

EDIFY INTERNATIONAL
MONTESSORI TEACHER TRAINING PROGRAM

1. Introduction to Montessori System

Montessori education is both a philosophy of child development and an approach to quality child development activity in schools. After learning and delivering training in the areas of medicine, psychology and anthropology, Dr. Maria Montessori (1870-1952) developed a universal philosophy of education. The approach is fully based on actual observations of children and their behavior and teaching accordingly. This special method stresses the importance of developing a healthy self-concept. Availability of resources, level of parents and pupil, their age levels, etc. are the key determinants of developing a good Montessori approach in schools. So, it may differ from school to school.

The *Montessori Certified Teacher* is an important person in assisting each child by discovering and rewarding its inner resources. Montessori schools are increasing in number and Montessori Training and Development offers quality instructions to individuals desiring to be Montessori Administrators and Teachers. These teachers assist students in achieving life-long, positive learning experiences through a child-focused concept of physical, psychological and social development by improving their sensory and creative skills.

You, as a Montessori teacher, are a trained facilitator in the classroom. You should be always ready to facilitate, assist and personally perform many jobs. These jobs may include setting vision to construction, to effective implementation of a good classroom arrangement. Each one of you will be regarded as an important person responsible for early childhood development. Your job is to provide with effective and adequate nurturing for child development. Your purpose is to stimulate the child's enthusiasm and interest for learning and to guide it. You will not interfere with the child's natural desire to teach self and become independent. Each child works through personalized cycle of activities, and learns to truly understand according to own unique needs and capabilities.

The children pass through sensitive periods of development in early life. Dr. Montessori has described the child's mind between the time of birth and six years of age as the "absorbent mind". During this stage a child has a tremendous ability to learn and assimilate from the world around it. Such learning may happen without conscious efforts. During this stage, the children are particularly receptive to certain

external stimuli. A Montessori teacher recognizes and takes advantage of these highly perceptive stages through the introduction and use of several child friendly materials and activities which are specially designed to stimulate the intellect, psychic and social strengths of the children.³

Encouraged to focus the attention on one particular quality, the child works at its own optimum level – in an environment where beauty and orderliness are emphasized and appreciated. A spontaneous love of "work" is revealed as the child is given the freedom (within boundaries) to make personal choices, but requires closer observation and support in times of felt need.

Since long time, Psychology has recognized that our experiences in our formative years dictate in a great deal our adult behavior in future. The opposite to the rude, selfish adult is the loved, respected child. A system of education that devotes itself to creating a safe, positive atmosphere in which children can learn, grow, achieve, succeed, and come to respect themselves and others is truly essential in this world. Montessori system provides children with such environment.

2. Relevance of Montessori System

The traditional model of education was designed to provide basic literacy skills and is content-centered. It involves direct instruction from the teacher. The teacher is an authority figure. This model emphasizes mastery of factual information, book-based learning, memorization of rules and isolated content areas. The student's role is to be a passive receiver of the knowledge. Major role of the student is to listen, read and remember the things as they are written. Assessment is done by comparing a student's progress against that of his or her peers. Instruction takes place on the whole class level. Desks are typically arranged in rows and the teacher employs methods of discipline (fear, if not punishment) to manage the classroom conduct. The aim is to take 'an empty brain' and fill it with things we think it should know.

Most of the schools and educational institutions in Nepal still provide traditional education. Some advances may have been made towards a progressive system of education but traditional model is still largely prevalent. The Montessori system of education is a progressive model that better prepares children for a successful life in the 21st century.

Researches from all around the world have shown that Montessori children show greater social and creative outcomes compared to that of the children taught traditional education, even while reaching to

upper grades. Children who leave Montessori environment and go into traditional education environment are rated as more respectful compared to other students and teachers. They are found to be able to work more independently, demonstrate greater creativity with higher level of enthusiasm for learning. Characteristics such as the ability to improvise, anticipate, create or adapt, and attributes such as leadership and teamwork, citizenship, and the ability to live and work with others are highly evidential in Montessori learnt people. These are the skills that we need for the 21st century, and here, Montessori education will surely be seen as vastly superior to traditional models of education. All these highlight the universal relevance of Montessori system of child development and education.

3. Introducing Edify International

Established with a noble vision to provide support for institutional transformation, *Edify International* specializes in Social Works, Government Studies, Research & Innovation, Professional Development, Institutional Development, Human Resource Systems Support, Indigenous Promotion, and Academic Excellence.

Edify vision is to lead the way to a more trusted identity as a partner organization for institutional and professional transformation in the global marketplace. The institution intends to gain the best rating of its service relevance, real-time creation, and quality execution with lasting impact.

The institutional existence at Edify International has been witnessed as the synergy effect of global service relevance, proven management and technical competence, thematically tested and customized service packages, state-of-arts institutional operating environment, market readiness for professional and institutional transformation, and finally the visionary leadership for complete transformation. The entire mission is driven by a wider spectrum of highly relevant services.

