

**WEBINAR QUESTIONS & ANSWERS**  
**“How to Earn a High-Quality AMI Diploma in 9 Months”**  
February 4 & March 4, 2015

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# PROGRAM CONTENT

**Q: How specifically do you earn an AMI degree in one year? Does this include an internship?**

A: Our academic year (9-month) course format includes lectures on Montessori developmental psychology and philosophy, demonstrations of how to use the Montessori materials and daily practice with those materials in our model classroom. AMI requires that all primary and elementary candidates observe for 3 separate weeks in Montessori classrooms at the corresponding age level, and that they practice teach for at least a total of 4 weeks (which is generally divided into two, 2-week sessions). Course content also includes readings and discussion, material making, role playing classroom situations and an extensive lecture series directed towards classroom delivery (what would be called “classroom management” and “discipline” in mainstream education). More information on course content can be found here:

[Primary Program Page](#)

[Elementary Program Page](#)

**Q: When are the upcoming training courses available? (Day, night, summer, weekends, part-time, etc.?)**

A: Our upcoming courses starting in 2015 are offered as five-day per week, full day programs, either over a 9-month academic year or over three consecutive summers. Please see our program pages for the course hours:

[Primary Program Page](#)

[Elementary Program Page](#)

**Q: What is the course content for each summer of the 3-summer *Primary* training?**

**Summer #1:** Students receive theory lectures, observation lectures and exercises, and instruction related to the Practical Life and Sensorial areas. During the 1<sup>st</sup> interim year, students observe for 90 hours in a classroom led by an AMI Montessori teacher.

**Summer #2:** Students receive instruction related to the Language area, Language Extensions (geography, history, biology, sciences, music, and art) and Mathematics. During the 2<sup>nd</sup> interim year, students complete teaching practice under the supervision of an AMI teacher for no less than 100 hours.

**Summer #3:** Students review theory, practice with materials, and prepare themselves for the written and oral exams.

**Q: What is the course content for each summer of the 3-summer *Elementary* training?**

**Summer #1** – Students receive foundational theory (Montessori psychology & philosophy), introductions to all subject areas, the foundation stories that are told to children in a Montessori elementary classroom (“The Great Stories), and additional presentation sequences from different subject areas. There will also be daily supervised practice in our model classroom and reading discussions. At the close of this session, the “observation” process and assignments, which are typically completed during the intervening year, will be introduced and discussed.

**Summer #2** – The lecture process continues. Major sections of all subject areas will be completed, and the work for some subjects will be completed. Philosophy and psychology lectures will continue, and classroom practice lectures will also begin. Reading discussion will be augmented by some guided role-playing, examining the various situations that may arise in a Montessori elementary classroom. Supervised practice (a total of 140 hours being required by AMI) will be continued. At the end of the second summer the practice teaching assignment, which involves preparation and execution of a planning and record keeping system, will be introduced and discussed.

**Summer #3** -- This final summer continues as in Summer #2, until all outstanding lectures have been completed. Preparation for exams will then begin. Written examinations, then oral examinations and graduation, will be the concluding elements of the course.

**Q: How many observation and practice teaching hours are required in the courses? Can observation and practice teaching be completed all at the same school, or must they be done at different schools? What advice can you give to a working Montessori teacher who is concerned about completing the observation and teaching practice requirements while still keeping a job?**

A: For primary and elementary, AMI specifies 3 weeks of classroom observation and 4 weeks\* of practice teaching (90 hours and 120 hours respectively). For summer courses, we break these into observation (= 3 weeks/90 hours) for the year between summer #1 and summer #2, and practice teaching (= 4 weeks/120 hours) between summer #2 and summer #3. If you are a summer course student, you will be able to arrange these sessions according to your own schedule, and according to the schedules of your host schools, so there is a great deal of flexibility here.

MISD staff arrange academic year observation and practice teaching, in collaboration with you. The hours/sessions etc. are the same as for the summer.

It is best if observations and practice teaching take place at different schools, but if circumstances don't allow this (for example, in a country where there are very few available schools), accommodations can be made. Note also that it may be necessary to travel in order to complete observation and practice teaching, something that students should make allowances for with regard to finances, child care, etc.

