

The College of Modern Montessori

(Established 1981, London, United Kingdom)

Early Childhood Montessori Teacher Training Course Distance Learning Course Prospectus 2025 Academic Year

*“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 towards the infinite future.”
~ Maria Montessori*

INFORMATION ON OUR COURSES

The principal purpose of a Montessori pre-school education is to lay a strong foundation during the fastest learning period of a child's life, from birth to age six, upon which he will build his future education. Children in a Montessori pre-school not only learn reading, writing and arithmetic but also division, subtraction, multiplication, decimals, algebra, geometry, botany, geography, history and a host of other subjects. The Montessori method is based on the unshakable belief that all children have a natural instinct to learn and it provides them with the facility to do precisely that.

Whatever your reason may be for wanting to learn Montessori teaching, you can only benefit from the knowledge you would gain. Young mothers are often frustrated by not knowing how or what to teach their child and ladies' magazines and books often aggravate the frustration by advising, "Put in 'quality time' with the child," but they do not say what quality time is. The Montessori system is all quality time, it is structured, always building and heading somewhere, whereas most pre-school systems do not head anywhere.

Many of our students originally enrolled onto the course for the sole purpose of teaching their own children and before long are running their own school because friends, family and neighbours have been so impressed by the results that they wanted their children to be taught in the same way.

You see, there are hundreds of thousands of children being born every day and the majority of mothers have to work, so they have to leave the child somewhere and there is no better 'somewhere' than in a Montessori environment.

Rules and regulations for teaching in schools and for opening new schools vary from one province, one state and one country to another. Should you choose to open your own pre-school, we are happy to offer advice and assistance, as we have gleaned a great deal of information and experience from our thousands of students world-wide. State schools and private schools all over the world would be greatly enhanced by having a Montessori pre-school department. Factories and businesses would have far happier employees if they could have their children taught using the Montessori method on site. Teachers of all age groups find that learning the Montessori method has simplified their work and have gained immeasurably from it. Occupational therapists and nursing staff can only better their positions by knowing Montessori teaching. The opportunities for anyone who can teach Montessori are endless.

No matter where you are, no matter what work you are doing, no matter what your circumstances may be and no matter what the future holds for you, having the ability to teach young children by the Montessori method will always be an advantage and we look forward to helping you gain that advantage.

FREQUENTLY ASKED QUESTIONS

How does the course work?

Should you choose to enrol onto the home study course (which you may complete from any country in the world) you will receive your course material, which is comprised of eight workbooks and three textbooks. The workbooks guide you through the textbooks and at the end of each workbook, you are required to submit an assignment. Upon enrolling, you are assigned a tutor, who you may contact (by fax, phone, or e-mail) if you require any advice or assistance. You may start the distance learning course at any time (in other words, there is no specific beginning to the academic year) and there are no due dates for your assignments - you submit them as and when you complete them. Once you have completed an assignment, it must be sent (via post, or e-mail) to your tutor, who will mark it and return it to you together with a grade and comments. Once you have completed all eight assignments, you will receive a diploma, which reflects an average of all the grades you have achieved. In other words, your abilities are assessed by continuous evaluation - once you have completed all of the assignments to the satisfaction of your tutor, your diploma will be issued. There is no final examination.

Upon completion of the course, what age-group am I qualified to teach?

You will be able to teach 2½ - 6 year olds in the Montessori method.

What about the practical side of Montessori?

We hold practical workshops every four to five weeks in Johannesburg and Durban (on a Saturday, from 9:00 until 4:00). The cost of each workshop is R350.00, which is payable on attendance. The workshops are not compulsory, however we recommend that each student attends as many as possible, as they are highly beneficial. Students who attend all eleven workshops (in addition to completing the course) will be awarded a certificate, indicating which workshops have been attended.

Students are encouraged to undertake voluntary teaching practice time at their local Montessori school, so that they can familiarise themselves with the practical application of the Montessori materials.

How long will it take for me to complete the course?

We allow three years in which to complete your course. However, if you are prepared to put in between one and two hours studying per day, the completion time

is between twelve and eighteen months. The more work you can afford to put into your studies, the sooner you will be awarded our diploma.

What happens if I take longer than three years to complete the course?