Service relevance, balance of universality of services, responsiveness and accountability, collaboration and partnerships, professionalism, focus on ethical values, institutional integrity, commitment for transformation, and service with lasting impact are the working philosophies of Edify International.

Service relevance: The institution specializes in the development and delivery of globally relevant services in all contexts. The orientation on service customization stands for crafting each service

component more contextually relevant under every setting. The institution strives for bringing every home country the internationally proven practices to leverage timely the systems transformation.

Balance of universality: The services and management approach to delivery are uniquely tailored to make them truly universal and nonaligned in respect with nationality, ethnicity, gender, profession, ideology, and other similar constructs.

Responsiveness and accountability: The institution always works for noble causes and maintains full responsibility of what it needs to do with complete accountability of the consequences or outcomes of the contribution. The institution firmly values its role and prestige to resolve any institutional problem.

Collaboration and partnerships: The institution firmly believes in promoting its service reach by means of collaborations and partnerships with the various providers in a more cost-effective and quality-efficient manner.

Professionalism: Every service delivery is guided by the philosophy of professionalism and commitment for the compliance with every professional values and norms as part of edification, the Nobel Service.

Ethical values: The institution is always concerned on creating and imparting services that comply with socio-ethical values and norms, and respect for cross-cultural diversity and ethnicity.

Institutional integrity: Edify always attempts to strive for creating harmony among various institutions by means of institutional collaborations, partnerships, and service outsourcing.

Commitment for transformation: Everything it reveals its stand on institutional transformation. For this, the institution vests efforts on professional and institutional development.

Service with lasting impact: The services are designed such a way that the organizations and professionals can enjoy their continued impact in long-run after delivery. It is made possible by effectively modeling each service component meeting the requirements, educating effectively the roles and responsibilities of each participant, and confirming the transfer of each skill or concept on real business.

Dr Chandra P. Rijal, an emerging management thinkers, provides overall institutional stewardship with his direct involvement in short-term and long-term planning, business development and maintaining institutional relationship. Edify International, Edify Foundation Nepal and Edify International School (a Kathmandu University Lab School) are the creations as a result of Dr. Rijal's vision on research and innovation, institutional and professional development. Dr. Rijal is also the single author of *Leadership Readiness: Road to TQM Implementation* – a Germany-based publication.

4. Objectives of the Training Program

4.1. General Objectives

- a. Develop an increased awareness of self-learning attitude towards the Montessori System.
- b. Understand the nature and nurture-related aspects of child development
- c. Learn the growth patterns and stages of child development
- d. Understand the learning and developmental needs of the children.
- e. Learn the philosophy and principles of child development formulated by Maria Montessori and other leading experts.
- f. Learn the areas of development and learning at Montessori system.
- g. Learn to develop, detail and implement Montessori system curriculum for different levels.
- h. Gain skills in development, presentation, and use of materials as advised by Maria Montessori.
- i. Understand the criteria by which self-teaching is evaluated.
- j. Learn to set and implement criteria for the measurement of the development and learning performance of Montessori children at different levels.
- k. Learn to prepare teaching manuals appropriate for different levels.
- l. Make a vision of classroom management and transform it in to reality.
- m. Learn about behavioral and psychological counseling of the teachers, parents and children.
- n. Learn to facilitate parenting education.
- o. Demonstrate proficiency in all aspects of the Montessori approach to education and life.

4.2. Participant Specific Objectives

- a. *Montessori Administrators*: Develop leadership and management skills that enable themselves to actively and successfully administer Montessori institutions/schools.

- b. *Montessori Trainers*: Deepen the understanding of the ideas and principles of Dr. Maria Montessori and develop necessary skills to pass the knowledge gained to future generations of Montessori teachers.
- c. *Montessori Teacher*: Develop knowledge, skills and expertise that enable them to create a well-prepared environment and an atmosphere of learning and inquisitiveness.
- d. *Public Schools*: Incorporate Montessori system of learning and curriculum into the ECD education that has been implemented in pre-primary schooling in Nepal.
- e. *Private Schools/Montessori Centers*: Incorporate Montessori system of learning and curriculum into their pre-primary and/or Kindergarten curriculum.

5. Edify Approach of Training on Montessori System

The training program will include seminars, workshops, case studies, simulations, fun games, practical demonstrations, project works with simplified language and participant involvement. On top of it, we will harmonize your learning through imparting on you a self-learning concept on bring in the philosophies of customer focus, total participation, system standardization, continuous improvement, leadership commitment and gaining macro and micro systems support in the mission to implement Montessori approach-based institution development, teaching learning and system audit.