For anyone who is working at a Montessori school or elsewhere, it is important to ascertain an employer's outlook on the need for you to be away from work for 3 weeks in one year, then 4 weeks in the next, to complete the program. It is often possible to schedule some of these weeks during your breaks. Other options may also be identified, and we will work with you to find a way to take care of this AMI course requirement.

Should it be impossible for you to complete observations and practice teaching within the timeframe of the course in which you are enrolled, AMI permits an additional 12 months for completion. Your diploma will be held until these course components have been satisfactorily completed.

\*Dr. Dubovoy provides her primary students with an opportunity to practice teach for a 6 week period, but the AMI requirement is only 4 weeks.

**Q: How do the 3-summer formats differ from the 9-month formats? Is one better than the other?**

A: The two formats are equivalent. Students who take the 3-summer format often comment that they appreciated a concentrated sequence of Montessori followed by an intervening year for reflection and absorption. Academic year students often comment that a concentrated year of solid Montessori input allowed for reflection and absorption... the same benefits from two different experiences. This is typical across the board for the two course formats. In the end, it comes down to your available resources and to your personal situation, and to whether you need the diploma quickly (in 9 months) or whether you're content to earn that same diploma over 2 years (3 summers). Our trainers have visited MANY teachers who have taken summer and academic year courses in their roles as consultants. There is no discernible difference in their work with the children.

**Q: If I take a 3-summer format course, am I required to work or intern at a Montessori school in the interim years?**

A: No, but most students who take a 3-summer format course do have jobs at Montessori schools, which is why that format appeals to them. You could work as a primary guide while taking the elementary course, or vice versa, or do something else with your interim years entirely away from a Montessori school. It is a personal choice. Some students have found it helpful to work as assistants in classrooms at the level where they are taking their summer training, but there are many valid ways to approach this issue. Other students continue in their original careers in intervening years, then move to the role of Montessori guide once they have gained their diplomas

**Q: The AMI courses are standardized. What is the value-added benefit that MISD offers to distinguish its programs from others offered elsewhere in the world?**

A: Yes, the AMI course is standardized across the world. Here are some reasons to consider taking your AMI training at the Montessori Institute of San Diego:

### **Primary**

- Dr. Dubovoy and Cristina De Leon have expertise in bilingual education and are fluent in Spanish and English
- Dr. Dubovoy has a Ph.D. in psychology and worked with renowned psychologist Carl Rogers.
- Dr. Dubovoy served on the AMI Board of Directors for decades and the AMI Consultation Committee for 15 years. She currently serves on the AMI Research Committee and is one of the representatives of AMI at the United Nations.

### **Elementary**

- Greg MacDonald has expertise in classroom management and has created unique extensions to the Montessori curriculum that can only be found in his course at MISD. Examples include:
  - Working with Parents (including parent/teacher meetings and the “difficult” situations)
  - How to Conduct a Parent Information Evening.
  - Working with Children ( “Classroom Management” & “Discipline”)
  - Working with “Advanced” students.
  - Taking the Children into Nature
  - Conflict Resolution with Elementary Children
- Breadth of experience: Greg MacDonald worked in both traditional, public schools and Montessori schools, as a teacher and as a Head of School. He has a balanced, grounded perspective. Greg has also worked in the full range of Montessori 3-6, 6-9, 9-12 and 6-12 classrooms, so his understanding of how children progress through the Montessori continuum is highly comprehensive and realistic.
- Depth of experience: Greg MacDonald has worked in the educational field for nearly 40 years.

### **MISD in General**

- Beautiful La Jolla, California location
- Onsite school with toddler, primary, and elementary environments for ages 18 months to 12 years
- Vibrant, international student body. MISD is also located in a very diverse part of San Diego, across the street from a major university.
- Instructors are highly qualified and provide caring, personalized attention to each of their students.

- Simultaneous training programs at all three training levels—Assistants to Infancy, Primary, and Elementary. Trainers from various levels guest-lecture in other classes to offer students valuable context for comparison.
- Multilingual community: Lectures are given in English but students may submit work in Spanish, French, or Chinese. Students with translators welcome.

**Q: Will providing the “Silent Journey” to parents be taught in your primary or elementary training courses?**

A: The process by which the “Silent Journey” is presented to parents forms part of our theory lectures in both the primary and elementary courses at MISD.