You will have to re-register, which means you will have to pay the difference in price between the cost when you enrolled and the current cost of the course. Please note that you only re-register if you wish to continue with the course.

How much does the course cost and what are my payment options?

The cost of the course is R21 000.00. Students have three payment options:

Payment Option 1: Full Settlement

- In this case a 5% discount applies:
- $R21\ 000.00 - 5\% (R1\ 050) = R19\ 950.00$
- R19 950.00 payable upon submission of the application form by cheque; direct deposit; electronic fund transfer (EFT), or in cash.
- Fees can be paid by credit card (Visa or MasterCard only); however, in this case the 5% discount does not apply and the full R21 000.00 is due.
- Confirmation of payment must accompany the application form, which may be sent by fax or email (086-671-7281; modmont@global.co.za)

Payment Option 2: 3 Instalments

- In this case no interest applies:
- $R21\ 000.00 \div 3 = R7\ 000.00$
- R7 000.00 payable upon submission of the application form by cheque; direct deposit; electronic fund transfer (EFT); or credit card (Visa or MasterCard only).
- The remaining two installments of R6 666.67 are due on the 28th or 1st of the following two consecutive months and are payable by post-dated cheques; future-dated/recurring EFT payments; or credit card.
- Confirmation of payment must accompany the application form, which may be sent by fax or email (086-671-7281; modmont@global.co.za)

Payment Option 3: Deposit + 10 Instalments

- In this case, interest of 10% on the full course fee applies.
- $R21\ 000.00 + 10\%(R2\ 100.00) = R23\ 100.00$
- R4 000.00 deposit is payable upon submission of the application form by cheque; direct deposit; electronic fund transfer (EFT) payment; or in cash.
- $R22\ 000.00 - R4\ 100.00\ \text{deposit} = R19\ 000.00$
- $R19\ 000 \div 10 = R1900.00$
- Ten instalments of R1800.00 are due on the 1st or 28th of the following ten consecutive months and are payable by post-dated cheques; future-dated/recurring EFT payments; or credit card.

- Confirmation of payment must accompany the application form, which may be sent by fax or email (086-671-7281; modmont@global.co.za)

Bank Details:

- The College of Modern Montessori
Standard Bank
Rosebank Branch
Account Number – 001 981 722
Reference – Student's name & surname

*Please note that the courier fee is R150 for all students residing in South Africa. Students residing outside of South Africa may send us an email to modmont@global.co.za and adminlp@montessoriint.com with their address and we will obtain a quote from DHL. Alternatively, students residing outside of South Africa can obtain a quote from a courier company of their choice and organise collection of their course material.

How do I go about enrolling and when will I get my course material?

Please submit the completed application form together with the admission documentation listed on the first page of the application form via fax (086-671-7281) or email (modmont@global.co.za). Your application will take two days to process and your course material will be dispatched via courier*, which takes approximately 3 - 5 working days.

Course material is sent to international students via courier*.

MARIA MONTESSORI

Maria Montessori was born in Chiaravalle, Italy, on August 31, 1870 and was educated in Rome. She rebelled against the classical career choices for women at the time and in 1894 became the first Italian woman to graduate in medicine (University of Rome).

Upon graduating, her first appointment was in the San Giovanni Hospital. In 1897 she became a voluntary assistant at the psychiatric clinic of the University of Rome.

The children here were referred to as 'idiot children', but Montessori was convinced that these children were not useless - their minds had just not been stimulated. She worked with them at the clinic and gradually saw glimmers of hope as they responded to her efforts.

On searching for information about the treatment of mentally deficient children, she came across the work of two French doctors, Jean Itard and Edouard Seguin. Itard made a particular study of deaf mutes, but he is better known for his attempts over several years to educate and socialise an abandoned boy known as 'The Wild Boy of Aveyron'. His particular approach was to stimulate the boy's mind systematically through the senses.

Edouard Seguin was a student of Itard and he later founded his own school for deficient children in Paris. His approach was to devise a sequence of muscular exercises to bring about a change in behaviour and so educate the child through a method he described as physiological.

The study of the work of these two French doctors gave Maria Montessori a new direction in her life. She took the principal ideas of 'education of the senses' and the 'education of movement' and adapted and developed them into a system that became her own.