6. Curriculum of Edify Montessori System Training Program

1. *Learn the Foundations of Montessori System*

- a. Learn the stages of child development
- b. Explore the nature and nurturing aspects of child development
- c. Understand the child psychology and process of its development
- d. Learn the relevance of Montessori philosophy, principles and practices in action
- e. Develop in self the basic qualities required as a Montessori Teacher
- f. Develop skill competence of learning through inquiry, real-life contexts and exploration
- g. Develop positive attitude towards people, environment and learning
- h. Learn and apply basic behavioral and psychological counseling to facilitate Montessori system implementation
- i. Learn and practice emerging approaches in early childhood development and education

2. *Learn the Montessori System Teaching Learning Areas, Development and Implementation of Child Development and Learning Approaches and Materials at Different Levels*

- a. Practical life skills
- b. Sensorial skills
- c. Mathematical skills
- d. Language skills
- e. Science and construction skills
- f. Socio-cultural skills
- g. Creative art and craft work skills
- h. Outdoor activities

3. *Manage the Classroom and Learning Areas in Montessori System*

- a. Make a vision of the classroom and develop a blueprint of it
- b. Perform situational analysis
- c. Conduct classroom and center resource audit
- d. Develop a layout of the room and its redesign
- e. Organize the areas for specific subjects sensorial, socio-cultural, mathematics, language, practical life, science, art and craftwork; creating an inspiring classroom on a budget
- f. Take into consideration the child health, hygiene and other quality measures of classroom arrangements
- g. Inspire and motivate pupil to learn by making classroom more appealing and visible
- h. Take into account the management of work plans
- i. Initiate positive change in classroom arrangements as an ongoing process

4. *Sett Monitoring, Evaluation and Performance Measurement Criteria at Montessori System*

- a. Establish and promote a collective monitoring system
- b. Set criteria to measure the development and learning performance of the children
- c. Set a descriptive summary of child's daily interactions
- d. Set observation and recording mechanism on child performance at individual and group level
- e. Develop and implement the portfolio of child's individual and group creations
- f. Perform individual assessment of the child through observation

5. *Provide Parenting Education for Montessori Parents*

- a. Establish the areas of parents involvement in child development and learning
- b. Provide orientation and demonstration sessions to the parents
- c. Perform routine counseling and development of the parents

7. Participant Eligibility Criteria

Acceptance into the Montessori Training and Development program is based on evaluation of the application packet, previous academic record and a personal interview. The educational standard for the course is an intermediate degree in any field. Exceptions are considered on an individual basis.

Successful candidates should demonstrate --

- a. Pleasing, fair and peaceful personality
- b. Possessing good health and hygiene practices
- c. Clear oral and written communication skills
- d. Child-loving nature
- e. Academic skills for effective comprehension
- f. Passionate for rigorous creative and craftworks involvement
- g. Positive attitude on socialization and child entertainment
- h. Well-organized, punctual, honest and committed for child development
- i. Effective team management and peer work skills
- j. Able to manage time and resources more effectively
- k. Commitment to undertake this training as an alternative education
- l. Full of desire to support human development in positive and life-affirming directions

8. Other Information on Training Program Administration

Timing of delivery and program cost

The training program will be conducted in the morning (6:30 - 8:30 am) and in the evening (4:30 – 6:30 pm) during weekdays (Sunday - Friday) as per the convenience of the participants. The entire training program costs NRs. 25,000.00 per person with no extra and hidden costs to the participants.

Expertise and training facilitation

The entire training program has been based on the vision set by Dr. Chandra P Rijal, PhD in Educational Leadership, and an emerging thinker of educational philosophy. Besides designing the program package, Dr. Rijal will be actively involved in overall delivery and confirmation of quality of learning throughout this program. Dr. Rijal will be assisted by a team of Research and Development Associates graduated through Edify Approach to education and development. Similarly, a number of renowned thematic experts will deliver specific sessions of their areas of specialization. Besides the main trainers, each

session will be closely assisted and facilitated by a number of already Montessori system trained professionals.

Certification

The Montessori Training and Development Program will be jointly certified by Edify International and Kathmandu University School of Education.

Code of Ethics

Edify International is committed to excellence in business and services excellence. Such a commitment requires all affiliate members and participants to act in good faith at all times. The following statements reiterate our attention to the highest standards possible; we expect each participant, trainer and associate member to own these statements:

1. I will abide with the child protection policy of Edify International.
2. I will develop child-friendly characters in me and help other to do so.
3. I will follow the teachings of peacefulness and non-violence.
4. I will follow the highest standards of honesty and integrity.
5. I will support the values of Montessori System inculcated in Edify Approach.
6. I will represent the general Montessori community in exemplary manner.
7. I will represent the programs with which I am involved and vest the level of effort required to achieve success clearly and accurately.
8. I will consistently promote authentic Montessori philosophy and education.
9. I will strive to ensure satisfaction with my direct and/or indirect service to children.
10. I will demonstrate responsible leadership as I prepare and/or improve myself.
11. I will abide by all rules, regulations, laws and ordinances applicable for the protection, promotion, development and participation of the children.
12. I will respect the privacy of others.
13. I will practice patience, courage and perseverance by demonstrating respect for myself, others and environment.
14. I will actively practice in appropriate problem-solving techniques.

SIGNED: _____

DATE _____