**Q: Do you offer an AMI training course that includes all the stages of development, or is there a different course for each stage?**

A: We offer a Birth to Six course, which is essentially a combination of the Assistants to Infancy (birth-3) and Primary (3-6) training programs. Please note that we are not starting a new cohort for that program in 2015. In general, you take each level separately—0-3, 3-6, or 6-12.

**Q: When I apply for elementary training at MISD, do I have to specify a preference for lower or upper elementary? Do you separate the training into two distinct categories? Are there more jobs available at the lower or upper elementary level?**

A: No, you do not have to specify a preference. We do not separate the elementary training into two age ranges as some other training organizations do. AMI considers it to be vital that you are trained for work with children from the ages of six years all the way until twelve years. Whether you have a lower or upper elementary class (or if you have a 6-12 class, which is another wonderful option), you will find that some younger children will need work generally reserved for the upper elementary, and some older children will need work generally covered in the lower elementary. If you are not trained for 6-12, you will find it very difficult to effectively serve the children who need this work.

We have not seen statistics on availability of upper versus lower elementary jobs: we regularly encounter job openings at all levels of elementary and would encourage you to look for work with an age range that appeals to you. Well-qualified AMI-trained elementary teachers are in great demand.

**Q: During the training, can students take pictures of the demonstration materials?**

A: Students are not permitted to photograph the trainers while they are giving presentations. This is an AMI regulation designed to protect the integrity of the trainer’s presentations. However, there is ample

time to photograph the materials in various stages of completion during supervised practice for the purpose of creating reference albums.

**Q: How much overlap is there between Primary and Elementary in terms of the materials?**

A: Very little—probably about 10%. This “overlap” involves a process by which the materials are expanded upon in a variety of fascinating ways; we don’t just represent them. For example, the Golden Bead material, used for simple calculations in the Primary, is used to derive square roots, and to solve complex word problems in the elementary.

**Q: Is the approach for this course considered an orthodox or traditional Montessori approach? Is it a specific, adapted, or different in any way? What differentiates it from other Montessori trainings?**

A: We offer courses leading to the AMI (Association Montessori Internationale) diploma, the only diploma in the world bearing Dr. Maria Montessori’s signature. You can learn more about AMI from their [website](#). While the basic content of AMI training programs are standardized across the world, each trainer infuses the content with his or her own personality and expertise. Additional lectures may also be added. (For example, our primary training programs include an emphasis on bilingual education. The MISD elementary training offers many additional “classroom management” lectures, as well as additional subject matter lectures in a variety of areas. ) You can read more about the qualifications of our faculty at MISD [here](#).

**Q: Who do we contact to arrange a tour ahead of time? Is it possible to sit in on a lecture before applying?**

A: Contact us at [training@misdami.org](mailto:training@misdami.org) for tours. Yes, it is possible to sit in on a lecture. You can also meet current students and spend a little time with your trainer! Please contact us several weeks ahead of time so we can make arrangements.

## **AM I QUALIFIED TO TAKE THE TRAINING?**

### **Q: Do I need a bachelor's degree to apply for your AMI Montessori training programs?**

A: Yes, in general you need a bachelor's degree. In very special circumstances, we do consider applications from students who do not have a bachelor's degree when they are accompanied by a letter addressed to the Director of Training explaining why the applicant feels academically and otherwise prepared to take the training. Life experience, for example, may play a part in this acceptance. Please note: A bachelor's degree is required in order to qualify for the Loyola Master of Education course component, without exception.

### **Q: Do I need a background in child psychology in order to take the training?**

A: No. Child psychology is an integral part of all that we teach, but you do not need to have a formal academic background in the subject in order to do well in the course. Every year we accept students from a wide variety of backgrounds, from the corporate world, to medicine and law, to sales, to veterans, to recent college graduates, as well as Montessori teacher assistants, parents and alumni.

### **Q: Do you need to be a teacher already in order to take Montessori Primary or Elementary training at MISD?**

A: No. The only requirement is a bachelor's degree in any subject. We have had students from every possible academic discipline and professional area of expertise.

### **Q: If I plan to take both the Primary and Elementary training, does it matter which one I take first?**

A: We recommend that you take Primary first, but plenty of people have started with Elementary and that works too. It's a personal decision. If you take Elementary first, you will need to take the brief prerequisite Foundation Course.