Her next step was to turn her mind to the study of education. Through her reading, some of the ideas and insights of educational thinkers and reformers such as Rousseau, Pestalozzi and Froebel, together with the ideas she had taken from Itard and Seguin, the 'Montessori method' began to take shape.

By 1899 she was involved in the establishment of the Orthophrenic School in Rome, where she spent two years training teachers in the special method of observation and education of the mentally retarded. During this time, she worked with the children, observing and experimenting, using different materials and methods and using all the ideas she had gleaned from her studies.

Some of the children she taught, who had been labelled 'uneducable', learned to read and write and some even sat the State primary examinations and passed with higher grades than so-called 'normal' children. These events, together with the many public lectures she gave in Italy and other European countries, brought her fame. She was now known as an 'educator' as well as a 'doctor'.

In 1901 Maria Montessori gave up her work at the Orthophrenic School for personal reasons and went on to further her studies at the University of Rome.

In 1904 she was appointed Professor of Pedagogic Anthropology at the University and, at the same time, continued with her many other activities. In 1906 Montessori was asked to organise the infant schools that were being built in a slum clearance and re-housing programme. The first school, a large tenement house in San Lorenzo, was for children aged three to six. She called it 'Casa dei Bambini', the Children's House.

In the following two years, other Children's Houses were founded. Montessori was now able to apply her methods to normal children in these schools. She believed that, if her methods achieved such startling results with retarded children, then these same methods would improve the performance of normal children.

The children in her first two Children's Houses were deprived. They were often neglected and lacked care and stimulation from their parents. In many cases the parents themselves were illiterate. Under Montessori's care, these children began to learn successfully. In another school, children from relatively privileged backgrounds also proved that Montessori's methods were superior to the conventional teaching of her day. It was soon evident, in fact, that all children were capable of achieving and becoming independent learners when taught by her methods. Montessori's hopes were realised.

International fame and recognition now came quickly. Visitors came from many parts of the world to see for themselves the successful and stimulating teaching and learning taking place in the Children's Houses. They were inspired by what they saw and conveyed the word when they returned home. In this way, the Montessori movement spread all over the world. In 1909 the first Montessori Training Course was given. Private Montessori schools were established in Europe. Montessori travelled extensively, giving lectures and training courses in England, Spain, Australia, Holland and the Americas. Her method was endorsed and financially backed by people such as Alexander Graham Bell, Thomas Edison, Sigmund and Anna Freud, Ghandi and Piaget.

In the early twenties, Montessori was appointed Government Inspector of Schools for Italy. In 1934 friction arose between Montessori and Mussolini and all her schools in Germany and Italy were closed by 1936. Montessori left Italy for Spain and she founded a special Teacher Training Institute in Barcelona. With the growing political tensions in that part of Europe in the thirties, she left Spain to live in Holland. By 1939 she was in India, where she was interned throughout the war years, and developed the movement in the sub-continent. As a result, to this day India is a great centre for Montessori teaching.

The war years caused Montessori to pursue a passionate quest for lasting peace through education. She was nominated three times for the Nobel Peace Prize and in 1950 she became the Italian delegate to UNESCO. Maria Montessori said, "Love is a gift to mankind, which must be treasured and developed to the fullest possible extent, for it is this that unites each and every one of us, and only in this way can we bring about a good, caring, peaceful world."

When her internment ended in 1946, she visited England and revived interest in the movement there. For the next few years, despite advancing years, she continued to travel extensively, teaching and lecturing, and she was honoured by many countries with royal, civic and academic awards.

She died at Noordwijk, Netherlands, on May 6 1952 at the age of 81.

Following her death, the movement continued to grow steadily. By the early sixties the growth had accelerated and there was a worldwide revival of interest in her ideas that has continued to the present day.

THE MONTESSORI METHOD

QUESTIONS AND ANSWERS

WHAT IS IT?

It is a system of education in both a philosophy of child growth and a rationale for guiding such growth. It is based on the child's developmental needs for freedom within limits and on a carefully prepared environment that guarantees exposure to materials and experiences through which to develop intelligence as well as physical and psychological abilities. It is designed to take full advantage of the self-motivation and unique ability of young children to develop their own capabilities. Children need adults to expose them to the possibilities of their lives, but the children themselves must direct their responses to those possibilities.

