school from the age of 4 to 12 years. She holds her Bachelor's Degree in Psychology and a Master's Degree in Psychotherapy from the Universidad Iberoamericana, Mexico City. As an AMI Assistants to Infancy Diploma (0-3) holder, Teanny worked in Chacha's Montessori school with this age group for more than 25 years. Here she opened the first Nido in Mexico in 1999 for babies aged 3 months old to walking. Currently she has been lecturing alongside Maria Teresa Vidales (Chacha) in courses in Mexico, China and Canada. Teanny is an AMI consultant in Mexico and the USA and gives workshops for teachers and parents. We are very pleased she is able to bring her deep passion for this age group to our course in Vancouver.



**Kristina Yang, Course Assistant** is a graduate of the AMI Primary Training and AMI Assistants to Infancy Training from the MTCBC. She is a certified Infant Massage Instructor and holds a Bachelor of Arts Degree with a major in Economics from the University of British Columbia. Kristina has worked as a Primary guide, an Assistant to Infancy guide in a Montessori Parent-Infant Program and a Course Assistant for our Montessori Assistants to Infancy Training Course. Her two sons are benefiting from her dedication to Montessori Education, now attending Montessori Elementary school.

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## Assistants to Infancy Course Overview

The AMI Montessori Assistants to Infancy Training course graduates are prepared to be Montessori Infant Toddler Educators to work with parents perinatally, assist with the infant at birth, prepare beautiful and responsible environments, direct Infant Toddler Communities in schools and day care settings, in hospitals, and wherever children under the age of three are found! Spanish speaking students may do course work and take exams in Spanish. Translators are also welcome at the student's own expense.

- **Montessori Pedagogy and Philosophy:** the natural development of the child from conception to three years of age
- **Anatomy and Physiology**
- **Obstetrics** Prenatal, birth, and postnatal development
- **Nutrition and Hygiene** Maternal care, digestive system, food preparation, and health issues.
- **Child Neuropsychiatry:** The Nervous System and normal psychological development
- **Development of Movement and Development of Language**
- **Environment** Preparation of the home and Infant Community as an aid to human development within the first three years of life.
- **Music, Art, and Social/Emotional Development**
- **Material Making** Hand-made materials
- **Observations** Practical training for observation of infants and toddlers in homes and Infant Communities
- **Practicum in a Montessori Infant Community** directed by an AMI Assistants to Infancy Diploma holder.
- **Preparation of reference and curriculum albums**

## Requirements for Certification

The Montessori Assistants to Infancy Diploma is granted upon satisfactory completion of the course requirements in:

- attendance at lectures and supervised practice
- 250 hours observation of infants and toddlers which includes a one week practice in a Montessori Infant Community
- material making assignments
- written assignments and research paper on the Symbiotic Period
- reference albums and resource manuals
- passing grades on written examinations
- passing grades in oral examinations conducted by Examiners of the AMI.

## Montessori Assistants to Infancy 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.

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## Program Admission Requirements

**Application Form:** The completed application form may be emailed or mailed directly to MTCBC.

**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.

**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. If they choose to mail it, we suggest you provide them with a stamped, addressed envelope to facilitate a prompt reply. The contact information for your references must be included on your application form. 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 sent from the MTCBC.

**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. 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.

**Exceptions:** Spanish speaking students may do written course work and take exams in Spanish. An individual or group of students can hire a translator to provide simultaneous translation.

**Personal Interview:** A personal interview will be arranged for each applicant once the aforementioned items have been received, indicating application file is complete. Once the interview has been completed, the Admissions Committee will meet and an offer of acceptance will or will not be made.

**Study Permits:** Applicants attending the course in Canada for less than six months and returning home between summers will not require a Study Permit. The MTCBC will provide a Letter of Attendance for entry into Canada for the study period for the first summer. A second letter will be provided the following year for the second study period. Applicants may be required to show a return ticket home when entering Canada. Canada Immigration website: [www.cic.gc.ca/English/visit/visas.asp](http://www.cic.gc.ca/English/visit/visas.asp)

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## Course Calendar and Location:

The Assistants to Infancy Course occurs over two summers, 2017 and 2018 at our beautiful new Assistants to Infancy campus located at 1410 Nanton Avenue, Vancouver, BC, a satellite campus of the MTCBC. Course requirements between summers are personally scheduled by the student and occur off campus. The course is two summers with classes held daily from 8:00am to 4:30pm. Between the two summers, students must complete written assignments, arrange observations of infants and toddlers, and practice for a week in a Montessori Infant Community directed by a guide who holds the AMI A to I Diploma.

### First summer: June 19 – August 25, 2017

The first summer's work begins with an overview of Montessori theory and practice, following the child's natural development, and focusing on the period from conception to age three. Obstetrics, hygiene, and nutrition cover the anatomy and physiology of reproduction, fetal development, birth, health issues, and the puerperium (the first eight weeks after birth). We study the preparation of supportive and beautiful environments and their adaptation to the child's changing needs; emphasis is on the home and family environment, but easily applied to group settings. Written assignments are handed in regularly throughout the summer. The first summer ends with a written exam and conference.

### Between the two summers: September 2017 to May 2018

The requirements are scheduled by the student.

Students complete 250 hours of observation of children from birth to three, at home and in group settings. Each student arranges a Practicum with children in a Montessori Infant Community directed by an AMI Assistants to Infancy Diploma holder who will evaluate the Practicum. If a visit is required by a course staff member, travel and lodging expenses are the student's responsibility. Observation assignments are handed in regularly during this period.

### Second summer: June 25 – August 31, 2018

The second summer adds a study of child neuropsychiatry and of environments for children from 12 to 36 months in an Infant Community (out of home setting), including appropriate materials and activities. Written assignments are handed in regularly throughout the summer. Written and oral exams are given at the end of the second summer.

## Testimonials:

*"The vast amount of knowledge gained from the Assistants to Infancy training is a MUST for all individuals who plan to have children or work with them. The course staff are incredibly knowledgeable and deliver the content with inspiration and meaning. If more individuals had this specific knowledge of infant development, we would see a difference in the children we are raising." Christie Stanford*

*"This course exceeded all my expectations regarding the development of the child from conception onward. I gained a deep understanding of the young child, so much so that it literally transformed me." Dina Russo-De Cotiis*

*"Follow the Child..."*