### **Q: What books would you recommend for us to read about the background of Montessori education?**

General overview written by modern authors:

- Montessori: The Science Behind the Genius (Angeline Lillard)
- Montessori Today (Paula Polk-Lillard)

Authored by Dr. Maria Montessori:

Primary

- The Absorbent Mind
- The Secret of Childhood

Elementary

- To Educate the Human Potential
- From Childhood to Adolescence
- Education and Peace
- The Child, Society and the World

**Q: Can I take the 6-12 training if I have no other previous Montessori training?**

A: Yes, you can take the 6-12 training with no previous Montessori training. Applicants who do not hold the AMI Primary diploma are required to take a prerequisite course called the Foundation Course. This year, we offer a Foundation Course from June 22-July 3, 2015 for the 3-summer format and from August 20-September 3, 2015 for the academic year format.

**Q: I have Dyslexia. Will I be able to succeed in the Elementary program?**

A: We hope so! We make all reasonable accommodations for students with conditions such as dyslexia, but ultimately the material must be mastered, the assignments completed, and the oral and written exams passed. Those requirements are set by AMI. You may wish to correspond directly with Greg MacDonald, our elementary trainer, to inquire further about the specifics of your situation:  
[greg@misdami.org](mailto:greg@misdami.org)

**Q: I have an Associate of Arts (AA) degree and currently work as an assistant in a Montessori school. Do you have any courses that I would be qualified to take?**

A: Students without a bachelor's degree are qualified to take our [Assistants Course](#). Please note that we are not offering that course in 2015. MISD does accept students who do not have a bachelor's degree into the full AMI diploma courses if their life experience etc. provides sufficient reason for doing so. If you would like to request special acceptance, include a separate letter addressed to the Director of Training with your application providing the details of your qualifications, life experience etc., and it will be most seriously considered.

**Q: Is there a recommended course for students with zero teaching training or experience?**

A: All of our courses are suitable for students without teaching training or experience! Montessori offers an entirely new paradigm; a variety of educational backgrounds and life experiences can be good foundations for learning about this approach to human development.

**Q: How selective is the admissions process?**

A: We look carefully at each applicant and evaluate suitability for our program based on a number of factors that speak to academic preparedness, proclivity with children, and ideological fit. The people who apply to our programs are a self-selecting group who tend to be very well suited for study with us. We are, however, limited by classroom space, which is why we encourage students to apply early.

## STUDENT LIFE

**Q: What is the workload outside of class? Please comment on work/life balance for those who have children.**

A: Several lectures per day, each day, form the core of work that must be prepared outside class hours. The amount of time that this takes depends upon many factors, such as the writing style of the student, typing skills, organizational skills, computer skills, etc. MISD provides many resources designed to minimize the time required and to maximize the overall learning experience of each student. As a rough estimate, expect several hours of homework per night.

We typically have students in the course who have children, including young children. We have also had single parents take the course. Individual needs for support and assistance are very much dependent upon the circumstances of each person, and can vary from no need for additional support (students in a position to provide what their children need by themselves) to a need for various levels of family support (students who need a family member to pick up a young child from school), etc.

**Q: For creating our albums, what types of materials will we have access to on campus and what will we need to bring with us to create them if we are flying in from somewhere else to attend (e.g. laminator, laptop for taking notes, colored pencils, etc.).**

A: Students who have been accepted and paid their \$1,000 course deposit receive a welcome packet with a materials list detailing what to bring to the course. In general, we recommend that students bring

a laptop and color printer. Colored pencils, ruler, and general stationary are also very useful. You will also need some form of filing system (binders, accordion files, etc.) in order to keep your work organized. We do not have laminating services available on campus, but we can recommend local business that offer the service.