Key premises of Montessori education are:

1. Children are to be respected as different from adults and as individuals who differ from each other.
2. Children possess unusual sensitivity and mental powers for absorbing and learning from their environment that are unlike those of adults, both in quantity and capacity.
3. The most important years of growth are the first six years of life, when unconscious learning is gradually brought to conscious level.
4. Children have a deep love and need for purposeful work. The child works, however, not as an adult for profit and completion of a job, but for the sake of the activity itself. It is this activity which accomplishes the most important goal for the child, the development of his or her mental, physical and psychological powers.

HOW DID IT BEGIN?

Dr Maria Montessori, the first woman to graduate from the University of Rome Medical School, became interested in education as a doctor treating retarded children. After returning to the University for further study, she began her work with normal children in 1907, when she was invited to organise schools in a reconstructed slum area of San Lorenzo, Italy. Later, she travelled all over the world lecturing about her discoveries and founding schools. She has written approximately fifteen volumes and numerous articles on education. She died in 1952.

IS IT FOR ALL CHILDREN?

The Montessori system has been used successfully with children age 2½ - 6 years from all socio-economic levels, representing those in regular classes as well as the gifted, the retarded, the emotionally disturbed and the physically handicapped.

It is also appropriate for classes in which the pupil to teacher ratio is high, because the children learn at an early age to work independently.

IS THE CHILD FREE TO DO WHAT HE CHOOSES IN THE CLASSROOM?

The child is free to move about the classroom at will, to talk to other children, to work with any equipment he or she understands, or to ask the teacher to introduce new material to him or her. The child is not free to disturb other children at work or to abuse the equipment that is so important to the child's development.

WHAT DOES THE TEACHER DO?

The directress works with individual children, introducing materials and giving guidance where needed. A primary task is careful observation of each child in order to determine his or her needs and to gain the knowledge needed in preparing the environment to aid each child's growth.

The method of teaching is indirect, in that it neither imposes upon the child as in direct teaching, nor abandons the child as in a non-directive permissive approach. Rather, the teacher is constantly alert to the direction in which the child has indicated he or she wishes to go, and actively works to help the child achieve his or her goals.

WHAT DOES IT DO FOR THE CHILD?

Observers of Montessori children have described them as having developed self-discipline, self-knowledge, and independence, as well as enthusiasm for learning, an organised approach to problem solving, and academic skills.

WHAT HAPPENS WHEN CHILDREN GO FROM A MONTESSORI CLASS TO A TRADITIONAL CLASS?

Most children appear to adjust readily to new classroom situations. In all likelihood this is because they have developed a high degree of self-discipline and independence in the Montessori environment, and because of the adaptability of young children in general.

HOW CAN PARENTS HELP AT HOME?

To give the child the best opportunity for development, the Montessori principles and philosophy should be implemented in the home from birth. Parents need to read books as well as attend workshops, lectures and courses, if possible, on implementing the Montessori philosophy in the home. Where the home and school environments complement each other, the child will receive the maximum benefit.

A COMPARISON OF PRE-SCHOOL EDUCATION

<u>MONTESSORI</u>	<u>TRADITIONAL</u>
1. Child chooses materials	1. Teacher sets curriculum
2. Child sets own pace	2. Teacher sets pace
3. Child is free to discover on his own	3. Teacher guides the child
4. Emphasis is on the concrete	4. Emphasis is on the abstract
5. Reality orientated	5. Much role play and fantasy
6. Specific places for materials – sense of order	6. Random placement – not necessary to return to specific place
7. Child-centred learning environment	7. Teacher-centred environment
8. Child provides own stimulus	8. Teacher provides stimuli to learning
9. Self-education through self-correcting materials	9. Use of reward and punishment in motivation
10. Recognition of sensitive periods	10. All children are treated alike
11. Multi-sensory materials to develop specific skills	11. Play materials for non-specific skills
12. Liberty to move about self and furniture	12. Rigid rules not to move furniture and sit in designated places
13. Liberty to speak (without disturbing others) as he pleases	13. Silence is on many occasions enforced
14. Teacher's part is to guide child to act and think for himself	14. Teacher does all and child is forced to follow