**Q: Can I enroll my child in the MISD Children’s House if I am a student at the training center? Do you currently have training center students who have children enrolled at the Children’s House?**

A: As a student at the training center, you are welcome to apply for your child to attend the MISD Children’s House. However, please note *a few important caveats*: You must go through the same application process as anyone else, which includes an in-person interview with your child. If you are a training center student and your child is attending the Children’s House, your class schedule and that of your child are not guaranteed to coincide on any particular day. Also, the Children’s House does not usually offer programs during the summer. Nevertheless, we do currently have one training center student whose son is enrolled at the Children’s House. As alternatives, you may wish to investigate these other excellent AMI schools in San Diego where our students have enrolled their children in the past:

[Scripps Montessori](#)

[Lifetime Montessori](#)

[Beth Montessori](#) (on the MISD campus)

[Kinderhouse Montessori](#)

**Q: I will be a taking a summer course. Do you offer onsite childcare?**

A: No, we do not offer onsite childcare during the summer. You may wish to explore these two summer camps which accommodate a wide range of needs in terms of age, interest, and timing:

La Jolla YMCA- 2 minutes driving distance from MISD--

<http://www.lajolla.ymca.org/yprog/cat5.html>

Jewish Community Center—5 minutes driving distance from MISD--

<http://www.lfjcc.org/campjaycee/about.aspx>

## TUITION & FEES

### **Q: What is the cost for your programs? Can it be financed? Do you offer loans?**

A: The cost for all our programs starting in 2015 can be found here, along with payment plan options and financial aid resources (bottom of page):

[Tuition & Fees](#)

### **Q: Why is Montessori education so expensive in Mexico?**

A: The reasons for costs associated with Montessori education in Mexico are likely varied, and they are matters for which we do not have direct information. A privately owned Montessori school, like any other business, is free to charge whatever it chooses for the service it provides. High-quality Montessori training for teachers and administrators is an investment, as are the materials for the classroom, so these factors contribute to the cost of tuition. In the United States, there is a growing movement of public “charter” Montessori schools, which were created to offer Montessori education to a population of children who normally would not have access.

### **Q: From my research, the cost of living is very expensive in the San Diego area. Is there any cheaper, on campus accommodation?**

A: The cost of living in San Diego is similar Los Angeles and less than San Francisco. During the summer, we offer student housing at the University of San Diego, a private university about 15 minutes away by car. During the school year, students find their own housing and may wish to consider the following techniques for cheaper living arrangements:

- [Shared housing](#)
- Commute from cheaper areas of San Diego (Clairemont, eastern San Diego, etc.)
- Live in [apartments within walking proximity](#) of MISD and shopping
- Network with other MISD students through our [Facebook Housing Board](#)

### **Q: How have international students with families managed financial commitments during this course?**

A: We have had international students bring entire families with them while studying here, but we do not inquire about how they manage their personal finances as it is not our purview. Nevertheless, here is some background information related to your question: If you are an

international student who travels to the United States to study with us on an F-1 student visa, you are permitted to bring dependents with you (spouse and/or children). However, your spouse is not legally allowed to work in the United States as a dependent of an F-1 student. This is a feature of U.S. policy over which we do not have control. We encourage each international student to evaluate whether this policy will meet the needs of their family.

## **LIFE AFTER GRADUATION**

**Q: I do not think I will be prepared to be a good Montessori teacher after studying for only 9 months. Can I work as an intern for 2 or 3 years after obtaining the AMI Diploma in 9 months? If so, can I work at the MISD Children's House?**

A: If you pass your oral and written exams and complete all course requirements within 9 months (which the vast majority of our students do) then you will be in possession of the AMI Diploma and will technically be qualified to work as a lead teacher (guide) in a Montessori school. The training provided has been designed to prepare you to begin work as a Montessori teacher once you have completed the program. However, you are not obliged to work in that capacity immediately if you do not wish to. Some of our students prefer to work as assistants first.

AMI does not have a formal internship program in which one teacher apprentices under a more experienced teacher after graduation, but rather encourages each guide to acquire his or her own unique wisdom from direct experience in the classroom, in consultation with peers on-site and at other schools, and in communication with their trainer. Each new guide must find his or her own individual style, merging training, knowledge, life experience, personality, and the needs of the children, into a unique approach to working in the classroom. A mentor role may actually derail this experience and install the style of the mentor unconsciously into the new Guide, who is impressionable at this stage. The first few years of teaching involve a learning curve that is different for each person, and some would say that obtaining the AMI diploma is the real beginning of the teacher's journey of self-discovery and professional development.

Regarding the MISD Children's House, we have one toddler classroom, two primary classrooms, and one elementary classroom at this time. Some of our students have the privilege of practice teaching in our own environments for three weeks during the school year, but most practice in other excellent schools. Similarly, some of our alumni end up working at the MISD Children's House, but most work elsewhere. Studying at MISD does not guarantee any particular relationship with the MISD Children's House.

**Q: If I take the elementary training for ages 6-12, can I become a great guide for a kindergarten classroom?**

A: The elementary training is designed to prepare you to work with children from age 6-12 in multi-age Montessori settings. Given that kindergarten is generally for children ages 4-5, the elementary training would not be the best preparation, and neither the elementary training nor the prelude “Foundation Course” is designed to prepare you to work with children of this age. Primary could be a better preparation, but if your intention at the outset is to work in a traditional kindergarten with children of the same age, perhaps a traditional teaching credential would be a better ideological fit for you.

**Q: I teach at a charter school with ages 4,5, and 6 in the same classroom. Which training is best for me?**

A: Primary is a better option for you than Elementary if we had to choose, but either way you will not have an exact match. The ideal would be for you to have both Primary and Elementary training if you are going to work with that age range. An additional question to ask yourself is: What ages will I have the year AFTER this, and the next and the next? This may also enable you to identify the best training to start with.

**Q: I am a native Spanish speaker. Can I succeed as a Montessori guide?**

A: Yes, you can certainly succeed as a Montessori guide! If you work in a country where Spanish is the predominant language, your native tongue is of course an asset. If you want to work in the United States, schools with bilingual immersion programs are always searching for AMI-trained guides who can speak to the children at a high level in languages other than English.

**Q: Is having a master’s degree required in addition to the AMI Montessori diploma?**

A: A master’s degree may be beneficial depending on your career goals, but it is not required if you want to work as a teacher (guide) in a Montessori school. For information on combining your AMI training at MISD with a master’s degree in Montessori Education, see:

[Loyola University Maryland Master of Education Program Page](#)

Contact Carrie Stroup, Montessori Program Coordinator at Loyola: [castroup@loyola.edu](mailto:castroup@loyola.edu)

**Q: After training, I plan to open my own Montessori school. Will there be any guidance or help for those of us starting schools? What advice can you offer?**

A: Our training programs are primarily geared toward the pedagogical aspects of working with children. However, we do offer some general guidance as part of the course about how to start a school. Since our students come from all over the world and often return to their home countries, the specific business processes involved in starting a school in any given locality are best left to other experts. Information on starting classrooms and on taking over classrooms will be provided.

**Q: Is it necessary to have all three levels of certification to go into administration?**

A: It is possible to open your own Montessori school without any Montessori training whatsoever. However, it is very desirable to have at least one level of training, and multiple levels is even better.

**Q: I am an international student. Can I complete the 9 credits of the Loyola master's degree program over multiple summers or must they be taken all in one summer?**

A: Please direct specific questions about the Loyola graduate program to Carrie Stroup at [castroup@loyola.edu](mailto:castroup@loyola.edu).

**Q: How do you become an AMI trainer? How many years does it take?**

A: For information about becoming an AMI trainer, contact AMI's "Training Group" through AMI Headquarters in Amsterdam. Preliminary information is available on the AMI website at:

<http://ami-global.org/training/training-of-trainers>

The program can be completed in about 4 years, but may take several more years depending on a student's ability and personal circumstances.

## ETC.

### **Q: What is the ideal ratio of children per teacher in a Montessori classroom?**

A: The general rule is to limit the number of adults available to children as much as possible, thus encouraging the development of independence and community among the children. In practice, the ratio of adults to children will vary according to state and/or county-mandated requirements. The resources of each guide must also be considered – No guide should be given more children than he or she can successfully operate with! For example, the number of non-Montessori and special needs children impacts any “ratio” that might be discussed here. Whatever the case, an AMI-trained elementary guide supported by a non-teaching classroom assistant is the baseline for each classroom. Any additional adults would be included after careful deliberation and based upon the needs of particular children.

### **Q: What is the difference between Montessori and traditional education? What is the difference between Montessori and Reggio Emilia, Waldorf, etc.?**

A: We are experts in Montessori. We can tell you, with conviction, what the Montessori philosophy entails. If you want to know about other educational philosophies, you will be best served by consulting experts in those philosophies and making a comparison on your own. We encourage students to investigate a variety of educational philosophies before enrolling in our course and to make sure that Montessori resonates with their values and life experience before beginning the program.

### **Q: What would you say to people who argue that Montessori gives too much freedom to children and makes them lazy?**

A: Why does “freedom” make anyone “lazy”? Montessori discovered what we know intuitively from our own experience – When we are free to follow our own interests, we *WORK*, and we work *HARD*! In addition, we enjoy the experience! What skill did you last decide to acquire? What sport did you last take up? Do you remember how the time flew by as you persevered, practiced, made errors, laughed at yourself, and then watched as you got better and better?

Force, punishment and regimentation tend to lead to children doing minimal effort work, and it typically leads to no joy in learning, and no permanence in the retention of what is “learned”.

Montessori freedom has limits, and the Montessori Guide has a responsibility to ensure that each child finds a path to fulfillment as well as to comprehensive learning that is broad and deep. In the process,

many of our children achieve unheard of expertise, they find their life's work, and they retain an unquenchable love of learning

**Q: Do you have plans to start an intensive AMI Elementary training course for ages 6-12 at Universitat de Vic in Spain?**

A: No, there is no possibility to offer an intensive Elementary course at UVic at this time.

**Q: When will dates and programs for the 2016 year be released? Do you plan to offer another Assistants to Infancy course?**

A: Our 2016 course lineup will probably be announced in early fall 2015. There is great demand for the Assistants to Infancy course, and it is certainly one of the programs we will be considering for 2016.

**Q: You are one of the few schools offering AMI diplomas. How is the AMI diploma different from that of AMS? Are the training processes different? Can you work in the USA and/ or Europe with either of those diplomas?**

A: AMS stands for the American Montessori Society. Please refer to their [website](#) for information about their philosophy, the training programs they offer, and where in the world their diploma is valid.

The AMI diploma is recognized worldwide. Particular locations may require additional qualifications for you to teach there. If you intend to travel after receiving your AMI diploma, make inquiries of the country that you intend to visit to ascertain the situation. (Often your employing school will be able to do this for you.)

**Q: I am homeschooling my 2 ½ and 5 year old children. I have no formal Montessori training, but I would like to homeschool in the Montessori way. What advice do you have for me?**

A: Here are some websites that might give you inspiration as you homeschool your children:

<http://montessoriguide.org/>

<http://aidtolife.org/>

<http://nduoma.com/>

**Q: Why are Montessori schools scarce in some states?**

A: Most Montessori schools are privately owned, so their availability within any given state is dependent on the initiative of individuals. Some geographic locations have higher concentrations of Montessori enthusiasts, which is related to the history of Montessori within that area and also the current ideological viewpoints of the residents.

**Q: Do you offer online training?**

A: We do not offer online courses at this time, although we are looking into possibilities for the future. AMI training is rigorous and requires [face-to-face](#), hands-on experience with the materials. That said, MISD is interested in providing helpful information to a larger audiences who cannot travel to us for in-depth training, so we are making more and more information accessible online. We maintain a [Facebook page](#) that distributes articles and research related to our work, offer periodic [webinars](#) on various topics, and distribute a monthly e-newsletter and other email messages which can be accessed by signing up for our [mailing list](#) through the “Keep Me Informed” feature on our website.

**Q: How do you see the future of Montessori in the next 10-20 years in Europe and around the world?**

A: We have seen tremendous increase in demand for Montessori in our travels over the past few decades, and we expect this trend to continue. Some [public schools in Australia](#) have adopted the Montessori curriculum and Spain’s multiple award-winning school, Colegio Vizcaya, recently converted to the Montessori approach at the toddler and primary levels. China is another hotbed of Montessori enthusiasm, particularly at the toddler level.

In addition, the high profile individuals who were Montessori children (Sergei Brin and Larry Page, founders of *Google*, Jeff Bezos, founder of *Amazon.com* and Jimmy Wales, founder of *Wikipedia*) have focused attention on Montessori education. This, coupled with ongoing brain research that confirms the validity and power of the Montessori method, strongly suggests that we are on the crest of a rising wave – It’s a GREAT time to be entering the Montessori profession!



Thank you for all your excellent questions! If you need additional information, feel free to contact us at [training@misdami.org](mailto:training@misdami.org) or call (858) 535-0500 x101.

